

2008



Playing for Success

# East's Best



A good practice guide about Study Support and Out of Hours Learning in the East of England

# Forward

By the Director of QiSS Canterbury Christ Church University

As the Director of QiSS, a Government Office Extended Schools Field Force, it gives me great pleasure and honour to introduce this new publication that has been achieved via the QiSS Development Partnership Collaborative funding stream, funded by the DCSF.

East's Best: A good practice guide for Study Support and Out of Hours Learning in the East of England is produced by the East of England Local Authorities and demonstrates the good practice and innovation in Study Support within their region.

The booklet will provide schools and community organisations with a varied menu of quality Study Support activities which exemplify the QiSS Code of Practice, working towards 'Emerged', 'Established' and 'Advanced' status within a variety of sectors including Special Schools, Schools working collaboratively, Primary, Secondary, Playing for Success Centres and a Museum. All the activities identified in the booklet are a practical response to schools and organisations finding out what is actually required to meet the needs of their communities.

## Linda Leith

Linda Leith  
Director of QiSS  
October 2008



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# 'On the Case'

The Museums, Libraries and Archives Council (MLA) for East of England wished to promote museums, as places for learning for schools and for individual students and their families. It was also thought that they could provide facilities for out-of-school learning, either in a formal arrangement with schools or during holiday periods for students to use on an ad hoc basis. Funding was therefore allocated to run a trial project with a Middle School (9-13) that did not have easy access to museum facilities but where there was a keen interest in developing Study Support.

The purpose was two-fold: to engage a school with the Museum Education Service and explore the potential benefits of wider collaboration; to look at the possibility of establishing museums, in a similar vein to libraries, as potential Study Support Centres, particularly during holiday periods.

Thirteen pupils in Year 8 from Edward Peake Middle School, Biggleswade, learnt how to be curators as part of a pilot project at Bedford Museum and Cecil Higgins Art Gallery. Pupils explored the stores, learnt how to handle fragile artefacts and worked together with museum staff. In two groups over three and a half days pupils produced two wonderful displays: one about World War 2 and the other about Asia, which included air raid sirens, gas masks, Samurai armour and swords

A presentation to a large group of parents and adults took place in the museum. Pupils explained how they came to choose the artefacts, how they worked together to produce the displays and included a quiz to check that adults had been listening properly. Pupils then took on the role of 'tour guides' and showed their parents around the museum, giving information about fixed displays. Guests were encouraged to write comments about the presentation and displays. One young visitor wrote: 'This is excellent, especially as it was done by children.' Jenny aged 9



The pupils were keen to say that the project was a great experience, the museum was a better place than they thought it was going to be and that they would like to visit the museum again in the future.

This was a collaborative project between Bedfordshire County Council Extended Services, MLA East of England, Bedford Museum and the Cecil Higgins Art Gallery Education Service and Edward Peake Middle School, Biggleswade, financed through an MLA grant.



Bedfordshire  
county council





# Solving Transport Problems

This article describes how a Cambridgeshire Extended School Coordinator, in partnership with the LA, addressed transport problems between a cluster school and Out of School Hours childcare in order for pupils to access Study Support.

Out of School Hours childcare for children at Robert Arkenstall Primary School is offered by the private provider Hill Row Nursery, located one mile from the school. Children were being ferried between the school and Hill Row in the nursery manager's MPV but this limited the number of children who could access the childcare and meant that children had to wait up to half an hour to be transported between school and childcare. The school bus route passes the childcare premises and the headteacher wanted to enable children to travel between school and childcare on the school bus.

This project demonstrates successful partnership working between the headteacher of Robert Arkenstall Primary School, the manager of Hill Row Nursery, Cambridgeshire County Council (CCC) Education Transport Contract Manager, the CCC Childcare Development Co-ordinator, the CCC Childcare and Play Work Adviser and Greys Bus Company. The extended school coordinator liaised with all partners in person, until a proposal was made. A meeting was then convened to provide the funding for the escort and to ensure that parents were charged for the transport in a way that enabled them to claim it as a legitimate childcare cost under Working Tax Credit.

CCC Education transport manages the school bus contract with the bus company. They liaised with the head teacher of the Robert Arkenstall School and the manager of Hill Row Nursery regarding numbers, times, pick up and set down arrangements and provision of an escort.

Parents paid for the transport. The cost was added to their childcare bill, and the childcare provider invoiced them. Parents were then able to claim the cost of transport as a legitimate childcare cost under the childcare element of Working Tax Credit. The school ensured inclusiveness by informing all parents of the new transport arrangements, and promoted Working Tax Credit to parents.



## Impact

- Reduced transfer time between provider and school
- Happier, relaxed children travelling with an escort
- Increased enjoyment of their childcare after school
- Increased numbers of childcare places available
- More time for children to receive quality childcare
- Improved bus punctuality
- Sufficient uptake of the free home/school transport service by entitled families for the escort to be provided under County Council funding.
- For the first term the escort costs were split between the school, education transport and Nursery
- The escort employed was a CRB cleared school teaching assistant and therefore known and trusted by families
- Education transport amended to cater for children who only needed to attend a couple of nights a week

Demonstrates QiSS Code of Practice:

1.2 Finding out what's needed, 2.11 Getting the best from Partnerships,

3.15 Getting a return on Investment

Further Information: [jrose@sutton.cambs.sch.uk](mailto:jrose@sutton.cambs.sch.uk)

# Essex Alive!

Essex Alive 2008 was a follow-up to the major Essex Alive 2006 conference. In 2008 Essex Alive took the form of two mini conferences one for the south of the county hosted by Woodlands School in Basildon and one for the north of the county hosted by Thomas Lord Audley School and Language College in Colchester.

