

The Study Support Code of Practice

Improving the quality of out of hours learning



department for
education and skills
creating opportunity, releasing potential, achieving excellence

A GUIDE FOR SCHOOLS



STUDY SUPPORT CODE OF PRACTICE

The new 2004 edition, produced on behalf of DfES by:

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*from the original by
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With thanks to

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ContinYou (Tony Apicella); QiSS (Tony Kirwan, Chris Dixon); University of the First Age (Lyn Reynolds)

LEAs:

Greenwich (Philip Matson); Surrey (Anne Fice, Four S); Tower Hamlets (Claire Hatton)

DfES/Playing for Success:

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Schools:

Simon Marshall (Deneside Junior School); Chris Joseph (Forest Hill School); Kevin Reilly (Sunningdale Special School)

The National Youth Agency

supports those involved in young people's personal and social development and works to enable all young people to fulfil their potential as individuals and citizens within a socially just society.

We achieve this by:

- * informing, advising and helping those who work with young people in a variety of settings;
- * influencing and shaping youth policy and improving youth services nationally and locally; and
- * promoting young people's participation, influence and place in society.

www.nya.org.uk

Quality in Study Support

QiSS is part of the Centre for Education, Leadership and School Improvement at Canterbury Christ Church University College. QiSS assists LEAs, schools and other partners in implementing quality assurance processes across schools, PFS Centres, summer universities, libraries and community groups. A range of services, publications and training programmes, accredited to Masters level, support professional development both strategically and operationally. Research into the impact of study support is an integral part of QiSS activity. The goal is to embed study support as a tool for school improvement and raising achievement. The aim is to develop critical communities with the capacity to use tools including the Code of Practice.

www.qiss.org.uk

ContinYou

ContinYou is an educational charity formed by the coming together of Education Extra and CEDC. ContinYou aims to build strong healthy communities, supportive families and confident individuals, by encouraging people of all ages to take up opportunities for learning. In study support, this includes running a subscription service for 10,000 schools, producing publications, advice sheets, national conferences and managing networking meetings for strategic co-ordinators in over 100 LEAs. We also provide resources on Maths Clubs, Reading Clubs and Breakfast Clubs and run fundraising training courses. We see the Code of Practice as an essential tool for schools to reflect on practice and plan effectively for the future.

www.continyou.org.uk

The University of the First Age

The University of the First Age aims to transform the lives of young people by providing extended learning opportunities outside the formal school day, acting on the principle that they can all experience success. Working with 40 LEA and collegiate partners across England and Wales we encourage the development of learning teams that link home, school, and community with young people encouraged to take leadership roles. We recognize the value of the Code of Practice as a developmental and quality validation tool and contribute to its promotion and growth through involvement in the steering group and provision of training to teachers, learning mentors, community and peer tutors.

www.ufa.org.uk

DfES

The Department for Education and Skills (DfES) is committed to raising standards in schools. Study support activities help to motivate young people and give them the skills they need to succeed in school and in later life. Working closely with its partner organisations, the DfES aims to promote the spread of good practice and to see study support effectively embedded in all schools' policies and practices. To these ends, the DfES provides financial support to LEAs and schools through the Standards Fund.

www.standards.dfes.gov.uk/studysupport

DfES Playing For Success (PFS)

Through PFS, the Department for Education and Skills and its partners (professional sports' governing bodies, their clubs, their partner Local Education Authorities, and the Football Foundation) have established out of school hours study support centres at sports clubs' grounds. Managed by experienced teachers and supported by tutor/mentors, the centres use the environment and medium of sport as motivational tools and all are equipped with state-of-the-art IT facilities. Using the QiSS Code of Practice as a benchmark for quality, the centres focus on raising standards in literacy, numeracy and ICT (Information Communication and Technology) and target Key Stage 2 and 3 pupils who may be underachieving in these key skills and are often demotivated.

www.dfes.gov.uk/playingforsuccess

FOREWORD

By the Minister for School Standards



Over the last seven years study support has formed an integral part of the Government's raising standards agenda and is a key element of the Department's new Five Year Strategy for Children and Learners.

We know that study support works. The major longitudinal study led by Professor John MacBeath for the Department and the Prince's Trust demonstrated a major impact on attainment at GCSE level and on attitudes to school and school attendance. The series of annual evaluations of the Playing for Success scheme undertaken by the National Foundation for Educational Research has similarly provided solid evidence of the impact of over 20 hours of intervention on pupils' motivation and literacy and numeracy test scores.

We also know why study support works. The act of choosing to participate, the friendly ethos and the opportunity to learn in ways which suit the individual pupil, are some of the factors which we wish schools to incorporate in their approach to personalised learning.

Many schools have extended and improved their study support provision and the involvement of pupils, parents and other partners, and the changes incorporated in this new edition of the Study Support Code of Practice reflect these developments. It brings together for the first time guidance for primary, secondary and special schools, reflecting the increasing collaboration between phases.

The quality criteria and the principles of self-evaluation embodied in the Code have proved themselves over the past five years. I commend it to all schools and their partners who wish to make effective use of study support activities.

A handwritten signature in black ink, which appears to read 'David Miliband', written on a light-colored background.

DAVID MILIBAND
November 2004

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STUDY SUPPORT

“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 different names and guises. Its purpose is to improve young people’s motivation, build their self-esteem and help them to become effective learners. Above all it aims to raise achievement.”

DfEE 1999 – ‘Extending Opportunity: a national framework for study support’

A great deal more is now known about the ways in which young people learn, what inspires them to learn and the impact that learning in study support has on attitudes to learning, achievement, attainment and self-esteem. There is now a substantial body of research that demonstrates the very significant gains in learning that are made from young people’s participation in study support activities. The largest longitudinal study into the impact of participation on attainment, attitudes and attendance, ‘The Impact of Study Support’ found that:

‘the overall effect of participation in study support is on average three and a half grades on Best 5 score or one A-C pass more than for students of equal ability who did not participate’.

(MacBeath, et al DfES RR 273, 2001)

Other studies have consistently pointed to the impact on attainment, wider achievement and motivation.

A major review of the evidence of the impact of study support on everyday school practice demonstrates that:

- Strategies for teaching and learning developed in study support settings frequently transfer directly 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.

(‘Lessons from Study Support for Compulsory Learning’, Elliott et al, DfES RR529, 2004)

The Government’s continuing commitment to study support is clearly stated in its long term strategy:

‘We want every primary school over time to be able to offer: a wide range of study support activities – including sports clubs, societies, clubs, visits and events.’

‘Our offer to every secondary pupil is: a broad and rich curriculum with more choice and a wider set of out-of-hours opportunities: including much higher levels of sporting activity, as well as clubs, societies and residential activities.’

(‘Five Year Strategy for Children and Learners’)

This new Study Support Code of Practice provides a flexible framework for self-evaluation and the development of study support across schools. The next ‘First Steps’ pages provide a starting point for all those involved in leading, managing and delivering study support in schools and in other contexts.

FIRST STEPS

Each section of the Code of Practice describes what practice will look like at emerged, established and advanced levels and summarises these in three key indicators. The following set of questions has been included to help schools begin to engage in a self-evaluation process. They can be used as a starting point before moving onto the first seven themes in the Code.

It is recognised that schools will be at a certain point along a continuum at any one time e.g. working towards emerged, emerged, working towards established, established, consolidating their position, moving on to advanced and so on. The following key indicators have been drawn up to provide a baseline level at which schools are likely to be operating as they begin to develop their thinking. The questions to ask and the indicators on this page can be used as a starting point for discussion in order to engage more fully in the developmental process. This can be recognised and certificated locally.

QUESTIONS TO ASK

1. Why do you offer activities and how are they co-ordinated?
2. How did you decide what to offer?
3. Why do young people and tutors want to be involved?
4. Who is doing what and what resources are available?
5. Who participates in activities?
6. How do you let people know about activities?
7. Who currently delivers activities and how were they selected?

The following questions are intended to help with the development of future actions:

- How can you develop the range of your activities and who else could be involved?
- What evidence do you need to collect to show activities are worth the cost?
- How could you use the Study Support Code of Practice?

WORKING TOWARDS EMERGED Baseline key indicators:

Section in Code	Key Indicator
1. Having a Purpose	Activities have a purpose
2. Finding out what's needed	More than intuition and guesswork
3. Getting the ethos right	Understanding the need for a user friendly environment
4. Getting the best from resources	Identifying existing and potential resources
5. Involving young people	Finding out who is taking part
6. Letting people know	Advertising study support
7. Identifying tutors	Identifying suitable tutors

THE CODE OF PRACTICE

BACKGROUND

The first Code of Practice for secondary schools was published in 1997. It was followed by the Code of Practice for Primary Schools and the Code of Practice for Public Libraries in 1999, the Scottish Code of Practice for Primary Schools in 2000 and the Youth Work and Study Support Code of Practice in 2001 and the revised Study Support Code of Practice for public libraries in 2002.

The Codes of Practice have had a major impact on the development of good practice and quality assurance in study support. They set out principles of good practice for those co-ordinating study support and provide key indicators and case studies which demonstrate the principles applied in practice. This new edition of the Code of Practice draws together the best practice from across the phases and provides a quality framework for all schools. It is designed to be accessible to those working in study support across a range of contexts including public libraries, community organisations, Playing for Success (PfS) centres, museums and galleries and children's universities.

PURPOSE

The main purpose of the Code of Practice is to provide a flexible tool for both planning and quality assurance. It is designed to accommodate a diversity of settings and approaches. It recognises that growth takes place when people have opportunities to set their own goals.

The Code sets out a series of questions for schools to ask themselves and identifies a range of types of evidence of good practice. It can be used as a planning tool for anyone involved in developing provision. For example, it can be used by a study support coordinator reviewing a particular initiative, an individual tutor assessing the impact of an activity or a senior manager assessing the wider impact of study support on raising achievement and school improvement.

THE CODE:

- identifies common principles in study support drawing on examples of good practice from around the country;
- provides a framework of standards with identifiable success criteria which schools can use to evaluate and improve practice;
- suggests strategies and sources of support which can help schools and other organisations to meet higher standards.

