On your marks

Young people in education

A guide for donors and funders

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Executive summary

Investing in education offers donors and funders the opportunity to change lives.

A fulfilling educational experience improves the life-chances of individuals: it makes them happier, helps them to succeed in friendships and personal relationships, and makes them more employable.

Background

Although the quality of education is generally good in the United Kingdom, there are still many young people who do not get the opportunities they deserve. There are large inequalities between pupils from different social and ethnic backgrounds. Poverty is one of the most important determinants of pupil achievement. Moreover, the education offered to *all* young people can be improved.

Government dominates in the provision of education, but charities can and do play an important role in providing additional and complementary services. Although charitable giving makes up a small fraction of educational expenditure, if well targeted, it can achieve significant change.

The map

The purpose of school is to provide the opportunity for every child to fulfil their potential. Education exists to give young people opportunities in academic attainment, vocational qualification, social skills, emotional well-being, engagement as a citizen and physical health.

Based on these aspirations, this report presents a map for donors and funders to identify charities that support and complement educational services. NPC identifies nine areas of charitable activity.

These are:

- providing social and emotional support;
- tackling bullying;
- providing out of school hours activities;
- providing support for special educational needs;
- supporting teachers and schools;
- supporting whole school transformation: academies;
- supporting whole school transformation: specialist schools;
- providing alternative education; and
- supporting post-16 education choices.

Each of these areas is presented in detail in a different chapter, including examples of charities working in each field.

What giving can achieve

Giving can improve lives.

Some activities offer high returns for money invested. For example, investment in social and emotional support can measurably increase a child's well-being and reduce levels of truancy and exclusion.

Some activities offer uncertain returns. For example, the government's new academies programme, which encourages private donors to support independent state-funded schools.

A donor's choice of which activities to support will depend on personal preference and appetite for risk. However, to achieve the greatest impact from giving, decisions should be based on a critical examination of the evidence available.

Good giving is based on making informed funding decisions.

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Contents

Introduction

NPC's research enables donors to target resources to maximise impact.

Where is the best place to make a donation? What sort of changes can my money create? How do I make sure that my donation does not just replace government money? These are just some of the questions that people who fund charities should think about, no matter how small or large their donation.

Activities supported by donors and funders play a relatively small but increasingly important role in the education sector in the UK. Many children benefit in some way from the influence of private donors in the education system. With the new secondary education reforms, schools are increasingly likely to look for opportunities to harness these contributions.

Whilst the state has a commitment to providing education for all, there are some activities that it cannot or will never be able to undertake. The role of voluntary action, supported by philanthropy, can help to fill this gap.

If well directed, donations and grants (even relatively small amounts) can radically increase opportunities for young people. Donations can

Photograph supplied by Pyramid

Even relatively small donations can radically increase educational opportunity for young people.

transform young people's lives and help them to realise their potential.

The vision of New Philanthropy Capital (NPC) is to improve the lives of those in greatest need. We achieve this through advising donors and funders on how to give money more effectively. Our aim is to increase the quantity and quality of resources available to the charitable sector.

We do this through a combination of published research and tailored advice. Our research identifies charities, large or small, that are achieving excellent results. Our advice for

donors guides them on how to ensure their money has the highest possible impact.

In all of this, we focus on the long-term benefit for the people served by the charities.

The purpose of this report

The purpose of this report is to contribute to NPC's vision. It provides a map to help understand the role of private money in schools. The map is intended to help donors and funders to achieve the most from their money. It outlines the available options for giving and describes what each option could achieve. Alongside the map, it describes a process for deciding how money can be donated to provide maximum impact.

The role of charities in education is not well understood. In the absence of information, donors who want to support young people have a limited menu of options. Government-backed programmes are often emphasised to the detriment of other, less glamorous options, such as supporting after-school hours activities, or projects that combat the effects of bullying.

To our knowledge, the role of donors and funders in schools has never been described in a systematic way. This report takes a step towards addressing this situation.

Who is this report for?

This report is intended for the following groups:

Non-professional donors – individuals and businesses: to provide a background context to explain how the charitable sector works in the education sector and the opportunities for giving.

Professional grant-makers: to inform and encourage reflection on their patterns of giving.

Increasingly donors and public bodies work together. All are setting out to achieve the same broad goal: a better education for young people. This report appreciates that, within the education sector, there is the potential for a more diverse 'cocktail' of funding, combining the contribution of private donors and public bodies. Examples of this approach appear throughout this report.

Method

This report is based on information collected during 2005 and at the beginning of 2006 through desk research, discussions with experts and visits to projects in the field.

The desk research involved an extensive review of literature, including all major policy documents, government reports, academic papers and evaluations of individual projects.

NPC interviewed government officials, education professionals and other experts in the field. Detailed investigations were conducted through visits to charities and schools in London and Manchester. A full list of the individuals and organisations consulted is contained at the end of the report.

Accompanying this report NPC has produced a number of recommendations for donors and funders interested in supporting the work of individual charities. Throughout the document, readers are also referred to other relevant NPC reports. These are available free to download from NPC's website www.philanthropycapital.org.

Structure of the report

The report contains three main sections. The first section provides a brief background to the school system in the UK, describing the purpose of schooling, the structure of education authorities and the typical path of pupils through education. It also identifies some of the main issues that prevent children and young people from reaching their full potential.

The second section offers a map for understanding the role of giving in schools. It introduces a classification of giving opportunities based on nine charitable responses. These responses are those where NPC believes that private money can be most beneficial and where the mechanisms for receiving private money are established. It then describes each of these responses in nine subsections. Each subsection begins by outlining the need for action. It describes what is being done, both by the government and by private funders working alongside schools. It outlines what these activities achieve based on the evidence available. Finally, it presents a table of costs as a guide for donors considering supporting such activities.

The report concludes with some broad recommendations for donors and a table of comparative costs. It argues that, alongside passion and enthusiasm, rigorous analysis is a vital ingredient for effective giving.

The quotes in the margin throughout this report are taken from a number of sources. Some are taken from within the text, some from references 56, 82, 132 and 134, and some from interviews or information provided by charities.

Education is the most important
shared experience of our lives.

Photograph supplied by Family Service Units Scotland

Background

What is education?

Education is the acquisition of skills, knowledge and understanding, to put individuals in a position to succeed in personal relationships and in society. Success at school is often a precursor to success in the wider world. Studies reveal the importance of education in determining future earnings and socio-economic mobility.[1] Educational achievement has also been linked to health, happiness, longevity and successful personal relationships.[2] In short, the education we receive at school affects our whole lives.

What is the purpose of school?

At the centre of the UK education system are primary and secondary schools, which educate nine million pupils every year. The purpose of school is to provide every child with the opportunity to fulfil their potential.

Education is about the formation of the whole person. Success and failure cannot be judged solely by a child's results in public examinations. All the other skills and experiences that are an integral part of creating a happy and contented individual need to be taken into account. Education is a process of personal and social enrichment.[3] Not everyone can leave school with straight A grades, but a personable and motivated individual is more successful in later life than someone who lacks those additional skills and experiences gained through education.

Education focuses on at least six different aspects of individual experience and attainment:

Academic success: achieving qualifications that demonstrate individual ability and are valuable for future education, employment or training.

Vocational preparation: learning and direction that prepare individuals for employment, developing skills that contribute to economic well-being.

Social skills: developing the ability to interact with other people, build friendships and personal relationships.

Engagement as a citizen: developing knowledge of each person's responsibility in society, understanding the principles of democratic freedoms and learning to value tolerance and diversity.

Emotional well-being: developing personal contentment and a feeling of self-worth.

Physical health: teaching the individual to stay fit and healthy, eat a balanced diet and exercise regularly.

These six aspects frame the discussion in this report.*

School equips individuals with the skills to succeed in adult life. However, school also serves an immediate need for children and young people. It gives them enjoyment, enriches their lives with new experiences and keeps them safe.

> The purpose of school is to provide the opportunity for every child to fulfil their potential.