The conference provided opportunities for young people to share ideas and contribute to the development of personalised and out of school hours learning in their schools.

## Schools attending

South	North
Woodlands School	Thomas Lord Audley School and Language College
The Willows Primary School	The King John School
Sunnymede Junior School	Chalvedon School
The Billericay School	Frobisher Primary and Nursery School
Furtherwick Park School	St Andrews Junior School
Brightside Primary School	Cann Hall Primary School
Mayflower High School	Monkwick Junior School



Student voice was central to both conferences and students from the host schools were fully involved via:

- Presenting
- Leading the discussion
- Facilitating workshops
- Leading group activities
- Recording the event
- Showcasing a wide range of activities and performances
- Opportunities for children to participate in physical activities – from dancing led by the students themselves to sign language and dance led by BYT theatre group

*"I will never forget this experience, I will tell all my friends about it! Thank you!"  
Mayflower High School pupil."*

Showcasing different Out of School Hours activities proved a key and popular part of both mini conferences. Students enjoyed hearing what other schools were doing and were proud of being able to do presentations themselves.

Workshop sessions encouraged children to mix with peers from other schools and key stages, sharing their future dreams. Whilst most concentrated on careers, some focused on family, general skills development and travel and one child in the South session said poignantly "not to be bullied during school".

Children were then asked to think about what skills and knowledge they needed to fulfil these dreams and the particular activities out of school that could help them.



*"When I saw all the presentations I liked the updates because it gave me a chance to see what other schools are like."  
Brightside Primary School pupil*

*"My favourite part was discussing our dreams and how the school could help us achieve them."  
King John School pupil*

*"I loved working in teams with the children from other schools."  
Thomas Lord Audley School and Language College pupil*

# What's going on at Woodlands?

Woodlands School is a large, non-denominational, comprehensive school educating 1500 pupils with Performing Arts as its Specialism. It has QiSS Established status. The school strives to create a stimulating, secure and purposeful environment and wants to develop a sense of community responsibility. Woodlands Community Programme has a national reputation which gained a Curriculum Award for community work in 1997 and which continues to thrive. All pupils take part in the Trident Community Challenge. Woodlands has forged effective links with local schools and organisations, including BP's Schools Link Programme.

In 2007 Woodlands received an Outstanding Ofsted inspection.

The school offers a varied and extensive Extra Curricular/Pupil enrichment and Study Support Programme which they promote in a variety of ways:

- Woodlands Weekly (Community Newsletter) which includes advertisements and articles publicising activities, many written by our pupils
- School Monitors (strategically placed around whole school)
- Flyers/newsletters during tutor time
- Extra Curricular Annual Freshers Fayre in October where departments showcase their clubs and pupils have the opportunity to "sample" activities and sign up
- Department and Year group notice boards
- Extra Curricular brochure published termly
- Pupil Voice and Pupil Leadership activities (i.e. presentations, stories, performances) during assemblies and tutor times
- Saturday Extension/Enrichment Mornings for Year 6 pupils
- Letters/flyers to families and local community groups
- Families, partner schools and Theatre groups receive mail shots with a Performing Arts Community Programme each year



## WHAT'S ON OFFER?

- Drama
- Music Rock
- Percussion Ensemble
- Junior & Senior Voices
- Music ICT
- Dance (Year 7-11)
- Body Conditioning
- Music Funk Band



- ### Others
- Art
  - Launching Rockets
  - Animation
  - Environment
  - Linguistics
  - Breakfast Tea
  - Film Making
  - Learning Development
  - ICT
  - Creative Writing
  - Graphics
  - Science
  - Global Actions / Global Effects
  - Homework support
  - Maths Support
  - History
  - Geophysics Research Lab



Woodlands School

Demonstrates QiSS Code of Practice:  
1.6 Letting People Know  
Further Information: [www.woodlandsschool.org](http://www.woodlandsschool.org)

# Period 6 gets Excellent Results



Challney High School for Boys and Community College in Luton is a specialist Science and Maths College with 825 pupils. It has been a 'Leading Edge School' since 2003. Attainment on entry is well below national average. 95% students are from minority ethnic groups of which 78% belong to the Muslim faith, 86% are EAL with 40 languages spoken; 37% Free School Meals (43% in Year 11)

The need to support KS4 learning through Study Support was identified so their five period school day was extended to include a period 6 and 7 using a whole school approach. Staff are paid extra for the work and this is built into the budget each year.

A timetable of activities, targeting Year 11, is published every half term and is run from 3.35-4.45pm (period 6) and 6.30-8.00pm (period 7).

The Purpose of Study Support provision in this setting:

## Pupils and School

- o Higher levels of pupil achievement
- o Increased pupil motivation and self-esteem
- o Specialist support to meet pupils' wider needs
- o Greater opportunities for staff development

## Communities

- o Improved local availability for sports, arts and other facilities
- o Local career development
- o Better supervision of children outside of school hours
- o Closer relationship with the School

## Families

- o Greater parental involvement in children's learning
- o More opportunities for local adult education and family learning
- o Greater availability for specialist support for families



"This development has been successful because of the strong partnerships between staff, pupils, families and the school. Home/School liaison is paramount and the constant communication helps to build strong, supportive, trusting relationships that see 90% plus attendance at parents evenings regularly throughout the year."