BENEFITS

Using the Code of Practice as a framework for self-evaluation can bring important tangible benefits. It can:

- help, through a process of review, to ensure that provision is closely linked to overall purposes and is really targeted at identified needs;
- pin point areas for development and help set priorities for future action;
- ensure that all stakeholders e.g. students, parents, and teachers are fully involved in building a quality study support programme;
- provide a foundation for building partnerships with other agencies, businesses, libraries, youth and community services based upon recognised standards of good practice;
- provide a benchmark for internal and external comparison.

CATEGORIES OF GOOD PRACTICE

The Code of Practice identifies three categories of good practice:

Emerged

Good practice in this category will illustrate aspects of well-run study support in which a visitor would expect to find clarity of purpose, and coherent planning and provision. A clear link is demonstrated between needs and purposes.

Established

Good practice in this category will demonstrate a commitment to continuing improvement and increasing ownership by young people. This includes the ability to be self critical, to address weaknesses and build on strengths. Provision will include links with the community.

Advanced

Good practice in this category will represent the leading edge of study support practice, involving young people and the wider community in goal setting, planning and tutoring. There will be conviction, confidence and expertise to train and to lead others and to become national centres of excellence.

In order to reflect this development model, the Code of Practice is divided into three main sections:

1

Getting Started

What needs to be considered and put into place when first developing provision or when re-evaluating the effectiveness of practice

2

Keeping it going

How study support needs to keep its purposes, principles and practices under review and seek ways of getting the most from partnerships

3

Aiming for quality

What needs to be done to evaluate the quality of provision and to know whether there is a return on the time, energy and the resources invested

Each section is sub-divided:

1. Having a purpose
2. Finding out what's needed
3. Getting the ethos right
4. Getting the best from resources
5. Involving young people
6. Letting people know
7. Identifying tutors

8. Developing a programme
9. Learning together
10. Getting the best from tutors and staff
11. Getting the best from partnerships

12. Measuring the difference
13. Getting results
14. Managing improvement
15. Getting a return on investment

USING THE THE CODE OF PRACTICE

Each of the fifteen themes is set out over a two page spread and includes:

THEME

Text Commentary

This consists of a short introduction to the theme and an explanation of its importance

Questions to ask

This consists of questions which need to be asked. The questions are open-ended but they direct attention to certain principles or values. The questions are arranged in ascending order of challenge. At emerged level it is expected that answers can be provided for the first few questions. At advanced level all questions should be answered with confidence.

Evidence to show

This suggests examples of the kind of evidence that might be used to demonstrate how the questions have been addressed. Evidence may be quantifiable or it may be qualitative; it may be documentary (minutes, letters, policies), visual, products or testimonies from individuals or groups.

Testing the evidence

This gives examples of how the evidence might be examined and validated by asking questions of one or more groups of stakeholders. These are likely to include tutors, young people, parents, governors, partners and visitors from other agencies. There are questions that can be asked of each group and others which would only be appropriate for particular groups.

Emerged ➔ **Established** ➔ **Advanced**

Profiles

These are intended to describe what study support practice at each of the three levels might look like



Key Indicators

These provide the criteria to measure practice against



Exemplars

These provide brief illustrations of some of the key principles in action at each level



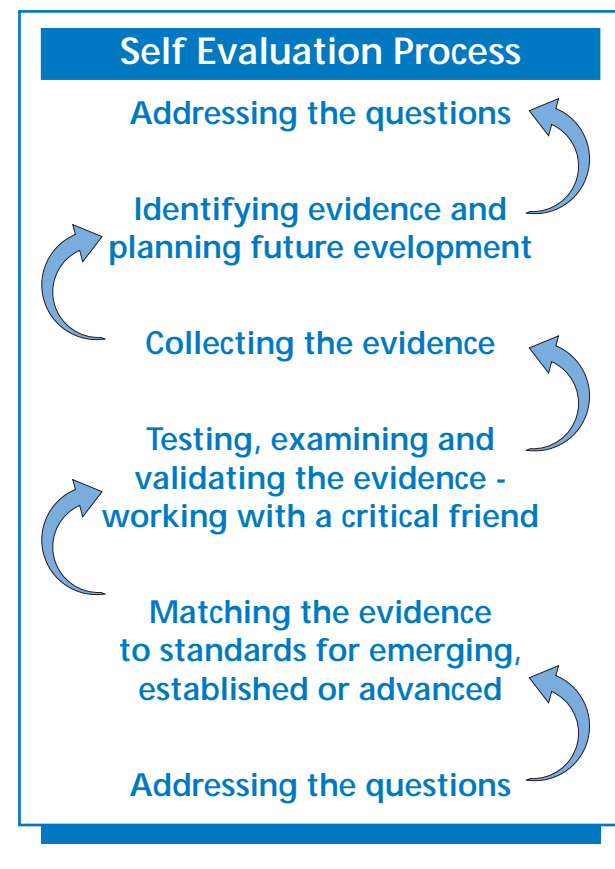
THE SELF-EVALUATION PROCESS

The self-evaluation process

How well a school answers the questions in each section of the Code will determine how it categorises itself against the standards for emerged, established or advanced status. Study support provision in any particular phase or context will have strengths and some aspects that are less well developed. The profile of the provision across the different themes of any particular school or centre may well cross two or even three of the standards.

The extent to which a school is able to provide evidence to back up its judgements and submit this evidence to testing adds rigour to the process. With a formal and structured body of evidence to support self-evaluation there is the possibility of external scrutiny and recognition of quality.

The Code of Practice provides a framework for building a portfolio of evidence which can be put forward for scrutiny at one of three levels. It is expected that schools will have the support of a 'critical friend' who is likely to be a local LEA advisor or a national critical friend through one of the study support organisations which include ContinYou, Quality in Study Support (QiSS), University of the First Age (UFA) and the DfES Playing for Success (Pfs) initiative. Excellent local support networks are in place across many LEAs.



HAVING A PURPOSE

Study support exists for a purpose. Its purpose is to enhance young people's abilities as learners and it will take shape and change over a period of time as study support grows, matures and extends its boundaries, responding to needs with a clear sense of direction. Growth will depend in some measure on whether goals are explicit, shared and reviewed, encouraging a dialogue amongst school and community stakeholders including young people, parents, tutors and partners.

The true test of commitment to these goals will be gauged through the language people use to talk about them, the way they are written down, discussed and reviewed and the approach taken to guide, monitor and evaluate practice.

Questions to ask

Why has study support been introduced?

Who has been involved in discussing its purposes and setting its goals?

What are the benefits for:

- young people?
- teachers?
- parents?
- the school as a whole?
- partners?
- the community including employers?

Where can people find out about the purposes and potential benefits?

How are purposes communicated through development planning?

How are purposes discussed, analysed and reviewed by stakeholder groups on an ongoing basis?

Evidence to show

Examples of documentary evidence might be:

- vision or mission statements
- policy documents
- Posters around the school, centre or community
- Web based & other forms of communication
- newsletters to parents
- media reports
- minutes of meetings
- development plans
- success criteria or performance indicators
- reviews and evaluations

Testing the evidence

Examples of questions a visitor might ask:

Tell me what you see as the main purposes of study support for your young people.

What would young people say if I asked them?

Show me something which would give me an idea of how your purposes work out in practice.

In what ways might the purposes of study support conflict with those of the school?

What would other stakeholders say about purposes (e.g. parents, governors, partners)?

How do evaluations and reviews inform purposes as part of development planning?

Emerged

Study support may still be relatively new but has, nonetheless, a clear sense of direction and purpose. Study support may have been introduced without long term planning, perhaps beginning life in response to an identified need, for example, providing a place for young people to do their homework or study without distraction. Attempts will have been made to recognise and clarify some longer term goals including examining provision to ensure that it matches or can be made to match purposes in the future.

Key indicator

**Responding to needs
and clarifying purposes**

A Sandwell infant school set up a programme of after school activities initially in response to the post Ofsted issue of providing study support. The need to improve ICT skills amongst pupils and encourage parental involvement was identified. The first activities therefore focused on ICT and art and parents were encouraged to come and see what was happening when they came to collect their children. There was some local community provision for children outside school but the school felt that they would benefit from increased provision on site and an opportunity to engage in activities not normally on offer. Study support also offered staff the chance to work with children in a more informal context and build positive relationships.

Established

There is an agreed study support development plan which is embedded as part of whole school planning. This clearly lays out the main purposes of study support, describing what it is and who it is for. It does so in language which is accessible to an increased range of potential users including parents, employers, tutors, providers and young people. The plan describes how purposes are translated into practice, the resources needed to make it work and the process by which the plan is kept under review.

Key indicator

**Communicating policy
through development planning**

A community special school in Cardiff created its study support programme with the aim of developing individuals to their full potential, developing social awareness, group responsibility and empathy and extending individual talents and interests. A study support policy reflecting the school vision statement was drawn up and put out to the staff for consultation. The policy is reviewed annually. The aims of study support are included in the school development plan and parents are kept informed of the purposes and progress of activities through termly newsletters and fliers.

Advanced

Advanced practice keeps the purposes of study support under continual discussion and review amongst all those involved. This will ensure that practice reflects what is important. Professional development time is set aside for re-examining purposes and priorities, widening the scope of study support and considering how new directions might best be communicated to all stakeholders, including parents, employers, tutors, providers and young people.

Key indicator

**Keeping purposes
and practice under critical review**

In a Birmingham high school study support is embedded in the School Development Plan and is reflected in the school prospectus. Study support is the responsibility of the learning team which is line managed by the Deputy Head Teacher and co-led by the study support co-ordinator and the Gifted and Talented co-ordinator. The school has Beacon School status and study support is a contracted strand of this work. Study support was also an important theme throughout the successful submission for specialist science status. This is a major strand of the raising achievement agenda both internally and with primary and secondary school partners and also reflects the development of family and community learning projects.

FINDING OUT WHAT'S NEEDED

Study support provision varies from school to school and LEA to LEA. Careful analysis of what already exists and what people need forms part of an ongoing process of survey, audit and review. Consultation with young people about their needs and expectations is an important first step.

Effective use of a range of school, LEA and other data informs the identification of needs. The development of local partnerships and close cross-agency liaison leads to more effective study support provision.

Questions to ask

How have young people been consulted about their own needs, interests and expectations? How have other stakeholders been consulted about the needs of young people?