Figure 1: The effect of educational attainment on employment and earnings

Source: Office of National Statistics 2003

Figure 2: The relationship between education and health outcomes
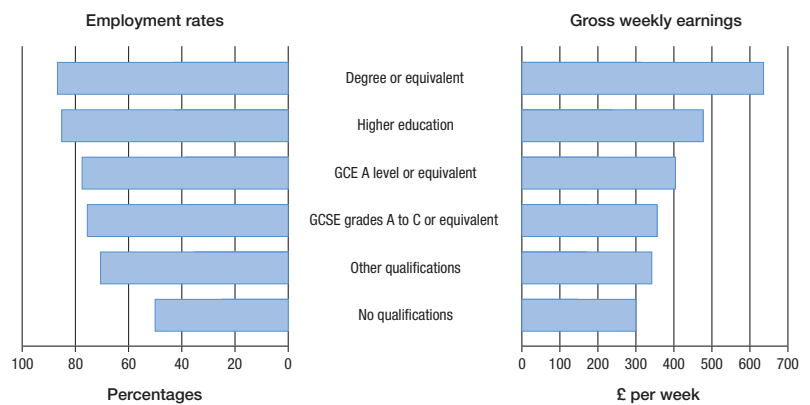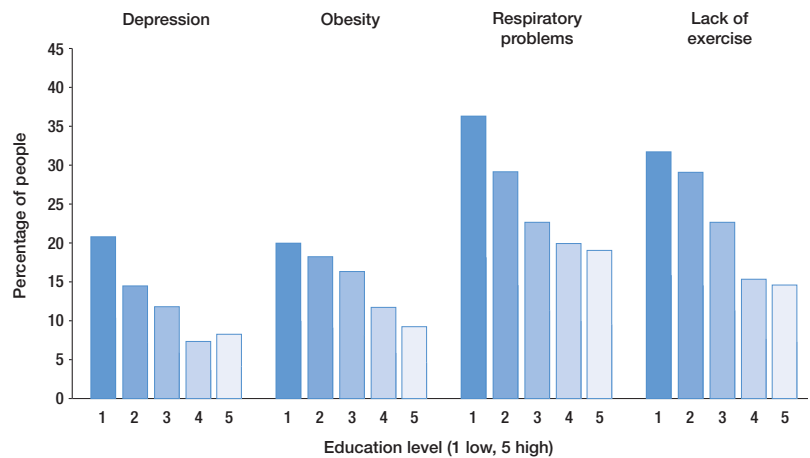
Source: Feinstein 2001, cited by the Department for Education and Skills 2003

*These activities echo the government's five targets set in Every Child Matters, a national policy framework for integrated children's services. These targets are: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving economic well-being.[4]

Figure 3: Central and local government expenditure on schools, England, 1998-99 to 2004-05 (2004-05 prices)
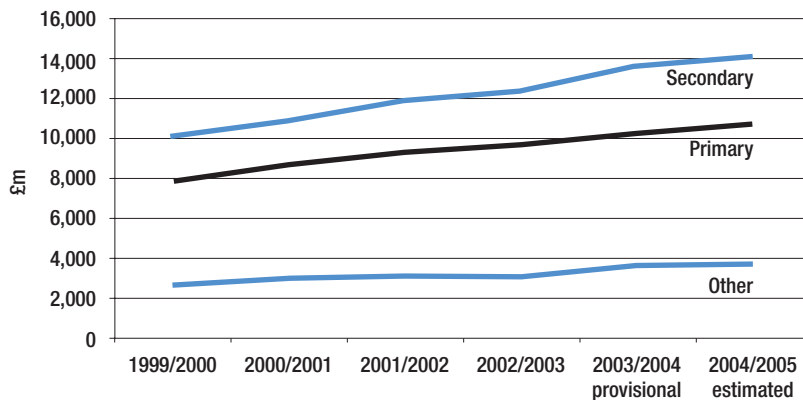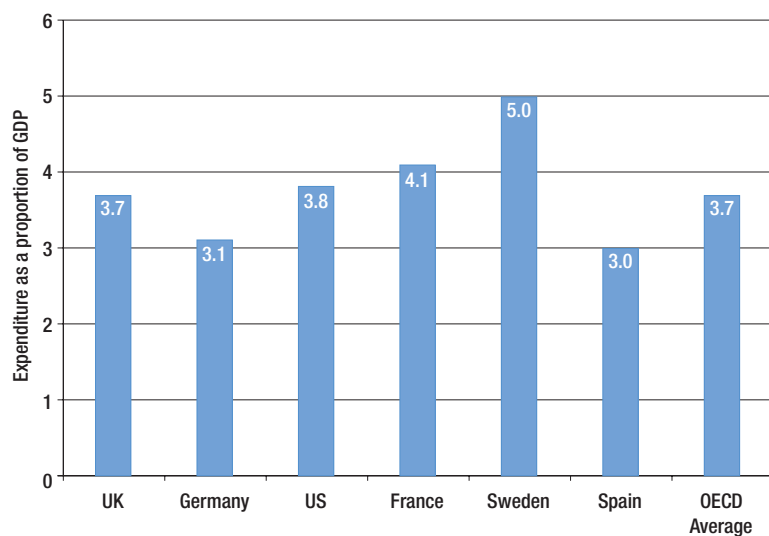
Source: Department for Education and Skills 2005

Figure 4: Expenditure on schools and colleges as a proportion of Gross Domestic Product

Source: Organisation for Economic Cooperation and Development 2005 (figures stated are for 2002)

Donors can give directly to schools and colleges, as well as to charities.

Education beyond the individual

The importance of education extends beyond the outcomes for the individual. Its importance to a modern society is indisputable. As the government states in the opening of its 2001 White Paper *Schools: achieving success*: 'the success of our children at school is crucial to the economic health and social cohesion of the country as well as to their own life chances and personal fulfilment.'[5]

Education is seen as an investment, creating a skilled workforce that will yield returns in the future. A skilled workforce is an asset of increasing importance in a global economy.[6]

The reference to social cohesion alludes to the position of education at the heart of modern democracy. School is the most important shared experience of our lives and can be a source of common understanding between diverse groups. Notions of citizenship and community safety are important aspects and products of universal access to education.

State provision

Education in the UK is dominated by the activities of government. Since Labour came to power in 1997, public expenditure on education has risen dramatically. In 2004/2005 total education spending was 5.4% of gross domestic product (GDP), an increase from 4.5% in 1997/1998.[7]

Expenditure on schools and colleges represents around 3.7% of GDP, or around £41.8bn in 2003/2004.[8] This is part of the government's plan to increase education expenditure by more than 60% between 1998/1999 and 2007/2008. Figure 3 shows how expenditure on schools and colleges has grown since 1999. Figure 4 shows how this expenditure compares to other developed countries. As a proportion of GDP, UK expenditure is average in the OECD, which represents 30 of the world's richest nations. Table 1 shows expenditure per pupil in England in 2004/2005.

Table 1: Expenditure per pupil in England in 2004/2005*

Expenditure per pupil	Primary	Secondary
Ongoing costs	£2,690	£4,340
Capital costs	£410	£410
Total	**£3,100**	**£4,750**

Source: DfES 2005

Charitable giving

The role for charitable giving

Since the state takes on mainstream delivery of services through schools and colleges, charitable giving has three broad roles:

- **To provide services in addition or complementary to those offered by the state**, for example, funding out of school hours sports clubs to raise the self-esteem, confidence and attendance of young people

- **To help children and young people access the services offered by the state**, for example, by providing information and advice to the parents of young people with special educational needs to help them secure adequate provision for their children

- **To influence policy and change attitudes in society**, for example, by campaigning for a greater awareness of bullying in schools and communities, and lobbying for government commitment to strengthening legislation.

These roles will be illustrated with practical examples in later sections of this document.

* Calculations are based on current expenditure by central and local government on primary schools of £10,949,000,000 and secondary schools £14,480,000,000 (2004/2005 estimated).[9] The number of pupils attending primary schools is 4,069,200 and secondary schools 3,315,810 (January 2005).[10] Capital expenditure is not available separately for primary and secondary schools. Total capital expenditure across all schools is £2,588,000,000 (2004/2005 estimated).[9] Figures are rounded to the nearest £10.

