

# The model of good schools in England and the quality system QiSS



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# Summary

## ▶ QiSS Role

- Extending Learning Opportunities Framework
- Quality Development Framework for Extended Services
- Contribute to School Development and School Improvement

## ▶ What are the characteristics of a QiSS 'good school'?

- Why are study support activities so important?
- Contribute to augmenting and enriching the curriculum
- Schools strategise and implement study support activities to enhance learning experiences for the school community?

## ▶ The Quality Assurance Recognition Process

- Emerged, Established and Advanced Status
- Why do schools apply for the QiSS or QES Status?
- What motivates them to improve?
- What is the process to achieving a QiSS or QES status?



# QiSS' role

- ▶ To quality assure school provision to a national standard
- ▶ Support schools and local authorities with the development of their study support programmes
- ▶ To contribute to School Development
- ▶ Support School Improvement through challenge
- ▶ Promote reflective practice in schools through Critical Friendship and self-evaluation
- ▶ Support the evaluation and impact of provision



# Study Support definition

“Study Support is learning activities outside normal lessons which young people take part in voluntarily. Study support is 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)



# 2013 definition

“Extending learning is any activity that contributes to learning, self-development, confidence building and motivation. It may take place in many different forms but its underpinning aim is to enhance and enrich the curriculum by focusing on engaging and encouraging learner’s development.”

Leith, (2013)



# Policy Context

- ▶ QiSS and Schools work within the policy context of School Improvement and School Development
- ▶ It is a national organisation that quality assures the provision of extended learning (study support) programmes and extended school provision to a national standard
- ▶ QiSS supports whole school reflective practice through self-evaluation
- ▶ Supports schools to evaluate the impact of their provision on the learner and school community