Tracey Thomas Assistant Head – Community and Extended Services



*"This extension of the school day works in tandem with our extensive pupil tracking system, Single Conversation Year Teams and one to one mentoring. Combined, these enable us to target particular groups of children to maximise their potential as they move through Key Stage 4."*  
 Executive Principal and Headteacher - Dame Yasmin Bevan



So has the culture change made an impact?

- Achieved 77% 5+A\*-C (2007)  
(76% provisional 2008)
- Achieved 50% 5+inc English and Maths (2007)  
(57% provisional 2008)
- CVA 1047,3 KS2-4 (Top 1% of schools)
- SSAT Awards for results in 2007
- School Achievement Award in 2001, 2002, 2003
- 95% attendance
- Zero permanent exclusions since 1995
- 98% stay in full-time education post 16
- two outstanding OfSTED inspections in 2002 & 2007

The boys think the Out of Hours Learning is nothing extraordinary as these extensions have become embedded into the school culture, they regularly ask to attend extra classes at the weekends, during the holiday times and at pressure points.

#### Challney's Plans for the future

- The development of 24 hour learning through the development of the Virtual Learning Environment (VLE)
- A change in the school day and the creation of more flexible working hours for staff
- Development of Family Learning to target specific skills with identified groups of learners.



# Achieving together through Study Support at Colnbrook Special School



Colnbrook school, in Hertfordshire, achieved QISS Emerged status in 2007. Categorized as a Moderate Learning Difficulty (MLD) Primary school it has 90 places; 40% allocated to children with MLD; 30% to children with Autism/Communication Disorder and 30% with severe learning difficulties. There is a 10 place autism base. Students are enthusiastic about their school and attendance is excellent. 83% of pupils travel to and from school by LA provided transport. Therefore the majority of Study Support (SS) opportunities are offered during lunchtime.

The Colnbrook staff are clear about the impact quality SS provision has on the social and emotional development of its children and their ability to transfer skills from and into different real life contexts - a point that OFSTED links to Colnbrook pupils' outstanding achievement in their 2005 inspection. The school demonstrates this formally in its SS policy and in its SEF, where it states that "SS is fully integrated into the day to day running of the school." It is identified as a school strength which is celebrated and communicated informally through attractive displays, newsletters and a beautifully tended garden.

The school's Study Support (SS) Coordinators describe their SS programme as enabling KS1 and 2 children to create positive relationships, gain independence and build self-esteem. It aims to extend, enrich and enable. Every activity is differentiated to cater for individual learning styles and abilities and ensure all of the pupils are able to succeed. Community partners also include: Watford Football Club; MCC Cricket; Harvesters Football Club; Three Rivers and Watford Sports Partnership.



A sample of Colnbrook's SS programme:

- Yr 5/6 Playground Leader programme and training
- Art
  - Choir
  - Music & Movement
  - Golf
  - Parachute
  - French
  - Makaton Signing
  - School Council
  - Girls & Boys
  - Computer
  - Gardening
  - Rugby
  - Cricket
  - Library
  - Netball
  - Peer Education & Mentoring
  - Multi- Skills
  - Quiet Music
  - Football

"SS/OSHL has a marked impact on behaviour. Having enjoyable and purposeful activities to engage in has reduced our playground issues and I believe that if you look at those schools who have consistent negative playground issues they won't have SSI/OSHL provision." Head teacher Richard Hill.

"While we were discussing playtimes, Adele suggested that we made the sandpit area more like a beach- other Council members thought this was a good idea and that it could be done by painting a big background picture of the sea, sand, dolphins, sea gulls and palm trees. This could be done as an art project or, as Jamal suggested, we could ask CBBC to help us. Bonnie suggested that the Art Club could do it." School Council Minutes Jan 06

"Once engaged, they don't know they're learning!"  
Richard Hill Headteacher.

Demonstrates QISS Code of Practice:

1.1 Having a Purpose 1.3 Getting the Ethos Right

Further Information: [www.colnbrook.herts.sch.uk](http://www.colnbrook.herts.sch.uk)



“Help me!  
I’m not coping very well.”



Situated in North Norfolk, Reepham is a small market town. Reepham Primary School is a Community School with 211 children on roll from 4-11 years. It caters for Reepham and the surrounding villages. The school identified the need to support children experiencing emotional difficulties for a variety of reasons. The children fell into the following categories:

- Children who are experiencing difficulties at home
- Children who find it very difficult to form relationships
- Children whose safety causes concern
- Children who have attendance problems
- Children who have anger management issues.

Reepham Primary wanted to provide the identified children with 1-1 time where they could talk and have uninterrupted support.

The school appointed a support worker from The Benjamin Foundation who came in to work once a week. She runs a drop in session at lunchtimes for children who self refer and then spends the afternoons with individual children for 30 minutes per child. The programme has been running for 2 years. It has also been introduced at Reepham High School and other schools across the Reepham Cluster.

The children have opportunities to talk and the support worker, uses play and art therapy to stimulate discussion with the children. She also meets and chats with parents so that an overview all of the children can be established.

**Is it working?**

- The children all showed a marked improvement dealing with situations in school
- They know they can share their issues and problems with someone
- There is increased attendance and progress

Involvement with The Benjamin Foundation has enabled the school to instigate some multi agency support groups for parents who are experiencing difficulties at home. This has made a significant difference to the welfare and safety of one family that we have been working with.

**Where next?**

A 'Rainbow Club' for children who find lunchtimes difficult has been established. The club is based in the Drama Room and is run by a teaching assistant and two Year 6 children. It is working really well and has made a significant difference to the children that attend (most of whom are on the SEN register). The school now intends to develop a lunchtime drop in session so that more children are aware of the project.