Figure 5: Income to UK charities by cause, top 10,000 charities

Source: Caritas data 2004

Education is dominated by the activities of government.
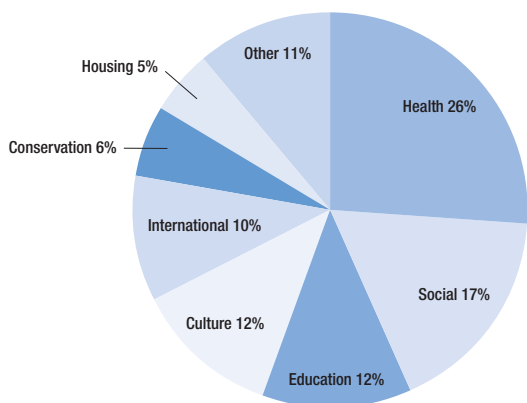
Charitable giving to charities

There are a relatively small but significant number of charities and non-profit organisations that operate alongside schools and colleges. These groups typically focus on specific issues, such as pupils who have particular needs. They range from large national charities with professional staff to local voluntary groups and parent-teacher associations. There are also a large number of charities that are independent, fee-paying schools.

When comparing size and income, charities are dwarfed by the activities of the state. A sample of the largest 10,000 charities in the UK shows that approximately £940m is spent on children at school. This is equivalent to around 0.2% of total government spending on schools and colleges.[†]

Figure 5 indicates that giving to charities working in education comprises 12% of all giving to charities in the UK. This figure includes contributions from the government. The most recent figures available show that in 2001/2002 the Department for Education and Skills (DfES) spent £282.5m on funding for the charitable sector.[11]

Compared to other areas of the charitable sector, such as healthcare or the environment, education charities are not well organised. There are few infrastructure bodies or forums where organisations can discuss, share and coordinate their activities. There are no central lists of charities either at the DfES or at regional level. Most charities operate very much at the school level, responding to local concerns.

Unbound by many of the restrictions incumbent on the state and without the commercial requirement to demonstrate financial return, charities are uniquely placed to make an impact on the education sector. Their independence allows them greater freedom to develop innovative methods of working, react to specific needs and take risks. However, it also means that they struggle for funding and often face uncertain long-term futures.

Charitable giving to schools and colleges

'Charitable giving' need not be limited to giving money to charities. Donors have the option of giving directly to schools and colleges, or to groups of schools and colleges through LEAs. There are some areas where this might be the preferred route, and some areas where charities are a better option.

Giving directly to schools is not a new idea. In particular, many independent schools are extremely successful at fundraising.[12*] To a more limited extent, many state-maintained schools invite parents to contribute a small sum to 'school funds' at the start of each year. However, these contributions do not represent a signficant income stream for most schools.

Charities are uniquely placed to react to specific needs and take risks.

Figure 6: The structure and pathway through education

Source of data: Department for Education and Skills 2005

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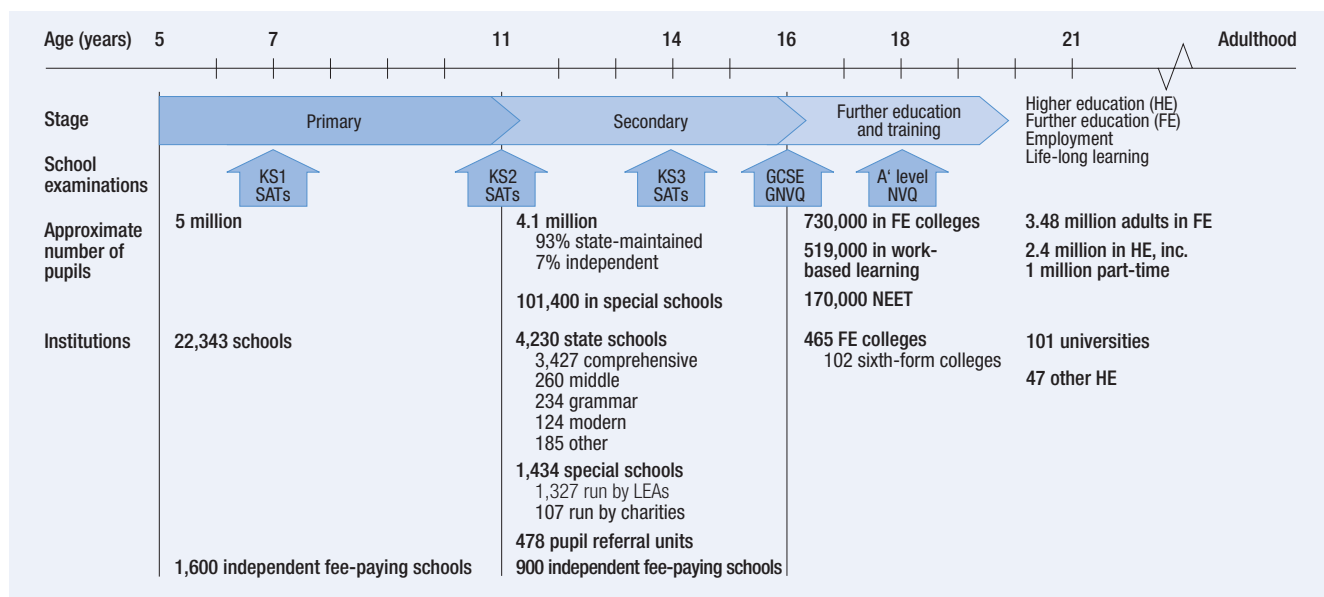
† Caritas data for June 2003, based on a sample of the top 10,000 charities in the UK by income. The sample includes service providing charities and grant-making trusts that work principally with education charities. The analysis does not exclude grant-making trusts, as it is likely that many of these funds are directed to smaller charities that fall outside the sample. The problem of 'double counting' is not likely to be significant and, if anything, this figure underestimates the total charitable spend.

* A survey by the Directory of Social Change suggests that in 1997/1998, England's 23,000 state schools raised about £230m on top of their budgets. However, the researchers estimate that almost as much, £210m, was raised by just 850 independent secondary schools.

Schools have been given greater freedom to develop their own identities, work with outside partners and innovate.

The pathway through education

Figure 6 (page 9) shows the pathway through education between 5 and 19 years of age. Being in full-time education is compulsory from the age of 5 to 16. The vast majority of pupils attend state-maintained schools, funded through general taxation and overseen by central government. In England this responsibility li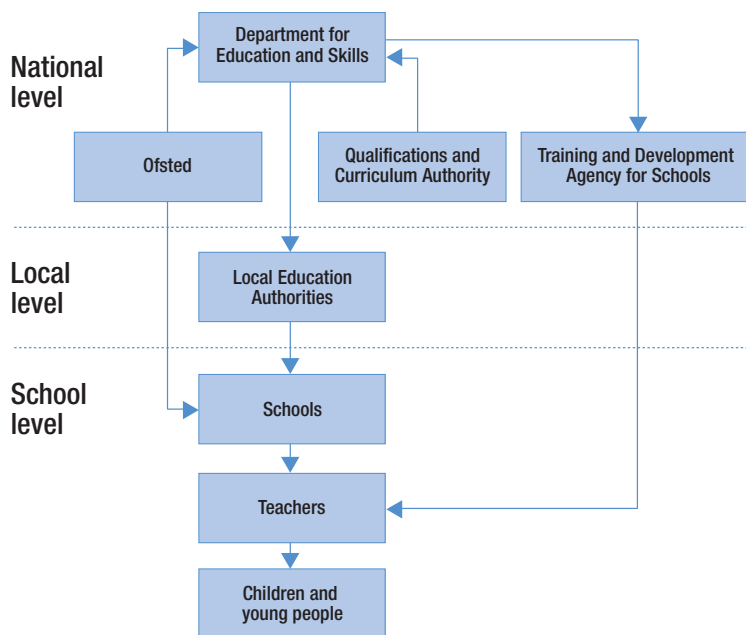es with the Department for Education and Skills (DfES). In Scotland, the Scottish Executive plays this role, while in Wales the National Assembly for Wales oversees schools, and in Northern Ireland this responsibility rests with the Northern Ireland Department for Education. Funding is devolved to LEAs, which distribute funds to schools.[†]

Between the ages of 5 and 11 children attend primary schools. Primary schools are relatively uniform in structure, with one teacher per class and a small management team overseeing the whole school.

