



Quality in Study Support

Evaluating Study Support: Current Approaches in Local Authorities and Schools



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

- Study Support: a national framework
for extending learning opportunities,
DfES 2006

This document would not have been possible without the contributions from the following Local Authorities and Schools:

Local Authorities

- Tower Hamlets
- Durham
- Sandwell
- Newham
- Brighton

Primary Schools

- St Lukes (CEVA) Primary School, Newham
- Christchurch CE Primary School, Kent
- Barton Junior School, Kent

Secondary Schools

- Swanshurst School, Birmingham
 - St Michaels C of E High School, Sandwell
 - James Rennie Special School, Cumbria
 - Parklands High School, Liverpool
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Evaluating Study Support: Current Approaches in Local Authorities and Schools

The purpose of this document is to

- a) Summarise the research evidence on the effectiveness of Study Support in raising standards of attainment and improving pupils' attitudes and attendance
- b) Draw together some principles for effective monitoring and evaluation
- c) Illustrate the ways in which schools and local authorities are monitoring and evaluating the impact of Study Support and give examples of the impact that they are finding

The examples used in this booklet have been drawn from the work undertaken by Quality in Study Support (QiSS) on behalf of the DfES as part of the Study Support Quality Development Programme or from evidence produced by school's self evaluations for the QiSS quality assurance award.

This booklet builds on the guidance in Extended Services: supporting school improvement (DfES November 2006) and provides more details for Study Support as one part of the core offer of extended services. It is hoped that it will be useful to School Improvement Partners, to local authority Advisers and Heads of School Improvement services and to the senior leadership teams in schools.

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Introduction

What is Study Support?

Study Support is the government's preferred term for those learning activities outside normal lessons which young people take part in voluntarily, and which are aimed, directly or indirectly, at raising achievement.

These activities can occur before the school day, during breaks and lunchtimes, after school, evenings, at weekends and during school holidays, or in options / activities sessions during a re-arranged school day. Study Support activities may happen on the school site, or elsewhere such as sports venues, public libraries, museums or residential centres.

Study Support has three overlapping purposes, each of which has at its core the raising of young people's achievement.

- Removing obstacles to and developing readiness for learning
- Increasing competence at learning
- Broadening and deepening success in learning

Stretching the more able and assisting those who have fallen behind to catch up are therefore only two of the aims that a Study Support activity might have. Every pupil can benefit from Study Support activities. But there are groups of pupils for whom a sustained breadth of opportunities will be a vital part of the means to enable them to achieve their potential. Targeting such pupils, and the reminding, and cajoling that is necessary, does not undermine the voluntary nature of their participation and the ethos that can be so engendered.

Effective Study Support programmes therefore aim to engage young people in learning through activities that interest or enthuse them and to use the enjoyment, motivation and commitment as routes not just to academic attainment but also for personal success in a wide range of fields. The activities covered by the term Study Support includes sport and physical activity of many kinds, outdoor / adventure / environmental activities, creative and performing arts, craft / technology / ICT, homework clubs / access to libraries and learning centres, booster and revision classes, hobbies and games, peer education / mentoring, summer schools, breakfast clubs, and supplementary schools.

The links between Study Support and the Every Child Matters agenda

One of the purposes of the government's drive to develop extended services in and around schools is to raise standards in schools. As part of the core offer of extended services, programmes of Study Support are the most direct and readily achievable way of doing that. Study Support will form a major part of the wide and varied menu of activities, though it may also happen at weekends and in holidays. The arrangements made for childcare should ensure that children also have the opportunity to participate in Study Support.

Parents relish their children's enjoyment of sport, drama, music, and art and craft activities. They recognise the benefits to confidence, self esteem and social skills that children derive from participation in after-school clubs. Study Support can therefore be a key tool in developing parental involvement in the life of the school and in changing attitudes in the locality towards school. Links between school and business and other local organisations are also fostered by Study Support. Pupils enjoy learning in public libraries, museums and galleries, sports clubs and outdoor education centres. Effective Study Support uses many different providers and should not be an additional burden on teachers.

How Study Support can improve standards

Study Support contributes to raising school standards in a number of ways. It can raise the attainment of individual pupils or groups of pupils **directly** through activities such as paired reading schemes, Easter schools, homework clubs, and revision sessions or through opportunities to do additional accredited courses such as astronomy GCSE or modern foreign languages. It can also raise attainment **indirectly**: through increasing motivation, perhaps through mentoring schemes or aptitude for learning through learning to learn programmes. Study Support is not a substitute for a well taught appropriate curriculum, strategies to ensure attendance and good behaviour or for a lively climate for learning. But it contributes to all these and to many more factors which we know influence young people's attitudes to and achievement at school.

School standards are about more than examination attainment. Study Support provides opportunities for schools to personalise learning for individual pupils' and to widen the options for achievement: to be peer mentors, successful public performers or sporting stars, investigative journalists or film-makers etc. Study Support also provides a milieu in which students can take a great degree of control over their own learning and grow into lifelong independent learners. Study Support therefore can also raise school standards by improving the ethos of the school, developing a richer and more effective climate for learning and by providing ways in which the less motivated or academically able can achieve an experience of success and the more able can be stretched.