“I’m so pleased that this has happened, I’ve been so lonely at lunchtimes up to now. This is brilliant.”  
Yr 6 pupil



Demonstrates QiSS Code of Practice:

- 1.1 Having a Purpose; 1.2 Identifying a Need,
- 1.3 Getting the Ethos Right 1.7 Identifying Tutors, 2.11 Getting the best from Partnerships

Further Information: [www.benjaminfoundation.co.uk](http://www.benjaminfoundation.co.uk) / [www.rainbowclubreepham.org](http://www.rainbowclubreepham.org)

This article focus is on the development and impact of a QiSS Advanced Special School's extensive links with local stakeholders and the improved collaboration with the twelve special schools in the county of Norfolk.

Norfolk has twelve schools for children with moderate to severe learning difficulties, pmld and emotional behavioural difficulties. Pupils attend from all parts of Norfolk. The special school population represents only 0.8% of the pupil population.



Harford Manor School is a purpose-built day school for children and young adults aged 4-19 years all of whom have complex special educational needs. 66% percent have associated autism spectrum disorders, some with severe challenging behaviour.

Close to central Norwich and a local college there are places for up to 76 pupils. Students travel from across the county by mini bus and taxis. Although it is a city school the intake of pupils is mainly rural, some travelling 20 miles a day to get to school which limits after school activities for 50% of the pupils. A range of lunchtime activities are therefore delivered to complement the after school programme.

In October 2003, through the implementation of a Study Support coordinator post, a journey into the world of engaging community cohesion and providing access opportunities for all began. The coordinator was set clear guidance to ensure the programme involved the local and wider special school community of Norfolk.

Despite special schools tending to be isolated by their specialisms and the complex nature of their students needs, Harford Manor was determined that their study support programme should be outward looking.

Other funding such as Barclay's New Future, New Opportunities Fund and a substantial Standards Grant of £22,000 enabled the school to incrementally develop an exemplary programme of extended learning opportunities that promotes success and achievement, the focus being learning disability and access for those with severe complex needs and autism.

Adhering to the Quality in Study Support Code of Practice has ensured robust systems of data collection are in place. Data on the outcomes of personalised targets and achievement in Study Support activities now gives a clearer and measurable quantitative view. Qualitative data collection of Study Support activities mainly takes the form of photographic, video evidence and personalised portfolios of student activity. This type of data is highly popular with special students and families.

Harford Manor became partners of Norfolk UFA in the summer of 2006 after a three year partnership running the UFA Summer Challenge, Peer Tutor training and the UFA Fellowship programme. Most recently two students have had their 'Involvement with the UFA' case studies included in a UFA publication.



**Demonstrates QiSS Code of Practice:**

2.8 Developing a Programme; 2.9 Learning Together; 2.11 Getting the best from Partnerships; 3.13 Getting Results; 3.14 Managing Improvement; 3.15 Getting a Return on Investment



### Harford Manor's Five Year Study Support Action Plan:

**Phase 1 October 2003 – 2004:** Implement mini tour project/seek QiSS Established Recognition

- 'Hands On Drumming Club' mini tour to promote a positive inclusive approach to raising achievement. Six local schools and several community events were visited, based on the idea that extending good practice would engage more stakeholders and nurture working partnerships between local schools.



**Phase 2 October 2004 – 2005:** Nurture partnerships/develop community cohesion links/plan new forum

**Phase 3 October 2005 – 2006:** Engagement of local community stakeholders and local mainstream schools into Study Support programme. Launch 'Special Schools Working Together' forum

**Phase 4 October 2006 – 2007:** Promote Extended Schools development/Study Support local and national involvement.

- Develop Harford Manor as a community school that could offer quality services for their school population and the wider community

**Phase 5 October 2007 – 2008:** Seek Advanced QiSS recognition. Achieved July 2008.

### Some of the outcomes

- The mini tour project was a huge success; the tour had to be extended to include schools and the public who also wanted to see the young people perform their 'Afro Beat' hands on drumming performance
- One local mainstream school was involved in the project which included four sixth form students. They became regular members of the lunch time drumming club at Harford Manor and joined the group on tour
- Links with Notre Dame High School students proved very positive and more students began to join in with other lunchtime club activities
- In June 2006 the school launched the 'Special Schools Working Together' forum at Harford Manor School. 50% of the special schools attended the first meeting. An email database was set up for networking and future contacts. By the summer of 2008 the school held its seventh forum meeting
- Links with the six local cluster schools, regular meetings and a clear and positive outlook on future community involvement have been embedded
- In the summer term of 2007 the school held its first community open evening and consultation. A feast of artwork and displays were organised for the event. Student ambassadors took lead roles greeting visitors, giving school tours, giving live performances and making snacks for guests
- A 2008 audit of Study Support activities offered by special schools in Norfolk has been organised and evaluated by the coordinator. 75% of schools took part in the audit and nine schools are now offering a variety of extended learning activities for their communities
- Through working together the clusters offer the full Extended School core offer to their local communities



# 'Excellence through opportunity'

Putting residents first

**THURROCK COUNCIL**  
www.thurrock.gov.uk

## How a Thurrock primary school maintains a high contextual value added score through its Study Support programme.

Woodside Primary School believes that its mission statement "Excellence through opportunity" is exemplified through the range of Study Support activities it offers pupils and the impact it has had on their achievement. There are 343 pupils on roll.

In developing the Extended Schools core offer of a 'varied menu of activities including Study Support Woodside carried out a consultation with the school council, governors, school staff and a children's survey. The school also identified children who would most benefit from study support opportunities by reference to their 'Provision Mapping'. The purpose was to improve their attendance, behaviour and punctuality, physical, social and emotional development.

