


Children, Schools and Families

STUDY SUPPORT & OUT OF SCHOOL HOURS LEARNING STRATEGY

PUBLICATION SCHEDULE NUMBER:	CSF4551
PUBLICATION DATE: FEBRUARY 2007	ISSUE NO: 1
AUTHORISING OFFICER:	JUSTIN DONOVAN
AUTHORISING OFFICER'S SIGNATURE:	
AUTHOR OF PUBLICATION:	MARIANNE STEVENSON /SANDRA WOOD
POST:	HEAD OF ADULT, FAMILY & COMMUNITY LEARNING/ STUDY SUPPORT & OUT OF SCHOOL HOURS LEARNING MANAGER
TEAM:	ADULT, FAMILY & COMMUNITY LEARNING
REVIEW DATE:	FEBRUARY 2009
TARGET AUDIENCE:	Schools and other providers within Hertfordshire
PUBLISHED BY	Children, Schools and Families



Contents

	Page
Introduction	3
Background/Current Context	3
Definition of Study Support	5
Vision for Hertfordshire	5
Principles of the Strategy	5
Aims and Objectives	6
Implementing the Strategy	9
Resources	10
Representation on SSOSHL Board & Implementation Group	11

HERTFORDSHIRE CHILDREN SCHOOLS AND FAMILIES

STUDY SUPPORT AND OUT OF SCHOOL HOURS LEARNING (SSOSHL) STRATEGY 2006 - 2009

Introduction

Hertfordshire, like other authorities, now recognises study support and out of school hours learning (SSOSHL) as a normal part of the learning landscape. A growing number of children and young people have access to a wide range of attractive learning opportunities outside curriculum hours. We need a strategy to ensure that this provision continues to grow and develop in a sustainable way so that all children and young people, whatever their background or circumstances, can have access to the provision.

The majority of schools in Hertfordshire offer study support and/or out of school hours learning opportunities. Whilst recognising that much has been established to date, there are still some gaps in access and provision, especially for the more disadvantaged children and young people.

The authority has a good record of involvement in 'piloting' initiatives and projects, and although this offers a sound basis for development, recent changes in government policy, such as the development of children's trust partnership arrangements and schools extending their services, will influence the future development of SSOSHL provision. We therefore need a strategy to reflect this new direction.

1. Background / Current Context

1.1 In the 1990's 'extra-curricular activities' were available in many schools in Hertfordshire but they were often difficult to sustain and develop. These activities were usually regarded as an add-on to the standard curriculum and did not necessarily contribute to children and young people's overall educational standards, achievement or well being. Teachers were primarily responsible for setting up and running these activities but staff turnover affected their sustainability and this often meant that the activities were not maintained year on year.

In 1999 the authority successfully secured £1.6 million from the New Opportunities Fund (NOF) to develop study support / out of school hours learning activities in over 100 schools in the county, targeting the more disadvantaged and hard to reach children and young people. Community Education Development Officers (CEDOs) were instrumental in supporting schools to expand their SSOSHL provision, resulting in a much higher profile for this form of voluntary learning, aimed at children and young people in primary, secondary and special schools across the county.

National evaluations of the SSOSHL programmes funded by NOF identified a significant contribution to the self-esteem and confidence of children and young people who participated, as well as a marked effect on raising their levels of achievement.

