



Nottinghamshire
County Council

Study Support in Nottinghamshire

A Varied Menu of Activities

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This Study Support Newsletter and previous copies can be found on Wired within the "Study Support" folder in the "Extended Services In and Around Schools" community.

Study Support Team

Tricia Allan

Study Support Consultant
0115 977 2817
tricia.allan@nottscc.gov.uk

Unit Fax: 0115 977 2539

Contact us:

Katrina Perkins

Admin Assistant
0115 977 3163
katrina.perkins@nottscc.gov.uk

Unit email: study.support@nottscc.gov.uk

Emilia Watson

QES Development Officer
0115 977 4963
emilia.watson@nottscc.gov.uk



Visiting Summer Schemes



A huge thank you to all the children, young people staff and volunteers who were involved with the thirty seven Study Support Transition summer schemes during the school holidays. We visited as many of you as possible and have been putting together your reports as they come in to use in discussions with possible funders for next year – so if you haven't sent in your reporting please do as soon as you can.

Each scheme runs for a minimum of 25 hours and 25 participants. The planned outcomes are decided locally by families of schools to support their priorities and from these intended outcomes target groups and programmes are planned. Many schools add funds to run a longer programme or to include more students who are starting at secondary this autumn. Summer schemes must be different to school, everyone's a volunteer and programmes are

designed to be friendly, active and interesting with the focus firmly on participants being confident and happy about starting at a new, bigger school in September.

We saw lots of great ideas and enthusiastic participants and what follows is only a snapshot of the really good things that were happening on most of our secondary school sites this July and August.

At The Brunts School there were over 50 participants led by three specialist tutors in music, dance and drama, with IT support and 6 sixth form mentors. The director of specialism is the summer scheme leader. We visited on day one after the warm up activities to get everyone involved. All brainstormed around the theme for the week 'One World' and staff explained that participants would write, choreograph and compose for a performance on Friday afternoon to which Head Teachers and parents/carers are invited. It's also advertised on the school website and by e-mail shot to their usual list for performances at school.

Evaluations were done through a video diary room run by sixth form students and there were plans to set up a blog for the week of the scheme so that young people and parents/carers can read and contribute from home too. Questions included what difference is being on the scheme making for you? How do you feel about starting secondary? The school also hoped to encourage some to join the arts academy (an early evening Study Support programme for performing arts).

At Elizabethan School the 50 participants were a mix of students identified as gifted and talented, vulnerable at transition and having support needs. All worked together but each activity was differentiated for specific students. Each day began with very active, team building warm ups in the hall and on Wednesday all were involved in the 999 Challenge involving partners from health, fire, police, and trading standards. On the day we visited a local organisation, No Limits, were leading a session on Creative Thinking looking at what success meant for participants and the things they want to do which have included to drive a tank, work in a pub, be a scientist, swim with dolphins in Miami and to one day have things from PS3 and a car to a nice family.



At Kimberley School everyone was off to Carsington Water on day 3 to compete as teams in a raft building competition. Invitations were open to a wide group of participants including a couple of young people from Wollaton and Ilkeston for whom it was a very useful opportunity to get know students at secondary as they could be the only person from their primary starting at Kimberley this term.

At Garibaldi School two staff were supported by 3 sixth formers. The focus to all activities was on increasing confidence and building team work skills. At the start of the scheme students worked in teams to identify their 5 rules for success together and a day at Perlethorpe would contribute to this with shelter building and team activities outdoors.

A common element was the staff focus on tracking not only the outcomes of the summer programme but how they will track this to see if getting off to a positive start at secondary is maintained through year 7.

At The Manor School a number of summer camps were running – transition, gifted and talented sports performers and literacy. We visited the transition scheme where Year 7/8 students were filming for a DVD of the week's activities, participants were starting off with circus skills and parents/carers were all coming along on the final day.

Sutton Centre was very busy and positive with 72 participants enjoying a range of activities around an Olympic theme. Here the outcomes will also be monitored into the new term by collecting feedback from tutor groups about how participants are settling into life at secondary.

A number of you used summer schemes to support other on-going work in school and international links were very popular this year.

Dukeries College ran a themed week 'Around the World'. They used the school's Brazil walk track, had a visitor from Cultural Connect, whose session was so interesting that a couple of parents stayed after dropping of their children at the scheme. Other visitors brought in fabric and artefacts from Ghana and participants made South American dream-catchers, Italian beadwork and Chinese friendship dolls. On day one the young people wrote postcards to students in their link school in Brazil and replies in the Autumn term will be a good follow up to the fun they had this summer. The Learning Support staff who run the scheme have used it as an opportunity to strengthen dialogues with primary schools and parents/carers.