The school identified the need for provision before and after school and at lunchtimes. A Breakfast Club run by a learning mentor was established with approximately thirty. Several children, whose punctuality and behaviour were an issue, have improved since the club began. 'School friend etc.' an independently run, after school club, was set up. They essentially rent the school's facilities and provide a useful service for working parents.

### Lunchtime clubs

- Lunch club
- Curling
- Golf
- Football
- Tag rugby
- Cricket
- Junior and infant choir
- Orchestra
- Art and craft
- Lego club
- Dr who club
- ICT club
- Travellers club
- Jigsaw club
- Football club

After school Study Support provision and clubs has been in place at the school for several years, but the school has also identified the need for a lunchtime club for a number of purposes. Children use the club when they are unable to cope particularly well in the playground at lunchtime, class teachers use it as a reward system or to develop an enjoyment of working in small groups. In addition to sporting activities, specialised identified clubs also take place at lunchtime to improve specific pupils low self-esteem. Partnerships have been established with Rainbow House projects to primarily improve learning and social skills and remove barriers to learning. Core booster classes run before school. Children are offered food and drink and study in a relaxed environment.



### After school clubs

- Pyramid club
- Football
- Cricket
- Badminton
- Gymnastics
- Dancemode
- Spanish
- Art and craft club
- Wildlife club
- Schoolfriend etc.

**Woodside Primary School**  
Excellence through Opportunity

Demonstrates QiSS Code of Practice:  
1.2 Finding out what's needed, 2.8 Developing a Programme,  
2.9 Learning Together, 2.11 Getting the Best from Partnerships

Further Information: [www.woodsideprimary.thurrock.sch.uk](http://www.woodsideprimary.thurrock.sch.uk)

# Playing for Success

## WHAT'S IT ALL ABOUT?

The Playing for Success (PFS) focus is on raising literacy, numeracy and information communication technology (ICT) standards amongst Key Stage 2 and 3 pupils, identified by their schools as at risk of underachieving. Centres use the environment and stimulus of sport to offer personalised learning approaches to help motivate pupils and are equipped with state-of-the-art ICT facilities where the students usually have the opportunity to use equipment that they would not normally have access to.

Centres are staffed by qualified teachers who are employed by their Local Authority and are known as Centre Managers. Most visit schools before PFS starts and schools receive detailed paperwork including school/parental information brochures, data collection sheets, travel agreement forms, parental consent forms and a copy of the full Programme of Study. The Centres provide free, escorted transportation and half time refreshments. Although most schools support the travel arrangements by providing chaperones for the bus. This works well as a means of ensuring that pupils are supervised on their journey to the Centre as well as providing closer links with schools. At the end of each term pupils are invited to attend a very special graduation where they share their success with family, teachers and friends. Graduates are awarded medals and prizes for their achievements.

## PARTNERSHIP

Playing for Success (PFS) began in 1997 as a partnership between the DCSF (formerly DfEE), the Premier League, its clubs and their partner Local Authorities. The initiative was quickly extended to the Championship and in response to the tremendous interest shown it was extended to other sports and football clubs in 2000. These partnerships established out of hours Study Support Centres at sports clubs grounds. In 2002 the Football Foundation became a partner supporting Clubs outside the Premier and Championship Leagues. There are now 161 clubs committed from 16 different sports.





# Establishing Essex Eagles Learning Centre @ Essex County Cricket Club

The Essex Eagles Learning Centre (EELC) opened in January 2008 based at The Ford County Ground in Chelmsford, the home of Essex County Cricket Club. The Cricket club has been very supportive of the project and has allowed use of the club badge and branding for the centre name, design and mini-bus.

The Learning Centre supports extended schools and Every Child Matters agenda. The purpose of the Centre is for EELC students to get up to speed in the key skills of literacy, numeracy and ICT – the foundation stones of their education and also to improve motivation, self-esteem and self-confidence.

The EELC caters for groups of 15 pupils who attend the Centre after school although some schools have sent pupils during the school day.

## The Key issues

The Centre Manager commenced employment in September 2007. The EELC was to be situated in premises that used to be a members café bar on match days.

- Design and building of the Learning Centre including ICT, furniture and layout
- Publicising the Learning Centre to local Primary, Junior and Secondary schools
- Developing the curriculum for the Centre
- Initiating a pilot scheme for the Centre
- Establishing the profile of the Learning Centre at Essex County Cricket Club



## What they did

1. The Centre Manager (CM) worked closely with key personnel at the Cricket Club to design and oversee the construction of the Learning Centre
2. The CM visited other PFS Centres around the country to gain advice and ideas
3. The CM worked closely with the SAIS finance team to effectively implement and utilise budgets
4. A business plan for the first year was written and submitted to the DCSF Centre
5. A strategic decision was taken to roll out the pilot scheme in the Melbourn area of Chelmsford
6. The CM liaised with the Extended Schools coordinator for Chelmsford West, built relationships with Secondary and Primary headteachers and staff
7. The CM devised a pilot scheme curriculum
8. In January 2008 two primary schools from Chelmsford West attended
9. The CM established relationships with key Essex CCC staff raising the profile of the Learning Centre.
10. A steering group was established to oversee the Centre's development, consisting of the Centre Manager, Essex County Council officers, the CEO of Essex County Cricket Club and Assistant Head Teacher at St. Peters College

Playing for Success

"To date 120 Key Stage 2 pupils, who fall into categories of underachieving or lacking motivation and self-esteem have successfully completed programmes at the Essex Eagles Learning Centre."