- 1.2 In addition, Sure Start Funding and New Opportunities Fund money became available to develop healthy Breakfast Clubs that provided social play and academic activities, where children could play and learn, where older children were able to tackle their homework with assistance and supervision.
- 1.3 In 2000 Hertfordshire was successful in securing funding for a dedicated study support centre as part of the government's 'Playing for Success' initiative. A flourishing centre now operates at Watford Football Club and work is underway to establish two further centres within the county.
- 1.4 Services for Looked After Learners now include a comprehensive range of study support and out of school hours learning activities.
- 1.5 The Youth Service provides a wide range of activities for developing young people's personal and social education. The 2005 Youth Service Review recommended that the Youth Service should expand its involvement with schools in order to tackle these issues more effectively at a local level. Hertfordshire has been selected as one of the country's Targeted Youth Support Pathfinders (TSYPs), with key projects in Bishop's Stortford and Borehamwood.
- 1.6 Hertfordshire has a flourishing range of complementary and supplementary schools that support children and young people's home languages and provide opportunities for children and young people from a range of minority ethnic groups to tackle their homework and extend their learning in a supportive environment. CSF's Minority Ethnic Curriculum Support Service (MECSS) manages and provides advice, guidance and support to the co-ordinators and teachers in this provision.
- 1.7 In the DfES prospectus for Extending Services, SSOSHL is one of the 5 elements of the 'core offer' for schools extending their services. There are 136 schools in phase one of the 'Extended Schools' rollout in Hertfordshire, with an expectation that all schools in the county will be delivering the 'core offer' by 2010.
- 1.8 Not only is SSOSHL identified as one of the contributors to achieving the government's drive for schools extending their services, but it also has a contribution to make to their initiatives around children's centres, the youth service and other informal learning settings. The development of SSOSHL needs to embrace the growth of personalised learning, the continued integration of services and improved access for the most disadvantaged groups.
- 1.9 This strategy needs to build upon the opportunities that have already been established, ensuring their continuity and quality in the context of the agenda for change and the 'Five Key Outcomes for Children' within Every Child Matters – especially the establishment of Children's Trusts and the 'core offer' for schools extending their services.

2. Definition of 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 names and guises. Its purpose is to improve young people’s motivation, build their self-esteem and help them become more effective learners. Above all it aims to raise achievement”
‘Study Support: a national framework for extending learning opportunities (DfES 2006)’

NB: although different terms such as ‘Out of School Hours Learning’ (Youth Sports Trust), ‘Extra Time’ (ContinYou), and SSOSHL (Hertfordshire) are sometimes used to describe study support, the 3 fundamental components remain the same:

- children and young people’s participation is **voluntary**
- activities take place **outside normal lesson time**
- there is a **focus on learning** in its widest sense

3. Vision for Hertfordshire

By 2009 there will be a sustainable, attractive and inclusive range of high quality Study Support and Out of School Hours Learning (SSOSHL) provision in schools and other settings, available before and after curriculum hours, at weekends and in school holidays. This range of voluntary learning opportunities will contribute towards the increase in achievement, well being, confidence and self-esteem of all children and young people in Hertfordshire.

4. Principles of the strategy

As an authority we are committed to supporting schools and partners in their development of quality SSOSHL provision. A number of key principles inform the implementation of this strategy:

- 4.1 The needs and voices of children and young people, parents, carers and community groups inform the range and type of activities available.
- 4.2 Children and young people enter into activities on a voluntary basis.
- 4.3 Access to SSOSHL activities is provided for all children and young people, although the focus will be on those children and young people at most disadvantage.
- 4.4 All activities are informed by the principles of a learning environment.
- 4.5 ICT access and use is maximised.
- 4.6 The contribution of partners will be key to the delivery of the strategy.

- 4.7 The current initiatives and good practice established in extended schools and children's centres are built upon.
- 4.8 Personalised learning is promoted.
- 4.9 The impact of activities on pupils' progress and life chances are tracked and evaluated.

5. Aims and Objectives

The strategy has a number of aims and objectives designed to achieve the vision:

5.1 Aim 1: Alignment with national and local strategies

- 5.1.1 Ensure that relevant CSF strategies include the development of SSOSHL opportunities.
- 5.1.2 Identify where SSOSHL can contribute to the achievement of national targets.

5.2 Aim 2: Commitment

- 5.2.1 Recruit a CSF SSOSHL Manager to lead on the implementation of the strategy.
- 5.2.2 Draw up and implement a SSOSHL funding strategy that utilises both internal and external funding sources.
- 5.2.3 Provide guidance for extended schools consortia on resourcing SSOSHL activities in the context of Children's Trust arrangements.
- 5.2.4 Provide guidance for schools and providers on charging policies that support the funding of universal provision.
- 5.2.5 Build on current SSOSHL developments so that sustainable models are created for both universal and targeted provision.
- 5.2.6 Devise and implement an approach to the targeting of provision that involves individual schools and other educational settings including Playing for Success Centres, Hospital and Home Education, Education Support Centres, Youth Service, Youth Justice, and Looked After Learners.
- 5.2.7 Explore how complementary and supplementary schools can be resourced and structured for sustainable development.