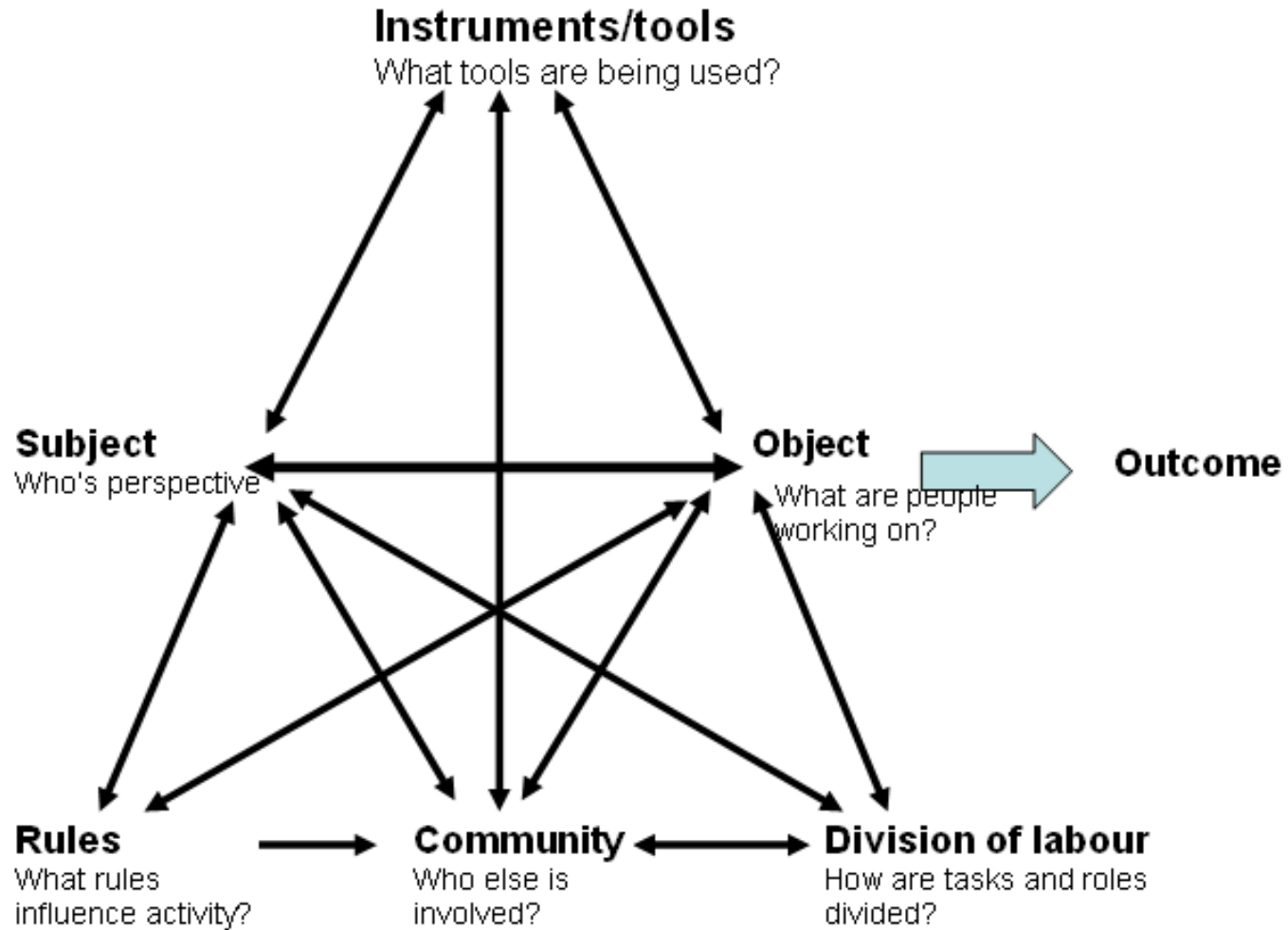


# Theoretical paradigms

## Activity theory:

“where a group or person engages in an activity... and the objective is held by the subject and motivates activity, giving it a specific direction”. The actions are goal-directed processes [and] different actions may be undertaken to meet the same goal”. Kaptelinin and Nardi (2012)

# Activity theory model



Engeström (1999)



# and learning organisational theory based on: Argyris and Schön (1978) and Senge (1990)

“...organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

Senge (1990: 3)



**What are the characteristics of a good school?**



# School ethos and value:

- ▶ Raise the standard of all pupils' attainment and achievement (MacBeath et al., 2001),
- ▶ The flexibility to break the link between disadvantage and low achievement through informal learning activities (Ball, 2006) (West-Burnham et al., 2007)
- ▶ The flexibility to build meaningful relationships with pupils, families and their local community (Groves et al., 2013), (West-Burnham et al., 2007)
- ▶ Develops pupil voice through participation and encouraging them to become leaders of learning (Osler, 2010)
- ▶ Develops pupils enjoyment of learning (Sharp et al., 2010)



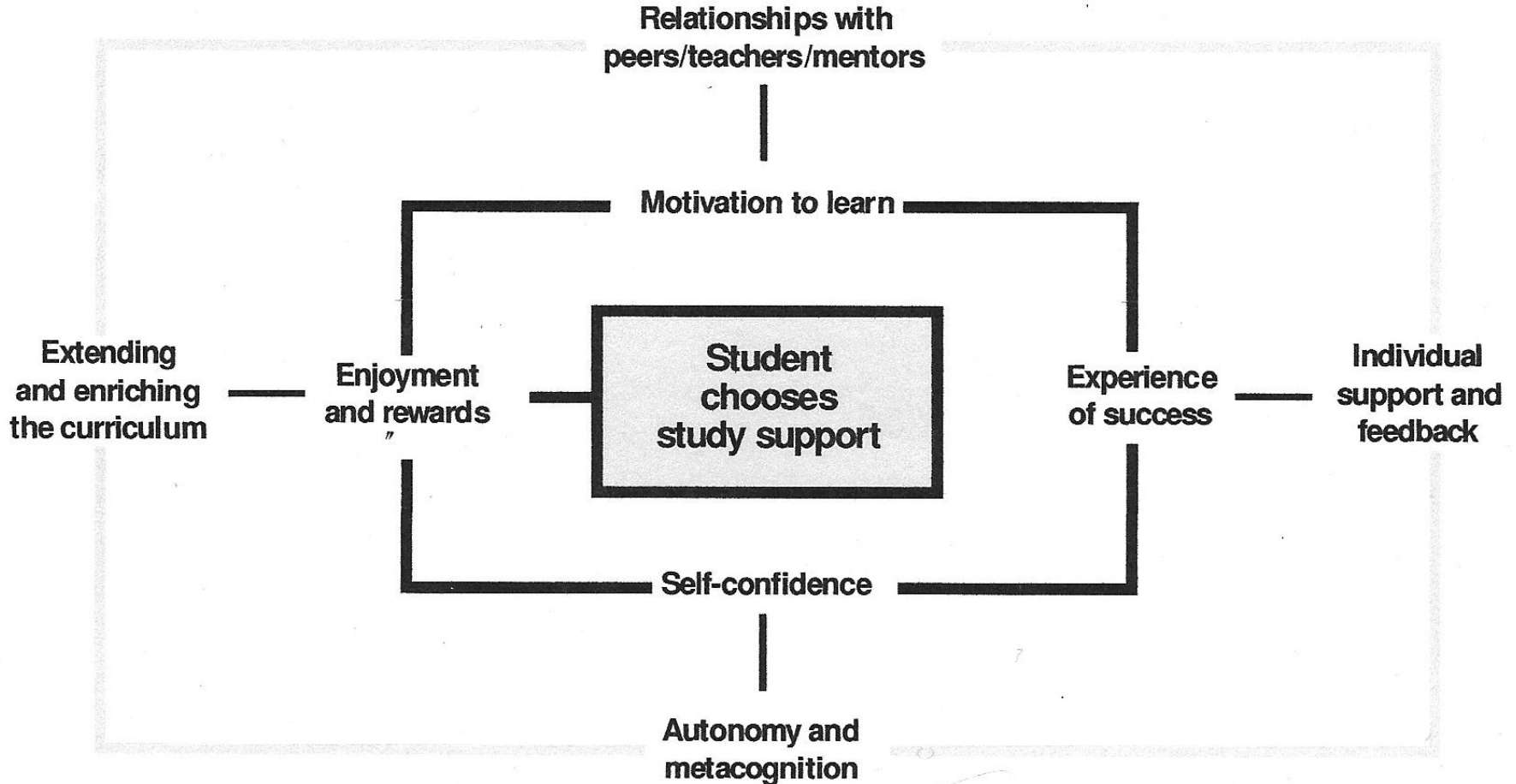
- ▶ Engage and target pupils through a wide range of out-of hours activities to promote and breakdown barriers to learning, raise aspirations, build confidence and self-esteem (Durlak et al., 2010)
- ▶ Develops self-regulated learning (Zimmerman et al., 2008)
- ▶ Promotes community cohesion through social networks (Groves et al., 2008: 30)
- ▶ Use study support activities as a strategy to improve behaviour and school attendance (MacBeath et al., 2001)
- ▶ Enables schools to work in collaborative partnership with other schools and children's services to offer more, and provide better value for money (Cummings et al., 2011)



