

Extended Services: Evidence of Impact and Good Practice.

There are a number of ways in which extra curricular activities (often known as extended services) can raise standards, improve attendance, and improve pupils' engagement with learning. Some examples are provided below.

Extended services can also provide an important source of childcare for working parents¹ – and research indicates that children living in households without at least one parent being in employment are at greater risk of poor outcomes².

Childcare provided through schools offers opportunities for study support activities.

Evaluation of study support³ has found:

- Firm evidence that pupils who participated in a study support programme did better than predicted from their earlier attainment, and better than students who did not participate.
- Participating students scored on average 3½ grades more across their best 5 subjects, or achieved 1 more A-C pass than students of similar earlier attainment who did not participate.
- All who participated in study support benefited, particularly those students from ethnic minorities and/ or eligible for free school meals.

Ofsted⁴ found in a small survey in 2008 that their sample of schools frequently had evidence that **breakfast clubs** were having a positive impact on attendance, punctuality, pupils' attitude to school and readiness to learn.

¹ Ipsos MORI's survey of schools, pupils and parents (2009) found that 22% of their sample of primary school parents cited "allowing the parent to work" as a benefit of extended services. 60% of all parents surveyed said that before/ after school activities and childcare met their needs fairly well, or very well.

² Children in families that experience multiple disadvantages are more likely to have poorer outcomes. Analysis by the Social Exclusion Task Force in 2005 using the Families and Children Study (FACS) show that around 2% of families (or about 140,000 families) in Britain experience five or more of the following disadvantages:

- no parent in work,
- family lives in poor quality or over crowded housing,
- no parent has any qualifications,
- mother has mental health problems,
- at least one parent has a long standing limiting illness, disability or infirmity,
- family has low income (60% of the median),
- or family cannot afford a number of food and clothing items.

Children aged 13 -14 years who live in families with five or more such problems are 36 times more likely to be excluded from school than children in families with no problems, and six times more likely to have been in care or to have had contact with the police

Reaching Out: Think Family Analysis and themes from the Families At Risk Review Cabinet Office Social Exclusion Task Force 2007

http://www.cabinetoffice.gov.uk/media/cabinetoffice/social_exclusion_task_force/assets/think_families/think_families.pdf

³ McBeath et al, *The Impact of Study Support*, DfES Research Report (2001)

⁴ Ofsted (2008) *How well are they doing?*

Family learning programmes have been shown to reduce by half the number of pre school children struggling with numeracy and literacy; as well as helping half the participating adults onto better jobs or more sophisticated learning⁵.

Cummings et al's (2006 and 2007) evaluations⁶ of extended services included conclusions that:

- **Parenting support** can provide tools to improve parenting skills;
- **Adult or family learning** can increase parents' confidence to engage with their children's education; and
- **Referral to specialist services** to address barriers to learning (eg behaviour or issues at home) can be effective in re-engaging children with learning.

Ofsted⁷ looked at a group of schools that were effective in improving children's outcomes – they found that the range of extended services offered was increasing children's awareness of **healthy eating** and the importance of taking **regular exercise**, as well as enabling them to enjoy a range of activities and achieve greater confidence in their abilities. They also found evidence of **improved achievement and standards** were identified in some settings, particularly in English and mathematics (though this was not being monitored consistently) – and, in most of the case study schools, **sports and leisure activities** encouraged children to take part in other services aimed at raising attainment, such as study support and family learning.

To ensure best use of resources it is important that schools monitor and evaluate the impact of their extended services on pupil outcomes, and that they consider ways in which their services might be adapted to build on and improve impact. Case study evidence from Ofsted (2008) found that schools with the most effective extended services had integrated the development of those services within their overall approach to school improvement, with a clear focus on improving outcomes for children and young people. Well run, robustly monitored and evaluated extended services – with clearly defined aims and objectives – can deliver improved outcomes.

⁵ Brookes et al 1997, 1998, 1999, 2002

⁶ Cummings, Dyson, Papps, Pearson, Raffo, Tiplady and Todd (2006) *Evaluation of the Full Service Extended Schools Initiative, Second Year: Thematic Papers*. DfES Research Report 795, and Cummings C, Dyson A, Muijs D, Papps I, Pearson D, Raffo C, Tiplady L and Todd L (2007) *Evaluation of the Full Service Extended Schools Initiative: final report*. DfES Research Report 852

⁷ Their report *Extended services in schools and children's centres* (2006)