

STUDY SUPPORT (OUT OF SCHOOL HOURS LEARNING) STRATEGY



Children, Families & Education Directorate





Foreward

This document sets out the strategy for the future development of study support in Kent.

This Strategy builds on national guidance set out in 'Study Support: a national framework for extending learning opportunities' (DfES 2006) and clearly highlights the role of study support within the government's strategies to raise pupil achievement and to develop extended services in and around schools.

We also want to build on the successful provision that is already being offered and to develop partnerships with colleagues across the business, statutory and the voluntary sectors.

There are many valued contributors to the study support programme and committed staff and volunteers who are really making a real difference to the lives of young people. This is confirmed by research that has been looking at the impact of study support.

We will be looking to schools and partners for their continuing contributions to the development and implementation of this Strategy. Kent County Council is committed to ensuring that young people have access to study support activities that enable them to achieve highly and become confident lifelong learners.



Study Support - What is it?

The terms study support and out of school hours learning are used interchangeably. The Department for Education and Skills describes study support as "A 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 to become more effective learners. Above all it aims to raise achievement".

Extending Opportunity: a national framework for study support (DfES 1998)

Kent schools and other organisations are providing an exciting and diverse range of study support opportunities for their young people. Activities take place before or after the school day, at lunch and break times, at weekends and during school holidays. These can take place at school or at other venues.

Activities include:

- ◆ Breakfast clubs,
- ◆ Study clubs,
- ◆ Study and thinking skills
- ◆ Homework support,
- ◆ Sports, music and other creative arts,
- ◆ Opportunities to pursue particular interests.

KENT CHILDREN'S UNIVERSITY (KCU)

KCU provides out of school hours learning activities for children and young people. Courses, normally delivered on Saturday mornings, provide young people with a range of fun, learning experiences.

KCU also run -

- Family Learning
- Holiday Time Clubs
- Kent Youth University
- Summer Schools
- Master Classes
- Primary/Secondary Transition Projects

KCU has been running since 1996. Their first event, hosted in Canterbury, was attended by 100 children. In 2005/06 they were able to offer places to 4,900 children across Kent.

In the early 1990s leading educationalists such as John MacBeath (University of Strathclyde) argued that to tackle underachievement schools would need to develop more diverse teaching and learning techniques and make use of the 85% of young people's waking hours spent outside of the classroom. Study support is widely acknowledged as an effective mechanism for raising achievement by improving motivation, building self-esteem, helping young people to become more effective learners and enabling them to achieve their full potential.

Developments in Kent (see list below) are a reflection of the increasing importance attached to study support within the Government's standards agenda and the levels of funding it has made available to schools to increase opportunities for study support.

- ◆ Playing for Success Centres
- ◆ Working with Charlton Athletic
- ◆ Transition projects
- ◆ Computer Clubs for Girls
- ◆ Kent Children's University
- ◆ Expansion of school clubs
- ◆ Working with children in care



Why do we need a Strategy?

- ◆ The concept of developing study support is not new to Kent schools. However, this Strategy will set out the framework within which study support can be developed to impact on standards and deliver improved outcomes for children and young people.
- ◆ Study support is a key contributor to Every Child Matters. It is also one of the 5 core offers of extended service provision which will enrich and support the experience of young people and remove barriers to achievement. It is part of the 'Change for Children' agenda and the move from intervention to prevention.
- ◆ Developing a strategy will demonstrate how study support contributes to the delivery of:
 - KCC priorities (Towards 2010, Children & Young People's Plan, CFE Strategic Plan) – see section 'Local Drivers'
 - Cluster Plans incorporating the delivery of extended services.
 - Kent School Improvement Strategy
 - School Development Plans



- ◆ The Study Support Strategy will seek to ensure that its objectives, priorities and targets are consistent with these key policy areas and reinforce the Local Authority's principal aim of raising attainment.
- ◆ In addition, a number of other important factors will have an impact on the development of study support in Kent. It will be important to highlight how study support contributes to the delivery of positive outcomes relating to:
 - Every Child Matters
 - Personalised learning
 - Social Inclusion
 - Integrating the school and the community
 - Crime reduction
 - Healthy Schools/Health & Wellbeing
 - Family learning
 - Citizenship
 - Enterprise skills
- ◆ Research demonstrates how strategic planning and co-ordination of study support, across a local authority, can produce significant improvement in school standards and in a wider range of outcomes for young people. The challenge for this Strategy is to set out a framework to deliver this and to support all children and young people to develop into independent adults with the skills necessary to thrive in the 21st century.