“Extending learning and extra curricular activities... enable the school and community to engage together and build up the level of trust, friendship, ownership and commitment that feeds the growth of social capital”

(West- Burnham et al., 2007: 66)

# Good School Model



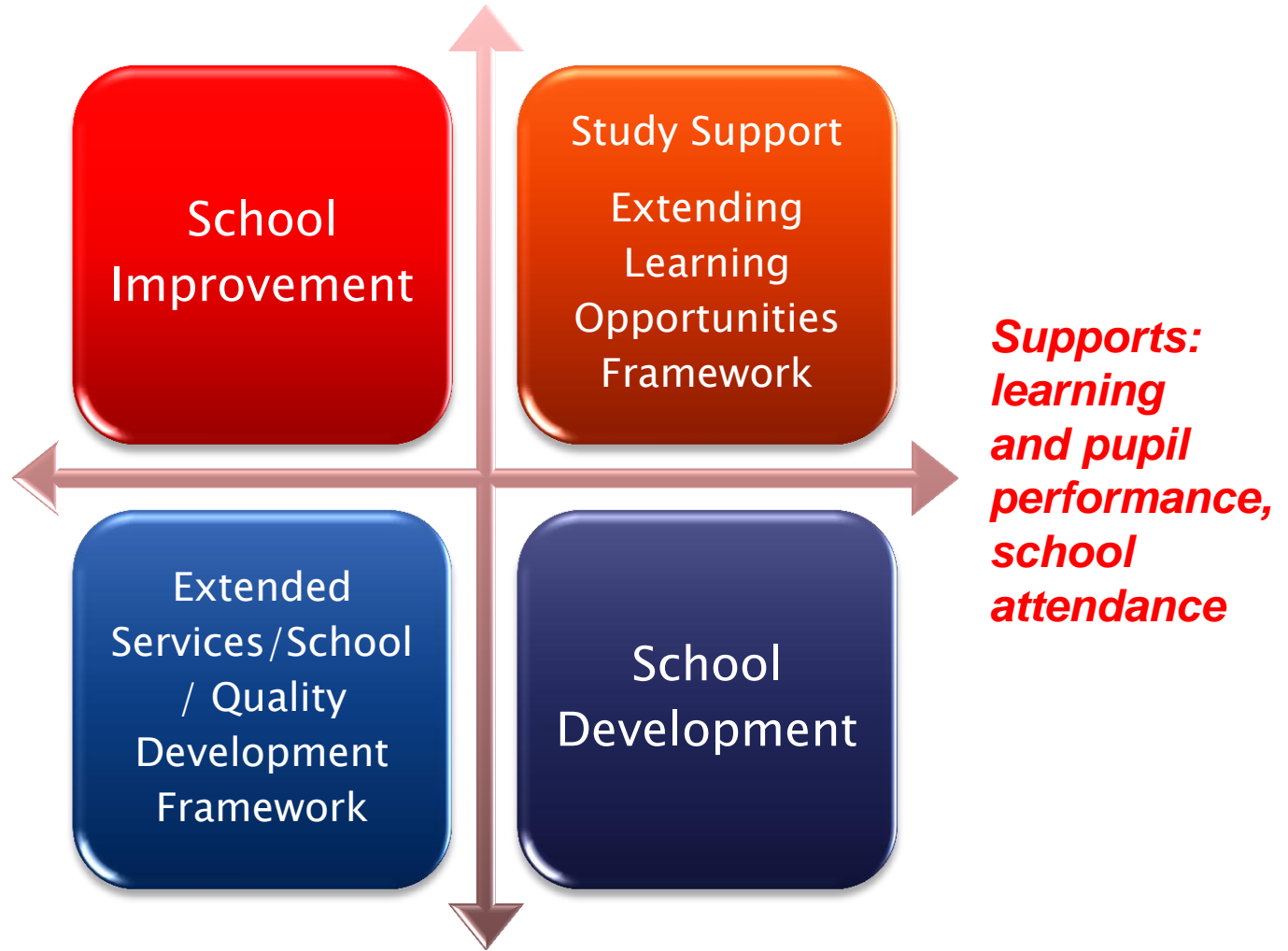
Sharpe et al., (2010: 38)