What types of evidence are used to identify needs?

What different forms of out-of-school activities already exist in the area?

How many of these share all, or some, of the purposes of study support?

How well do these forms of provision meet the learning needs of young people in this community?

How does the consultation and review process inform priorities?

Which agencies and individuals have useful information?

Evidence to show

Examples of documentary evidence might be:

- Surveys/questionnaires to a variety of stakeholders
- audit of current out-of-hours provision showing types of provision and levels of take-up
- notes/summaries of meetings held with community groups, employers or other bodies about local needs
- letters to, and replies from, parents about needs and expectations
- surveys of how young people spend their time including leisure, casual employment, and part-time jobs
- reports/evaluations of need/provision cost-effectiveness of different options
- analysis of a range of evidence

Testing the evidence

Examples of questions a visitor might ask:

Tell me about what there is to do around here after school and at weekends.

What kinds of things could you do instead of participating in study support activities? What do other young people do?

Who do you think study support is for? Why do you say that?

Have you ever been asked what you would like to see provided for young people?

What kind of things might entice you to get involved?

What more could staff do to make learning more relevant or enjoyable?

Show me something that demonstrates how evidence has been used to inform priorities.

Emerged

The importance of looking at the needs of school, community and potential users is recognised. Needs analysis is seen as essential to give as accurate a picture as possible of the needs of young people. It comes from systematic procedures as part of a process for finding out. The benefits of such analysis will contribute to sustained planning and provision.

Key indicator

**A process
for finding out**

A Wiltshire sports college identified a need amongst pupils with low spelling and reading ages and low self esteem. They targeted this group and agreed that their learning objectives should be to improve self-esteem and literacy scores. The activity they designed to meet these objectives was held on three mornings a week: 20 minutes of physical activity, followed by a healthy breakfast to improve concentration and then 20 minutes of literacy. This has led to a huge increase in self-esteem, a feeling of belonging to the club and an increase in spelling and reading levels.

Established

There is continuous consultation and review and the study support programme responds to priorities as they emerge and change. Managers and tutors are keen to develop their expertise in using needs analysis and other data and stakeholder groups are involved in the debate. Young people have a voice and opportunities exist for them to be consulted about their needs and expectations.

Key indicator

**Continuous
consultation and review**

A primary school in County Durham uses the attendance registers from study support activities to analyse patterns of pupils' attendance. Individual pupils' study support needs are identified from all available data. For example, the Health Indicators pinpointed local health problems (the OFSTED report noted that children's health in the area is poorer than average). This gave rise to the large number of sporting activities on offer and the establishment of the Breakfast Club. Each half term the pupils and tutors evaluate activities to inform the development of the programme.

Advanced

Advanced practice brings with it a culture of continuous improvement which places a premium on listening to stakeholders including young people, tutors and support staff. Needs analysis is integral to development planning which takes account of the needs and views of the wider community, building intelligence networks which are able to respond to local particular needs.

Key indicator

**Needs analysis integral
to development planning**

In a Liverpool high school, study support is an integral part of both School and Departmental Development Plans and is included in the Annual Review. The programme seeks to address a number of school priorities and is regularly monitored. INSET relating to study support takes place for all staff with particular emphasis on the use of different teaching and learning strategies to raise attainment. Detailed needs analysis is undertaken on an annual basis by reviewing data and seeking the views of all stakeholders including students, parents, staff and tutors. An analysis of existing study support provision based on participation, attainment, achievement and cost is also undertaken to enable resources to have maximum impact.

GETTING THE ETHOS RIGHT

It is the ethos of study support that brings people in and encourages them to stay. It is the feeling of the place, measured by a sense of well-being, and by the ease and informality of relationships. Ethos is rarely accidental. It is carefully stage-managed to reflect a set of values and beliefs about learning which is likely to reflect that of the school. Ethos has two main elements – the physical and the human. The physical elements are the proportions and shapes of rooms, colour, lighting, carpets, curtains, furniture, seating and working surfaces. These apparently trivial things are of great psychological importance to people and care should be taken in choosing them, consulting users as well as ‘experts’.

Of greater importance is the human side of ethos. It is about how people are treated, and how they talk to and interact with one another. The scope for personal freedom, the feeling of support and mutual respect are all important. Once again, feedback from users is vital in creating and sustaining the human side of ethos.

Questions to ask

How would a first-time user feel when he or she comes through the door?

What range of opinion has been sought and who might be asked about ethos?

How well are different social and learning needs catered for? How accessible is provision for people with physical disabilities?

Have other centres or organisations been visited to consider principles of design and climate setting?

What is the relationship between the ethos of study support and the way in which young people approach their learning?

How is continuous feedback used to meet the changing needs of users?

What has been learned about ethos that can be expressed in principles and policies and which provides criteria for evaluation?

Evidence to show

Examples of evidence might be:

- plans, drawings, sketches, models, videos, photographs, web pages, CD ROMs, media publications
- mission/vision statements
- minutes, equal opportunities, policy documents, discussion papers on aspects of design
- suggestion box comments, solicited or unsolicited testimonies, letters
- evaluations by visitors - from authorities, community groups, EBPs, other centres, visiting experts or inspectors
- surveys of users and non-users using criteria or ‘ethos indicators’
- evidence of changes and developments made in response to consultation with users.

Testing the evidence

Examples of questions a visitor might ask:

Why are study support activities run where they are? What are the options?

What would make me want to come to study support? Why would I encourage my child to come?

Which user groups do you think find this kind of ethos most appealing? Does design or layout exclude any groups or individuals?

What indicators could be used by a visitor to measure the ethos of the centre?

Explain to me how your ethos exemplifies your values and beliefs about learning.

Show me some changes you have made in provision and ethos since you first began.

Emerged

Some thought has been given to the relationship between ethos and the way in which young people approach their learning. Even if physical provision is not yet ideal there is a warmth, a welcome and a sense of informality of relationships which creates a user-friendly environment and attracts adults and young people. Consideration is given to ways in which provision can be more differentiated to take account of different needs including access and provision for people with physical disabilities.

Key indicator

A user friendly environment

Staff at a special school in Hertfordshire became aware that children needed somewhere calm and relaxing to go during the school day.

Through a process of consultation the Chill Out Zone was developed. It runs every lunchtime and is a place where everyone can listen to music, have their hair washed and blow dried, make jewellery, colour in, read magazines, make toast on Toasty Tuesdays, drink hot chocolate on Thirsty Thursdays, eat fruit on Fruity Fridays, or just sit and chat.

Established

People are able to speak about the ethos knowledgeably because it is not accidental but something that has been thoughtfully created and maintained. The needs of different user groups are catered for in the design and use of space and in how and when study support is offered at different times of the day, week, or year for different purposes. Thought has been given to how people are treated, relationships developed and to the scope for personal freedom.

Key indicator

A user friendly environment catering to a variety of needs and uses

A high school in Leeds uses a range of methods to maintain, develop and promote the positive nature and atmosphere of all activities. This includes evaluation and feedback from participants, peer mentors, tutors and other stakeholders. All activities are branded as 'Active' which reflects a lively, fun and supported range of opportunities.

Activities foster friendships between pupils, with staff encouraging involvement and commitment. The diverse programme caters for the variety of pupils' needs and all activities promote personal freedom. Relationships with teachers are relaxed and informal. New friendships within and across year groups are developed.

Advanced

There is a well-developed understanding of ethos in physical and human terms. Provision takes account of the perceptions of different age groups and their needs at different times. Provision is able to adjust accordingly and differentiated provision has developed taking into account individual learning needs (e.g. rooms with music). Advanced practice is not afraid to experiment with new ideas. Users are encouraged to evaluate their own contexts and to be imaginative in putting forward new ideas for learning.

Key indicator

Whole school responsiveness, flexibility and openness to new ideas

At a Playing for Success Centre in Portsmouth, immediate impact is vital as user groups attend for short periods of time. Visitors need to feel welcome, pupils enthused and stimulated. Rooms are bright with relevant and constantly changing, interactive displays. Feedback from user groups and tutors is immediate to ensure that they feel valued and the Centre continually moves forward. Past pupils continue to enhance the ethos through direct involvement in the development of the physical environment, updating the Centre's powerpoint presentation and through the Learning Buddies Scheme, where working closely with tutors, they are supported in setting up and running activities in school. At the forefront of technology, pupils experience the 'Wow' factor in the use of the 'Activote System' and a suite of Apple Mac laptops used to edit their DVDs.

GETTING THE BEST FROM RESOURCES

One attraction of study support is the physical and human resources it can open up to young people. For some, the most valuable resources are tutors and mentors, while for others access to books, ICT and a suitable learning environment is a priority. Consideration needs to be given, therefore, to ways in which access to resources can be made more cost effective.

Effective collaboration between schools, community libraries, colleges and commercial enterprise will help reduce expensive duplication and optimise the use of existing resources. The power of involving young people as educators and mentors should not be underestimated.

Questions to ask

What resources (human and physical) are available outside school hours?

What are the implications for security and how can obstacles be creatively overcome?

What resources exist within the community which might be shared?

How effective is the way in which resources are already used? How might it be more effective?

Are there identified needs that cannot currently be met due to resource restraints? How might these be addressed?

What further resources might be identified within schools, community agencies, workplaces, groups and individuals?

Have the potential benefits of joint partnerships and sponsorship been explored?

How might support staff, mentors, young people, parents and others be involved in generating new resources?

How is the consultation process used to identify resource priorities to meet changing needs?

Evidence to show

Examples of documentary evidence might be:

- audit of software and hardware resources
- costings of resource provision, security, care-taking
- Plans showing the physical resources available
- audit or survey of staffing resources in school, voluntary agencies, community and business organisations
- surveys of current users and patterns of demand and resource usage
- evidence of collaboration with other partners in approaches to funding or sponsoring agencies, including grants/awards
- development plans
- staffing structures and policy documents

Testing the evidence

Examples of questions a visitor might ask:

Show me an example of the resources you have and describe for me how you came to that level of provision.

What are your arrangements for security and how do they limit what you can and can't provide?

Give me an example of resources in the school or community which you would like to use but can't get access to.

Show me some evidence of the range of uses of different resources.