Impact of Study Support

National Research

There is a long history of research into the impact of study support on pupils' achievements and attitudes to learning. Research has confirmed the connection between participation in study support and higher levels of achievement.

- Impact of Study Support (DfES 2001) highlighted the positive impact of study support not only in terms of attainment, but also attitudes to learning and attendance.
- Learning Out of Hours: the quality and management of study support in secondary schools (Ofsted 2002) stated that where out of hours activities are well focussed and well run, they significantly enrich a pupil's experience and improve their attitudes to learning.
- Playing for Success – fourth evaluation (DfES 2003) identified improvements in pupil attainment and attitudes.
- Lessons from Study Support for Compulsory Learning (DfES 2004) established that study support settings provide a risk free context for teachers to experiment with innovative techniques.

Local Research

Schools, when receiving funding from the retained element of standards fund, are required to evaluate the impact of the activities. This information is being collated and produced into a 'Good Practice Guide' which will be available on Clusterweb.

Canterbury Christ Church University has been commissioned to carry out a piece of research to look at the benefits of study support in Kent schools and develop a tool to measure the impact of activities.

Christ Church CEP School (Folkestone)

The school runs a large number of out of school hours learning activities and is recognised nationally for the quality of its programme. In 2006 the school gained 'Advanced' status (Quality in Study Support - Recognition Scheme) for its out of school hours learning provision.

The following is an example of an activity that was established to meet the needs of the community. Set up initially as a club for skateboarding (surveys highlighted the fact that the children [7-16] had no place to pursue this hobby) the aim was for the young people to use the school playground and facilities. Since then the club has grown to include a vast range of other activities.

The 'Youth Club', as it is now known, is open 3.00 - 6.00 p.m. and has over 120 members. Members of the Youth Club Steering Group (nearly half are children) meet to evaluate the club's provision and questionnaires are regularly circulated to all the young people to obtain their views.

Drivers for Development

NATIONAL

In 1998 the DfES published 'Extending Opportunity: a national framework for Study Support'. In 2006 'Study Support – a national framework for extending learning opportunities' was published.

OfSTED

Under the new Ofsted framework the section relating to a school's overall effectiveness requires inspectors to evaluate the effectiveness of any extended services, including additional learning provision. The Self-Evaluation Form (SEF) requires schools to give details about their provision and how it supports learning.

Extended School Prospectus (2005)

Study support is seen as part of the core offer that all schools will have to deliver or provide access to by 2010.

Playing for Success (2002)

It was announced that the DfES wanted 150 Centres by 2008.

Excellence and Enjoyment: a strategy for primary schools (DfES 2003)

Reaffirms the role of study support in raising achievement at primary level.

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

Reaffirms the role of study support in helping to raise achievement at transition and secondary levels. This document set a target date of 2006 by which time all secondary schools should deliver some study support.

The PE, School Sport and Club Links (PESSCL) Strategy

This was launched in April 2003 and sets out an entitlement target of two hours of quality PE for all 5-16 year olds to be delivered to 85% of young people by 2008. This entitlement is to be delivered through out of school hours learning as well as curriculum time.

Every Child Matters (ECM)

Study support is central to the achievement of the aim of ECM – to allow every child to have the opportunity to fulfil his or her full potential.

The Five Year Strategy for Children and Learners (DfES 2004)

The Strategy stresses the importance of a rich, well-designed and broad curriculum and a wider range of out of school activities.

Education Outside the Classroom Manifesto (DfES 2006)

Highlights the need to provide out of school hours learning and summer holiday activities.

Labour Party Election Manifesto (2005)

States that schools should provide a comprehensive programme of study support – homework clubs and extra tuition – alongside a range of enrichment activities.