# Challenges for Schools

- ▶ What are the key issues that need to address?
- ▶ What are the barriers you need to overcome?
- ▶ How to plan and target the provision to meet the needs of learners?
- ▶ How can school guarantee the quality of their study support activities?
- ▶ How can you be sure your provision is fit for purpose?
- ▶ How to target external providers so they contribute school development and improvement?
- ▶ Importance of safeguarding etc?

***Supports schools to develop their practice to a national standard***

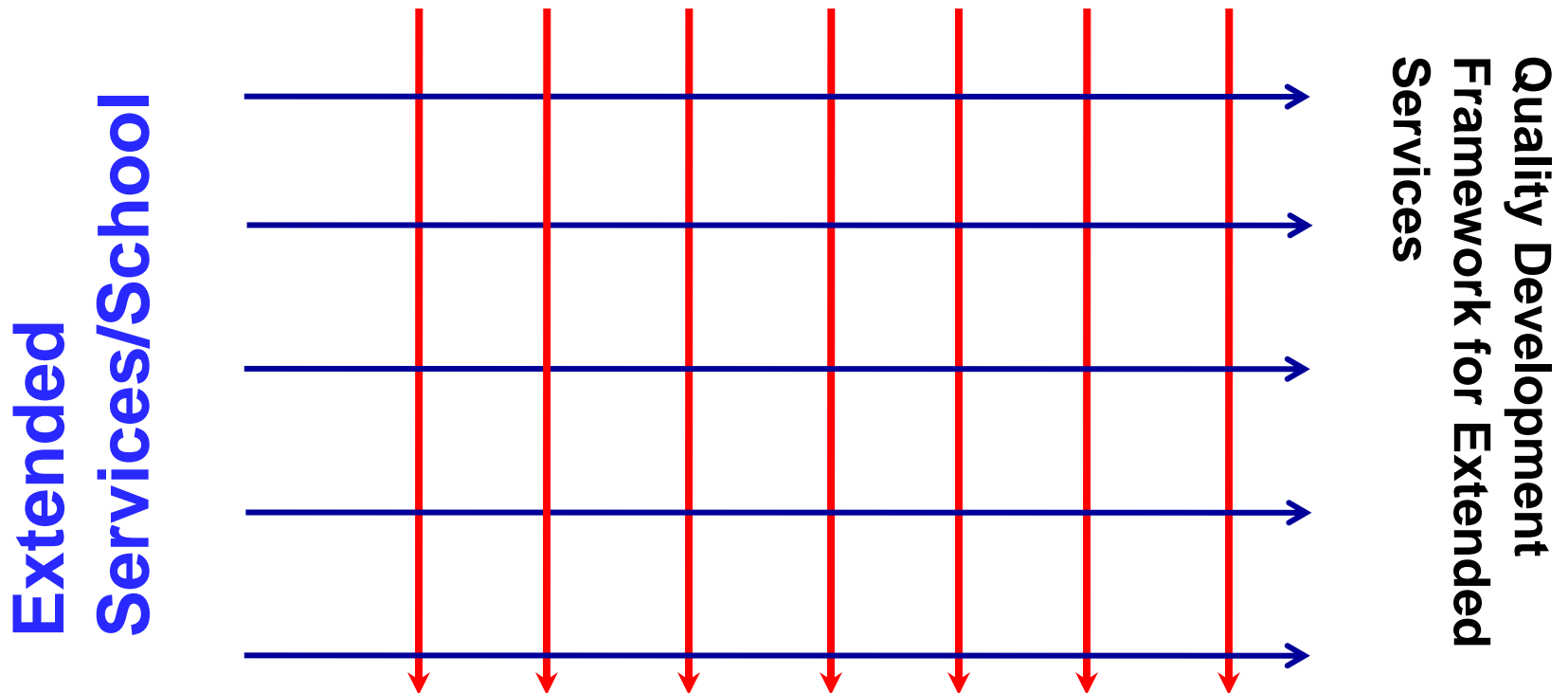


***Raised pupil motivation, confidence and self-esteem***

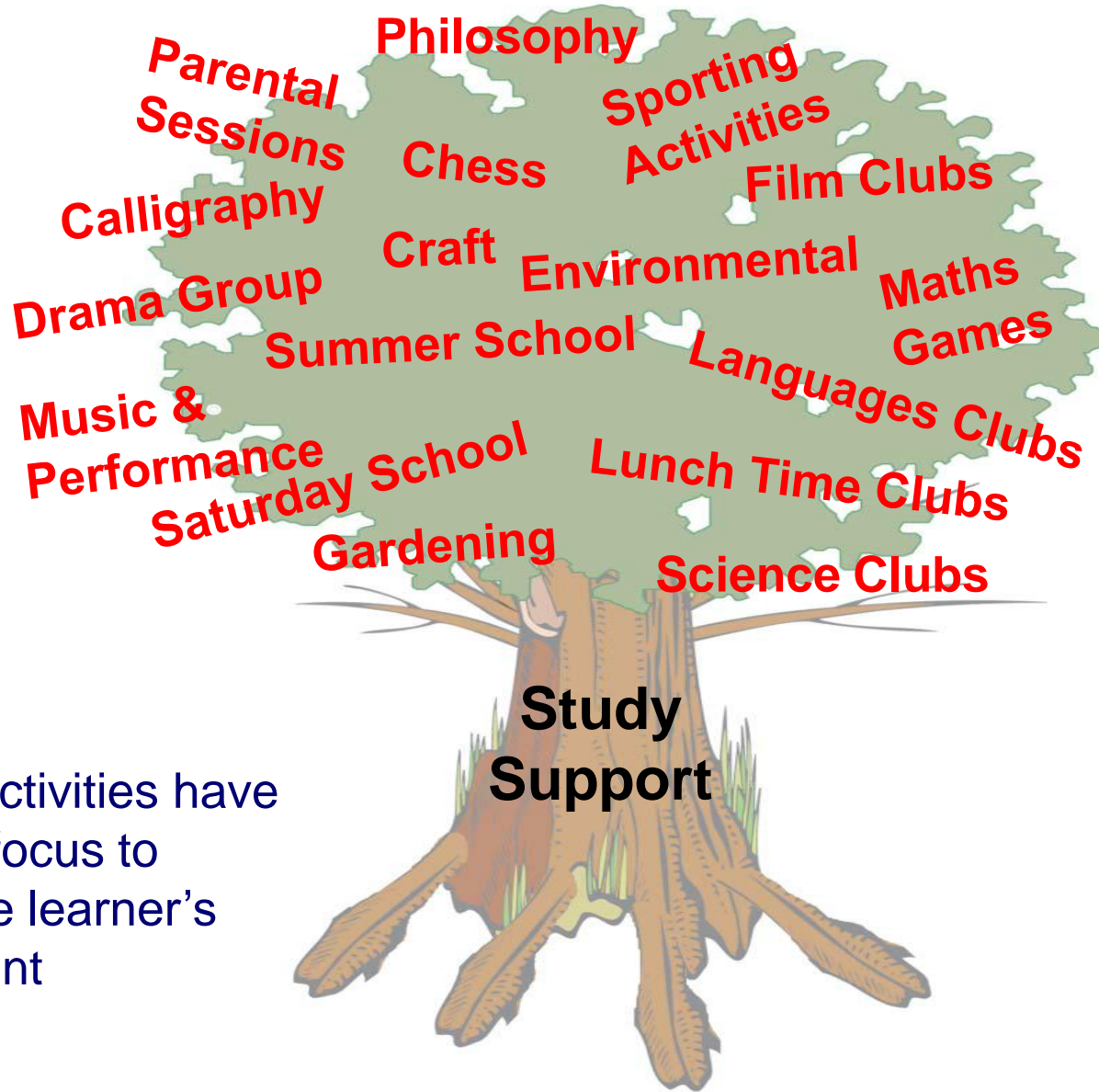


# Models of Good Practice

## School Development and Improvement



Extending Learning Opportunities Framework



All these activities have a specific focus to support the learner's engagement

Attainment  
Aspirations  
Achievement  
Motivation  
Self-esteem  
Confidence  
Attendance  
Behaviour  
Leadership  
Social skills

# The QiSS quality assurance recognition process

Paradigm of study support	A Project "First Steps/Emerged"	A Programme "Emerged/Established"	A Strategy "Established/Advanced"