How do you think your current use of resources could be made more effective? What changes will you make?

What plans do you have to gain additional resources from funding or sponsoring bodies – e.g. charities, businesses?

Give me an example of how young people, parents or others have contributed to the learning programme.

Emerged

Resources are seen as including both the human and the physical. Concerted efforts are made to ensure that deployment of staff and provision of resources match young people's needs as closely as possible. Staff monitor distribution, physical space and the management and use of resources with an eye to improving provision in the future. They value feedback from students and other users and reappraise provision accordingly.

Key indicator

**Better use
of resources**

At a special school for children with learning difficulties in Darlington the staff enjoy offering extra opportunities. They value the programme as a way of raising confidence and achievement overall. Community links are an important part of the provision; the school relies on the skills of parents and volunteers, particularly when organising residential trips. Parents also help with literacy projects and the school has forged links with the local comprehensive and primary schools. They also have links with riding for the disabled.

Established

Efforts are made to ensure that both human and physical resources are used to optimum effect. Time and energy are invested in exploring, managing and developing the resources that are available within the school(s) and the community. New ways of opening up resources to wider and more flexible access by young people and other users are identified. This is underpinned by a careful monitoring of cost-benefits and consideration of value for money.

Key indicator

**Managing and developing
resources**

At a junior school in Sunderland there is a carefully planned approach to providing the highest quality extra hours provision, within the criteria of best value. The massive cost implications of the study support programme are fully calculated each year, and discussed with governors to form part of the School Development and Budget Plan.

Staff are regularly consulted about what activities they want and the support they need through both formal and informal questioning/audits. All parties are involved in identifying the benefits of study support for them.

Advanced

Advanced practice capitalises effectively, in respect of human resources, by drawing on the expertise and enthusiasm of young people, support staff and tutors. There is a continuous effort to utilise resources across school(s) and the wider community which can contribute to an updating and invigoration of provision. Staff and young people keep up to date with opportunities offered by new technologies.

Key indicator

**A creative approach
to resourcing**

At the PfS centres at Everton and Liverpool Football Clubs, interactive websites have been developed for use by pupils using the centres and pupils in other schools who do not attend. The Liverpool website has international links to Barcelona. A range of other e-learning resources have been produced for schools in the city including a film on the theme of unity based around the local derby match. Children have participated in drama workshops and worked with a well-known film director and scriptwriter to highlight ideas and move the story on. They were also introduced to the process of post-production, viewing a rough cut of the film and being involved in editing.

INVOLVING YOUNG PEOPLE

Involvement of young people at an early stage gives them a stake in study support from the beginning and provides an excellent opportunity for them to contribute to assessing needs and planning provision. Young people are also more likely to attend a centre which meets their needs and in which they feel some kind of ownership. However well established, study support programmes benefit from continuous review and sometimes restructuring in the light of young people's satisfaction with provision or changed expectations. The quality of study support is tested by the degree to which young people feel that they can affect decisions and influence the nature of the learning environment. Learning from and with young people is seen as an important part of the provision and enhances the development of personal transferable skills for both tutors and young people.

Questions to ask

- Are all young people offered the opportunity to join the study support activities?
- How are young people involved in identifying the purposes and content of the programme?
- How do young people play a part in informing parents and others about the purpose of study support?
- What opportunities do young people have to influence the learning environment?
- How far are young people involved in planning, budgeting or administrative decisions?
- Do young people play an integral part in developing and delivering activities and evaluating the effectiveness of the programme?
- What contribution do young people make to the learning e.g. peer tutors or mentors?
- How are young people involved in the review and consultation process?

Evidence to show

Examples of documentary evidence:

- a menu of activities/options which young people choose from
- attendance records and analysis of patterns of attendance
- minutes of meetings in which the ideas and input of young people are considered
- newsletters devised by young people, fund-raising posters, and other ways of promoting study support
- programme and plans showing young people's contributions and role
- training programmes for young people involved in peer mentoring/tutoring
- purpose and effectiveness of young people's involvement as described in school development plans or evaluations.

Testing the evidence

Examples of questions a visitor might ask:

- Describe to me how young people choose, or are selected/targeted for study support.
- Tell me how young people help to promote the programme in the school or community.
- Show me an example of something relating to study support in the school that is a result of young people's ideas or influence.
- What skills have been gained by young people through involvement in study support?
- Give me an example of an activity you have been involved in that was run by or supported by young people.
- Give me an example of something young people have done that has benefited staff in this school (or schools/centres allied to this centre).

Emerged

There is a growing recognition of the importance of young people's involvement in study support. Activities that extend and enlarge the curriculum are offered to encourage and widen participation. Young people are involved in discussion about purposes and content and attendance records are used to inform planning for provision. Consideration is given to young people's roles and responsibilities in the future.

Key indicator

**Increasing
young people's involvement**

A secondary school in Southwark was keen to increase student participation and empowerment. Planning Aid for London (PAL) put together a six-week programme that used the school grounds as a starting point to explore the local environment, how people use the space around them and how they can influence local environmental decisions. Students looked at maps, architects' drawings, plans and images and met those involved in the design and planning of neighbourhoods. They became more aware of how important it is to make their views known about how their physical environment is developed and improved.

Established

Young people's involvement has become part of the routine and there is evidence of young people taking the initiative. They are increasingly involved in planning, delivering and reviewing provision and have a say in what happens on a day-to-day basis. They understand that exercising responsibility enhances skills which will serve them in school and in life beyond the school.

Key indicator

**Moving towards
young people's ownership**

At a specialist school and sports college in Kent, the School Council, Eco-School Committee and Healthy Schools Forum provide three areas in which regular consultation takes place. Students represent their year groups and put forward ideas for development. Students also represent the school at Youth Parliaments in two local towns. Students are regularly surveyed for their views and a process of student self-evaluation has been developed. They are involved in mentoring projects, including a buddy mentoring system. Students regularly promote activities through assemblies and posters. They write sections of the annual report to Governors and contribute to school newsletters.

Advanced

Young people have visible confidence in their role. They clearly derive energy from their involvement in their roles and responsibilities which include some form of peer tutoring/mentoring/coaching. Teachers and young people recognise that taking initiative, teamwork, decision-making, and responsibility for others are core skills of lifelong learning. These are evidenced in young people's portfolios which can be shown to an employer, college or university as evidence of personal transferable skills.

Key indicator

**A culture of lifelong learning
through young people's ownership**

At a language college in Sandwell, students have become very autonomous. They lead several 'learning teams' including 'Shireland Voices', Student Council, The Green Team, Dot.com Buddies, a Youth Forum and the Prefect Body. These teams have special responsibilities and lead major innovations evolving new approaches to learning and teaching. Students share opportunities to introduce change and improve systems as part of the regular consultation and review process.

Students have extended the school's learning networks to link global communities using video-conferencing.

LETTING PEOPLE KNOW

It is not only important for people to know that study support exists and when it is available but also to know what and who it is for. The message which goes to young people, parents and the wider community has to be a message that is attractive and inviting and tunes into people's needs and interests. In this respect there is a great deal to be learned from marketing techniques and from the four 'AIDA rules' of advertising – attention, interest, desire and action. As study support grows the use of innovative Information Technology will be expanded. There is also a wider audience which needs to be informed of the purposes and successes of study support. This will include policy-makers, partners, local businesses and the media. Sustained growth and access to resources will depend on good communication with multiple audiences.

Questions to ask

- What is the primary purpose of telling people about study support?
- What is the offer that needs to be communicated?
- Who does it need to be communicated to?
- What are the most effective media for communication with different audiences?
- What other purposes might be served by publicising study support?
- How might interactive technology be used as part of the information strategy? How many languages should the material be presented in?
- How is evidence of impact communicated?
- Is there an information strategy? Who manages this?
- What role can various people including young people play in telling others, informally and formally through workshops and conferences at local and national level?

Evidence to show

Examples of documentary evidence might be:

- posters, art work in schools and classrooms
- publicity in the community, street shops, youth clubs, local businesses, newspapers, local radio, websites
- fliers, newsletters to parents
- young person generated publicity e.g. student/pupil newsletters, posters, webpages
- performances, presentations, displays, artwork etc. produced as a result of study support
- mention on local/national radio or television
- inclusion in local or national good practice guides or publications
- policy and strategy documents
- evidence of dissemination of impact e.g. annual reports, research papers, case studies, governors' reports

Testing the evidence

Examples of questions a visitor might ask:

- How did you find out about study support? What about other people?
- How much do parents know about study support?
- Which one feature of study support would you most like to tell people about?
- What have you done to publicise study support? What works best? How do you know?
- Which young people are not involved in study support? What has been done, or might be done, to attract them or persuade them to take part?
- What advice would you give to someone who wants to attract young people to study support?
- Could you give an example of the impact study support has had? How was this publicised?
- Show me how you use interactive technology to obtain and provide information about study support.

Emerged

There is a clear recognition of the importance of publicising and promoting study support activities in order to encourage young people to attend. The importance of parents as an audience is acknowledged and steps are taken to find attractive and accessible ways of keeping them informed. Different ways of communicating are being explored and efforts are taken to make study support activities attractive and to publicise success to a wider audience.

Key indicator

Publicising and promoting study support activities

A charitable trust in Cornwall uses a variety of means to publicise activities including letters, posters, flyers, e-mails, CDs, presentations and photographs. There are termly reports to the steering group and an annual report. Information is shared with parents, interested professionals and the general public. The annual recruitment process is reviewed for effectiveness. Canary yellow paper is used for correspondence and training information to assist those readers with dyslexia.

Established

Staff and young people seek opportunities to publicise study support in different ways, using local media wherever possible, as part of an agreed and regularly reviewed information strategy. All stakeholders and a wider audience are kept informed of the purposes and impact of study support. Young people contribute to publicising activities and disseminating information.

Key indicator

An information strategy

The school prospectus of an infant school in Nottinghamshire declares that education is much more than the curriculum subjects and that study support offers other opportunities to achieve success and develop interests under the supervision of a parent/governor/TA. The school has developed an information strategy that sets out how information is managed so that parents and governors are appropriately informed as part of its building of a 'Learning Centred Community'. Pupils are involved in communicating their successes in a variety of ways. A regular newsletter is used to keep parents and other stakeholders informed about future events.