At the age of 11 children transfer to secondary school. The structure of secondary schooling differs markedly across the country. Every school is different, reflecting pupil intake, management and ethos. The most common school is the all-ability comprehensive that admits young people representative of its local area. Once in the school, children are usually 'streamed' or 'setted' according to ability, but are free to mix socially during form time, breaks and lessons set aside for pastoral activities. However, some LEAs, including Kent, operate a selective system. Young people who pass the eleven-plus test at the end of primary school attend grammar schools, and those who fail attend 'modern' schools.

Teaching at primary and secondary school follows the National Curriculum until pupils reach the age of 14. Pupil progress is examined in national Standard Attainment Tests (or SATs) at ages 7, 11 and 14.[‡] Compulsory education culminates in the completion of General Certificates of Secondary Education (GCSEs) or equivalent qualifications at age 16.[§]

Alongside 'mainstream' schools, there are a relatively small number of special schools for children with special educational needs. Special schools have a higher ratio of staff to pupils and offer a curriculum designed to help young people overcome their learning difficulties. Pupil Referral Units (or PRUs) also operate outside the mainstream to meet the educational needs of difficult or disruptive pupils. Many of the children attending PRUs have been excluded from mainstream schools.

Figure 7 describes the structure of schooling in England. At a national level, the DfES oversees the system, with the input of the Office for Standards in Education (Ofsted), the Qualifications and Curriculum Authority (QCA) and the Training and Development Agency for Schools (TDA). Except in cases where schools have formal independence, budgets are devolved to LEAs to distribute to schools. Schools are then accountable to the inspectorate Ofsted for their performance.

After the age of 16, a wider range of options becomes available to young people. 'Further education', which is the description given to full-time and part-time education for people over compulsory school age, is offered within school sixth forms, sixth-form colleges or further education colleges. Further education might mean working towards A level or National Vocational Qualifications (NVQs) for university entry, or vocational routes such as work-based training and modern apprenticeships.

Schools typically offer the more 'academic' A level option, whilst further education colleges offer a broader range of programmes. Further education colleges pride themselves on their strength in vocational courses. From beauty therapy and hairdressing to mechanics and childcare, they are able to cater for many tastes and needs. Further education colleges receive funding from their local Learning and Skills Council (LSC), the body responsible for post-16 education.

Of those young people not continuing education at 16, 15% leave school and enter employment, while around 9% leave school with no employment, education or training.

Figure 7: The structure of education authorities in England

† LEAs have recently become known simply as 'local authorities', and are soon to become 'Children Service Authorities' (CSAs). However, LEA is still the most commonly-used term.

‡ SATs, or Standard Attainment Tests, only apply in England.

§ Whilst this is the typical journey through the education system, there are a number of LEAs that function with 'middle schools', taking pupils between the ages of 9 and 12.

Around 7% of secondary pupils attend non state-maintained independent or 'public' schools. These schools are run through charitable trusts funded by fees, usually paid by parents.* Although not funded by the state, these schools must be approved by the government-appointed inspectorate Ofsted, but they are free to pursue their own curriculum.

Government policy and priorities

Since Labour came to power in 1997, there has been huge investment in schools.[13]

The government has focused education policy on market-driven reforms based on 'diversity', 'competition' and 'parental choice'. Schools are encouraged to develop unique identities. Parents have the choice to apply to the school that they believe best suits their child. The pressure of choice is intended to encourage schools to improve and attract pupils and therefore to attract funding. The government believes that the demand for school places will drive improvements across the system. This system is set to be strengthened in the forthcoming secondary school reforms.

Parents have access to more information on schools than ever before. This includes league tables and Ofsted reports. Where more than one school exists in a certain area, parents can exercise their parental choice. However, where schools are oversubscribed, factors such as proximity to school, religious affiliation, or whether a child has siblings attending a school can determine whether a child is admitted to a school or not.

Choice operates better for some people than others. For example, living near a good primary school adds a premium to house prices.[14] This suggests that poorer families have a more restricted choice than wealthier families, as they are less likely to live near to the top performing schools. Choice also favours those young people who have access to transport and are able to travel further to their chosen school.

Choice varies across the country. Nationally, around 7% of admissions to secondary schools resulted in appeals.[15] However, in one London borough only 52% of pupils got into their first choice school.[15, 16†]

Critics of market-based reforms believe that this system favours middle-class children. The new secondary school reforms propose measures to address these problems through introducing 'school choice advisers' and extending free transport to help the least well-off pupils.

However, there are also fears that the White Paper's apparent move to give schools greater control over admissions could lead to increasing selection. Many schools are thought to favour admitting middle-class pupils in order to improve their overall school performance and league table position. Amendments to the initial proposals, including strengthening the role of LEAs in coordinating admissions and outlawing interviews, seem to allay most of these concerns. Whether this market can serve the interests of every young person will only be known in time.

Market-based policies have been pursued hand-in-hand with policies spotlighting areas of greatest disadvantage. For those areas of most significant underachievement and deprivation, the government's 'Excellence in Cities' programme provides extra support and resources.‡ The government has also promised a 'once in a generation' investment programme to build new and improve existing school buildings beginning in 2005. The 'Building Schools for the Future' programme sets aside £6.5bn to be spent in the next three years.[17]

During this government's two terms in power, the focus has shifted gradually from primary schools, where even the most cynical of commentators acknowledge there has been success, to secondary schools, where improvement has come much more slowly. This report deals with each age group in turn below.

Primary schools

Primary schools provide the foundation for a life of learning. Since 1997, the focus has been on raising standards and improving results, particularly in the basic three Rs: reading, writing and arithmetic. Central to achieving this have been the DfES's literacy and numeracy strategies. All schools are expected to spend an hour a day helping pupils master the basics.

Children in primary schools are assessed by public examinations in maths and English at the end of Key Stage 1 and 2 (aged 7 and 11 respectively). National results since 1998 show a broad upward trend. In 1998, 65% of 11 year olds achieved level 4 or above in English and 59% achieved the same level in maths compared to 75% in maths and 73% in English in 2003. The DfES' target is to raise both these figures to 85% by 2006.

Photograph supplied by Kristian Buus

Since 1997, the focus of government policy has gradually shifted from primary to secondary schools.

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* Most independent schools run their own schemes of bursaries and financial assistance to those pupils from lower income households. The state's assisted places scheme, which enabled disadvantaged pupils to attend independent schools, was abolished in 1997, soon after Labour came to power.

† In Barnet, North London, which has a high number of faith, foundation and grammar schools, just 52% of local pupils got into their preferred school. In Westminster, 59% of parents succeeded, against 65% in Croydon, 66% in Sutton, 70% in Brent and 72% in Hillingdon and Bromley.

‡ Launched in 1999, Excellence in Cities (EiC) is an umbrella for many different activities to improve schools in urban areas. Focus has been predominantly on secondary schools, targeted at raising standards, improving behaviour, working with gifted and talented pupils, and reducing exclusions. In 2005/2006, the government is set to spend £467.6m on EiC, delivered through 57 local authority partnerships and 80 separate 'excellence clusters'.

Further improvement relies on the literacy and numeracy strategies, now housed under the single umbrella of the 'Primary National Strategy'. The focus of the strategy is professional development: training teachers and fostering leadership skills. The strategy is administered under contract with a private firm, The Capita Group plc, through a network of regional and LEA-level coordinators.

The government has made much of its success in raising the bar in primary schools. Standards have risen and the gap between more and less disadvantaged schools seems to be narrowing. However, key weaknesses remain.

Critics argue that the focus on literacy and numeracy has been to the detriment of other parts of the curriculum, such as physical education and the creative arts. The government insists that literacy and numeracy are pillars at the heart of a broad curriculum, and that the aim is to produce an enjoyable and enriching programme with a strong foundation in the basics. New targets focus on non-academic activities. In its 2005 election manifesto, the government pledged to improve sporting opportunities, give every child the chance to learn a musical instrument and a foreign language.[18] However, there are doubts as to whether the skills and expertise exist to deliver these promises.