The voluntary participation of students in Study Support is a significant factor, regardless of how much pupils are targeted or encouraged or reminded there can be no sanction on them for choosing not to participate. Therefore the numbers of pupils attending an activity is the most readily available indicator and can be used to monitor appropriateness of the things being offered. Keeping registers and analysing the data for patterns of participation and more importantly non-

participation must be the first task for any school that wants to evaluate what effect its Study Support provision has. For not all provision is equally effective and not all activities and settings work for all pupils. Much more remains to be done before schools have robust tools which can be used reliably to indicate how behaviour has improved, or generic skills have been developed, or progression to further and higher education increased. The exemplars aim to show what has been achieved so far by some schools and some local authorities.

Research evidence for the effectiveness of Study Support

The research evidence for the effectiveness of Study Support in raising standards of attainment comes from a major study of 8,000 secondary students in 52 inner city schools. (MacBeath, Kirwan et al 2001) This study tracked individual students' participation in various types of Study Support activity for a period of three years. Baseline data was collected on individual students of background information such as age, gender and ethnicity, and of measures of academic attainment, attitudes to schools and school attendance. Similar outcome measures were collected at the end of the study and linked to the participation data.

In common with many previous studies it found that prior academic attainment was the strongest predictor of examination results. Gender, ethnicity and school attended also made a significant difference to examination results. But allowing for all these factors **in all the schools** Study Support had affects that were significant and substantial for academic performance.

Participation and Impact

Students who participated scored on average **three and half grades** (on Best Five results), or **one more A-C pass** than matched students of equal ability who did not participate.

Study Support improved attainment in Maths and English GCSE by half a grade. In KS3 SATs, participation improved Maths attainment by a third of a level and Science attainment by three-quarters of a level.

Study Support activities related to curriculum subjects had the largest impact on GCSE results but **so too did sport, aesthetic activities, drop in sessions and hobby clubs, though with a smaller impact.**

Who benefited?

All types of students benefited from participation, boys and girls to roughly the same extent but students' eligible for free school meals slightly more. **Students from ethnic minority groups benefited significantly more.**

Participation rates were not correlated with gender, ethnicity or eligibility for free school meals. But they were strongly correlated with school attended – in other words it is **how schools plan, present and deliver activities and encourage, remind and cajole students to participate that makes the difference.**

These highly significant findings were matched by **similar positive impacts on students' attitudes to school and on school attendance.**

Similar smaller scale studies have been undertaken in Tower Hamlets (Yip 2000, Hachou 2004) and Cardiff (Schmit 2005).

Playing for Success

There are a series of studies conducted by the NFER for the DfES into the effectiveness of the national *Playing for Success* initiative. *Playing for Success* study centres (of which there were over 100 open in 2007) aim to use the motivation provided by sport, state of the art IT facilities and a good ratio of staff to pupils to raise standards in literacy numeracy and ICT. Centres are managed by experienced teachers and run as partnerships between the host professional sports club, the local authority and the DfES. KS2 or 3 pupils who are underachieving at school attend weekly for two hours after school, usually for a term. The research (Sharp et al 2003) found strongly positive results from the quite brief period of intervention. Pupils made substantial and significant progress in numeracy. On average primary pupils improved their numeracy scores by about 17 months and secondary pupils by about 24 months. Gains in numeracy brought the performance of these underachieving pupils much closer to the average expected for their age group,

especially at KS2. Performance in reading comprehension improved during pupils' time at the Centres. Secondary pupils' scores improved significantly by the equivalent of about 8 months. Pupils' ICT skills improved significantly during their time at the centres. Attitudes also showed improvement in significant respects. Compared with the control group the changes of greatest education significance were evident in pupils' independent study skills and, for KS2 pupils only, in self image. Teachers and parents noticed particular improvements in pupils' self confidence and ICT skills.

Research and Evaluation: different methods for different purposes

The effectiveness of Study Support has been demonstrated but schools have more immediate needs for evaluative data which will answer questions such as

- *Is what we are doing now for our pupils having the effect we were seeking and/or any other beneficial effect?*
- *How far does our programme meet the needs that staff, pupils and parents have identified?*
- *Can we improve on what we are doing?*
- *Can we use it with other pupils?*

The next sections describe how schools and local authorities, taking the research evidence as a given are seeking to answer these questions for different types of Study Support activities and different types of pupils.

How Schools and local authorities are monitoring the impact of Study Support

Impact on attainment at Key Stages 2 and 3

Early success at school has a powerful effect on pupils’ subsequent achievement. Many primary schools offer to their KS1 children, and some to Foundation Stage, breakfast clubs, lunchtime clubs and after school activities. Such provision has generally been interlinked with other interventions such as play development during break times, family learning programmes or support to children and parents/carers from a family liaison worker. (This is increasingly the case as schools develop their extended services.) It is therefore appropriate that the impact on younger children of Study Support activities alone has not been considered a worthwhile focus for evaluation.

However at KS2 and KS3 Study Support activities have been widely used to improve attainment, as measured by SATs, and to prepare Year 6 pupils for transition to Year 7 as well as increasing readiness for and improving confidence in learning.

Newham’s Learning Community Services

Target Group:	Key Stage 2 pupils
Intervention Strategies:	PfS, Summer University Programmes, Saturday School Programmes

The London Borough of Newham has a clear borough wide strategy for using Study Support to raise attainment and increase wider achievement. As well as supporting schools with advice, quality assurance and access to additional funding from a charitable foundation staff of the Learning Community Services team run programmes for pupils including

- Two *Playing for Success* Centres, at West Ham United FC and at the East London Gymnasium
- Summer University Programmes
- Saturday school transition programmes

Three separate impact studies were completed at WHU Learning Zone, which all demonstrated the positive impact that the WHU Learning Zone was having on the attainment of pupils who had attended.

