



Local Authority Development Collaboratives 2008-09

Report

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1. Introduction

- 1.1 As part of the Study Support (SS) Quality Development Programme (QDP) the DCSF provided via Quality in Study Support (QiSS) a grant to develop collaboratives to support Local Authorities (LAs) working together to measure the impact of study support provision within and across regions.
- 1.2 Each region was asked to invite LA's to commit time to specific projects alongside colleagues within the two themes under the umbrella of QA and impact measurement. Each group would then submit an action plan and budget which would be approved centrally before funding was approved.
- 1.3 As a condition of the grant each participating LA initially was asked to carry out a SS self review based on the criteria developed as part of the national framework for SS to demonstrate how the proposed collaborative project addressed developmental needs identified in the self review. Proposals were asked to describe how the impact of the activity would be evaluated and outcomes disseminated. In addition they were required to indicate how their proposed 'Development Collaborative' (DC) would address staff or organisational or service development or delivery issues.
- 1.4 The contract with the DCSF indicated that the funding would be used across LAs to develop and measure the impact of study support provision:
 - Staff and organisation development activities which increase the capacity of authorities to assist schools and other providers in the planning and delivery of effective study support programmes.
 - Service development projects, which improve the take up and effectiveness of Study Support programmes with disadvantaged groups of pupils.
 - Monitoring evaluation and quality assurance programmes.
- 1.5 For the purpose of this executive summary these themes were broken down into four themes, since it was felt that this would more accurately reflect certain key differences between DCs. These were as follows:
 - Planning and delivery of SS programmes
 - Take up and effectiveness of SS with disadvantaged groups
 - Measuring impact
 - Quality Assurance

2. Details of participation in Development Collaborative

- 2.1 49 LAs participated in DCs during the year 2008-09 compared to 56 in 2007-08. 13 DCs were planned but two withdrew and have not been reported upon compared to 19 undertaken in 2007-08).
- 2.2 the number of LAs working collaborating ranging from one (this Authority worked together with libraries) in the North East to 9 also in the North East. Six LAs participated in more than one DC during 2008-07. (see Appendix 1 for details).
- 2.3 Many LA's have reported a number of challenges in undertaking this report in particular these relate to reorganisation, staff redundancies and increased workload therefore although many expressed an interest in undertaking a DC they were unable to take advantage of the funding this year.
- 2.4 Although the main aim of the DCs was to encourage LAs to work together, many worked in partnership with other organisations, drawing on the experience of external providers and sharing best practice. In addition to the the schools who participated across the country, many of other specialist organisations were involved, these included; North East Quality Improvement Network, Find Your Talent, 4Children,39 Libraries, SSAT, ContinYou, Playing for Success (Pfs) centres, Supplementary Schools and the University of the First Age (UFA).

3. Notable outcomes

- 3.1 At the end of the reporting period, each DC was asked for a report on the progress of its project. These were then analysed and are reported below in relation to key themes. Table 1 below, presents a summary of the notable outcomes and innovative practice produced by the DCs undertaken during 2008-09 (the letters in brackets following each notable outcome represents the region in which the DC producing the outcome took place in).

Themes	Notable Outcomes
Planning and delivery SS programmes	<ul style="list-style-type: none">- Production of the East is Best booklet, helping to guide centres in the development of study support and out of hours learning (E)- Using Study Support as a tool for School Improvement (EM)- Cluster Development of Study Support case studies (SE)- Workshops for schools and other providers of study support (NW)- Knowledge transfer – integrating information about

	<p>Faith School provision into the strategic vision of LA planning (Y&H)</p> <ul style="list-style-type: none"> - A Safe Place to Be – produced a self reflective document around Quality in a safe place to be, done in conjunction with childcare officers (NE)
Young Peoples Involvement	<ul style="list-style-type: none"> - Young Advocates – groups of young people acting as researchers and presenters (EM) - Young Peoples involvement in First Steps (NW) - Peer Mentors – gaining accreditation with ASDAN (Y&H) - Introduction of Arts Award accreditation (Y&H)
Measuring impact	<ul style="list-style-type: none"> - Tracking and Measuring Impact of participation in Study Support Activites (SW) - Measuring Impact – on going development of resource pack and guidance to use tools to help identify facilitating and inhibiting factors and measuring impact of study support (SE)
Quality Assurance	<ul style="list-style-type: none"> - Quality Assurance for Libraries (NE) - Development of QiSS – use of pre QiSS document produced 07-08 and workshop arranged for schools to attend including focussing on Advanced Practice (NE) - Conference aimed at commissioners of services and LA Advisors to highlight the importance of engaging in study support activities (NE) - First Steps- developed and used as a first step to self evaluation for schools and centres not yet ready to fully engage with the Code of Practice (WM & NW)

Table 1. Notable outcomes of DCs by theme

* Note more than one theme was evident in some DCs

- 3.2 As can be seen from Table 1 above, good practice was developed and shared. In addition tangible resources were produced which will assist LAs, schools and community organisations in the development and quality assurance of Study Support. The area in which the most noteworthy practice was identified was quality assurance indicating its significance as an issue being addressed across a number of LAs.
- 3.3 Resources produced ranged from the production of guides for a range of extended services and out of hours learning to conferences and workshops aimed at a wide range of partners.
- 3.4 It is such innovations and best practice which QiSS intend to collate and disseminate (see conclusions and recommendations).