What is offered?	<ul style="list-style-type: none"> <li>Optional "extra-curricular" activities</li> <li>Short term projects</li> </ul>	<ul style="list-style-type: none"> <li>A wide and varied menu of learning activities</li> </ul>	<ul style="list-style-type: none"> <li>An entitlement to learning and development opportunities</li> </ul>
Who is learning?	<ul style="list-style-type: none"> <li>Willing pupils</li> <li>Targeted under-achievers</li> </ul>	<ul style="list-style-type: none"> <li>Most students – a lot of the time</li> </ul>	<ul style="list-style-type: none"> <li>All of the students most of the time</li> <li>Parents, staff, community</li> </ul>
What is the purpose?	<ul style="list-style-type: none"> <li>Enjoyment &amp; enrichment</li> <li>To stretch the more able</li> <li>To help under-achievers</li> </ul>	<ul style="list-style-type: none"> <li>To raise attainment across the school</li> <li>To broaden the options for achievement</li> </ul>	<ul style="list-style-type: none"> <li>Continually to improve learning and teaching across the school</li> <li>To enhance value given to education</li> </ul>
Impact	On some individuals	On individuals and some aspects of the school	Whole school - success breeds success
Links with the formal curriculum?	Bolted on ►	Built-in ►	Thoroughly embedded