"Everyone was very impressed with the professional way in which the programme pilot was run."  
Extended Schools Coordinator







# Cambridge United - St Mary's Primary School Perspective

Janet King, Year 5 teacher from St Mary's Primary School, St Neots writes about the impact of the PFS scheme from the school's perspective.

"Our school was selected to work with Cambridge United in 2006/7. Following a very successful scheme, we also took part in 2007/8 with a second group of children.

One of our highest priorities is to create independent learners who can set their own targets and have high aspirations for their futures. Many of our pupils do not have access to many activities or experiences outside their immediate locality, which immediately places a limit on their aspirations.

As a school, we are always inviting visitors in to share experiences with our pupils and we arrange many stimulating visits. The Playing for Success scheme is a great mixture of both – new people and a new location! Obtaining financial backing for these visits is often essential in order to cover our costs. The PFS scheme was covered by the club's finances, which was very helpful to us.

Choosing a group to participate allowed us to focus on 'children in the middle who can get overlooked' those quiet children who hang back, who need a boost to their self-esteem and a catch-up in their academic achievements.



One child, on receiving the C.U. invitation letter, responded with "I've never been chosen for anything before!" He went to every session, loved the activities, and obtained level 4s in his mock SATS a few months later! This encapsulates the success of the scheme for us. It allows the school staff to spend an afternoon with a particular group of 15 children, observing how they react in a new situation with new staff, this very rarely happens as we are always busy teaching.

The staff at the Cambridge Centre have shown enormous enthusiasm for working with our children – the teachers, the minibus driver, the footballers have all made us feel welcome."



Cambridge Utd Learning gained Emerged Status in 2008.



Cambridgeshire  
County Council

Demonstrates QiSS Code of Practice:

1.1 Having a Purpose 2.11 Getting the Best from Partnerships

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# Extra Time @ SUFC Study Support Centre



Based at the Southend United Stadium the Centre staff are employed by Southend Borough Council's Children and Learning Department within its School Improvement Team. The full Pfs programme began in September 2005 with 4 local primary and secondary schools. Her Majesty's Chief Inspector of Schools officially opened Extra Time@ SU at the end of its first full year in July 2006.

Twenty schools, selected through consultation with LA Primary and Secondary Strategy Managers, send three hundred Year 6 and 7 pupils annually. Schools target underachieving pupils or those at risk of underachieving in English and/or Maths. They attend three hours per week for seven weeks.

Pupils work to achieve self selected, individual targets participating in highly engaging activities to develop literacy, numeracy, ICT, teamwork skills, self-esteem and confidence. The Roots Hall Stadium is itself a 'classroom' with 'hands-on' learning opportunities. One week they may find themselves having to plan, script, present and record a football podcast and the next they may be working on a film-making project to advertise an aspect of the football industry.

The support of the Southend United FC partnership is of prime importance. They provide the Extra Time brand, are represented on the Centre's Steering Group, provide match day tickets and a matchday programme page.

## IMPACT

Data collated over the last two years shows that the impact of the Centre's work is far-reaching. LA figures show that pupils with low socio-economic scores and those who classify themselves as something other than 'White British' outperform their peers from other backgrounds based upon pre and post Pfs testing. 13% of pupils attending the Centre had special educational needs and the gender split for the project has been almost 50:50.

In addition to Pfs:

### SOUTHEND UTD DOUBLE CLUB

Southend United Double Club was launched in 2007 as part of the DCSF's 'Double Club' Pilot project. Seventy-five disengaged Key Stage 3 pupils from three Southend schools receive school based literacy and numeracy support, one day a week in a Southend United themed classroom using football themed resources, delivered by a 'tracksuited' teacher. Pupils receive football coaching as part of the 'Double' element.

### ONE OFF KS1-4 CURRICULUM TIME PROGRAMMES

- Newshound journalist days
- 'Hotshots' Gifted and Talented education days
- A grassroots programme for pupils with learning difficulties and disabilities
- Summer holiday KS2/3 transition with 3 Lions FC Learning Centre FA National Innovation Award for 'Learning through Football' winners



[extra time] @sufc  
study support centre

Demonstrates QISS Code of Practice:

1.1 Having a Purpose, 1.3 Getting the Ethos Right, 1.4 Getting the Best from Resources, 2.8 Developing a Programme, 2.9 Learning Together, 3.12 Measuring the Difference, 3.13 Getting Results

Further Information: [www.extratimesuafc.org.uk](http://www.extratimesuafc.org.uk)



# Colchester United Playing for Success



The original Study Support Centre at the Shrub End Community & Sports Centre was opened in September 2006. The PFS team (now known as EdUc@eUtd) moved to the new Weston Homes Community Stadium in the summer of 2008 when QISS Emerged status was achieved.



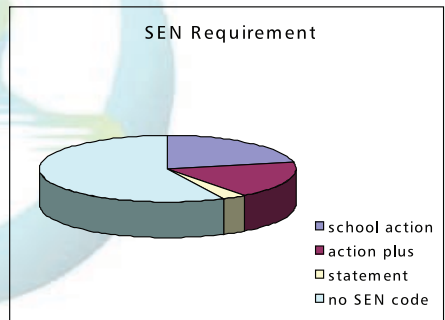
*"Effective liaison with Club staff ensure a higher PFS profile." Centre Manager*

PFS schools are selected by agreement with Local Delivery Groups, Essex County Council Advisory and Inspection Service, the Management Board and the Centre Manager. The ratio of staff to pupils is 1:4, and they attend 2 hours per week for 10 weeks. The Away Leg runs for 8 weeks.