At Valley School the Brazilian theme continued and will be reinforced in Year 7 through the cross-curricular Literacy Plus programme. Art and sport activities enabled a target group of gifted and talented students to have a go at salsa dance, capoeira, an Afro-Brazilian art form that combines elements of martial arts, games, music, samba drums and handball. Students used QBase to compose carnival music and salsa to accompany a photoshop piece on the rainforest.

At Gedling School there were more than 70 participants working round a science theme. When we visited the activities were cooking – making cakes for the presentation event the following day, making smoothies to drink straight away – and a team-building activity to see 'how far groups could make an egg travel with 1,000 Gedling £'s'. Materials and their costs were listed on a sheet and each team could 'buy' items such as garden canes, sheets of paper, string, polystyrene to make a construction to roll their egg the furthest. Real eggs were only used for the final competition! Photos were taken during the week and all participants took home a calendar with the photos on as a reminder of the summer scheme, as well as each getting a certificate.

At Holgate School 40 students who had been identified as anxious about moving up to secondary had a week together using the theme – Magical, Mystical and Legends. To increase confidence all staff involved with the summer scheme will be linked to Yr 7's when they start in September including teachers and TA's. The week included drama, maths, geography, history, literacy, PE, IT, Science and Arts. Photos were taken throughout and uploaded daily with a written account of the day on the school website.



At Quarrydale School the Adaptation and Evolution theme links with the school's specialist science status. Thirty gifted and talented students attended a week programme investigating and making erupting volcanoes and crystals. The trip to the Think Tank in Birmingham was a particular highlight they would recommend to other schools. Sixth form mentors supported participants and science staff are encouraging them to join the Study Support activity, STEM club, which starts up again in September with a CSI/forensics focus.

At Kirkby College the summer scheme was led and run by TAs with student leaders. A literacy focus was supported by local library staff (Kirkby Library is the venue for Planet Homework in term time), storytellers, puppets and sports sessions including trampolining.

At Retford Oaks High School day one was the 999 challenge with all Year 7 students for 2009 invited and 9 partner agencies delivering a range of activities. When we visited participants were enjoying a range of sports activities including dance and using Concept 2 rowers with the support of student leaders. They were also about to try Rock-It-Ball, the fastest growing sport on the planet according to Paul Kildreth, secretary of the International Rock-It-Ball Federation. "A pinch of pelota, a little lacrosse, a dash of dodgeball and a whole lot of Rock-It – that's the recipe for Rock-It-Ball, a unique new sport which is sweeping schools in the UK and attracting interest from abroad." If you want to know more have a look at www.teachingexpertise.com/articles/sport-spotlight-rock-it-ball-3267. Participants at Retford Oaks were having a go in advance of its introduction across Bassetlaw.

Staff at Alderman White sent us the following account:

Alderman White Language College this year hosted its second annual summer school, again inviting September's new intake to come and learn, meet new friends and get to know their new place of learning. The theme of the week was 'space', with a focus on literacy, and highlights included: a trip to Leicester Space Centre; a group enterprise scheme, with the students making some wonderful space-themed greetings cards; a two handed puppet show (shadow theatre and talking puppets); and a celebratory barbecue for parents, who watched the show appreciatively and bought many of the cards the children had made (the group with the highest profit margin choosing the charity to receive the money made on the venture). Throughout the week, the students kept a 'captain's log' and commented on a daily blog (www.aldermanspaceblog.wordpress.com). It's a difficult thing to do at the end of a busy term, with a quick turnaround after the school empties of its usual inhabitants. However, it was very worthwhile; happy year 6s, finishing the week with a little more confidence, new friends before the term starts and maybe, just maybe, a sense that literacy isn't quite such a dry concept.

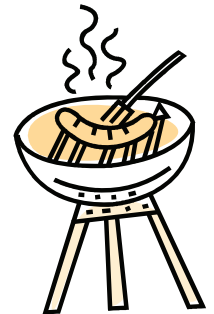
Toot Hill School offered extra support with literacy through their summer scheme. Participants took part in three days of drama and history with the theme of 'the Greeks', including Greek tragedies myths and legends with literacy woven in. They were supported by Samara drama practitioners. Participants gave great feedback – including one girl who has issues with confidence and literacy feeding back that script writing was her 'best bit'. The summer scheme also gave teachers the opportunity to get to know student's individual needs and has allowed them a head start in ensuring extra support for those who need it in September.

At George Spencer 60 students took part in a campus based summer scheme, year six and seven mixed. All the school campus was used to run a mixture of activities that included animation and trampolining.

