



Local Authority Development Collaboratives 2007-08

Executive Summary

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1. Introduction

- 1.1 As part of the Study Support (SS) Quality Development Programme (QDP) the DCSF (formally DFES) provided via Quality in Study Support (QiSS) a small amount of development funding to support Local Authorities (LAs) to work together in the adoption and implementation of the guidance in the national framework for Study Support.
- 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 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 the following strands:
 - 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 56 LAs participated in DCs during the year 2007-08, a further 2, withdrew from DCs during the same period. 19 DCs were undertaken, with the number of LAs working collaborating ranging from two in London to six in Yorkshire & Humberside. 18 LAs participated in more than one DC during 2007-08. (see Appendix 1 for details).
- 2.2 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 35 schools who participated across the country, many of other specialist organisations were involved, these included; Capita, 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 by QISS in relation to each of the themes the DCSF had stipulated. Table 1 below, presents a summary of the notable outcomes and innovative practice produced by the DCs undertaken during 2007-08 (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 (evident in 5 DCs)*	<ul style="list-style-type: none"> - An advanced school successfully related its advanced level QISS status and produced case study of leading edge practice (WM) - Production of school improvement tool (publication) linking school improvement with SEF (NW) - Production of tool kit for cluster delivery of study support (SE) - A study of good practice in peer tutoring in 3 schools produced (SW) - Production of peer tutor training pack and DVD (SW)
Take up and effectiveness of SS with disadvantaged groups (evident in 4 DCs)*	<ul style="list-style-type: none"> - Production of 20 case studies for rural schools (SE)
Measuring impact (evident in 3 DCs)*	<ul style="list-style-type: none"> - Case detailing the impact of Study Support in a range of settings (EM) - Development of national working with external partner Capita (NE)

	<ul style="list-style-type: none"> - Quality Mark for Study Support for LAs in North East developed (NE) - CD of regional case studies with benefits of Study Support (EM)
<p>Quality Assurance (evident in 12 DCs)*</p>	<ul style="list-style-type: none"> - Good practice guide for Study Support (E) - Development of a LA draft scheme to be piloted 2008-09 (NE) - local critical friend training and forum established for sharing best practice, now being extended to a whole region (YH) - production of guide to assist LA to assess their SS provision and strategies through peer review with another LA officer (WM) - production of guidance leaflet for minimum standards for Study Support for schools (SW) - Production and delivery of training package for local critical friends (SW) - Production and delivery of training packages for School Study Support Co-ordinator (SW) - Setup of an on-line community space for LA Study Support Officers (SW)

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 to the hosting of on-line forums.

3.4 It is such innovations and best practice which QiSS intend to collate and disseminate (see conclusions and recommendations).

4. Global outcomes

4.1 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.

- 4.2 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.
- 4.3 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.
- 4.4 Although only funded for a year, a great deal of the collaborative work undertaken in 2007-08 has led to extended thinking and ongoing pilot work.
- 4.5 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.

5. Recommendations

- 5.1.1 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.
- 5.1.2 A section of the on-lined database that QiSS is developing, 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.
- 5.1.3 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:
EAST	Developing minimum standard for external providers	Matthew Try Suffolk	Suffolk Bedfordshire Essex Hertfordshire Southend
	Student research into impact of Study Support	Keith Grainger Norfolk	Norfolk Bedfordshire Southend Suffolk Thurrock
	Leading Aspect practice	Julia Bateson Hertfordshire	Whole region
	East's Best – a SSOSHL good practice booklet	Julia Bateson Hertfordshire	Essex, Thurrock, Hertfordshire, Norfolk, Cambridgeshire, Luton, Bedfordshire
	QiSS Eastern region Student Research Project	Kingsley Abbott Norfolk	Norfolk Southend
EAST MIDLANDS	Development of a QiSS/QES network	Danielle Stone Northamptonshire	Northamptonshire Nottinghamshire Rutland Leicester City
	Impact studies	Philippa Bettridge Derby City	Derby City Nottinghamshire

Region	Development Collaborative	Lead contact:	LAs involved:
LONDON	Evidencing impact of Study Support	Claire Hatton & Lorraine Hatchou Tower Hamlets	Tower Hamlets Islington
	Value added – impact of supplementary schools on academic achievement	Lindsay Jackson Waltham Forest	Waltham Forest Enfield
NORTH EAST	Evaluation of impact of Study Support (including UFA)	Linda Innes Middlesborough	Middlesborough Hartlepool North Tyneside Sunderland
	Development of precursor to QiSS	Joanne Nugent Northumberland	Northumberland Darlington Durham Gateshead South Tyneside
YORKSHIRE & THE HUMBER	Development of QiSS/QES network	Sue Shelley Rotherham	Rotherham Doncaster Barnsley Sheffield Leeds Kirklees
	Developing QA for Supplementary Schools	Anita De Brouwer Sheffield	Sheffield Doncaster Barnsley Leeds Wakefield

Region	Development Collaborative	Lead contact:	LAs involved:
WEST MIDLANDS	LA peer review based on Extending Opportunities Framework	Sue Hadley Birmingham	Birmingham Coventry
	Development of a forum for Advanced practice	Sue Hadley Birmingham	Birmingham Coventry
NORTH WEST	School Improvement Planning in partnership with SIPs	Lucy Kitson Cumbria	Cumbria Liverpool <i>Tameside</i> (withdrew due to personnel changes)
SOUTH EAST	Development of Study Support in rural schools	Martin Turner Kent	Kent West Sussex Surrey East Sussex Medway
	One Stop Shop – integrated approach to Study Support as part of Extended Services	Mark Scarborough Portsmouth	Portsmouth Medway Bracknell Forest Hampshire
	Cluster development of Study Support	Peter Eastwick Brighton & Hove	Brighton & Hove East Sussex West Sussex Medway Windsor & Maidenhead

Region	Development Collaborative	Lead contact:	LAs involved:
SOUTH WEST	Peer Tutor collaboration	Eileen Coombs Somerset	Somerset Bristol Cornwall
	Development of an integrated approach to QiSS training and development	Sarah Miller Somerset	Somerset Gloucestershire Wiltshire Plymouth Swindon