5.3 Aim 3: Partnership Working

- 5.3.1 Actively recruit CSF staff and partners' commitment to the provision and development of SSOSHL.
- 5.3.2 Strengthen the contribution of the voluntary and community sector organisations and private businesses in the development of SSOSHL.
- 5.3.3 Expand the number and range of partners and providers.
- 5.3.4 Establish effective mechanisms for children and young people to be involved in the planning, implementation, feedback and evaluation of SSOSHL provision

5.4 Aim 4: A wider focus on SSOSHL activities

- 5.4.1 Establish a Hertfordshire branding to identify the learning impact on young people of participation in SSOSHL activities - e.g. the development of a Young People's University.
- 5.4.2 The adoption of a 'credit of learning' scheme to encourage young people's recognition of the value of their SSOSHL experiences
- 5.4.3 Encourage the development of SSOSHL activities that support children and young people's emotional health & well being, the inclusion of group co-operation skills and peer education opportunities.
- 5.4.4 Promote increased access to a range of opportunities for children with special needs and/or disabilities.
- 5.4.5 Encourage the promotion of buddying, mentoring and volunteering schemes (e.g. Millennium volunteers) and the development of personal and social education initiatives (e.g. citizenship programmes) as part of SSOSHL provision in schools, the Youth Service and other educational settings.
- 5.4.6 Ensure young people accessing Key Stage 4 provision have (i.e. through the Youth Programmes and Learning Centres) an appropriate programme of SSOSHL activities.
- 5.4.7 Promote the development of SSOSHL activities in modern foreign languages, ICT, science and maths, especially for key stages 2 & 3.
- 5.4.8 Further develop provision for breakfast and homework clubs, personalised learning, and gifted and talented pupils.
- 5.4.9 Develop more innovative arts and music provision that will attract disadvantaged children and young people.
- 5.4.10 Increase the variety of approaches used to encourage children and young people to participate in out of curriculum hours PE and sports activities.

5.4.11 Increase library based provision, the number of 'Playing for Success' centres, and develop activities in Children's Centres.

5.4.12 Support the development of further designated 'study support' centres in schools and local communities.

5.5 Aim 5: Quality

5.5.1 Incorporate the Study Support Code of Practice (DfES 2004) into other quality frameworks (e.g. the schools' self evaluation framework, the good guide for childcare practice).

5.5.2 Implement the Equalities Impact Assessment for SSOSHL.

5.5.3 Introduce the Quality in Study Support (QiSS) recognition scheme, initially within clusters of schools, then by cascading to others.

5.5.4 Develop advice, guidance and training for schools and other providers.

5.5.5 Promote and market SSOSHL provision to ensure that all children, young people, parents and carers find this provision attractive and accessible.

5.5.6 Produce 'good practice' case studies and post on local and national websites.

5.6 Aim 6: Promotion of SSOSHL

5.6.1 Use existing events to promote SSOSHL.

5.6.2 Develop SSOSHL web-pages that are accessible to all children and young people, parents and carers.

5.6.3 Devise a programme of awareness-raising for CSF, schools and partners (e.g. governors, school staff, adults other than teachers, complementary and supplementary school co-ordinators, community and voluntary organisations, community teams, school effectiveness advisers, and service providers).

5.6.4 Publish articles in a wide range of CSF, partner and national publications.

5.7 Aim 7: Celebrating Success

5.7.1 Build on the range of current celebratory events so that the SSOSHL achievements of children and young people are recognised.

5.7.2 Issue regular press releases highlighting children and young people's enjoyment and personal achievement through participating in SSOSHL opportunities.

5.7.3 Share children and young people's achievements through websites, case studies, Extended Schools consortia and local networks.