Study 1 looked at two individual schools where teachers tested pupil’s KS level before and after they had attended the centre. These results were compared to a control group who did not attend but were similarly tested. The results showed that, in most cases the pupils who attended PFS made more academic progress over the same period as those who did not attend.

	Maths Increase	English Increase
Average Pfs increase	2.13	2.80
Average Control increase	1.47	2.27

Study 2 backed up these findings by demonstrating that pupils who attended WHU Learning Zone before taking their KS2 exams were shown to be more successful than those pupils who did not attend the WHU Learning Zone until after they had taken their KS2 exams.

	Level 4+ in English	Level 4+ in Maths	Level 4+ in Science
Attended Pfs before taking KS2	68.4%	62.1%	82.1%
Attended Pfs after taking KS2	55.8%	53.7%	72.6%

Study 3 again reinforced both these findings by demonstrating that students who attended the WHU Learning Zone after taking their year 5 tests, were more likely to record a greater increase in point score (in English) between their year 5 test and their KS2 tests than similar students who did not attend the centre, therefore suggesting that they would be more likely to achieve higher KS2 results by attending the centre.

Average increase points score per person:		
	Pfs Group	Control Group
Reading	6.21	5.16
Writing	6	4.97
Maths	4.95	5.28

Students who attended the East London Gym before taking their KS2 exams were shown to be more successful than those pupils who did not attend the ELG Interface until after they had taken their KS2 exams.

When attended PFS centre	Year of KS2	Key Stage 2 – Level 4+				
		Percentage				
		English Reading	English Writing	English	Maths	Science
Attended PFS before taking KS2	All years	85.2%	65.5%	81.8%	76.4%	81.8%
Attended PFS after taking KS2	All years	78.9%	50.9%	71.9%	73.7%	78.9%
Overall	All years	81.3%	58.0%	76.8%	75.0%	80.4%

Learning Community Services - Saturday School Report (2003)

Newham's Learning Community Services also run a Saturday School Programme at selected secondary schools for targeted Year 6 pupils. A small scale evaluation in 2003 showed a significant improvement in SATs results compared with the aggregate for the borough.

	% of pupils obtaining Level 4 or above in Newham in 2003		
	Maths	English	Science
Borough %	64	66	78
Saturday School participants	69	71	82

The report also found that:

"Staff are clear that pupils attending Saturday School tend to be far more confident in Year 7 and find transition from primary to secondary more successful. These students are also more likely to be involved in other out of school hours learning."

"Students revealed that going to secondary schools on a Saturday morning raised their self-confidence and their academic ability."

St Luke's Primary School in Newham is one of the many schools in the borough that has a coordinated approach to Study Support the head teacher at St Luke's began the systematic development of OSHL on her appointment in January 1997 when specific and serious concern over violent, confrontational and challenging behaviour

in the playground led to the introduction of additional lunchtime activities for targeted groups of pupils. The range of clubs and activities offered has been expanded steadily over the years planned on the basis of regular questionnaires to pupils, discussions with the School Council and informal discussions with pupils and parents.

St Luke's (CEVA) Primary School, Newham

Linking targeted provision of Study Support to improvements in attainment

OSHL activities are integral to the School Improvement Plan so that in her report to Governors the head teacher could say;

An analysis of overall pupil progress highlighted a number of areas for development and priority in our SIP 2006-7. OSHL provision will address;

- *Writing*
- *Language and communication skills*
- *Basic maths, problem solving skills*
- *MfL*
- *Ecology*
- *Staying healthy*

The range of activities offered is broad and changes regularly according to the pupils' interest. On principle the school does not run "Homework Clubs" or "booster classes". Instead there is a skilful use of activities that are fun, challenging and rewarding to deliver the desired learning outcomes. Activities are open access but particular pupils may be targeted to attend and encouraged, reminded and cajoled to go. Such pupils will be selected on the basis of regular reviews of their attendance, behaviour and progress towards their targets. So writing and language development are addressed through the Drama Club and the Junior Newshounds Group. Maths is addressed through the Five A Day Fruit Stall at which pupils purchase, prepare and sell fruit at break times, calculate costs and profits and donate the surplus to charity.

The targeting of pupils to attend particular activities is undertaken by the class teacher, the Learning mentor and the Enrichment Leader. The school closely monitors every pupil's attendance at all OSHL activities. In 2006 90% of pupils were attending OSHL activities regularly. This close monitoring enables the school to look at the effectiveness of particular clubs. The newspaper club, Junior Newshounds, for example, has helped Year 6 pupils to achieve better than predicted Key Stage 2 English SATS results.

All Year 5 and 6 students are invited to attend the club with those most needing support for writing and reading being approached by the Learning Mentor. This results, each year, in a

mixed ability club membership. If the number of applications is high, two sessions per week are scheduled with groups strategically mixed. The more able pupils are encouraged to assist other members, allowing the Learning Mentor to spend one on one time with lower ability pupils. Students produce articles on school events and issues for the newspaper and are also encouraged to work on themed subjects, whole-school projects and matters of personal interest.

St Luke’s routine monitoring enables it to identify the improvement in attainment of the targeted pupils as shown in the table below.