Advanced

Information dissemination is a learning experience for young people and tutors. Young people gain confidence through taking the lead in promoting study support and through giving talks, being interviewed and through interviewing others. Tutors share good practice through case studies. Communication links raise the profile of the centre locally, nationally and in some cases internationally.

Key indicator

Information dissemination as a learning experience

A Liverpool high school has been proactive in seeking media coverage and has been featured in the local press and on local television. A study support portfolio was put together for Ofsted. Reaching wider, the school has produced a display for a North West study support event and has contributed case studies as part of national research programmes. Students have a 'What's On' booklet and Year 11 receives an out of hours timetable. Students use their skills to produce posters and publicity materials to promote study support within the wider community.

IDENTIFYING TUTORs

Study support puts the emphasis on learning rather than teaching. Learners need people who can provide support in a range of ways. The selection of the right people to be tutors is therefore critical. Tutors need to have a range of skills and knowledge but equally important are their attitudes and beliefs. They should have a genuine liking and concern for young people, an openness and approachability, a belief in the uniqueness and potential of everyone and a willingness to learn from colleagues and young people. While the involvement of teachers is crucial, youth workers, young people, technicians, employers and volunteers from the community, including parents, can bring complementary skills and experience. The simple rule is: be clear about what you are trying to achieve and be equally clear about the qualities of tutors who are most likely to further that goal.

Questions to ask

What can school based staff offer? What other groups, individuals or bodies might be able to contribute as tutors or mentors?

What are the contributions of non-teaching staff, volunteers and young people themselves?

What kind of support do young people need?

What incentives and rewards are there for people to become involved as study support tutors?

Is there:

- a procedure for health and safety?
- a procedure for child protection checks?
- an equal opportunities policy?
- an application process?
- a set of selection criteria (related to purpose)?
- an appointment procedure?

How do tutors evaluate their own performance?

What range of tutors do young people find most helpful? Why?

Evidence to show

Examples of documentary evidence might be:

- lists of tutors with relevant experience and expertise
- questionnaires, surveys or needs analysis
- feedback from young people
- evaluations by stakeholders
- sets of criteria for selection of tutors
- letters inviting tutors to apply, specifying experience or expertise needed
- audits of interests, skills, talents of staff, students, governors or other groups
- policies or procedures for matching students with tutors.

Testing the evidence

Examples of questions a visitor might ask:

Describe for me the process you use for selecting tutors.

Tell me why tutors get involved?

What credibility do study support tutors have with teachers and young people in the school(s)? How do you know?

What makes a good study support tutor? How does this complement good classroom teaching?

Could you give an example of how you matched a tutor to the identified needs of young people?

Have you considered allowing young people to choose tutors? Why? Why not?

What action would be taken in the case of an unsatisfactory tutor?

How successful have mentors, assistants, volunteers, peer tutors, young people been in extending the tutor role?

Emerged

Clear guidelines are developing and procedures are being put into place to match appropriate staffing with provision. Account has been taken of child protection and equal opportunities policies. Consideration has been given to the range of agencies and individuals who might contribute. Incentives and rewards have been considered as a way of encouraging involvement.

Key indicator

**Clarifying criteria
for selection of tutors**

A Harrow secondary school has developed a policy for selection of study support tutors. Tutors are selected on their abilities, interests and skills to match the identified needs of the pupils. To help with this, an audit of staff skills has been taken. If a match cannot be found, then the school seeks outside providers.

A large range of tutors are involved in delivering activities and these include parents, support staff and those drawn from the wider community.

Established

There is an identified nucleus of tutors who are most appropriate for the task and carry it out effectively. Tutors evaluate their own performance and there are clear criteria for recruitment, selection and appointment of new tutors. The scope of thinking about the tutoring role has expanded to include other potential providers.

Key indicator

**Widening perspectives
on the tutoring role**

A Sandwell infant school initially used school based staff to lead study support courses. As part of the school's staff well-being policy this was incorporated into staff directed time so that it was manageable and the work/life balance was maintained. Staff expertise and interests were the starting point but these have become increasingly linked to student needs. Identified gaps were addressed by inviting external tutors into school. Relevant security clearances were done and references checked. Tutors were asked to present their courses to pupils in assembly and to provide some taster sessions if appropriate in order to confirm suitability. Tutors evaluate their courses and experiences.

Advanced

The range of tutors has expanded as a result of effective monitoring and continually improving links with other organisations and partners. Diverse and innovative approaches to tutoring and training for tutors are explored. School and university students are included in tutoring, mentoring and volunteering and ways are found of recognising, rewarding or accrediting their contribution.

Key indicator

**A diversity of roles
for a diversity of purpose**

"Mentoring support from KWESI (a community based mentoring organisation) and the school helped me to stay on track and stay in school. I was encouraged to undertake Peer Tutor training with the University of the First Age (UFA) because I had leadership qualities and skills. As a Peer Tutor I led activities during Summer School and ran an induction session for a class of Year 7 students on their first day at the school."

(Pupil at a Birmingham high school)

DEVELOPING A PROGRAMME

Study support is driven by what young people bring to it and is tailored to their learning needs. The programme is whatever young people need at a given time to help them retrieve ground, to taste success, to build confidence, or to increase their chances of success in examinations. Increasing emphasis is placed on literacy, numeracy and key and basic skills as part of the government drive to push up standards and equip young people for life beyond school. Success depends to a large extent on how well the structure of the programme makes sense to young people, how it is thought through and is renewed on a continuing basis.

Questions to ask

What is the range of study support activities available?

What is the balance between planned and spontaneous activities?

How responsive is the programme to changing needs?

What is the balance between self-directed learning and coaching? Between independent and co-operative learning?

What mechanisms are there for the development and renewal of the programme over time?

What is done to ensure that key and basic skills and attitudes to learning are being monitored and reinforced?

For any given young person what evidence is there of the impact of particular activities and of progression in learning over time?

How do young people help inform and develop the programme?

Evidence to show

Examples of documentary evidence might be:

- A programme of activities which responds to young people's needs, is broad and balanced and shows change over time
- young people's diaries or planners
- analysis of uptake of activities, tutors, resources
- evaluations of activities over a term/year including young people's evaluations
- summaries, self evaluation, reports and analysis from mentors and/or tutors
- Ofsted reports
- young people's own profiles of goals achieved, progress and future targets
- minutes of review/development meetings
- evidence of young people's contribution to planning, development, delivery and review

Testing the evidence

Examples of questions a visitor might ask:

Tell me how study support is organised in a typical week.

Tell me who I should talk to, to find out how the study support programme is planned.

What makes young people want to take part? Which activities are most popular?

What would you like to see more of and less of? Why?

Could you give an example of how the programme has changed in response to an identified need?

Show me some examples of good work done in study support and say why you think it is 'good'.

Give me an example of the impact it has had on attitudes, attendance and/or achievement.

Tell me about any activities that have been started up, developed or changed as a result of young people's input.

Emerged

The programme for study support may still be in an early stage of development, but will be discussed and reviewed in light of uptake, usage and feedback about strengths and gaps in provision. Tutors take time to observe and discuss young people's approaches to their work and how effective they are as learners. Consideration is given to finding a balance between freedom and structure, student direction and tutor direction.

Key indicator

Developing a programme of activities which meets needs

A community school in the heart of Bristol faces many of the problems of other inner-city schools: only 15% of its students obtained GCSE A-C grades and homework completion rates were 36%. Improving homework was part of a 4-year strategic plan to improve achievement. The project was specifically designed to improve pupil response to homework, to activate homework policy and to provide support for both pupils and parents in meeting key learning objectives. Specifically the project aimed to improve homework completion rates and attendance at homework support sessions, provide an information service and help parents engage more fully in the learning experience. An information hot line was set up and run by 6th form students.

Established

An established programme, which extends, enriches and enables learning, reflects whole school priorities as part of the review and development process. There is a broad and successful blend of opportunities and activities which meet a range of young people's needs and help to increase their skills as learners, raising expectations. The programme contributes to the development of academic, social and emotional intelligence.

Key indicator

A broad and balanced programme which enables, enriches and extends

In a technology college in Surrey, activities are designed to enrich, enhance and extend the opportunities delivered through the curriculum. The overall aim of the programme is to foster self-confidence and the joy of learning. Activities provide 'something for everyone' catering for a broad range of interests and skills. The school acknowledges that some pupils are highly competitive and thrive in such environments whilst others find it difficult to accept praise. The programme reflects the diverse needs of pupils and includes a 'buddy scheme' where year 10 Duke of Edinburgh pupils partner year 7 pupils who have poor social and other skills. All students benefit from the supportive relationships that are developed.

Advanced

There is the self confidence to experiment with new ways of learning, to be critical, to share ideas and to see programmes as constantly evolving and improving in the light of new developments and research into learning. Tutors and young people work together proactively, challenging and reviewing the programme and playing an integral role in devising new approaches to learning, tutoring and mentoring.

Key indicator

Evolving new approaches to learning, tutoring and mentoring

Tower Hamlets Summer University combines academic and vocational study; performing and visual arts; music, sports; IT; new media; personal development; entertainment and peer volunteer initiatives. By offering such a diverse range of courses and activities, Summer University enables young people to broaden their horizons, to raise their achievement and socialise in a safe environment.

A youth advisory group makes decisions on courses and advises on publicity, venues and marketing strategies to ensure that the programme is attractive and relevant to young people. A tutor pack is produced which explains the preferred learning style which is one of student engagement and involvement. Peer tutoring is an important element of delivery.

LEARNING TOGETHER

The main purpose of study support is to provide opportunities for young people to achieve and raise their aspirations. Study support provides a further significant opportunity for tutors to learn alongside young people. The more opportunities there are for reflection and dialogue the more tutors and young people can learn about learning. As these insights flow into the mainstream of school practice they help the school to be more self-evaluating and self-improving. The more this learning is shared, the greater is the capacity for schools to become collaborative learning organisations.

Questions to ask

How do tutors review young people's learning and their own tutoring and mentoring styles?

Do tutors talk to students about their learning? How are students involved in setting targets?

What opportunities are there for tutors, mentors and young people to learn about learning together?