In 2003, the DfES published its strategy for primary schools, *Excellence and Enjoyment.* This focused on tackling some of the most challenging issues outside of basic literacy and numeracy: special educational needs, minority ethnic achievement, behaviour and attendance and transfer and transition to secondary school.[19]

The greatest weakness of primary schools is that they often fail those children with the most complex needs. If these children fall behind at primary school, they may never catch up and may well leave school without the skills to succeed in adult life.

This is where the activities of charities can be particularly potent. Charities are well placed to help remove the barriers faced by these children. Identifying and finding appropriate

support for children with special educational needs, the issue of emotional well-being, and tackling bullying, are critical to sustain the momentum of improvement. We deal with these issues in more detail later in the report. Next we turn to the situation in secondary schools.

Secondary schools

The attention of politicians and policy-makers has recently turned to secondary schools. In many ways, secondary schools are more complex than primary schools. Problems that are latent in pupils at primary school become more obvious or persistent during their teenage years. As children with behavioural or emotional problems become adults, they become increasingly difficult to manage. Secondary school is also where children sit GCSE public examinations, where the results of failure are most obvious and where pressure for standards is greatest.

There has been a flurry of government papers and strategy documents addressing reform in the secondary system. This began with the 2001 White Paper *Schools: achieving success,* which promised 'transformation'. The reforms proposed were far-reaching and have since been cemented in the follow-up *Schools: building on success*, the DFES' five-year strategy and, most recently, the 2005 White Paper *Higher standards, better schools for all.*

The aim of these reforms is to increase standards in secondary schools and to raise attainment and aspiration, particularly in the most deprived parts of the country. The reforms are a mixture of old policies, such as specialist schools first introduced in 1994, and new initiatives, such as the commitment to reform the curriculum and offer a greater choice of vocational courses. However, in spite of the many different initiatives launched since 1997, there have been four persistent themes at the centre of secondary education reforms. These are:

- a movement towards greater diversity in the school system, embodied in the government's specialist school programme

- extending autonomy for successful schools, granting more freedoms to schools to innovate and diversify, and giving all schools guaranteed three-year budgets

- a desire for schools to be better integrated, form partnerships with business, the community and other schools, and to promote greater shared learning and resources

- a desire for private and charitable sector sponsors to play a greater role in schools, including the government's commitment for 200 privately sponsored academies to be planned by 2010.[13]

There remains a stratum of children for whom the system is not working.

In the most recent White Paper, the government has pledged to continue its drive to raise standards through these mechanisms. Since Labour came to power, results have improved in secondary schools, albeit at a slower rate than in primary schools. Nationwide, 55.7% of pupils gain the benchmark five A* to C grades at GCSE level, compared to 45.1% in 1997.[15] This level of attainment is not consistent across all groups or all schools and shows a wide disparity in some areas. As in 1997, poverty remains among the most important determinants of pupil achievement. There are also strong correlations between ethnic minority and achievement and a widening gap between 'good' secondary schools and those secondary schools deemed to be 'failing'.[20, 21]

Further education

The government has also pledged reform in further education and training. The 2002 White Paper, *Success for All*, instituted measures intended to improve the quality of further education by making it more relevant to employers, raising the quality of teaching and leadership and extending choice.[22]

Progress has been made, but unlike in primary and secondary schools, improvement is more difficult to record. A more rigorous regime of inspection and quality assurance has been established. Increased investment has created Centres of Vocational Excellence (CoVEs) to spread learning, and modern apprenticeships are improving.

Most importantly, the government has recognised that colleges and vocational education providers cannot deliver the highest standards of further education and training on their own. They need the cooperation of the business community and local employers. Many schools, colleges and LEAs have a strong and successful relationship with such partners. In the 2005 Skills White Paper, the DfES announced its intention to work with employers to create a national network of 'skills academies', with expertise in particular areas of industry.[6] The role for corporate philanthropy here is obvious. This represents giving that is not only about financial investment, but is also about time, expertise and opportunities for young people.

One of the key failings of the education system is that not all young people get the chances that they deserve.

Persistent issues

Despite much government activity and claims of progress, there remain significant failings in the education system. Many of the problems are not new, but reflect long-standing concerns. One of the key failings of the education system is that not all young people get the chances they deserve. The reasons for this are complex and manifest themselves in a number of ways, including:

The relationship between poverty and educational opportunity

Poverty is among the most important determinants of pupil achievement. The most commonly used indicator of poverty in a school is the number of children eligible for free school meals. At each Key Stage, as well as at GCSE level and post-16, pupils who are eligible for free school meals perform worse than those who are not eligible. Figure 8 demonstrates how the gap between these groups widens as pupils get older. At GCSE level, just 26.1% of pupils who are eligible for free school meals achieve five or more grade A* to C, while 56.1% of their fellow pupils who are not eligible for free school meals achieve the same results.[23] In post-16 education only 23% of students from non-professional backgrounds gain two or more A levels, compared with 53% from professional backgrounds.[23]

One of the most complex and controversial issues in education is the relationship between pupil background and school admissions. Research by the Sutton Trust shows how the

Poverty is among the most important determinants of pupil achievement.

Figure 8: Effect of poverty on educational attainment (percentage) of pupils who acheive level 2 at Key Stage 1, Level 4 at Key Stage 2 and five GCSEs at grade A* to C)
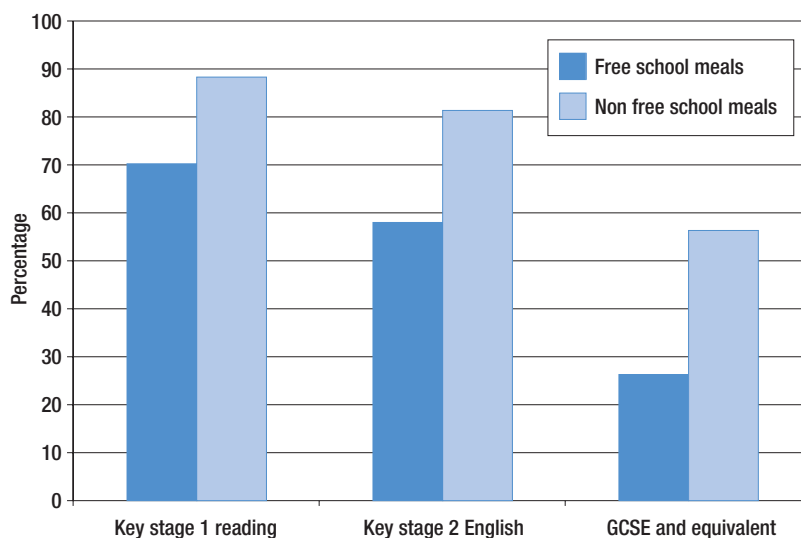
Source: Department for Education and Skills 2005

top state schools are dominated by middle-class pupils and the low-performing state schools are dominated by pupils from lower-income families.[24] Often, the gap between advantaged and disadvantaged young people is exacerbated by the differences between the schools that they attend.

The top state schools are dominated by middle-class pupils.

The relationship between ethnicity and educational opportunity

Performance at school is known to be correlated with ethnic background. Whilst pupils of Chinese origin are the most consistently high-performing ethnic group, the group of most concern are Black Caribbean boys: only 27.3% manage to gain five A* to C GCSE passes.[23] This gap in attainment is replicated in higher education, with a lower proportion of black young people in higher education. In 2003, a Cambridge University student newspaper led with the story that there were more students in Cambridge with the surname 'White' than there were students of black origin. Figure 9 shows the relationship between ethnicity and attainment at GCSE.

Low performance of vulnerable groups

There are a number of other groups of young people that show consistent underachievement at school. For example, looked after children (formerly known as children in care) are one the lowest performing groups. There are around 45,000 children in England in foster care. Only 9% achieve the benchmark five A* to C grades at GCSE, compared to 53% for all pupils.[25] For the same group, 36% are not in education employment and training at 16.[26]

Refugees and asylum seekers, travellers and teenage mothers also fare badly. As the table below indicates, all these groups perform significantly worse than the general population.