6. Aim 8: Monitoring, Evaluation and Impact

- 6.1 Reposition the policy and strategy lead for SSOSHL in CSF.
- 6.2 Establish a Hertfordshire SSOSHL Board of strategic leads and an Implementation Group of key players and practitioners.
(please refer to appendix for details of representation on these)
- 6.3 Develop performance indicators and targets for SSOSHL and measure progress against targets annually.
- 6.4 Develop the tracking of children and young people's participation in SSOSHL activities and the impact on their attainment.
- 6.5 Produce regular reports for the SSOSHL Board, CSF Extended Board, member panels, Hertfordshire Children's Trust Partnership and other key decision making bodies as required, demonstrating the impact for children and young people of SSOSHL provision.

7. Implementing the Strategy

- 7.1 The SSOSHL Board will meet twice yearly to monitor the implementation of the strategy.
- 7.2 The Implementation group will meet termly to share good practice, monitor development and contribute to regular reports for the SSOSHL board.
- 7.3 Milestones for the first year (September 2006 – August 2007) of this strategy will include:

September / October	Induction of SSOSHL manager
November / December	targeted projects for disadvantaged children & young people negotiated and project plans agreed
December / January	launch and promotion of 'Study Support: a national framework for Extending Learning Opportunities (DfES 2006)
December - February	Information / updating sessions for colleagues, schools, partners and other providers
January / February	first meetings of SSOSHL Board & Implementation Group
February / July	trial run of QiSS accreditation process with volunteer schools
April-May	Priorities 2007/08 identified and spending plan approved
June - July	Celebration / showcase of 'good practice'
July- August	evaluation of pilot projects completed & case studies compiled

8. Resources

The following resources are currently available to support this strategy:

- 8.1 The centrally retained element of Standards Fund Grant which will resource:
- SSOSHL manager & admin support
 - Targeted projects for disadvantaged children & young people
 - Training, conferences and events
 - Publications
 - Consultancy & partnership working
 - Quality accreditation
- 8.2 Funding delegated to schools:
- School Standards Grant (SSG) ¹
 - School Standards Grant - Personalisation (SSGP) ²
 - Delegated budget element identified as “Personalised Learning” fees
 - Fees charged for extended services
- 8.3 The community teams*, CEDOs* and ESCOs, who support schools and other providers to access children and young people to a programme of SSOHL within their area.

* *NB: Current role and titles as at December 2006*

¹ Schools Standards Grant: Schools can spend SSG for any purpose of the school and community facilities in support of extended services beyond those that are eligible to be supported through their main delegated budget.

[page 12 ‘The Standards Fund 2006-2008’ DfES]

² Schools Standards Grant – Personalisation: the DfES have identified three main priorities for SSGP expenditure:

- To support intervention and catch-up provision for children who have fallen behind in English and Maths
- To support the education of gifted and talented learners
- To help learners from deprived backgrounds to access after school and year-round activities

[DfES circular 29 June 2006]

REPRESENTATION ON SSOSHL BOARD & IMPLEMENTATION GROUP

BOARD	IMPLEMENTATION GROUP
Adult, Community & Family Learning, Head of	Arts Education Development Officer
Integrated Young People's Services (11-19), Head of	Children's Fund
Culture Strategy officer	Children's Trust
Integrated Children's Services (0-13), Head of	Connexions
Inclusion & pupil progress (BIP), Head of	Extended Schools
Library Service Development Manager: Children, Young People & Schools	Family Learning
Looked After Children, Corporate Parenting Officer	Gifted & Talented advisor
MECCS (Minority Ethnic Curriculum Support Service) - Head of Service	Healthy schools co-ordinator
SEN, Disability & Pupil support – Head of	Hospital & Home Education
Study Support & Out of School Hours Learning Manager	ICT
Extended Schools Manager	Library Service development manager
Youth Justice Service, Assistant Director	Looked After Children
	MECCS - Head of Services (Complementary and Supplementary)
	Museums
	Music Service
	Personalised Learning advisor
	Playing for Success
	<i>Police ?</i>
	School Effectiveness – Head of (primary)
	School Effectiveness – Head of (secondary)
	Special Education Needs
	Sports Education manager
	Study Support & Out of School Hours Learning Manager
	Early Years
	Traveller Education
	University of Hertfordshire
	Youth Offending Team
	Youth Service