What training opportunities are there for tutors, young people and other stakeholders in the how and why of learning?

What has been learned about learning? What is the evidence? How has this impacted on mainstream practice?

How do young people share, teach or demonstrate to tutors/other young people what they have learned?

Evidence to show

Examples of documentary evidence might be:

- young people's self-assessment, diaries, logs, reviews
- schemes of work which identify learning together strands
- tutors' logs, diaries, self-assessment
- photographs of joint learning
- outcomes of joint student/tutor reviews
- minutes of meetings
- development of study support policies over time
- summaries of young people/ staff joint training sessions, visits, learning exchanges and evaluations of their effectiveness
- books on study techniques, thinking skills, accelerated learning, learning styles etc.

Testing the evidence

Examples of questions a visitor might ask:

As learners, what help have you had from tutors in making your own learning easier and better?
As tutors what have you learned?

Tell me about how you learn best and how you share your knowledge of learning styles.

How are individual learning targets set and shared?
Who is involved in their review?

Describe to me some of the things you have tried to learn, and teach, in new and different ways.

Tell me about a training session you have participated in and what you got out of it.

What have you learned about learning?

Describe some ways in which learning in study support has influenced the school or community.

Emerged

In order to make independent and co-operative learning more effective tutors observe what young people are doing, how they are tackling work and take time to discuss this with them. In seeking ways to make young people's learning more effective there is a commitment to developing tutoring, teaching and mentoring skills. There is a willingness amongst tutors to learn from young people.

Key indicator

A willingness to learn with and from young people

At a junior school in County Durham, the study support programme is evaluated termly by means of a questionnaire drawn up by the pupils on the school council and circulated to fellow pupils for them to comment on existing provision and suggest new activities. With help from the staff, pupils wrote a bid for government Seed Challenge funding for a floodlit sports area. The school believes that pupils should be empowered to take responsibility. Staff and pupils regularly learn together through collaborative planning on projects.

Established

By observing young people at work and talking to them about how they are learning, tutors and young people gain insights into individual differences in approach and learning styles. These are discussed and shared among tutors and with young people giving an impetus to further reading and training in new and developing techniques. There is evidence of tutors learning alongside young people.

Key indicator

Sharing and developing skills in the how and why of learning

A Cornish community college runs an after-school Cyber DISC club where Year 10 and 11 pupils, 6th form pupils and adults from the local community can study using the ICT facilities. Adults and young people work alongside each other. A training company has supported pupils with independent learning skills and a booklet has been produced. Several activities have come about as a result of pupil initiatives and they were responsible for the introduction of a collectable card club to record learning skills. The pupils have been supported by a trainee teacher who has gained a lot from the process. Staff feel that they learn a lot from pupils particularly in the pupil centred clubs.

Advanced

A climate has been created in which tutors see themselves as learners and young people feel free to share their learning and to 'teach' their teachers, tutors and mentors. Young people and tutors are keen to improve their own learning effectiveness and they set aside time to examine the literature, discuss ideas, attend training sessions, visit other schools and centres and experiment with new techniques. Strategies for improvement and success are under constant review.

Key indicator

Becoming a collaborative learning organisation

The Smethwick Learning Network is a unique community based network where 16 primary schools, 2 secondary schools, 6 community centres and 2 libraries are connected to a central server at one of the high schools, which is also an ICT test bed. The strategic intention is to extend the network into more schools, community venues and homes, develop family learning resources and develop individualised learning programmes and community mentor involvement. The lessons of study support i.e. that learning takes place in a variety of ways and situations, are fundamental to the further extension of the boundaries of the mainstream teaching day through technology.

GETTING THE BEST FROM TUTORS AND STAFF

Teachers, tutors and others find that involvement in study support activities is a valuable part of their continuing professional development and an opportunity to extend and expand provision across communication networks. Tutors and staff will feel the greatest sense of fulfilment and confidence in their role where their contributions are recognised and structures for support, feedback and personal development are in place. For school based staff, study support is likely to work best when they see it as an extension and enrichment of their work in school and an opportunity to develop quality relationships with learners. Training needs will become apparent through working with young people in new ways. Recognition and remuneration may be either through more flexible approaches to timetabling or through direct payment. The development of skills beyond the classroom is influenced by the involvement of the whole community in the education process. Professional development is often most effective where practice is shared.

Questions to ask

In what tangible ways is the work of study support staff given value and recognition in the school?

How are the needs of study support staff determined and what training is provided to meet those needs?

Who co-ordinates study support? How is progress and development shared with senior management?

What mechanisms are there in schools to ensure that study support staff feel part of a team of educators and contribute to school-wide development?

What opportunities exist for staff not involved in study support to learn about it?

Why are some staff not involved in study support? Are there aspects of the organisation and structure of study support that deter some people from getting involved?

What opportunities exist for developing and extending networks?

Evidence to show

Examples of documentary evidence might be:

- audits of tutor needs
- training opportunities
- analysis of the range of staff involved in study support
- job descriptions/policies/person specs
- induction policies for new staff
- analysis of the level of training given to study support staff
- reward and remuneration policies
- whole school approach to professional development
- minutes of meetings showing involvement of tutors in developing the programme and/or feedback mechanisms to SMT
- evidence of professional development through networks
- performance management and staff review meetings

Testing the evidence

Examples of questions a visitor might ask:

What proportion of school staff are directly involved in study support a) in the school? b) outside school?

What activities are run by people who are not school staff?

Describe the range of tutors involved e.g. from different curriculum areas, whole school learning support, agencies, volunteers, young people.

Why do staff become involved in study support? What do staff feel they get out of it?

Describe training that staff have received for the role of study support tutor

Tell me about how a training/learning opportunity in study support has influenced whole school practice.

Emerged

Opportunities for study support staff to discuss whole school issues and their impact on provision are likely to be informal. Training tends to be largely 'on the job' arising in response to demands from young people. It is likely to be sporadic but there is a growing awareness of the need for planned professional development. Loose structures are in place for tutor/staff feedback and thought has been given to a system of incentives and/or remuneration.

Key indicator

Attending to professional needs

In a primary school in Cornwall the study support co-ordinator acts as a link person between the different clubs and activities and is able to structure budgets and make resources available for training. INSET and hands on training has resulted in good links with school-based staff and volunteers. Good practice is shared and all staff are fully aware of the ethos and aims of study support, and health and safety requirements. Study support is now part of performance management for some staff.

Established

Established practice is characterised by tutors who feel well trained and confident in the delivery of study support activities. There are structures to enable gaps in tutor skills to be identified and addressed and staff development policies are in place. The school has extended the role of tutor to include other staff, for example, support staff or members of the local community or young people as peer tutors. Study support staff meet together to review progress as part of the regular schedule of meetings in the school. All staff in the school are aware of who study support tutors are and what their role is.

Key indicator

A structured approach to professional development

A member of staff at a Redbridge high school was employed initially as a Learning Support Assistant. She started a Breakfast Club and assumed management of this with three fellow LSAs. Later she was given the brief to manage an after school Homework Club four evenings a week. There she adopted 'successmaker' to target students who needed remedial help and extended this to Breakfast Clubs and lunchtimes. She was then given responsibility for managing the whole study support programme and became a member of the school Key Stage 3 strategy team supervising intervention programmes for those students operating at Level 3 in English and Mathematics.

Advanced

Professional development in study support is embedded in whole school planning, organisational learning and in a community context. There is on-going training for study support staff and for colleagues who are not involved. Opportunities are created for networking with other schools and centres. Tutors and all staff are actively engaged in assessing and evaluating their own practice and have opportunities to improve their knowledge of leading-edge developments.

Key indicator

Extending professional development networks

In Camden, visual arts experts worked alongside teachers and students in out of hours learning to produce exhibitions of sculpture, tapestry, high street banners and mosaics. Teachers were also able to learn from experts' techniques in print making and digital art learning. Dance projects included warm up activities, careful sequencing and repetition of movements and imaginative ideas to stimulate creativity. An English teacher working with a poet in the creative writing project acknowledged the fund of practical ideas she had adopted in her own teaching, for example using resources the poet had used to stimulate students' creative ideas. She also gained confidence in circle work.

GETTING THE BEST FROM PARTNERSHIPS

As study support develops, thinking is expanded and boundaries are extended. Sources of additional support in cash and kind are considered and the potential of wider collaboration with other schools, employers, further and higher education institutions, education authorities, neighbourhood renewal and children's trust partnerships, as well as parents, teachers and young people, is recognised. Close working relationships are developed across school phases and across agencies to support young people's learning. Effective development needs to take account of the range of partners who already invest in education, who support the curriculum or who are already active in community resourcing. Healthy intelligence networks and strong links within an authority will enrich provision through the pooling of expertise. The quality of study support will, in the final analysis, be directly related to the partnerships it creates and encourages. Active partnerships are the key to the long-term sustainability of study support.

Questions to ask

- What partnerships already exist?
- What are the potential benefits for all partners?
- What do prospective partners need or want from a relationship?
- Who are obvious partners to involve? Who are the not-so-obvious partners?
- Who is responsible for the management and integration of joint work?
- What training and support is needed?
- How can the experience, resources and know-how of all partners be used to the fullest?
- How do partners contribute to planning, developing, monitoring and evaluating the programme?

Evidence to show

Examples of documentary evidence might be:

- audits of existing partners
- notice boards with letters, commendations
- displays, photographs, sponsorships
- development plans and strategy documents
- partnership agreements
- feedback and evaluations from stakeholders
- training and development programmes
- job descriptions
- joint bids for funding
- partnership newsletters/publicity
- minutes of partnership steering groups/forums

Testing the evidence

Examples of questions a visitor might ask:

- Describe for me how you have gone about identifying possible partnerships.
- Name a study support activity that is a direct result of partnership working.
- What have been the mutual benefits of partnership working i.e. what value has been added to your work? What have partners gained from their involvement with you?
- What is it that makes partnerships more and less effective?
- What partners do you need that you do not already have?
- What forums exist for partnership working?

Emerged

Based on an early experience of the benefits partnership can bring there is a recognition of the need to develop further those that can add to the value of study support. There is a growing awareness of the contribution parents and the school's community can make and the benefits of wider collaboration are understood and shared. Efforts are being made to widen awareness and increase partnership activity. Existing partnerships are valued and supported.