Figure 9: The relationship between ethnicity and educational attainment (percentage of pupils achieving five GCSEs at grade A* to C)

Source: Department for Education and Skills 2005
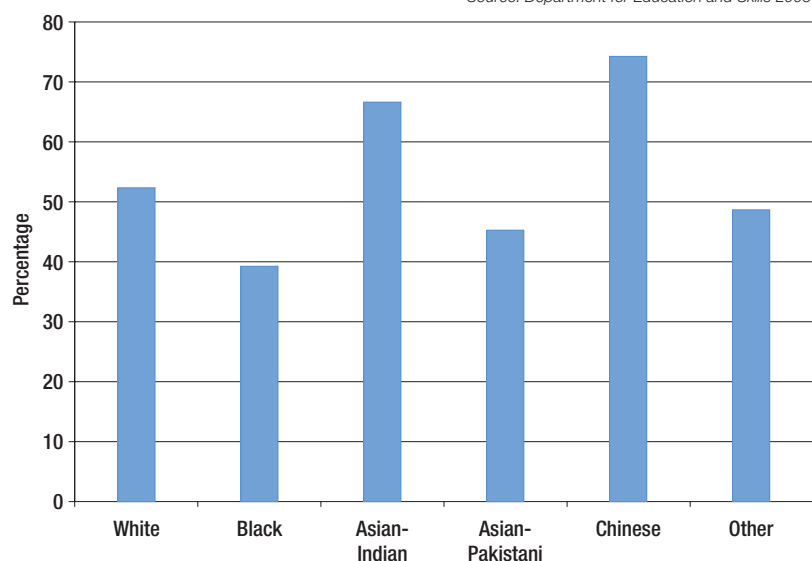
Table 2

Group	Percentage with five GCSE grades A* to C	Percentage not in employment, education or training (NEET) aged 16
All pupils	53%	9%
Looked after children	9%	22%
Travellers	19.5%	–
Teenage mothers	–	86%

Sources: National Audit Office 2004; DfES 2005, 2004; Golden et al 2004.

Attainment and post-16 participation of vulnerable young people in 2004 (based on a number of different samples of young people at 16).[25-28]

Poor behaviour in schools

Poor behaviour blights many schools. It is a disruptive influence and affects the experience of all pupils in the classroom. Poor behaviour ranges from low-level disruption to aggressive and violent behaviour. In the extreme, bad behaviour may lead to permanent exclusion from school.

Although the widespread perception is that bad behaviour is at crisis point, there is little evidence to justify this conclusion. The most recent Ofsted report found that behaviour was good or excellent in 91% of primary schools and 73% of secondary schools. These figures are up from 90% and 68% in 2003/2004.[20] However, behaviour is still poor in 1% of primary schools and 7% of secondary schools.

9% of 16 to 18 year olds are not in any form of education, employment or training.

Truancy and exclusion

Every day, around 600,000 children in the UK are absent from school. Of these, around 70,000 are not authorised by the school.[29] Whereas truancy is voluntary absence from school, exclusion is a formally imposed absence from school. In 2004 there were 10,500 permanent exclusions and 80,000 temporary exclusions, mainly occurring in secondary schools.[30] The implications of permanent exclusion for an individual's life chances are profound. For example, 12% of excluded children were out of work at 19 compared to 5% of non-excluded children.[31] Figure 10 shows the effect of truancy and exclusion on educational attainment.

The relevance of the curriculum

To get the best out of young people, schools need to offer lessons that are interesting and engaging. Schools need to strengthen the range of vocational options and make the curriculum flexible enough to accommodate the diverse needs of pupils. Schools should be able to cater for young people who are more inclined to follow a vocational route, but should also be able to stretch the brightest pupils.

Innovations to the curriculum can also address other issues in society. In the wake of the US and the UK terrorist attacks, the curriculum can teach us about culture and promote tolerance in our attitudes and relationships to each other.

Low participation in post-compulsory education and training

One of the weaknesses of the UK education system is the relatively low proportion of participation in post-compulsory education and training. Although 72% of 16 year olds are in education, this falls to 58% of 17 year olds. This puts the UK in 27th place among the 30 wealthiest Organisation for Economic Cooperation and Development (OECD) countries.[32] Research suggests that approximately 170,000 16 to 18 year olds, representing 9% of that age group, are not in education, employment or training.
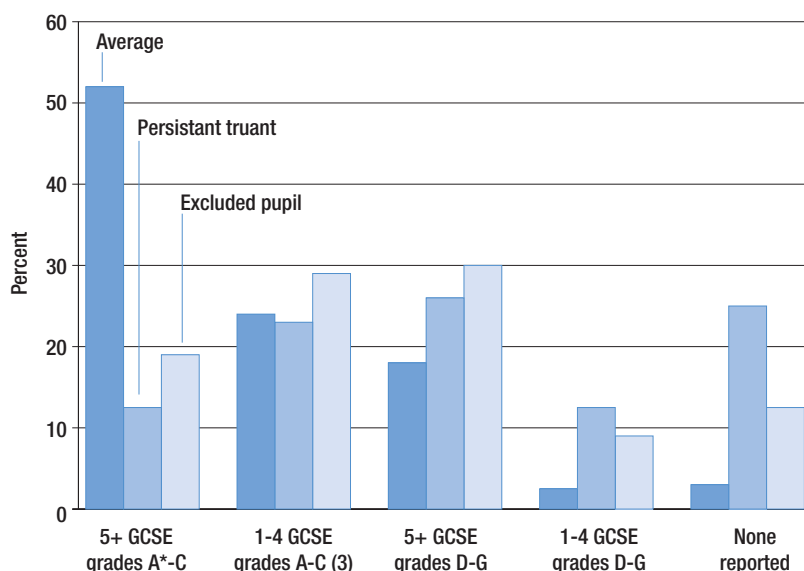
The relationship between schools and parents

Lack of dialogue between the school and home can be damaging to young people, particularly if they are suffering problems. When dealing with problems, such as falling behind in class or bullying, a strong relationship between parents and teachers can help to remedy problems before crisis point is reached. Some schools are good at establishing this dialogue, some are not.

Generally, communication is better in primary schools than it is in secondary schools, where children are perhaps expected to act more like 'adults' and fend for themselves.

Figure 10: The effect of absence from school on educational attainment

Source: Department for Education and Skills 2005

The relationship between schools and the wider community

Active participation by parents and the wider community can be one of the key drivers of school improvement.[33] The local community, including businesses, the police force and local voluntary groups, can offer extra activities and raise motivation and achievement. Good schools are frequently those that exploit ties with the local community to enrich the curriculum and encourage young people to participate in local life.

Schools can also benefit the local community by offering access to facilities such as playing fields, information communication technology (ICT) suites and sports halls. These opportunities are being explored as one part of the government's 'extended schools' agenda.

Teacher skills and retention

Good schools depend on good teachers and high quality management. According to Ofsted, improvements have been made in the last few years. The proportion of good or excellent teaching has risen from 45% in 1997 to 74% last year in primary schools, and from 59% to 78% in secondary schools.[15] Ofsted now rates 75% of school leadership and management as good or better. However, this means that 25% of school leadership, and a similar proportion of lessons, are only satisfactory or worse.

The education system needs to get better at the recruitment and retention of teaching staff and ensuring that teachers are up-to-date with the latest advances in their subject. Latest figures indicate that there are 2,480 teaching vacancies across England. Statistics show that fewer than 50% of students who begin teacher training are in the profession after five years.[34]

75% of school leadership is good or excellent; 25% is not.

Charities have a potentially vital role to play in contributing to improvement.

Buildings and resources

Many of the UK's school and college buildings are in desperate need of upgrading. According to the DfES, only 14% of England's 21,400 school buildings have been built since 1976. The further education sector has also stated that more than half of its buildings need to be replaced.[35] To keep up with the requirements of employers and the new opportunities for learning, schools now require ongoing investment in ICT and modern technology.