In Bramcote (Hills/Park) 50 participants took part in the summer scheme which included a trip to The Deep and Sherwood Pines. Most successful was the transition morning facilitated by 'No Limits' which helped participants get to grips with practicalities such as the 2 week time table. They also held a well timed BBQ in a sunny interval, finishing just before more rain.

At Portland 30 gifted and talented students took the 999 challenge. The day was open to all students Competitive team games encouraged students to work together and form new friendship groups including cart building which students really enjoyed. The F1 Challenge, designing a racing team and thinking about how they would get sponsorship, gave them a taste of a Study Support club that will be available to them when they start in September.

We will hold a meeting after the autumn half term for summer scheme leaders to share good practice and feedback on how Year 7 who participated in summer schemes are settling into secondary school.



Change4Life Road Shows

A series of seven road shows, took place in June/July 2009, one in each district. Hosted by schools in the afternoon and into the early evening; Children, young people and families from the local area were invited to try a range of activities and gain information and advice around the Change4Life theme – **Eat well, Move more, Live longer.**

The planning group led by Pip Harris, Healthy Eating Adviser agreed that events must be attractive and inclusive. All activities and advice would be accessible and affordable in order to support sustainable participation and take up.

We wanted participants to have fun and feel positive about making healthy lifestyle choices this was an engagement agenda rather than a hectoring, lecturing message.

Events were very well received. A festival atmosphere resulted from children, young people and their families being invited to join in as school ended for the day and the focus explained through a programme of fun activities that were designed to encourage everyone to try something new. After exploring the gazebos, pedal powered smoothie makers, belly dancing, climbing walls, rowing machines, chef demonstrations and school meal tasters everyone was asked to make a pledge – something that they would do to Eat Well or Move More. Children and young people were given the choice of a hula hoop, skipping rope or frisbee (venus flier) to say thank you and a postcard of their pledge as a fridge door reminder. Adults were given a free raffle ticket and the opportunity to win a week's worth of free school meals, a box of fruit and veg, a ZBug or a recipe book. At one event a local gym donated a year's free membership .

Student leaders had an opportunity to show their talents and lead activities for younger children. Small mountains of fruit were eaten after blending and at each event participants were very positive about their pledges. Children promised to eat fewer crisps and sweets, to drink more water to use bicycles and walk more often and some schools will be following up in September to ask how the Change4Life pledges are going.



INVITATION

East Midlands Regional Study Support Conference Tuesday 6 October

We'd like to invite you to join us at the East Midlands Regional Study Support Conference on Tuesday 6th October, 9 am-3 pm at Trent Vineyard, Nottingham.

We know that Nottinghamshire schools have a lot to contribute and hope you would also find the day useful as the focus is demonstrating outcomes. Conference title is Study Support Making the Difference.

DCSF funded this is a free event but places are limited so do let us know as soon as possible if you would like to reserve a place. If you can't make this date but know a colleague involved with Study Support please pass on this article.

Hope you can join us.

To book a place please e-mail: katrina.perkins@nottssc.gov.uk

Programme Highlights

Keynote Speakers:

Maggie Farrar – National College for Leadership of Schools and Children's Services
Tony Kirwan – former director QiSS

Workshops include:

Using the School Improvement Planning Framework (TDA / ContinYou) and Study Support recognition scheme (QiSS) to measure the difference and contribute to school improvement planning. A group of Post 16 student researchers from two Advanced QiSS schools will share the feedback they gained from interviews with children and young people at four Nottinghamshire schools. Visiting one of the schools in July, Camilla Chandler, of the Specialist Schools and Academies Trust, had the opportunity to speak with our student researchers and said:

'The results of this research project are exactly what educationalists are asking up and down the country. This is brilliant.'

Head teachers from Derbyshire will explain the difference that Study Support has made in their schools and colleagues from Derby City will share the results of their monitoring across a range of Study Support. Rutland will share approaches to moving from consultation to building active participation and engagement.

Marketplace providers and partners in Study Support will focus on outcomes in displays and share their findings about the difference participation makes for children and young people.

A Q+A Panel including NCSL, QiSS, ContinYou and Regional Study Support Co-ordinator will take your questions in the afternoon.

Resources to take away include case studies of Study Support from Nottinghamshire, Derby and Derbyshire and the Report of student researchers into the benefits of Study Support. DVDs explaining how to self evaluate and review your Study Support to quality assure and the outcomes described by staff, children, young people parents/carers in two Nottinghamshire schools.

QiSS/QES News

Congratulations to the following schools for achieving QiSS (Quality in Study Support) / QES (Quality in Extended Services) Recognition.

Emerged Level QiSS: Haddon Primary School

Established Level QiSS: Wynndale Primary School

Emerged Level QES: Harry Carlton Family

Established Level QES: Sutton Family