Pupil	Junior Newshounds Membership						KS1		KS2 Predicted			KS2 Actual		
	Autumn 04	Spring 05	Summer 05	Autumn 05	Spring 06	Summer 06	R	W	R	W	O	R	W	O
A	✓		✓				3	3	5	5	5	5	5	5
B	✓		✓				3	3	5	5	5	5	5	5
C		✓					3	2a	5	4	4	5	5	5
D		✓	✓				2a	2a	4	4	4	4	5	5
E			✓				N/A	N/A	4	4	4	4	5	4
F				✓	✓		2c	2c	3	3	3	3	4	4
G				✓			2b	2b	4	4	4	5	5	5
H				✓			N/A	N/A	3	3	3	3	4	3
I					✓		2b	2b	4	4	4	4	4	4
J					✓		W	W	2(N)	2(N)	2(N)	N	3	2
K					✓	✓	2a	2a	4	4	4	5	5	5
L						✓	2b	2b	4	4	4	5	5	5

R = Reading W = Writing O = Overall

Because of the carefully planned approach to the whole school offer of Study Support and the targeting of pupils the head teacher was able to report to the Governors

There is no correlation between above average attainment and high attendance at many OSHL courses.

There is a clear correlation between attendance at targeted provision with carefully planned learning objectives and pupils making higher than expected progress.

Impact on attainment at GCSE

Local authority programmes

Many local authorities organise Study Support programmes centrally to which selected or invited schools can send pupils. Such arrangements not only ease the burden on school staff but make possible the use of resources that would not be readily available to schools for these types of revision programmes.

In common with many other local authorities, raising attainment at GCSE and increasing transfer rates to post-16 education has been a priority in Durham. One of the initiatives organised by Durham’s Study Support Unit is a residential GCSE Revision Conference held over three days during the Easter holidays.

Durham’s High 5’s Easter GCSE Revision Conference – 2003 to 2006

Target Groups:	Year 11 C/D borderline students
Intervention Strategies:	Easter Residential Revision Conference, using expert teachers and University accommodation

During the first day students take part in problem solving and team building exercises as well as revision workshops covering “mind mapping”, learning styles and other revision techniques. They also have access to the SAM learning online revision service. Throughout days two and three, students revise two subjects chosen by themselves from Maths, English, French, German, Chemistry, Physics and Biology. They are taught in average size groups of 15 and spend 5 hours revision on each of their subjects. Experienced subject specialist teachers, including Advanced Skills Teachers and GCSE examiners, are recruited from across the North East.

Over the years the programme has been changed and new things added e.g. in 2005 the revision skills element was dropped as many schools delivered these in house as part of their study support programmes and in 2007 university students were employed as support staff and delivered one to one/small group tutorials to students who requested it.

The students stay at Durham University halls of residence, with a member of staff from their own school. Evenings are used for one to one tutorials, but also for sports and recreation in the student union. The experience of student life and raised aspirations for higher education are secondary objectives of High Fives. About 300 students participate each year.

Impact on GCSE Performance

The results associated with participation in the High Fives programme are impressive. Each year students who attend High Fives do significantly better than would have been predicted from their mock results, and as a group achieve higher results than for the average across the county

- 59.3% of students achieved C grades or better in the subjects they revised at High 5's. Only 32.3% of students had achieved C grades or better in these subjects in their mock exams.
 - There was a 6.5% overall increase in B grades and a 21.4% overall increase in C grades.
 - The highest increase in A to C grades was in English (33.3%) and then in Maths (31.4%).
- Table 2 shows the full comparison between mock and actual results.

Table 1 Percentage of students obtaining each grade. **Mocks** (shaded) compared with **Actuals** in 2003.

	N=	A	A	B	B	C	C	D	D	E	E	F	F	G	G	U	U
Maths	157	0.7	0.6	2.9	12	21.6	44	32.8	30.8	3.5	8.7	0.7	2	0	0.6	5.2	0.6
English	144	0	0.6	5	13.8	33	56.9	50	18	10	4.1	1	4.8	0	1.3	2	0
Science	43	1.5	1.5	0.7	4.5	37	51.8	54.7	33	3.9	6.7	1.5	2.2	0	0	0	0
French	23	0	4.3	9.9	0	4.5	30	59	43	27.2	17	0	4.3	0	0	0	0
German	9	0	0	0	9	16.6	27	50	54.5	16.6	9	16.6	0	0	0	0	0
AVERAGE		0.7	0.8	3	9.5	28.6	49	46	28	17.7	7.2	1.2	2.9	0	0.6	2.3	0.2

The effects of the High 5s programme are more widespread than simply on the two subjects that were the focus of intensive revision as Table 2 below implies.

Table 2 Comparison of High Five Participant results with county-wide results

% of students getting 5A*- C	2003	2004	2005	2006
Durham CC overall	44.2	46.7	52	56.0
High 5s Students	59.0	70.4	69.5	73.0
Increase in % of pupils achieving good GCSE outcomes	14.8	23.7	16.5	17.0

The event also has a clear impact on the students' aspirations, as demonstrated by the positive feedback on the conference and the students' post GCSE plans. Following each conference, the vast majority of students have expressed their keenness to continue their education after GCSE's, an uncommon but welcome outcome for C/D borderline GCSE students.

St Michael's C of E High School, Sandwell – Easter School

Target Group:

Year 11 Students

Intervention Strategy:

Easter Revision School

At St Michaels C of E High School, a wide range of Study Support activities are on offer to help students preparing for GCSE examinations in Year 11 and National Tests in Year 9. A variety of study sessions focussing on revision, examination techniques and the successful completion of coursework assignments are held during term time and for the last five years, an Easter School has been run to provide subject specific support in the students' final stages of exam preparation.