## Levels of development: Study support essential guidance documents (2012)

# The Quality Development Framework for Extended Services



Comprising: Guidance, Audit and Planning Tool and Quality Development Framework



Quality Mark for Extended Learning provision



## Extending Learning Opportunities

Revised edition (2013)

A framework for self-evaluation in study support

Working in partnership with:  
**Department for  
Education**





# 15 Themes (National Standard)

Structure: Questions to Ask , Evidence to show, Testing the evidence

## National Levels

### Emerged

Bolt on to curriculum  
(Project)

### Established

Built in to curriculum  
(Programme)

### Advanced

Thoroughly embedded in the curriculum  
(Strategy)

## Key Indicators

## The key criteria for each theme and level

Paradigm Level of Good Practice	Key Themes at each stage of development		
	Section 1: Vision, values and principles of learning	Section 2: Programme development and operations	Section 3: Making a difference and managing change
<b>EMERGED PROJECT</b> (Bolted on to Curriculum)	1 Clear purposes 2 Finding out what's needed 3 A distinct ethos for learning 4 Empowering young people	6 Effective resourcing 7 Communicating effectively 8 Developing programmes 9 Identifying leaders of learning	12 Measuring the difference
<b>ESTABLISHED PROGRAMME</b> (Built into the Curriculum)	1 Clear purposes 2 Finding out what's needed 3 A distinct ethos for learning 4 Empowering young people <b>5 Learning together</b>	6 Effective resourcing 7 Communicating effectively 8 Developing programmes 9 Identifying leaders of learning <b>10 Getting the best from leaders of learning</b> <b>11 Developing partnerships</b>	12 Measuring the difference <b>13 Getting results</b>
<b>ADVANCED STRATEGY</b> (Thoroughly Embedded in the Curriculum)	1 Clear purposes 2 Finding out what's needed 3 A distinct ethos for learning 4 Empowering young people 5 Learning together	6 Effective resourcing 7 Communicating effectively 8 Developing programmes 9 Identifying leaders of learning 10 Getting the best from leaders of Learning 11 Developing partnerships	12 Measuring the difference 13 Getting results <b>14 Managing improvement</b> <b>15 Achieving a return on investment</b>

Extending Learning Opportunities (2013: 7)



# Theme 1: Clear purposes

Questions to ask	Evidence to show	Testing the evidence
<p>How are the purposes of Extended Learning/ Study Support discussed and who is involved in setting goals?</p> <p>What activities are provided and why have they been introduced? How do specific activities contribute to overall purposes?</p> <p>What are the potential benefits of participation for children and young people, parents/carers, schools, partners and the wider community?</p> <p>How are purposes communicated through development planning?</p> <p>How is a common understanding of purposes developed e.g. within a school or organisation, with partners, within a local authority?</p> <p>How are purposes discussed, analysed and reviewed on an ongoing basis?</p> <p>How is the strategic contribution that Extended Learning/Study Support can make, understood and articulated e.g. to raising achievement, tackling social exclusion, personalising learning and organisational effectiveness?</p>	<ul style="list-style-type: none"> <li>• Vision or mission statements</li> <li>• Posters, signage, leaflets around the school, centre or community</li> <li>• Audits, surveys, questionnaires, consultations with young people, needs identification, short term/longer term goal setting</li> <li>• Minutes of meetings, letters, feedback from partners and other key strategy meetings</li> <li>• Web based and other forms of communication e.g. reports</li> <li>• Quality awards such as the LOtC Quality Badge</li> <li>• Newsletters, media reports, publicity</li> <li>• Policy documents, service level agreements, partnership agreements, extended services plans</li> <li>• Development, business, operational/action, staff development, school improvement plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what you see as the main purposes of Extended Learning/Study Support for your children and young people.</li> <li>• Give some examples of specific activities and their intended impact.</li> <li>• What would children and young people say they had gained or benefitted from if I asked them?</li> <li>• What do your development plans say about Extended Learning/Study Support?</li> <li>• What would a range of audiences say about purposes (e.g. children and young people, parents, governors, partners, community)?</li> <li>• How do evaluations and reviews inform purposes as part of development and future planning?</li> <li>• How can you demonstrate a shared understanding of what it means to be a learning organisation?</li> </ul>





# Key Indicators

## Emerged

Provision will still be evolving but there is, nonetheless, a clear sense of purpose. Activities may have been introduced without long term planning and in response to an identified need, for example, to improve literacy for a particular group or support Y6/ Y7 transition or improving/acquiring a particular skill.