A recent development has been the provision of a 'Menu of Modules' from which schools choose their total hours & POS. An average term delivers around 140 hours of Study Support to 100 children with an average of 20 hours additional learning per child. However, if the other learning opportunities for children offered through a combination of AimHigher, a community project (CaRe), a writing project (Supporters turned Reporters), Kick into Reading, Playing with Words & Families into Football are added to the PFS contacts then the numbers soar to over 1,000 children supported during 2007/08.

Student attitudes have been measured using 'PASS', an on line survey gauging pupils' perceptions towards school and learning. We have also asked the pupils, parents and schools to complete perception surveys. Feedback is consistently positive:

- 3 of the participating schools were 'returnees'
- 100% of students and parents were 'very pleased' or 'pleased' to be invited to attend children were keener to attend because of the association with the Football Club
- 100% of students thought the Learning Centre and the work was 'brilliant' or 'good'
- 100% were happy at the Learning Centre
- 98% come to the Learning Centre again if given the chance



Schools were particularly pleased with the organisation, the amount of help provided, the rewards systems, the children's enjoyment, the inclusion of parents at the awards evening and variety of learning activities provided. Parents also commented positively on the enthusiasm of their children to participate.

The gender split for this programme has been almost 50:50. 42% of our students had SEN requirements. 12% receive free school meals.

*"I wish I could come all the time, I really love it!" Yr 5 pupil*

*"I will miss PFS because it is so fun! I think I have changed a lot since coming here!" Yr 6 pupil*



Demonstrates QISS Code of Practice: 1.1 Having a Purpose, 1.3 Getting the Ethos Right, 1.4 Getting the Best from Resources, 2.8 Developing a Programme, 2.9 Learning Together, 2.10 Getting the Best from Tutors & Staff, 3.12 Measuring the Difference, 3.13 Getting Results

Further Information: [www.cucst.org.uk](http://www.cucst.org.uk)





Methwold is a mixed comprehensive in the heart of West Norfolk, catering for 660 students, travelling from eight villages and, in some cases, from the outskirts of Thetford, Brandon and Downham Market. There is a small sixth form and in 2008 the results at GCSE 5 A\*-C reached 59% (45% including English and Maths) were the best in the school's history. The school is pursuing specialist status in Sport.

Study Support has been an excellent tool to establish links to feeder primary schools and other community groups. However the rurality of the setting has implications on attendance figures and opportunity for engagement.

'Study Sport' is a new project aimed at Year 6 pupils from local feeder primary schools. It has its origins in the 'Tackle Learning' programme delivered in the school for Year 7 pupils which was a partnership with the Viking Learning PFS Centre at North Walsham Rugby Club. It is a joint funding partnership between the school and Norfolk Study Support Team

This four week project targets feeder primary schools. It uses the dual approach of physical activity and classroom-based work and is influenced by the PFS model. Methwold provides pupil transport to school and parents collect at 5.30pm. Each primary school selects an adult, not necessarily a teacher, to accompany their students to ensure good liaison. School staff involved in the scheme have been encouraged to visit and observe PFS sessions at both Norwich City Football Club Study Centre and Viking Learning Centre.

**OUTCOMES:**

The project has been a great success with all feeder schools keen to take part. One huge benefit has been that future Methwold students have had an opportunity to use the high school resources as well as meet some of the staff, contributing to an increasingly seamless transition as pupils move up to the high school. The latest programme will integrate different sports into the programme including trampolining, tennis and basketball.

<i>Partners</i>	<i>Specialist Schools and Academies Trust</i>
<i>Sport England</i>	<i>Basic Skills agency</i>
<i>School Sports Partnership</i>	<i>Norfolk Study Support and Playing for Success</i>

Methwold intends to expand 'Study Sport' to all feeder schools during the 2008/09. This will be dependent on funding from a number of sources and also the reporting and evaluation of the present scheme.

The long term plan is for a PFS 'Satellite' Centre to operate each evening from a dedicated space within the school, additionally providing a programme for Key Stage 3 pupils, concentrating on raising the pupils' self-esteem (SETS – Self Esteem through Sport).

The school aims to achieve QiSS Emerged Status by July 2009.



Demonstrates QiSS Code of Practice:  
1.5 Involving Young People, 2.8 Developing a Programme,  
2.9 Learning Together, 2.11 Getting the Best from Partnerships,

Further Information: Methwold High School (01366) 728333

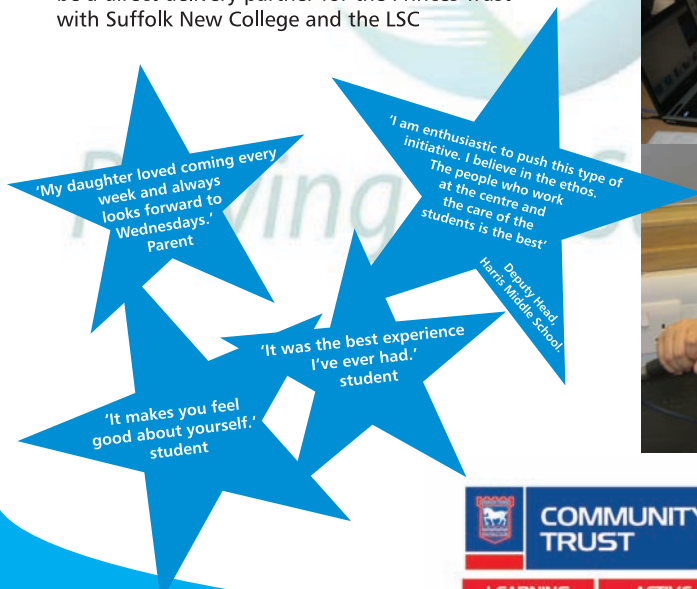


Ipswich Town Community Trust manages three distinctly different Playing for Success (PFS) Centres. Suffolk is a large county, many students live in rural areas. To maximise student access, centres in West Suffolk (Newmarket) and North Suffolk (Lowestoft) were opened.