The Easter School is held over four days from 9am to 1pm at St Michaels School. Focussing on Year 11, all students in the year group are invited to sign up to two subject specific revision sessions per day, led by St Michaels Teaching Staff. Students have the opportunity to work independently or with a Learning Mentor or Academic Coach on any specific requirements. They also have access to computers in their own Study Support area to complete independent study.

The school has carried out an evaluation of the impact of the Easter School on pupil's attainment in 2006 by comparing the GCSE results of those who participated to the results of those who did not. The table below demonstrates that the lowest success rate was amongst those students who did not participate in the Easter School and the highest was amongst those who had attended at least 3 days. This in turn meant that the overall difference between predicted outcomes and actual outcomes for students who had attended 1 or 2 days was lesser than that for students who had not attended any and for students who had attended at least 3 days, actual outcomes matched predicted outcomes.

	% of students predicted 5A*- C	% of students getting 5A*- C
Non Attendees	22	14
Attended 1 or 2 days	51	39
Attended 3 or 4 days	66	66

The Easter School not only helped those students on the borderline of gaining 5 A*-C grades to achieve their potential but also helped to improve the results of the lowest performers in the year group. The table below, which contains data on all students in the year group rather than just those who were predicted 5 A*-C's, indicates that on average the more days a student attends at Easter School, the more chance they have of exceeding their predicted outcome.

	% exceeded teacher predictions	% achieved teacher predictions
Non Attendees	9	39
Attended 1 or 2 days	54	24
Attended 3 or 4 days	37	37

Sandwell's ACES Project – begun in 2005

Target Groups:	Year 11 students with the potential to gain 5 or more A*-C's at GCSE, Year 11 students at risk of completing secondary education without any GCSE's
Intervention Strategy:	Academic Coaching in school and in community based organisations

The Academic Coaches Ensuring Success (ACES) Programme was set up to tackle significant underachievement in pupils who, on the basis of prior attainment, would be expected to achieve 5 A*-C GCSEs and persistent problem of numbers failing to achieve any GCSE success. Funded through the Neighbourhood Renewal Fund, the project is a partnership between all Sandwell High Schools, West Bromwich Albion Football Club and eight local Voluntary and Community organisations, including Smethwick Pakistani Muslim Association (SPMA), Smethwick Language College, SYCC (Smethwick Youth and Community Centre) KRUNCH and MEA (Mentoring for Educational Achievement). It is the breadth and strength of the partnership between schools and non educational bodies that makes this programme unique.

Two or more coaches work in each of the 18 schools to provide support to targeted pupils in specific curriculum areas. In the programme's first year, 42 coaches were appointed, graduates in the subjects they were coaching but from a wide variety of employment backgrounds such as social services, teaching and former teachers to learning mentors and one former policeman. The coaches spend some time supporting the pupils during lesson time and are available at lunchtimes and after school to support coursework. They also provide coaching as part of the Study Support programmes and revision classes held during holidays and weekends at the various community based organisations. The Community Team of West Bromwich Albion Football Club, which includes Playing for Success, provide additional support such as access to the club's Study Support centre, sports coaching, celebrity sports forums, match day packages and other incentives.

Impact on GCSEs

The success of the programme has meant that the number of pupils in Sandwell achieving 5 or more A* to C grades has risen from 38% to 47% over the two years, reaching the borough's highest ever level. The target for students achieving 5 or more A* to C grades in 2007 is 50%.

		2005			2006			
% of students obtaining 5 A*-C's		Boys	Girls	Both		Boys	Girls	Both
ACES participants	552	52.9	52.2	52.5	663	62	59	60.8
Authority				43				47.3
% Difference				9.5				13.5

As a result of the ACES Programme, there has been an increase in the number of pupils going on to further education courses. This has led Sandwell to extend the initiative to be able to support KS5 students with 7 school-based posts, 16 centres and Sandwell College now running a two year pilot programme of Academic Coaching for post 16 students.

The ACES programme has been one of the many intervention strategies implemented as part of the recovery programme at **George Salter High School**.

GCSE results for the 2005 ACES cohort were extremely pleasing with 18 of the 19 students achieving 5 or more A*- C grades (100% of girls and 87% of boys) and 63% of the cohort achieving 10 or more A* - C grades. This success was the result of several factors, including the expansion of the ACES project to include Learning Mentors, targeted Study Support, individualised learning plans, and an extremely motivating ACES Awards Event.

Participation, Inclusion and Entitlement

For secondary schools to be able to evaluate the impact of Study Support activities a detailed system for monitoring participation is necessary. In large secondary schools with many dozens of activities offered over any one academic year a regular audit of provision and an analysis of attendance registers are essential. **The Coopers' Company and Coburn School** in the London Borough of Havering has developed, with the support of the Havering Inspection and Advisory Service, an Excel spreadsheet workbook which has been made available to other schools. The audit tool consists of a set of spreadsheets onto which information about the Study Support activities offered in school (what, when, where and who for) can be entered. These are linked with registers of students' attendance at each activity. Reports generated by the software can reveal patterns of provision for different year groups and of different types of Study Support activity. Analysis across the registers can be used to reveal information about different patterns of take-up by for example ethnicity, gender or SEN status. With this information available questions can be asked of the school's data on pupils' attainment and progress towards various targets.