Key indicator

**Realising the benefits
of working together**

A small C of E Voluntary Aided primary school in Brighton and Hove works closely with a number of organisations and community groups, incorporating partnership work into the School Improvement Plan.

As part of an 'Awards for All' bid, the school has developed a partnership with Brighton Bears basketball club. A local business has sponsored the school football kit.

Governors were involved in the selection of the school's childcare provider which required them to visit clubs and other sites before making a decision.

Established

Local networks exist where information is exchanged on a regular basis, resources are shared and joint planning takes place. Some evidence of joint bidding for funding and further resourcing exists. Joint events take place where learning practice is shared and tutors trained. There are structures in place for partners to contribute to planning and development of the programme.

Key indicator

**Establishing
learning networks**

A technology college in Nottinghamshire openly seeks to widen its network of partners both in education and the wider community. The school has set up a committee, which includes the Enhancement Manager, to look into further opportunities to extend its partnerships. On all aspects of development and finance, the school works with the Nottinghamshire Study Support Unit. It has invested time in networking within the local community. The Enhancement Manager is on the local Neighbourhood Renewal Action Team which works closely with the Local Miners' Welfare on community projects, with local sports clubs and primary schools on joint projects.

The school is actively involved with a range of partners on bidding and securing funding for further developments.

Advanced

The strength and development of extended partnerships is seen as vital to the long-term success and sustainability of the wider learning community. Long-term plans are in place as a result of joint development planning and identification of future needs. Active partners have healthy intelligence networks and the capacity for information exchange on a national and international basis.

Key indicator

**Extending
learning networks**

A high school in Birmingham has developed extensive partnerships with initiatives, organisations and individuals. The school is one of the five 'artSites' across the city and has a long established partnership with the UFA. The contribution of staff and partners to the achievement agenda is seen as the key factor in the programme's success. A performance project, involved students working with a lead artist to put on a modern day version of Macbeth. The project targeted borderline students at risk of underachieving in their KS3 SATs and aimed to improve self-esteem, motivation and confidence in addition to raising achievement. The value added for the pupils taking part was significantly higher in all areas, including the achievement of three Level 8 scores for the first time in the school. School based staff learned new techniques and the project inspired a school wide arts mentor scheme ensuring sustainability.

MEASURING THE DIFFERENCE

Before collecting any data it is vital to know what it is for, what will be done with it, who will analyse it and how much time it will take. It should do nothing to compromise the ethos and spontaneity of work relationships; young people and staff need to be clear about purposes and potential benefits and evaluation needs to be carried out in a climate of trust and purposefulness. If progress is to be measured, it is useful to have a baseline which tells you where you were when you started. Applied to young people's learning this means having information about levels of attainment. Baseline measures of attitudes and rates of attendance may be a good starting place. In evaluating the impact of study support as part of the school improvement process, surveys of the views and expectations of staff, young people, parents, governors and other partners will be a useful addition to the data. Opportunities should be found to develop and customise tools and instruments which truly reflect purposes and priorities.

Questions to ask

Which outcomes do you wish to measure? (i.e. changes in behaviour, attendance, attitudes, attainment)

What baseline evidence will be needed? How can this be obtained? What new systems need to be established? Who will be responsible?

What evidence is there of the quality of study support provision at different times? How does this inform future developments?

How are the purposes and the results of the evidence collection discussed and shared?

How reliable or valid is the evidence that is available?

How is evidence used and how are results analysed to inform learning in the future?

How might the skills of staff and students in using evaluation be developed?

How are results used to inform whole school planning and development?

Evidence to show

Examples of documentary evidence might be:

- Surveys/questionnaires which explore young peoples or tutors' skills, qualifications, roles and attitudes at a given point
- Surveys/questionnaires which explore tutors, staff or young peoples' attitudes to improvement
- existing school data systems e.g. for attendance, attainment, attitudes to study, self, school
- Photographs or videos showing development over time
- New instruments customised and developed by staff or young people e.g. self evaluation, key skills maps, target setting, suggestion boxes
- Standard Attainment Tests at different times
- Reports analysing findings from data e.g. annual report, governors, Ofsted forms

Testing the evidence

Examples of questions a visitor might ask:

Show me the instruments you have used to gather data.

How useful is baseline data and how might it be improved upon in the future?

Explain to me how data was gathered and what steps you took to ensure that the conditions were fair and equitable for all.

Describe how the data was analysed.

What alternative types of evidence have you gathered or might you gather in the future?

In what ways is the data used as a diagnostic or developmental tool?

How are you made aware of the findings of the data?

Emerged

There is recognition of the importance of collecting baseline data as part of a process leading to measuring the impact of a range of study support activities. Effective evaluation stems from a supportive climate for the gathering of data and other evidence. Staff and young people are clear about its value and purposes and use it as part of the learning process.

Key indicator

**Collecting
and using evidence**

Keen to encourage healthy, active lifestyles amongst students, a girls' specialist sports college in Wiltshire is examining the impact of activities on pupils' attitudes, behaviour, self-esteem and learning. A group of year 7 girls with reading and other difficulties have been involved in a twice-weekly special breakfast club which involves physical activity, breakfast and reading.

Since being involved in the club, their self-esteem and confidence has increased significantly. An attitudinal scale and follow-up questionnaire have shown improvement with some girls going from a 3 to a 7 on a 10 point scale (10 being excellent).

Established

Evaluation is highly valued and a strong emphasis is placed on informing practice. The collection of robust data for study support is seen as part of a whole school approach to the evaluation of learning and teaching. Organisational structures are in place that draw on this information source as part of the review and development process.

Key indicator

**A whole school approach
to gathering and using data**

At a large secondary school in Greenwich, baseline data for all students is held on a database. Academic review meetings are used to share data and predictions with parents and students who are targeted for a range of study support interventions including mentoring, enrichment and learning and teaching residential trips. Regular evaluation of the range of study support activities ensures that provision caters for the full range of student needs. Key stage test results are matched to the type(s) of study support activity that students have been involved in, to gauge which have been most effective. Students use learning revision and study skills packages to monitor their own progress.

Advanced

Schools at this level will know what it is they value and find effective methods to measure it through a whole school approach. Staff and young people see the exploration of data as a significant learning opportunity. By engaging and involving young people and other stakeholders in planning, data-gathering, monitoring, reviewing and in recording achievement, more effective learning takes place.

Key indicator

**Using data
for more effective learning**

Students at a high school in the Isle of Wight were involved in the creation of a new 'Study Planner' which acts as a vehicle across the school for them to monitor their progress. Each student in KS3 and KS4 has an individual subject specific target grade for each subject studied. This is based on prior attainment data, KS2, KS3 and NFER scores for years 7 or 9. Targets are discussed with students termly and recorded in their study planners which invite parent/carer comments. All KS3 and KS4 schemes of work support this target setting process which informs the work of the pastoral team, curriculum managers and the SMT in the strategic identification of underachievement and how to manage it.

GETTING RESULTS

Study support has a critical role to play in enhancing skills in communication, teamwork and decision-making and in bolstering the self-esteem of students which is so vital to their long-term success. Young people, teachers, parents and employers value these broader and longer-term measures of achievement in addition to attainment in examinations. In order to help sustain young people's motivation and self confidence, tutors will seek ways of rewarding short term achievements and progress in learning, encouraging the use of target setting and peer/self-evaluation. Accreditation for enrichment learning may also be sought through a variety of award bearing courses offered by other bodies which in turn extends the scope and vision of study support. Demonstrable benefits to young people will include raised achievements in examinations, additional accreditation and recognised certification and an improvement in personal transferable skills.

Questions to ask

How have the variety of learning outcomes in study support been defined and measured?

How are achievements recognised and celebrated?

To what extent is self and peer assessment used to identify targets and monitor achievement and progress?

How are achievements in study support made public to parents, staff and all stakeholders?

What impact does learning in study support have on teaching and learning in the classroom?

What opportunities are there for young people to take part in accredited learning activities using a variety of external awarding bodies?

What efforts are made to identify new ways of awarding and accrediting young people's achievements in study support?

Evidence to show

Examples of documentary evidence might be:

- reward system in study support which is broader than school reward system
- public examples of achievement e.g. an achievement wall, certificates awarded
- public celebrations of progress/success
- external awards/accreditation
- case studies on impact of study support
- evidence of target setting for pupils, in consultation with tutors and peer tutors
- examples of targets
- whole school policy documents
- young peoples' profiles or records of achievement.

Testing the evidence

Examples of questions a visitor might ask:

Show me evidence of learning gains made as a result of involvement in study support.

What systems are in place to ensure that parents/stakeholders are aware of achievements gained in study support?

What incentives and awards work best and which are least effective?

How is information on the achievements of students in study support conveyed to school staff?

How can young people gain nationally recognised accreditation?

How can young people recognise and record improvements in their personal transferable skills?

What opportunities are there for extended and/or early entry to GCSE?

Emerged

The importance of seeing recognisable measurable gains in learning is understood. Tutors monitor achievement and progress and young people are encouraged to discuss their own learning against set targets. Incentives, rewards and certification are used to encourage young people. Achievements and learning in study support are celebrated in newsletters, photographs or public gatherings such as school assemblies.

Key indicator

Gathering evidence of learning gains

Evidence of learning gains at a voluntary controlled C of E primary school in Newham is gathered in a range of ways. It includes achievement of expected levels in Key Stage 2 results, success in sporting activity such as the undefeated football teams, completed art projects and success in external competitions including the pupil who represented the school at the district finals of the national chess tournament. All achievements in study support are regularly celebrated in assemblies.

School council, buddy system and peer mediation all provide opportunities for pupils to talk about the activities offered, to express their ideas including what will help them learn more effectively.

Established

Achievements in study support are used to inform whole school development planning. Qualitative measures are being developed to reflect impact on attitudes, relationships and motivation. Systems for monitoring, recording, rewarding and certificating achievement are in place. External certification is explored and used as appropriate. A mechanism exists for reporting and disseminating impact to the whole school, parents and the wider community.