LOCAL

Kent Children & Young People's Plan (2006-09)

The above plan highlights the need for more after school clubs and general clubs such as football and music.

Vision for Kent

Extended school development is a key part of Theme 2 (learning for everyone, closer links between schools and employers, more specialist schools and greater vocational opportunities). The vision highlights the vital role that schools can play in their communities.

Towards 2010

Towards 2010 sets out KCC's plans to achieve various goals. One of the goals is focused on transforming education. Study support will play a vital role in improving levels of literacy and numeracy amongst children entering secondary school.

Kent Community Schools Development Strategy 2004-07

Study support is seen as a major strand to the extended school agenda.

Kent School Improvement Strategy 2006

The Strategy has a central aim that all schools and settings will be supported to develop innovative and transformational practice. Study support will be able to support this aim.

Kent Primary Strategy 2006

This Strategy highlights the need for all primary schools to provide, after normal hours, study support for their pupils and families.

Nurturing Autonomous and Creative Learners – The Kent Secondary Strategy (Phase 2)

The Strategy highlights the need for schools to offer a range of services, in partnership with each other, the local authority and other providers, that extends beyond the classroom.

Local Public Service Agreement (LPSA) 2

This Strategy will impact on many of the targets set within LPSA 2.



Strategies to Promote Inclusion

Children and Young People (CYP) with Learning Difficulties and Disabilities

Study support opportunities should be made equally available to children and young people with learning difficulties and disabilities, whether attending a mainstream or a special school. The involvement of schools with expertise in supporting the learning and development of young people with a range of complex needs is vital. They could influence, at a Cluster level, the planning of study support services.

In Kent we have been working with special school and mainstream colleagues to develop study support opportunities. This has allowed us to identify the barriers that prevent some young people from accessing activities.

Improving Behaviour and Attendance

Well planned and targeted study support activities can foster the development of a student's social and emotional skills. It can also:

- Help meet the needs of CYP with emotional and behavioural problems
- Help to reduce truancy, strengthen inclusion and raise attainment of the 'hardest to reach'
- Re-engage learners by developing a more diverse and enjoyable curriculum
- Help with re-integration of excluded pupils by offering an innovative way to extend curriculum learning.

Children in Care

Recent research has identified, for children in care, barriers to participation in study support. Imaginative work has been done on how study support can raise the achievement of this group of children e.g. transition activities have been run, for Year 6 students, at the Kent Spitfires Centre.

Study Support and Youth Work

Community Youth Tutors have a role, in schools, in supporting PSHE, citizenship and providing peer education. Study support funding has been available, to these Tutors, to develop out of school hours learning activities.

Inter-Agency Partnerships

Study support activities, especially when commissioned by inter-agency partnerships, can offer flexibility and contribute to a range of local priorities such as youth inclusion, crime reduction, community safety, health promotion.

In Kent, as our Trust arrangements and commissioning frameworks develop, there will be increased emphasis on joint planning and development at a local level to meet priorities and deliver value for money.

Charlton Athletic – 'Kick into Education'

The above project, working with Charlton Athletic Football Club, supports schools in raising standards in literacy/numeracy.

The activities use the environment and medium of football as a motivational tool.

The project, delivered by Charlton coaches, has been running in over 40 schools around the County. The project aims to work with small groups of underachieving children.

This Strategy adopts an open and flexible approach to developing study support across the Local Authority. The aim is to work with schools and other partners to enrich the lives of young people, help them to achieve and maximise their potential.

Study support must be seen as a key strand of extended school development in Kent and should be embedded into all education strategies.

Our aim is to ensure that study support has a real impact on those who attend, in terms of increasing academic attainment and improving behaviour. The more relaxed atmosphere of study support activities, plus the fact that pupils choose to take part, has been a definite motivating factor for participating pupils, and in many cases, this motivation can transfer to the classroom. Study support activities can contribute to removing barriers to achievement (such as disaffection, behaviour problems etc.) and so can help to transform education and establish links to the wider community.

Kent County Council recognises that young people are a vital resource and a key force for change. We will always ensure that the young people have a say in the development of study support programmes. We will, with young people, explore how they can influence programmes of activities. Students will also have a role in supporting and contributing to the delivery of activities e.g. mentoring. Their skills and potential will be developed through access to both a formal curriculum inside school and an informal curriculum outside school hours.