A number of schools have taken the next step and directly linked data on participation in Study Support with data on attainment.

Swanshurst School, Birmingham – Study Support Database

Development of an in-house access database which records participation in Study Support

Swanshurst is an oversubscribed specialist science college for girls with about 1800 on roll including 250 in a mixed sixth form. Pupils come from 60 feeder primary schools and 61% speak English as an additional language. Study Support at Swanshurst is firmly embedded in the life of the school community; the '**Swanshurst Guarantee**' which specifies the extensive and varied programme of Study Support activities that the school ensures is made available to all students. This includes an entitlement to such events as a theatre visit, participation in a

team sport, a residential experience and a SuperLearning Day across 11 broad categories of extended learning opportunities.

With the range of Study Support activities on offer, it was felt that products available commercially for the recording of Study Support were not flexible enough for the school's needs. In consequence, an in-house database was created using Access for recording and monitoring purposes which includes details of each individual activity such as title, location, date, staff, curriculum subject and relevant category from the Swanshurst Guarantee (for example, cultural, residential, citizenship or study activity). It also records attendance data for each activity taken from registers.

A [live link](#) to CMIS, the school's administration system, feeds information relating to student's data including student ID, scholastic year, form, ethnicity and entitlement to FSM, directly into the database. This 'front end' Access programme is linked to an Excel database which is used for data analysis and allows access to sophisticated information relating to all students and activities.

Impact on GCSE's

Through the ELMT's analysis of this data, they have been able to demonstrate that regular participation in Study Support activities results in significantly higher levels of attainment than occasional participation or not at all.

Of the students who attended Study Support sessions frequently, 82% achieved at least 5 A* to C grades compared to 67% of those who only attended occasionally and 13% of those who did not attend any. Frequent participation equates to 20+ hours of participation, with anything less than 20 hours being occasional participation.

Information taken from the Excel database is also used to monitor student's individual engagement with the Study Support programme and is used by Form Tutors for inclusion in academic reports to parents. The database can also record students' participation in sporting, artistic and learning and community service activities undertaken independently of school. This information is used within the school's reward system.

Having been developed in-house, through the collaboration of the IT Manager and the ELMT, the system is flexible to accommodate changes in the Study Support programme and how activities are categorised and analysed. Currently, provision is being made to allow for the targeting of 'negative' data i.e. those students who are yet to fulfil categories of the Swanshurst Guarantee. This will allow access to ever more sophisticated information in relation to Swanshurst School's Study Support programme.

Easington Community School, Durham

Development of an in-house database which records participation in Study Support and pupil achievement

Having previously been identified as a school with 'serious weaknesses' Easington is now considered an improving school by OFSTED and has seen a significant rise in GCSE results during the last few years. The percentage of pupils achieving 5 or more A*-Cs .rose from 30% in 2002 to 44% in 2005 and the percentage of pupils achieving 5 or more A*-G's rose from 87% to 92%. Since attainment on entry to the school is below average, these results demonstrate good progress.

A planned and managed three part intervention programme was developed to cover, coursework support, exam preparation and attitudinal changes. This is custom built to suit the needs of individual pupils utilising a range of initiatives led by the school's learning mentors and other providers such as the UFA, Aimhigher and Durham County Council.

An example of an Individual Pupil Programme:

- Predicted D's and C's, very much a borderline but revised targets show potential, hitting level 2's and 3's in most subject areas, geography, maths and science main concerns.
- Staff comments suggest behind with coursework, some pieces partially attempted, lacks confidence, very keen to succeed and get into college, exam performance poor, needs guidance and support.
- Action – Staff mentor allocated, after school maths, geography and science support recommended parents informed, transport provided, enrolled on learning mentor programme, targets set, invited on Coursework Day, High 5's Easter Residential, Revision Residential, and Super Learning Day.
- **RESULT** - Achieved 5c's, including maths and geography, at Durham 6th Form.

A database is used to record the sessions attended by individual pupils and the outcomes achieved using predicted and actual point score comparables. This showed:

- 51% of those not involved in the mentoring programme achieved or exceeded their predicted grades
- 61% of those involved in the mentoring programme achieved or exceeded predicted grades
- 10% of those who attended less than 35 sessions achieved or exceeded predictions
- 53% who attended 35+ sessions achieved or exceeded predictions

Wider Pupil Achievement

Every Child Matters sets out five outcomes for which all those working with children and young people should be striving; stay safe, be healthy, enjoy and achieve, make a positive contribution, achieve economic well being. Study Support programmes can and do make a major contribution to young people's progress to attaining these outcomes. The staff of almost every school can describe how involvement in activities such as a sports club, a drama group or a peer mentoring programme has transformed the attitudes or behaviour or engagement of a young person with school and learning. Tools such as questionnaires or software are available which can quantify changes in attitude but these are often complex and time consuming to administer correctly. However we still lack reliable **indicators** of attitude and behavioural change which schools can apply regularly and simply in order to evaluate the effects of Study Support programmes.

The next exemplars describe ways in which this problem has been addressed. In some circumstances success at public examinations, as well as an achievement in its own right, can be used as a reliable indicator of development of social and other skills.