The government's *Building Schools for the Future* programme plans to address these issues, aiming to renew or rebuild the entire secondary school estate and half the primary school estate over the next fifteen years. There is also major investment in resources. Average annual expenditure on ICT per secondary school last year was £88,200, compared to £40,100 in 1998.[15]

Urban schools

Many of these issues are most acute in urban areas. There tends to be a concentration of social problems in big cities, such as London and Manchester. The education system in these cities is characterised by a sharp division between high- and low-performing schools.[36]

Low-performing schools in urban areas have the highest rates of truancy and exclusion, the highest proportions of young people not in education, employment or training, and the lowest levels of attainment. A recent report from the National Audit Office (NAO) showed that there were 242 failing schools in England in 2005, the majority of which are located in urban areas.[*37]

The role for donors and funders

These issues pose some big questions and demand some bold solutions. Although many of the solutions will not be found in the charitable sector, charities have a potentially vital role to play in contributing to improvement. From after-school clubs to education business partnerships, from innovations in the curriculum to mentoring for children, charities are often well placed to influence change, for individuals and for the system as a whole.

* According to Ofsted, in July 2005 there were 242 schools on 'special measures' in England, compared to 515 in 1998. Of these schools 123 were primary, 90 secondary and 29 special schools.

The map

Once a donor has decided that they want to give money to the educational sector and they have decided how much money they can afford to give, be that £20 or £2m, giving can loosely follow a three-stage process (see Figure 11).

Step 1: Which issue?

Donors should ask themselves which part of the education system they want to help. 'Issues' are the challenges outlined at the end of the last chapter.

Step 2: Which response?

Once donors have chosen which issue they are most interested in funding, the next stage is to match this to a response. A response is the way donors, funders and charities can act to attempt to overcome these issues. Each response represents an identifiable group of activities that addresses one or more of the issues.

The nine responses are:

1   providing social and emotional support;

2   tackling bullying;

3   providing out of school hours activities;

4   providing support for special educational needs;

5   supporting teachers and schools;

6   supporting whole school transformation: academies;

7   supporting whole school transformation: specialist schools;

8   providing alternative education; and

9   supporting post-16 education choices.

Donors interested in supporting education can select from NPC's library of charity recommendations.

Step 3: Which charity?

Finally, donors and funders must consider which organisations or projects they should support.

Which charity, school or college most fits with what I want to achieve?

Which charity, school or college would benefit most from my support?

What form should my support take?

Within each group of responses, donors have a number of different options. They can choose to support activities that work with young people at an individual level, for example, one-to-one support for children at risk of exclusion from school. Or they can choose to work with teachers and professionals, for example, to train them in counselling or provide them with materials to improve teaching. Or they can choose to support activities working at a societal level, for example, by funding an organisation that increases awareness around a particular issue, such as bullying.

This report does not provide specific recommendations on which charities to fund. Instead, it highlights organisations and activities that have the potential to have a great impact. Interested donors can contact New Philanthropy Capital to choose from a library of charity recommendations, or commission further research to identify other opportunities.*

Giving can follow a three-stage process:

Which issue?
Which response?
Which charity?

Figure 11: Three steps for giving

	Step 1	Step 2	Step 3
	Which issue?	Which response?	Which charity?
Example	Relationship between poverty and educational opportunity	Social and emotional support	The Place2Be Pyramid School-Home Support
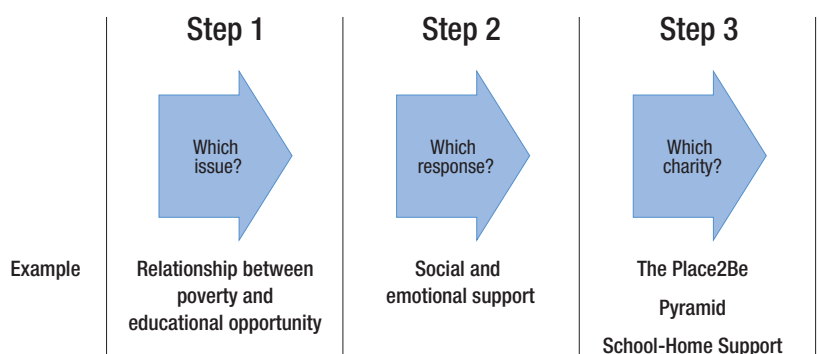
* See NPC's website at www.philanthropycapital.org. To discuss any of our charity recommendations, please contact Harry Charlton on 020 7785 6309.

The map

The map below summarises how donors and funders might want to think about the opportunities for giving to the education sector as a whole.

The diagram is built up of three components: the issues, the responses and the results.

In the chapters that follow, each of the 'responses' is described in more detail.

How to read the chapters

Each chapter contains information about one of the nine groups of responses. Consistent with Figure 12 and the framework described on the previous page, each chapter is structured into four sections:

Issue – this describes the broad issues that the response seeks to remedy. It may draw on one or more of the issues at the end of the last chapter.

Response – this describes which activities are available to address these issues. The section is split into 'the role of the state' and 'the role of charities'.

Results – this describes the achievements resulting from each of the activities, based on the evidence available. The results are discussed in terms of the six aspirations of education given in the introduction to this report.

Conclusion – this draws together the previous discussion and highlights some general observations and findings.

For ease of reading, a box containing the issues, response and results appear below each chapter heading.

Figure 12: A map of young people in education: the role for donors and funders
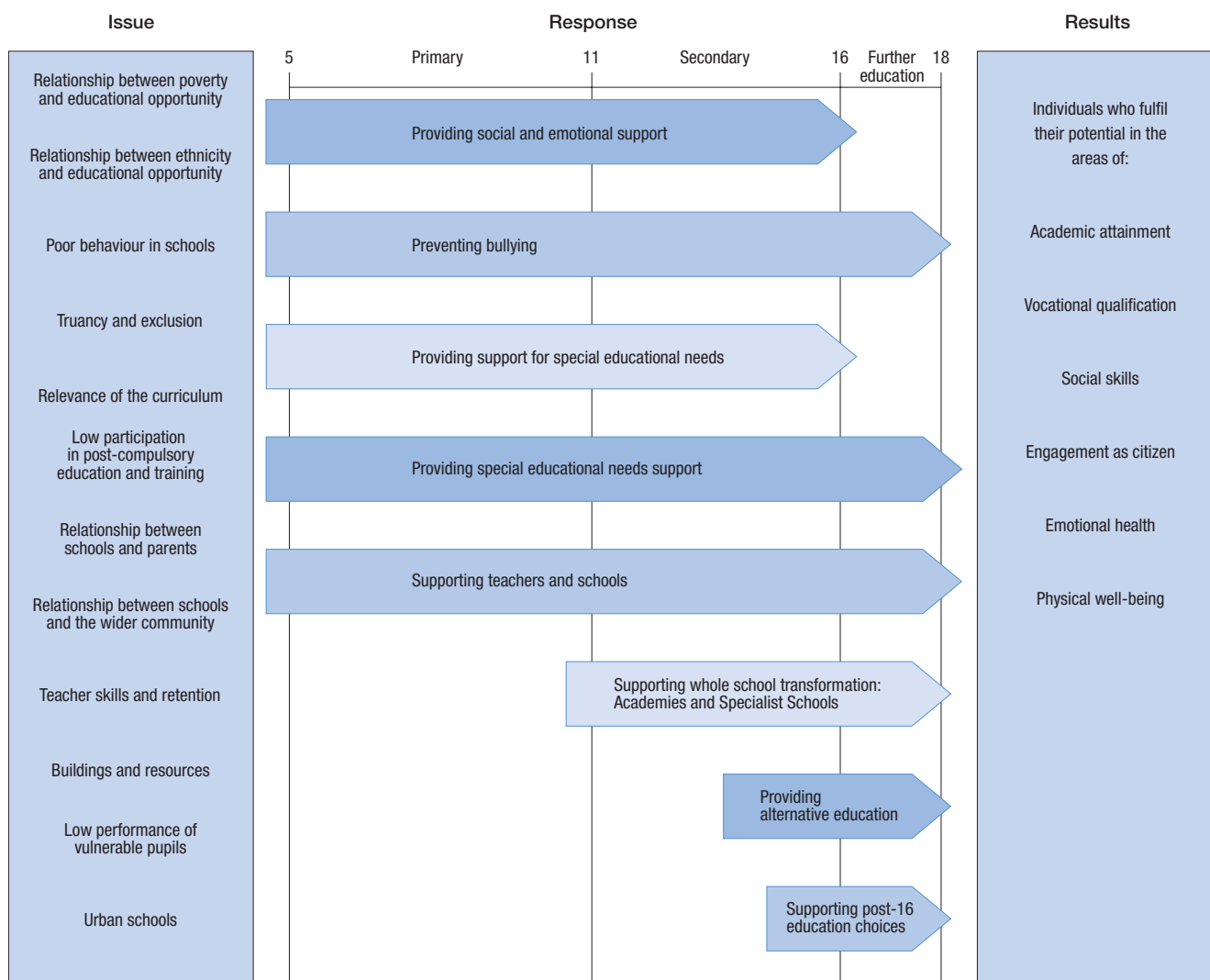
Indicative cost tables

At the end of each chapter there is a table of indicative costs for some of the activities discussed. Table 3 shows a typical example.The table contains a number of pieces of information, described below.