The IT Learning Zone opened at Ipswich Town FC in 2001 delivering a stadium based, football curriculum. In 2005 The Winning Post in Newmarket opened, based within the spectacular National Stud and providing wonderful opportunities to learn through horse racing. In 2006 'The Ripple Effect' opened at Suffolk's Water Sports Centre, located on the edge of the picturesque Norfolk Broads with a sailing, canoeing and water based curriculum. At least one session is based out on the water. This has had a very positive impact on students self esteem and confidence. Improvements in literacy and numeracy are often the result of this confidence boost. Positive improvements are shown via GOAL attitude, numeracy and literacy tests. Twenty four schools attend a ten week term, receiving 480 hours of Study Support. Students from participating schools are specifically targeted as those who would most benefit from the Study Support experience.

The IT Community Trust also run learning projects for children, young people and adults to improve basic skills, confidence, self-esteem and long term employability.

- Aimhigher (careers programme for KS2 and 3)
- Adult Education
- Double Clubs (outreach programme to KS3 literacy and numeracy)
- Hold the Back Page (literacy/media for KS3)
- Quest (Science for KS1 and 2)
- More than Just a Game (KS2 numeracy, literacy and ICT)
- Active8Plus (healthy lifestyles for young people and parents)
- Pfs Online – which children can access all over the world
- The National Team Programme - The first FC to be a direct delivery partner for the Princes Trust with Suffolk New College and the LSC

'My daughter loved coming every week and always looks forward to Wednesdays.'  
Parent

'I am enthusiastic to push this type of initiative. I believe in the ethos. The people who work at the centre and the care of the students is the best'  
Henria, Deputy Head, Henria Middle School

'It was the best experience I've ever had.'  
student

'It makes you feel good about yourself.'  
student



Demonstrates QiSS Code of Practice:

1.1 Having a Purpose 1.4 Getting the Best from Resources, 2.11 Getting the Best from Partnerships

Further Information: [www.itcommunitytrust.org.uk](http://www.itcommunitytrust.org.uk)

## ADVANCED Advanced Study Support practice.

Jo Moore, from QiSS, describes what an Advanced PFS centre looks like.

An Advanced school or centre is self-reflective and innovative, having the confidence to push boundaries and experiment with new ideas. They are characterised by partnerships which have transformed into a genuine community of stakeholders and by young people increasingly owning the programme and acting as lead learners. Advanced schools and centres make effective use of impact data in order to manage further improvements and add considerably to the body of knowledge and understanding about what makes effective Study Support.

A good example is the work that the Watford Learning Centre is doing with Key Stage 2 and 3 pupils. It shows the impact of an embedded learning culture, where everyone – young people, volunteer staff, paid staff and school and LA partners – are encouraged and supported to learn together.

The 'Carry on' Playing for Success (PFS) project targets low-attainers who have already attended the usual 20 hour PFS programme at Watford FC. It runs after school on school sites, focussing on study skills, ICT and homework. A school link teacher or teaching assistant works alongside the PFS teacher. Watford FC players support the programme, visiting the young people at their schools.

### Impact

- Data shows a clear impact on attainment: in 2007 participating Year 6 pupils performed above national expectations for learners of a similar ability, gaining on average two thirds of a grade per subject.
- Attendance is consistently high.
- School staff view the programme as being very successful, citing improvements in social skills, confidence, ICT skills and transferable skills.
- The young people say it's improved their learning by giving them organisational skills and confidence. They feel enabled to participate more fully in class activities.



Demonstrates QiSS Code of Practice:

2.9 Learning Together, 2.10 Getting the Best from Tutors and Staff, 2.11 Getting the best from Partnerships, 3.12 Measuring the Difference, 3.13 Getting Results, 3.14 Managing Improvement, 3.15 Getting a Return on Investment

Crucially, the project has also helped school and Pfs staff to develop professionally together. Pfs schemes of work have been adopted by the schools, not only within Study Support contexts but within the mainstream curriculum. School and Pfs staff plan together for future programmes. The Pfs centre is also able to keep in touch with curriculum developments (such as [www.educationcity.com](http://www.educationcity.com) NAT Numeracy/Literacy) and integrate them into Pfs programmes to complement the work pupils are doing in class.

Golden Graduates is a KS3 continuation of 'Carry on' Pfs and a further example of leading edge practice, based at the Watford FC stadium. Four Golden Graduates become peer mentors at the end of the course and members of the Golden Graduates' council. Several of the peer mentors have continued to work at the Centre as volunteers and have taken the mentor accreditation courses the Centre offers.

In order to gain Advanced QiSS status, Centres present their work to a team of scrutineers. Some of the Golden Graduates joined the Watford Learning Team on the day as co-presenters and guides around the site. The value of the programme to them was obvious. When the largely adult team was asked about ownership of the Centre, a Year 9 girl answered: 'I would say it is everybody's. It belongs to the whole community'."

Watford Learning Centre gained QiSS Advanced Status in December 2007.







Playing for Success