James Rennie Special School, Cumbria

Target Group:	KS4 students with severe learning difficulties
Intervention Strategies:	Two week long summer school After school Drama club

James Rennie Special School has developed a well planned programme of Study Support activities to improve pupil attitudes and performance. A particularly successful element of the programme has been the teaching of expressive arts. GCSE Drama at Key Stage 4 was launched at the school in 2005 following the successful delivery of the subject for two years at Key Stage 3. Several students had shown a keen interest in the subject and the school had recognised its contribution to the development of students' communication skills and personal and social cognition. The school hours allocated to the teaching of Drama GCSE were, however, considered inadequate and therefore a Study Support programme was developed as a means of supporting the delivery of the course.

In its first and second years, the programme targeted 6 students of the lowest level ability who had expressed a keen interest in the study of GCSE Drama. Two Study Support initiatives were put into place in preparation for the 2005 examination. The first was a drama club which was run by the drama teacher for two hours after school each week. The second was a Summer School which was funded by the School Inclusion Budget and ran for two weeks during the summer holiday. It was organised and managed by the drama teacher along with one of the school's teaching assistants and a drama company. Students from local secondary schools who needed extra support to pass Drama GCSE were also invited to the Summer School.

With the help of both interventions, the students prepared for and took part in the Shakespeare for Kids Festival, presenting their performance of *The Tempest* at two public theatres alongside performers from a range of mainstream schools. The performance raised the profile and significance of drama both within the school and the wider community, providing an opportunity for many parents to visit a theatre for the first time.

Impact on attainment and wider achievement

So far, the programme has had an exceptional impact on the students who have taken part. All 6 students who formed the 2005 cohort passed GCSE drama, the first ever from a Special Needs School within Cumbria, with three passing at G level, two at F level and one at E. These results were repeated amongst the 6 students who participated in the programme the following year. As well as increasing attainment, the programme also helped to raise the pupils' self esteem and allow them to develop physical abilities and awareness as they practiced their performance. Skills learnt in expressive arts, such as communicating ideas and feelings to others, are transferred across to other areas of learning and the positive outcomes of the drama project help to raise aspirations across the whole school. The initiative is now in its third year and the drama club and summer school have been extended to include an entry level group. Furthermore, an after school drama club has been introduced for post 16's so that those students who achieved drama GCSE have the opportunity to develop their skills further.

Parklands High School, Liverpool

Monthly evaluation of pupils' overall participation in Study Support and participation in different categories of Study Support

Parklands High School in Liverpool has an extensive Study Support programme and monitors participation and evaluates its impact.

Student attendance is collected and collated monthly. It is analysed by year group, gender, ethnic group, eligibility for free school meals and numbers of looked after children to identify the number of hours in which each pupil participates. Monthly attendance statistics for each year group are broken down into the categories; **academic; leisure, visits and residential**. In years 7 and 8 students predominantly choose the leisure activities. As SATs loom however year 9 veer towards the academic and study residential.

Students help steer the programme – all suggestions for out of hours activities are put to the pupil's Council. Students monitor their own progress; in PSHE sessions students complete target sheets and comment on the clubs they have attended and set themselves personal targets. Through the school Intra-net students can see their predicted grades in each subject. Clicking on a subject brings up an updated timetable of Study Support for that subject Students can access.

Many Study Support activities lead to accredited awards. The students can strive for ASDAN Peer mentoring Award, the Duke of Edinburgh Award and GNVQs in ICT. The school is working with the Youth University, a partnership with four Merseyside higher education institutions. Students who complete 12 hour modules can gain credits for bronze, gold silver and platinum awards. Modules devised with Parklands include Catering for Life, Chess, Peer Mentoring, design and manufacturing, Stained Glass and dance. At the end of the summer term students and their families attend a Graduation ceremony at Liverpool University to accredit other activities.

Study Support participation and impact on KS3 SATS			
	Average for all Parklands students	NON attenders	Attenders
Combined	4.3	4.1.	5.3
English	4.6	4.1	5.3
Maths	4.4	4.2	5.5
Science	4.3	4.1	5.4

Study Support programmes are also developed to address specific behaviour issues, targeting particular groups and times of the day. Pupils being targeted may not currently engage in Study Support activities and may have started to disengage from their learning. Careful thought is needed about how to engage these pupils, their role in shaping the activities offered and how the agreed activities will provide opportunities to explore behaviour. Staff will want to support the pupils to explore particular behaviour issues, potential strategies for managing behaviour and opportunities to improve attitudes to learning and the school environment.

Brighton & Hove

Target Group:	Underachieving Year 6 pupils
Intervention Strategies:	Range of Study Support activities in school Study Support sessions at Brighton PFS centre Learning Booster Weekend

This was a small scale action-research study of the effect of Study Support on 79 students from four selected primary schools, all of which had high percentages of pupils with special educational needs and from disadvantaged socio- economic backgrounds. The targeted pupils had been identified as having behavioural, social and emotional problems and therefore were likely to encounter problems at KS2/3 transfer. However they had a broad range of ability from SEN 1 and 2 through to Gifted and Talented. Many of the pupils chosen for the programme had not yet participated in Study Support or had demonstrated a tendency to drop out of after school activities.

Each child was invited to join two after school clubs which they would attend for a term. In consultation with their pupils each school created two new clubs: Break dancing and trampolining, Cookery and Golf, Newspaper Club and Basket Ball, Break Dancing and Football. At least 10 minutes of literacy or numeracy work was integrated into each session of each club. Pupils were also invited to take part in a 6 week programme at HOWZAT, the Brighton and Hove PFS Study Centre and to attend an activity weekend called the 'SATS Free Zone Weekend', which was a fun way to boost their learning before SATS.