By the end of 2006 all Kent schools were expected to be offering study support activities (DfES target). This will contribute to the target that all schools, by 2010, will be offering access to the full range of extended school activities and services.

We will also ensure the development of an inclusive programme that covers all parts of the County, targets disadvantaged areas and meets the needs of all abilities. We will consider the barriers preventing young people from taking part and work with them (and our partners) to find solutions.

'Playing for Success' (PFS)

PfS is a DfES project that aims to establish out of school hours Study Support Centres. These are located at major sporting venues. Using the environment and medium of sport as a motivational tool, the Centres cater for pupils (KS2 & 3) identified by their school as underachieving. The Centres focus on raising literacy, numeracy and ICT standards.

Working in partnership with Kent County Cricket Club we have been running (since January 2005) the Kent Spitfires Study Centre at the St Lawrence Cricket Ground in Canterbury. In April 2007 a second Centre will be open at Gravesend & Northfleet Football Club. Plans are in place to open a third Centre.

Kent's Commitment to Study Support

Kent is committed to ensuring that all young people have access to study support opportunities that enable them to achieve highly and to become confident/motivated lifelong learners.

Kent's pledge:

- ◆ Every pupil, by 2010, to be able to access study support at school and/or in the community. This will include opportunities to improve their confidence and to raise their attainment levels.
- ◆ Schools will value study support as a strategy for raising standards and include study support in their School Improvement Plans. Schools will be clear as to how study support can support ECM targets.
- ◆ All schools deliver, or offer access to, a study support programme as part of their wider extended school provision.
- ◆ Schools will be supported in developing their study support programme e.g. identifying external partners, highlighting possible funding streams. 'Good Practice Guides' will be available covering a wide range of areas e.g. safeguarding children, health & safety, personnel issues.
- ◆ Schools and other providers will deliver quality study support that is designed, developed and evaluated by children and parents. Activities will be enjoyable, inclusive and contribute to raising achievement.
- ◆ Clusters will have targets, in their improvement plans, to ensure that every pupil has access to study support activities - by 2010. We will work more closely with Clusters in order to share funding, resources and expertise.
- ◆ Specialist school community plans will be developed as a way of enhancing access, choice and quality in study support provision across Clusters.
- ◆ We will work to find solutions for problems faced by small and rural schools.
- ◆ We will ensure that children in care have access to a range of study support activities.
- ◆ We will work with colleagues, in mainstream and special schools, to ensure that study support opportunities are made available to young people with learning difficulties and disabilities.
- ◆ We will, as part of this Strategy, give a high priority to working in partnership with young people.
- ◆ We will work with schools to develop a tool that will enable them to measure the impact of study support activities.



Translating the Vision

The Study Support Manager has responsibility for developing study support across the County. He/she provides leadership and strategic direction for study support across Kent. He/she is responsible for supporting schools and working with other community providers to achieve quality standards in their provision.

The main role of the Study Support Manager is to:

- ◆ Develop a strategic vision.
- ◆ Lead on study support.
- ◆ Advocate study support as a means of raising achievement.
- ◆ Support and give advice to schools on a range of issues e.g. programme design, external providers, resources, sustainability, inclusion, staff development, pupil voice, impact.
- ◆ Promote quality assurance of study support programmes in schools.
- ◆ Ensure schools, community groups and the Local Authority are informed of local and national developments in study support.
- ◆ Co-ordinate the collection of data in relation to the provision and impact of study support activities.
- ◆ Secure and manage additional funding for the provision of study support in the Authority.
- ◆ Manage the retained element of standards fund and to monitor the impact of grants given to schools.
- ◆ Support and initiate strategic partnerships for the delivery of study support activities.
- ◆ Provide challenge to schools and local partnerships on their programmes e.g. impact, inclusion.
- ◆ Evaluate the impact of study support activities against strategic priorities.

The Study Support Manager is part of the Children, Families & Education Directorate. There will be direct links with the Clusters through the Extended Schools Development Managers.