Key indicator

Recording, rewarding and certificating achievement to demonstrate impact

Study support is a key strategy for raising achievement in a secondary school in Waltham Forest. Many incentives have been built in to reward and endorse improved behaviour and effort. Various awards for leadership and achievement are offered including monthly Jack Petchy Foundation awards for achievement, which are used to further enhance the study support offer.

To boost and maintain morale, student activities are documented thoroughly in all communications, displays of certificates, photographs and examples of work. Dramatic improvements have been achieved.

Advanced

Advanced practice broadens the range of possibilities for young people to experience success. This may be through curriculum enlargement into a variety of new areas such as language learning in the community. Wherever possible curriculum enrichment is supported by a variety of award bearing bodies. Young people are offered greater scope and responsibility for their own learning and they are encouraged to plot their own learning pathway and develop their own personal transferable skills.

Key indicator

Broadening the options for the recognition of achievement

A secondary school in Tower Hamlets has become the focal point for community activities. It works in partnership with local agencies to provide an extensive range of opportunities for students to broaden and enlarge what they do in school time. This includes involvement in the Young Enterprise Scheme and Young Managers. Large numbers of students achieve accreditation in a range of activities including Community Sports Leadership Awards, First Aid, Ciso (IT) and FA Coaching. Millennium Volunteer, Jack Petchy and Duke of Edinburgh Awards form part of regular celebrations of achievement. Students undertake their own self-assessment, monitor their own attendance and academic progress and have regular meetings with staff and parents to set targets.

Emerged

Activities may still be at an early stage of development but the significance of co-ordinating provision will have been considered. This might include the appointment of a co-ordinator with a clear remit, accountability and support. Alternatively it may be a collective responsibility co-ordinated through SMT. However informal the system of co-ordination may be, there will be an underlying clear purpose, strategy and direction.

Key indicator

Co-ordination with senior management support

At a school for children with complex medical issues and profound and multiple learning difficulties in Sunderland, there is collective responsibility for all aspects of the programme which is coordinated by the Assistant Headteacher.

Staff, parents and children have been involved in reviewing and developing provision and the school now offers a comprehensive programme that meets the needs of the children in their care. The very strong links with parents cement the relationship between the school staff and children and ensure that the purposes of study support continue to be discussed and shared.

Established

Management has developed beyond structure and role to become more concerned with creating and maintaining a culture of shared responsibility and collective accountability. Study support co-ordinators or managers encourage staff and young people to take responsibility and to influence what happens. This is reflected in whole school development planning and systems for feedback and review are in place.

Key indicator

Embedding study support in whole school development planning

At a secondary school in Newham, half-termly targets are set to engage and challenge students and staff in study support, as part of whole school planning. Collaboration takes place within and across departments, through tutor teams and the senior management team. The Study Support co-ordinator oversees all activities and regular meetings are timetabled with the Assistant Head teacher, who line manages Study Support.

Through form tutors, all students are involved in discussing the vision for the future of the school. Ideas are collated and these inform the School Development Plan.

Advanced

Advanced practice has the capacity to handle innovation and change. It seeks new ways to become more effective through a strong sense of common purpose and shared leadership. It responds positively to challenge and is self-confident enough about purpose and quality to take risks. There is a strong system of evaluation available to support its claims. As a result of this strategy the distinction between study support and curriculum learning is reduced.

Key indicator

A capacity for managing innovation and change through self evaluation

A Beacon school in Birmingham has developed a management structure that ensures the integration of study support activities into the life of the school. There is a Study Support Steering Group led by a Deputy Head Teacher and an Assistant Head Teacher. A 'Study Support Learning Team', led by the study support co-ordinator, is accountable to the Steering Group and consists of influential constituent individuals and groups – a student group, the Community/Leisure Co-ordinator, the Gifted and Talented Co-ordinator, the SEN Co-ordinator, the Excellence Challenge Co-ordinator and Librarians. There is an identified Link Governor for study support.

GETTING A RETURN ON INVESTMENT

Study support costs money. It can be cost effective much of the time because it is able to make the most of existing resources. It thrives on commitment and draws energy from the goodwill and enthusiasm of all school staff, young people, parents and other partners. This investment of time and energy represents a real cost and as such there must be a realistic monitoring of expenditure and transparency in accounting. An open approach to cost benefit analysis which involves all school staff, young people and parents is important in a number of ways. It is more likely to increase a sense of ownership, accountability, and involvement in fund-raising or advocacy. Spending on study support in a context of limited resources will be easier to justify if people see a clear return on investment. A case can be more convincingly presented to external funders where a systematic record of costs and benefits is kept, disseminated, discussed and creatively managed.

Questions to ask

What are the real and hidden costs of study support?

How are the purposes and outcomes achieved measured against the costs?

What evidence is there on the benefits of study support? How reliable or valid is that evidence?

How is spending on study support justified?

How is evidence of impact disseminated and used as part of the review and development process?

How is that evidence used with policy-makers, funders or other stakeholders?

Is there a process for monitoring quality as part of best value?

How is sustainability achieved?

Evidence to show

Examples of documentary evidence might be:

- business plans, costings and balance sheets
- minutes/notes/summaries of planning meetings
- development plans for study support linked to whole school process
- teacher/young people questionnaires assessing knowledge and attitudes
- cost benefit analysis
- photographs or video demonstrating different stages of development
- annual reports / other public documents
- results of attitudinal surveys/software
- valued-added scores on attainment tests
- evidence of impact on learning/attendance/achievement
- details of funding/sponsorship and/or evidence of partnership with businesses/community groups

Testing the evidence

Examples of questions a visitor might ask:

Show me your business/development plan and explain to me how you fund study support.

Explain why you give it such a priority in your planning and financing.

Show me the instruments you have used to audit and gather data.

Explain to me how data was gathered and what steps you took to ensure reliability and validity.

Describe for me how you go about the process of fund-raising or sponsorship.

Show me how costs are shared with other partnerships and how you re-invest for the future.

Give an example of where study support has shown a clear return in terms of achievement, additional resources or partnerships.

Emerged

Costings of study support have been carried out taking into account both real and hidden costs. Consideration is being given to how these might be set against benefits and how spending on study support might be justified in comparison with other possible initiatives to raise achievement. Some form of early evaluation procedure will be underway which will help to evidence the value and effectiveness of study support.

Key indicator

**Taking into account
real and hidden costs**

In a Durham junior school, the school development plan identifies developments and potential improvements as a result of study support. The study support development plan identifies sources of funding and availability of staff to deliver courses. Different funding streams are identified and implications for the school budget taken into account. There is thorough reporting to funding bodies including full evaluation. Improvements in attainment are being measured by comparing SATs results for those who participate in study support with a control group.

Established

Study support is an integrated aspect of school development planning, budgeting and evaluation. It is cost effective and a vital contributor to school life. Managing costs and gathering and sharing of resources and expertise are investigated in wider collaboration and engagement with the community. Data is collected and used to demonstrate the effectiveness of study support.

Key indicator

**Looking at best value,
matching costs and effectiveness**

In a primary school in Sunderland, targeted learning clubs are fully costed as part of the school development plan and are subject to annual evaluation, development and improvement. They are discussed and agreed by all governors as part of the financial plan for the school. Each year a new development plan, with associated costs, is produced. The clubs have evolved and continue to evolve in response to evaluation, identified needs and new resource opportunities e.g. computer programmes in year 5, lunchtime and maths clubs. Targeted learning clubs have had a massive effect on pupil success in terms of motivation, attitude, achievement and attainment.

Advanced

The value and effectiveness of study support is known and widely accepted by parents, teachers, young people and other stakeholders in school and the community. People have criteria by which to make judgements because information on costs and benefits is disseminated in an attractive and accessible form and ideas are invited on how to improve the cost-value equation. As a result, additional awards, funding and sponsorship is forthcoming.

Key indicator

**A clear and demonstrable
return on investment**

The Leeds United PfS Learning Centre has created a community of stakeholders and developed sophisticated communication systems to enable partners to identify a clear return by analysing the benefit. More than 150 mentors are drawn from business and community partners who identify workforce development, new skills towards employability and OCN accreditation as benefits. Partner schools testify to raised levels of achievement, motivation and confidence and improved home-school partnerships.

Benefits to partners include positive publicity far exceeding investment levels and an exemplary study support centre used as a template in developing quality learning environments in other business based study support settings. The DfES, British Council and British Embassy all use the centre as an exemplar nationally and internationally.

NOTES

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MANAGING IMPROVEMENT

When study support works it is usually because it is well managed. Visible and sustained support from senior management is essential to the long term success of study support, and thought will need to be given to mechanisms for communication between the SMT and staff who are directly involved. This management does not necessarily require the same processes or structures as management of a school.

Because of the voluntary nature of study support and the motivation of young people and tutors, management can afford to have a lighter touch and be more open and collaborative than might be possible within a compulsory framework. This does not mitigate the need for rigour and accountability. In fact it requires a strong sense of how that can be achieved in a voluntary setting.

Questions to ask

Who manages or co-ordinates study support? On what criteria was that person selected?

What is the freedom of decision-making, status and accountability of that position?

Is there a person/job specification? What incentives and rewards does it carry? What procedures are there to deal with inadequate performance?

How does the SMT support and get involved?

What are the principles of management and how transparent and open to discussion are they?

To what extent is management and leadership shared with tutors and young people? Is there a common sense of purpose, values and direction?

How is study support embedded into whole school development planning?

What is the process for managing criticism and challenge? How is the self evaluation process used for managing change?

Evidence to show

Examples of documentary evidence might be:

- job descriptions/person specifications
- roles and responsibilities
- line management structures
- performance management
- aims, values, policies, mission statements
- minutes of meetings e.g. with governors, SMT, stakeholders
- evaluations, feedback, and self-assessment by co-ordinators / manager
- letters of commendation / complaints
- complaints procedure / responses
- whole school development plans
- evidence of innovation and development over time

Testing the evidence

Examples of questions a visitor might ask:

How would the following be dealt with:

- Lack of support from SMT?
- Dwindling attendance of young people?
- Increasing enthusiasm and demand which exceeds space or resources?
- Lack of funding?
- Request for evidence that study support is raising achievement?
- Concern that study support is becoming exclusive to certain groups?
- Young people's dissatisfaction with the person in charge?

The Study Support Code of Practice

Improving the quality of out of hours learning



NOTES