Attempts will have been made to clarify some longer term goals including examining current provision to ensure that it matches or can be made to match purposes in the future.

### Key Indicator

Responding to needs and clarifying purposes

#### Forming the judgement

Does our evidence show that our different activities are designed to meet diverse needs and achieve various learning outcomes?

A programme of activities was set up in response to four issues raised by Ofsted - to increase the out of school hours offer, to involve parents more in their children's and their own learning and the need to improve ICT skills – Infant school.

The main purpose of Extended Learning/Study Support is to promote the ECA Agenda, in particular Enjoy and Achieve. Clubs are offered for different purposes, for example revision classes, subject based clubs and enrichment activities such as Latin, Martial Arts and Residential experiences – Secondary School.

## Established

Development planning articulates the purposes of extending learning opportunities - describing why they are needed, and who they are for. Plans communicate how purposes are translated into practice in a language that is accessible to a range of audiences including children and young people, parents/carers, providers and community. Extended Learning/Study Support is embedded within plans in terms of raising achievement, personalising learning and the progression that children and young people make in their learning. Policy and practice are discussed and communicated to a wider audience. Development planning includes longer term goals and is kept under review.

### Key Indicator

Communicating policy through development planning

#### Forming the judgement

Do our development plans really show what we are trying to achieve by extending learning opportunities?

Extended Learning/Study Support is embedded in the School Development Plan and permeates the whole curriculum from literacy and numeracy to philosophy, PE, arts and music. Parents and the wider community are kept informed through newsletters and reports often written by the children – Primary School. Extended Learning/Study Support is a key element of the Extended School offer and is an integral part of development planning. Provision aims to remove barriers to learning and offer alternative routes to success – Academy and Children's University.

## Advanced

Advanced practice keeps the purposes of extending learning opportunities under continual discussion and review to ensure that the intended impact links explicitly with improvement planning.

Professional development time is set aside for re-examining purposes and priorities, widening and extending the scope of the learning activities and considering how new directions might best be communicated to a wider audience including children and young people, parents/carers, providers and community.

### Key Indicator

Keeping purposes and practice under critical review

#### Forming the judgement

Can we show that we use evidence from evaluations and other sources of data to reflect on what we are trying to do and why?

The school's overall aim is to promote lifelong learning and Extended Learning/Study Support is a key strategy to address this. The school constantly evaluates and improves the programme in consultation with the school community (pupils, parents and staff), partners and other schools – Primary School. Provision has developed far beyond the basic remit of providing targeted activities for children lacking in confidence and now supports key LA strategies, enables effective referrals to other services and provides tailored CPD programmes – Pyramid.



# QES

## Varied Menu of Activities - Reference/Guidance

These are examples and the lists are not exhaustive

WHAT?	WHO FOR?	WHERE?	WHO BY?	WHEN?	WHY?
Homework Clubs Booster/revision classes ICT, Literacy, Numeracy Playing for Success Curriculum subject clubs Team sports Unusual sports Games clubs Trips and residentials Special interest clubs e.g. chess, gardening, bird watching Mentoring schemes Vacation schools Summer University etc Play opportunities Youth provision	Open to all KS1, 2, 3 or 4 Boys/girls SEN GCSE C/D borderline Gifted and Talented Minority groups Disaffected young people etc Young carers Children and young people in public care	School sites i.e. classrooms science labs playground sports facilities hall library  PfS centre  Library  Museums/galleries Residential centre Community venues  Faith venues	Teachers Teaching assistants Learning mentors PfS centre staff  Coaches  Partner providers College/university staff Young people e.g. Peer mentors and Peer tutors Summer University University of the First Age (UFA)  Business partners  Parents  Volunteers	Before school Lunchtimes After school Weekends Holiday periods  Daily Weekly Half termly Termly Annually Ongoing Set number of weeks	To increase A*-C GCSE passes; To develop independent learning skills; To develop and record Key Skills; To develop young people's ownership; To develop social skills; To motivate disaffected young people or raise self esteem; To tackle attendance or behavioural issues for targeted groups; To offer additional accreditation or career pathways



# School preparation process

## EmergEd status

Complete self-evaluation statements (1–4, 6–9 & 12) with the support of a critical friend and gather supporting evidence for themes (1, 4, 8 & 12)

## Established status

Complete self-evaluation statements (1–13) with the support of a critical friend and gather supporting evidence for themes (1–13)

## Advanced status

Complete review statements (1–11) and self-evaluation (12–15) with the support of a critical friend and gather evidence for all themes



# QiSS National Database

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Quick Search

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Carterbury Christ Church University

QiSS National DATABASE

Recognition Document

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Document Details

School/Centre/Organisation  School/Centre/Organisation is required

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## Check list for QiSS: Self-evaluation Document