The Study Support Strategic Group will oversee the development of all plans. Study Support Groups (area network meetings) will look at out of school hours learning at a more local level.

Resources

- ◆ In 1999 Kent successfully bid for over £2.1 million from the New Opportunities Fund (NOF) to extend and develop study support provision. Many schools benefited from substantial funding over a 3 year period.
- ◆ Standards fund money will be available, to all schools, until 2008. The centrally retained element has been used to fund school programmes. This funding will be used to ensure that we are targeting provision so that all children can access study support activities.
- ◆ Schools will be encouraged to utilise other appropriate funding sources.
- ◆ The Study Support Manager will ensure that he/she links with other agendas and resources that are available to deliver the Every Child Matters outcomes e.g. personalisation, 14-19, funding for curriculum development, development of extended services.
- ◆ In partnership, with other organisations, major bids will be submitted for the commissioning of study support research projects.



Quality Assurance

- ◆ Kent has used the DfES Code of Practice (Study Support) as a tool to ensure quality of study support activities. The Code provides a flexible framework for self-evaluation, enables schools to demonstrate impact and allows them to identify any gaps in provision.
- ◆ Schools supported by a Critical Friend have been encouraged to gain recognition (quality mark) for their study support provision.
- ◆ 52 schools (also the Kent Children's University and two libraries) have gained national recognition for the quality of their programmes. One school has gained 'Advanced' level (only the second primary school in England to have achieved this). Many of the staff from these schools have been trained as Local Critical Friends and are supporting other schools.
- ◆ Tools are being developed that will enable us to monitor and measure the impact of study support activities.

Partnerships

- ◆ The Study Support Strategy is founded on a strong commitment to partnerships. Partners (including schools) will support the Local Authority in translating this vision.
- ◆ A Study Support Strategic Group has been established to oversee the strategic development of this initiative. The Group will ensure that we engage with a wide range of partners.
- ◆ The work of other units, within the Local Authority, is also significant in the area of study support:
 - Kent Children's University
 - Libraries (Homework Clubs)
 - Playing for Success (Centres at Kent County Cricket Club and Gravesend & Northfleet Football Club)
 - Excellence Clusters
 - Youth Service
 - Sports Development Unit (Kent 2012)
 - Sports Partnerships and Specialist Sports Colleges
 - Kent Adult Education (family learning)
 - Specialist Schools
 - Arts Development Unit
 - Advisory Service Kent
 - Kent Safe Schools
- ◆ The Local Authority recognises the need to work with voluntary and community organisations in the delivery of this Strategy. Many of these organisations are already delivering successful study support activities. It will also be important to work with the private sector, housing associations, District/Borough Councils and faith groups. All these sectors will be invited to send a representative to the Study Support Strategic Group and to attend our Study Support Groups (area network meetings).
- ◆ Strong partnerships have already been developed with Charlton Athletic Football Club, Kent Football Association, other units within Kent County Council etc.

Swadelands School

Swadelands School has increased the length of their lunchtime in order to extend their study support provision (known as 'Advanced Time'). All staff provide, within 'Advanced Time', at least one high quality study support activity per week. This has greatly increased the number of activities being offered and has engaged more students during the lunch break.

The activities fall into four categories: sport, academic, the arts and others. Participation is celebrated through the house system, assemblies, form groups and by students receiving certificates.

An 'Advanced Time' passport has been introduced at Key Stage 3. Students get their passports signed, by staff, when they have attended a number of sessions. Students then receive additional rewards for participating in activities.



Conclusion

The Study Support Strategy will provide the Local Authority with a framework and clear vision to ensure that out of school hours learning plays a major role in the future development of all schools.



A significant number of schools, service units and other agencies have contributed to the development of this Strategy.

In order to ensure the successful delivery of this Strategy we will be working, through our Study Support Strategic Group, with some of these partners to produce action plans for the future.

For more information or for further copies of the Study Support Strategy contact:-

Martin Turner
Study Support Manager
Extended Services
SH 1.55
Sessions House
County Road
Maidstone
Kent ME14 1XQ
Tel: 01622 696069
Email: martin.turner@kent.gov.uk