4 Additional Outcomes

Two QiSS Advanced schools which did the original Student advocate project have accessed further funding to train five additional schools in the East Midlands

5. Global outcomes

- 5.1 Development Collaboratives have been a natural flow from regional coordination. As local authorities meet and explore different approaches to Study Support development they have welcomed the opportunity of working together. This in turn has enabled the exchange of ideas, the sharing of good practice and a better use of resources.
- 5.2 As shown in Table 1 above, a range of documents and resources have been produced. Since these have been produced partially with DCSF funding and through cooperation with other LAs, the authors have been keen to share them with colleagues from other regions.
- 5.3 Similarly the participants have been able to learn a great deal about quality assurance and impact measures through engaging in a variety of collaborative projects. This expertise will prove invaluable in the future development of Study Support at a regional and national level.
- 5.4 The funding period for these development collaboratives has been for one year however many of these collaboratives have evolved into larger more complex partnerships. These ongoing projects have seen a wide range of partners and practitioners engage in embedding theory and practice.
- 5.5 Many of the DCs undertaken have allowed QiSS to further develop its range of case studies of advanced practice in order to assist organisations at a local and national level develop their provision.

6. Recommendations

- 6.1 Given the changing nature of Study Support and Extended Services and the blurring of boundaries between providers it has become increasingly obvious that a broader partnership model needs to be adopted. In addition this change of ethos is consistent with current government policy of cluster commissioning and partnership working as embodied in the 21st Century Schools (DCSF) thinking. It is therefore recommended that in future the monies set aside for DC's is redirected into developing broader partnership working and the criteria are written to reflect this. Partners will include but not be limited to public, private and third sector organisations
- 6.2 QiSS undertake the immediate dissemination of these findings to regional coordinators who in turn can assist LAs by producing an information sheet, summarising what resources are available and how to obtain them.

- 6.3 In addition QiSS will liaise with its partners including 4Children and ContinYou to ensure that material relevant to them (eg A Safe Place to Be), is shared with them and published on their websites.
- 6.4 QiSS will also ask the DCSF to publish key documents developed as part of this year's work on their [????](#) site, so as to be available to all of those involved with Study Support and Extended Services.
- 6.5 A section of the on-lined database that QiSS has launched is set aside to hold the details of DC's. The lead for current and future DC's will then be encouraged to upload their final reports in a common format which in turn will generate the report for DCSF and accessible information for regional coordinators and LAs. This will then provide an ongoing resource bank for all QiSS Associates and Partners.
- 6.6 Documents and resources which have been produced are made available to all regions in both hard and electronic (PDFed where necessary) formats. This shares best practice and avoids future DCs and LAs developing material that already exists.

Appendix 1 - DEVELOPMENT COLLABORATIVES 2007 – 2008

Region	Development Collaborative	Lead contact:	LAs involved:	Partners Involved
East	East's Best – a SSOSHL good practice booklet (UPDATE to include safeguarding)	Julia Bateson Hertfordshire	Essex, Thurrock, Hertfordshire, Norfolk, Cambridgeshire, Luton, Bedfordshire	
EAST MIDLANDS	Identify Head teacher champions and young advocates of study support – produce a leaflet & DVD on SS related to SEF and hold a regional event	Tricia Allan Nottinghamshire	Northamptonshire Nottinghamshire Rutland Leicester City Derby City Derbyshire Leicestershire	

Region	Development Collaborative	Lead contact:	LAs involved:	Partners Involved
NORTH EAST	A Safe Place to Be (Childcare Officers + Study Support Officers)	Keith Scott Redcar & Cleveland	Redcar & Cleveland Sunderland Durham Darlington North Tyneside South Tyneside Gateshead Northumberland Middlesborough	
	Development of QISS	Heather Long Darlington Emma Marley Durham	Northumberland Darlington Durham Gateshead South Tyneside	
	Quality Assurance Scheme for Libraries (part of interregional project)	Durham Emma Marley	Durham	
YORKSHIRE & THE HUMBER	Peer Mentoring	Kirklees Jeanette Palmer	Kirkless Barnsley	
	Working with First Steps and Faith Schools	Kirklees Jeanette Palmer	Kirklees Sheffield Leeds Bradford	

Region	Development Collaborative	Lead contact:	LAs involved:	Partners Involved
WEST MIDLANDS	First Steps	Linda Guest & Carole Kind Stoke on Trent	Birmingham Sandwell Stoke-on-Trent Telford Walsall Staffordshire Warwickshire	
NORTH WEST	First Steps	Derri Burdon & Janet Rhodes Bolton	Bolton Cheshire EAST Rochdale	
SOUTH EAST	Cluster development of Study Support	Jo Robson Brighton & Hove	Brighton & Hove Reading Kent	
	Measuring Impact	Stephanie Bickerdike Medway Penny Knight Bracknell-Forest Michael Greenford Milton Keynes	Medway Bracknell-Forest Milton Keynes Reading	
Region	Development Collaborative	Lead contact:	LAs involved:	Partners Involved
SOUTH WEST	Tracking and Measuring Impact of participation in Study Support Activities	Tanya Moore Cornwall	Cornwall Dorset Bournemouth Devon	