	Self-evaluation statement	Supporting evidence	Review
<b>Section 1 - Vision, values and principles of learning</b>			
	Context statement	✓	--
1	Clear purposes	✓	--
2	Finding out what's needed	✓	--
3	A distinct ethos for learning	--	--
4	Empowering children and young people	--	--
5	Learning together	--	--
<b>Section 2 - Programme development and operation</b>			
6	Effective resourcing	--	--
7	Communicating effectively	--	--
8	Developing programmes	--	--
9	Identifying leaders of learning	--	--
10	Getting the best from leaders of learning	--	--
11	Developing partnerships	--	--
<b>Section 3 - Making a difference and managing change</b>			
12	Measuring the difference	--	--
13	Getting results	--	--
14	Managing improvement	--	--
15	Achieving a return on investment	--	--

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# Emergenced and Established Recognition

- ▶ Schools select either remote, visit or meeting for validation, or for Advanced status a learning walk
- ▶ Critical Friend endorse the school's submission
- ▶ Self-evaluation document and evidence submitted to QiSS
- ▶ Evidence is examined by the Chair
- ▶ Peer scrutiny group and Chair assess evidence and hold a professional discussion with the school representative
- ▶ Peer scrutiny group and Chair make recommendations



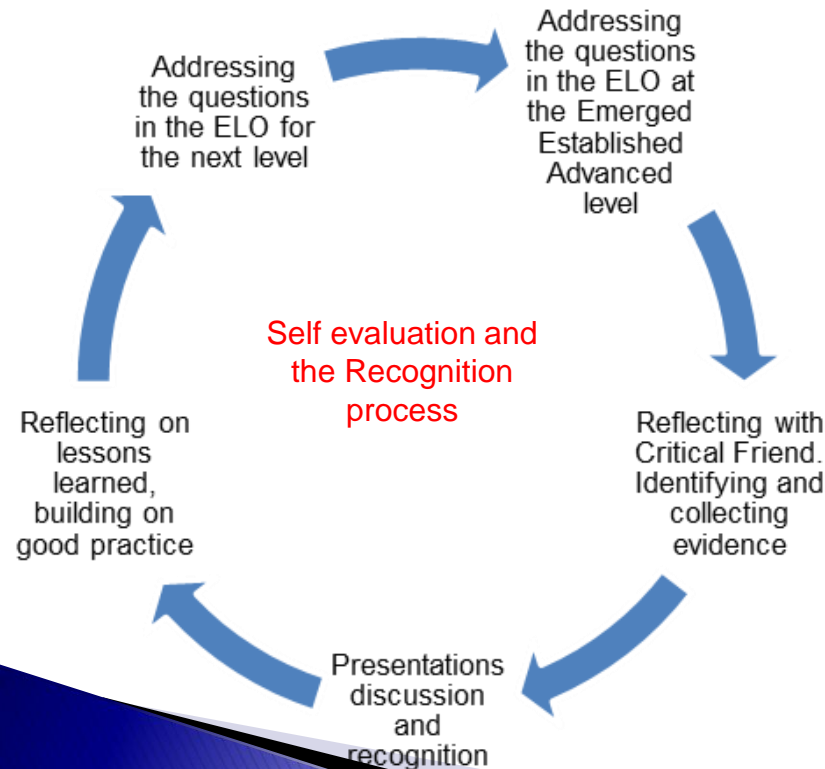
# Learning Process

The QES process was an affirming reflection on our practice. It helped us to think about our next steps. **Alison Ticher, St John's Primary School. Tower Hamlets**

“We use the QiSS process as a tool to ensure the quality of Study Support activities. The process provides a flexible framework for self-evaluation, enables schools to demonstrate impact and allows them to identify any gaps in provision.” **Martin Turner, Kent Local Authority.**

“Using the QiSS process helped the school to clarify the strategic place of Study Support within our school ethos and make explicit links to the School Improvement Plan.” **Debbie Yates-Linnell, Headteacher, Archbishop Cranmer Primary School**

“Sharing practice between schools during the evaluation process has allowed everyone to benefit from a wide range of different experiences.” **Joan Smalley, Assistant Head The Ashfield School, Nottinghamshire**



# The current picture

- ▶ QiSS has over 2,900 schools in England registered
- ▶ 2,031 have a QiSS or QES quality status, some schools have both awards
- ▶ 364 Critical Friends of which 58 are National Critical Friends
- ▶ 3,500 + contacts



*Professor Tanya Byron presenting Highbury Grove School, Islington with their Advanced Crystal Trophy at the British Library, 2012*



# National Databases

The QiSS or QES Self-evaluation process can be viewed on the QiSS National Database:

[www.qissnationaldatabase.org.uk](http://www.qissnationaldatabase.org.uk)

First Step Tool for Schools:

[www.elo.qissnationaldatabase.org.uk](http://www.elo.qissnationaldatabase.org.uk)

QiSS and QISS & QES Recognition:

[www.canterbury.ac.uk/qiss/study-support-recognition-scheme.aspx](http://www.canterbury.ac.uk/qiss/study-support-recognition-scheme.aspx)





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