Impact on attitudes and behaviour

The targeting of pupils was largely effective. 47% of the cohort had not attended any Study Support activities when in Year 5. Only 24% did not attend any activities during the programme. Attendance at one activity went up from 29% to 49% and at two or more activities from 24% to 27%. One of the main aims of the programme was to impact on the pupils' attitudes and behaviour and to demonstrate this impact through both quantitative and qualitative evidence. The

teaching staff of all four schools were asked to give each child a behaviour code from 1 (excellent) to 5 (very poor) at the start of the project and again at the end to inform an analysis of their behaviour. A positive correlation was identified between Study Support attendance and behaviour as seen in the table below. It was found that of those children who had attended one or more Study Support activities 28.6% demonstrated an improvement in their behaviour whereas of those who had not attended any activities only 12.5% demonstrated an improvement in their behaviour. It was also noted that a higher percentage of those pupils who had not attended any of the activities demonstrated a worsening of behaviour (18.8%) compared to those who had attended one or more (11.1%).

Change in Behaviour	Attending 1 or more	%	Not attending	%
Improved	18	28.6	2	12.5
Static	38	60.3	11	68.8
Worsened	7	11.1	3	18.8
Total	63	100	16	100

Staff commented that the programme had impacted most significantly on the disaffected children who had previously demonstrated negative attitudes towards learning and a lack of self esteem. These children developed strong relationships with their tutors and made new friends from other schools whilst attended courses. One Deputy Head noted that ‘the children all developed a spark of enthusiasm that they may not have already had, or that may not have lasted purely with class work’.

Barton Junior School, Kent

Target Group:

Intervention Strategies:

Pupils with behavioural issues, Years 3 to 6
Lunchtime club, ‘chill out’ room, Play leaders Scheme, AST Behaviour Specialist

At Barton Junior School, Study Support has been used to address a situation of challenging and disruptive pupil behaviour occurring predominantly during break times and lunchtime. A programme of initiatives to tackle the problem has evolved since the summer term 2005 and now engages staff from all areas of the school as well as outside agencies.

The first intervention strategy to be put into place was a lunchtime club with a programme of activities aimed at improving pupils’ social interaction, basic social and life skills and anger management. The club ran for three days a week and targeted pupils in years three to six who were identified as causing the majority of playtime incidents. Permission was sought from the parents of these pupils even though the club took place during the school day and of the 20 pupils who were invited to take part in the club only one pupil did not attend. The

programme of activities, although sports based, was adaptable to the needs and requests of the pupils, helping to present the club as a positive initiative and not a punishment. As the pupils were gradually reintegrated into the playground their behaviour was monitored and recorded by the midday supervisors.

The school has now transformed its Craft, Design and Technology room into a 'Green Room' where children can go to take time out if they feel they may be getting into a stressful situation. The room is permanently manned by two trained Teaching Assistants and is available to targeted children at lunchtimes. This initiative coincides with a Play Leaders Scheme, which began 6 months ago and involves trained play leaders from the Dover and District School Sports Partnership coming into the school once a week at lunchtime and teaching the children how to play responsibly. The pupils have also benefited from the services of an Advanced Skills Teacher Behaviour Specialist who has visited the school once a week for the past year. The behaviour specialist took sessions at lunchtimes which involved team sports with children who find it hard to interact and a reorganisation of the midday supervisors' duties and scope.

The result of these interventions has been a significant reduction in playground incidences during the current school year, as well as an increased level of cooperation in the playground and improved attitudes of the target pupils towards adults in the school.

Conclusions

Evidence from the QiSS quality assurance programme reveals that schools are increasingly involving pupils in the evaluation of their Study Support programmes. This is providing evidence that programmes are effective and about how content or timing might be improved. The next big step will be to involve students in identifying **why** programmes are effective. This will entail giving pupils the vocabulary to describe and the concepts to analyse the process of learning and of teaching. 2020 Vision, the Report of the Review group on teaching and learning in 2020, identified the need to invite pupils:

- to work with teachers in curriculum teams to review schemes of work and develop plans for improving teaching and learning
- to provide feedback on particular lessons , either through general surveys or by training them as observers of lessons

- to conduct regular surveys on the quality of the school experience and how it could be improved

Study Support provides the ideal arena in which to launch such an activity.

This booklet and its exemplars have focussed on the impact that Study Support has on pupils. Other studies have found that Study Support supports school standards through the effect it has on teachers' perceptions of pupils and their own teaching. The implications of Study Support for Compulsory Education found (Elliott et al 2004) that:

- *Strategies for teaching and learning, developed in Study Support settings frequently transfer to compulsory education settings*
- *Study Support settings provide a risk-free context for teachers to experiment with innovative techniques and to refine practice before adoption in the mainstream classroom.*
- *Study Support can support strategies for social inclusion in mainstream practice*
- *Information about students' learning in Study Support activities can contribute to teachers' planning and target setting.*

The point frequently made by the schools which had developed extensive Study Support programme over a number of years, was that they did not accept... a distinction....between Study Support activities and mainstream provision. They preferred to view Study Support as part of the continuum of opportunities to learn in a variety of contexts and an integral part of the learning entitlement for every student.

Effective school improvement planning involves every aspect of the school, including the planning of an effective Study Support programme to support the identified needs of the schools, staff and pupils.

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For further information about the QiSS national standard for quality assurance programme, consultancy and training support available please contact:

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