Activity

A short description of the activity, including which group the activity is focused on. A more detailed description usually appears in the text of the chapter.

Approximate cost

The cost of providing the activity. The figure given may be expressed as a cost per pupil or cost per group of pupils. For more details about how this cost is calculated, see below.

Estimated percentage of all schoolchildren who could benefit

An estimate of the proportion of the total UK school population (9 million pupils) that could benefit from access to the activity

Results

A brief description of what the activity achieves. Where possible this includes the probability of success for each activity.

Table 3: Example of indicative cost table

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Full-time education for severely disabled children for one year, provided by **The Children's Trust**	£95,000 (£380,000 per technology-dependent child)	0.01% – the number of severely disabled children in the UK 0.001% technology-dependent	Gives children an education. Allows children the opportunity to learn and develop social relationships. Reduces the support and stress on the family.
Training for teachers to educate children with communication difficulties, provided by **I CAN**	£150 per teacher	10% of children have a communication difficulty	Puts teachers in a better position to recognise and manage young people with communication difficulties, ensuring that they are not left behind in class.

Cost per pupil

The column in the tables that is most likely to interest donors and funders is the cost per pupil.

These costs are calculated using NPC's analysis of charities and information provided by the charities themselves.

Sometimes the calculation is quite crude. For example, the cost may be calculated by simply dividing the annual expenditure of the charity by the number of young people it helps. Sometimes it is more sophisticated. For example, it may be based on a full breakdown of the costs of each activity. No matter how the cost is calculated, every effort is made to ensure it is representative.

Each table contains a number of different activities. In this format, it is natural to make comparisons between them.

In every case, some activities will appear to offer better value for money, and some will appear to be more expensive. For example,

Table 3 shows us that it costs The Children's Trust £95,000 to educate a severely disabled child, whilst it costs the charity I CAN just £150 to train a teacher to better understand the needs of children with communication difficulties.

How helpful are cost comparisons?

What the table above does not do is to imply that one of these activities is better than the other.

The tables do not compare like with like. Different activities achieve different results, some of which have more far-reaching implications for the lives of young people than others. Some activities are more effective with different groups of young people.

These tables are intended to provide information in an easy-to-follow format for donors. The differences in costs on their own are not meant to provide criteria for making definitive judgments. However, this report provides data where there is virtually no information for donors to help them assess where their money would best be spent.

NPC believes that the information and analysis contained in this report fills a significant gap, and in doing so helps to encourage more effective giving.

'Some of our pupils have very complex problems. My teachers don't have time to be full-time teachers and social workers.**'**

Head teacher

Photograph supplied by Chance UK

1

Providing social and emotional support

<div style="background:#dfe8f5;">

Issues

- Relationship between poverty and educational opportunity
- Relationship between ethnicity and educational opportunity
- Poor behaviour
- Truancy and exclusion
- Low participation in post-16 education and training
- Relationship between schools and parents
- Low performance of vulnerable pupils
- Urban schools

Response

- Providing social and emotional support

Results

- Academic achievement
- Social skills
- Emotional health

</div>

4% of children between 5 and 15 years old have emotional disorders.

Children and young people need to learn social skills and develop the emotional capacities to succeed at school and beyond. These qualities help young people to cope with the future demands of studying and work, as well as helping them to form relationships with other people.

Children learn these skills through receiving care and attention in a stable and secure environment. However, many children grow up in challenging situations or experience traumatic events that inhibit the development of these qualities. This chapter looks at how these children can be supported in school.

Issue

Not everyone gets the same start in life. Circumstances at home can have a profound effect. Many children grow up in poverty. Some children suffer abuse, witness domestic violence, or see the effects of drug addiction or alcoholism.

Equally, many children experience big changes such as parental separation, bereavement, or the transition between different schools. At such a delicate phase of development, these events can be very damaging to a child's social and emotional development.

If a child's social and emotional needs are neglected, this may be reflected in their behaviour and achievement in school. They may become isolated and withdrawn, or angry and disruptive. This may cause them to regularly play truant, self-harm, develop phobias and panic attacks, or develop eating disorders.

All these problems can be addressed using the concept of 'emotional health'. Emotional health refers to 'how the child or young person thinks, feels and behaves; their feelings of self-worth, self-esteem, happiness and contentment.'[38] Poor emotional health hurts academic achievement, personal development and general well-being.

Who is most at risk?

All children have emotional health needs. An Office of National Statistics survey shows that 4% of children aged between 5 and 15 years old have emotional disorders.[39] However, some young people are more vulnerable than others. Children who experience poverty are more likely than other children to have low self-esteem and experience psychological distress.[40]

A difficult time for all children is the transition between primary and secondary school. Research by the Department for Education and Skills (DfES) found that four out of ten pupils failed to achieve a better result on tests of mathematics, language use and reading at the end of their first year at secondary school when compared to the scores obtained one year previously.[41] For some, the impact of changing schools is lasting and they never catch up with their peers.

The transition between primary and secondary school is a stressful time for children. Many struggle to settle in their new environment.

Figure 13: Social and emotional issues

Causes		Effects
• Poverty • Unemployment • Stress in family relationships • Bereavement • Physical abuse • Alcohol or drug abuse • Parents with mental health problems	→ Social and emotional problems →	• Poor academic performance • Truancy and exclusion • Bad behaviour • Low self-esteem and self-confidence • Low aspiration • Mental health problems
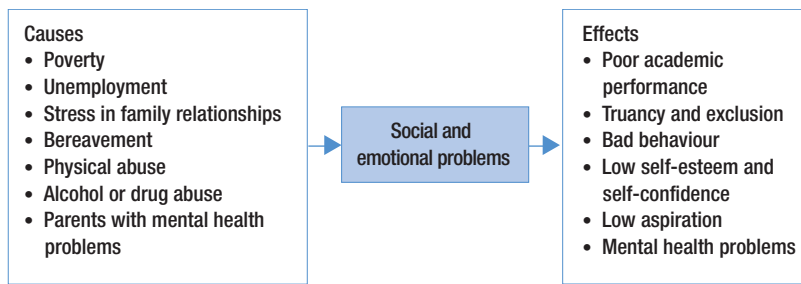
'' I was very sad… but I didn't tell anyone. I think my teachers knew but just forgot about it. ''

Child whose father died

Transition is also a problem for pupils from ethnic minorities, or those who begin school after arriving from another country. In these cases, the need for social and emotional support is very often also wrapped up with difficulties related to adjusting to a new language and culture.

Another common cause of distress for children is parental separation. In the UK last year around 167,000 couples divorced.[42] Some children survive separation with very little effect, but for others divorce can be devastating. The likelihood of adverse outcomes for children who have experienced parental separation is approximately double those who have not.[43] At age 33, adults who experienced parental separation as children are twice as likely to lack formal qualifications. These adults are also twice as likely to be unemployed.[44]

Photograph supplied by School Home Support

Although we can identify trends in children at risk of social and emotional health problems, the source of these problems is often unpredictable. We have all heard stories of people who have grown up in challenging circumstances and have gone on to become successful. Such stories should be celebrated, but they should not mask the reality that the majority of children in similar circumstances are not so fortunate.

Response

Addressing social and emotional health needs is about tackling the cause of children's problems, helping them to understand their situation and helping them to manage their behaviour.[45] This support is provided by the state and by charities alike.

The role of the state

Many schools employ counsellors and 'learning mentors' to address the needs of their most 'difficult' pupils. However, most schools cannot afford the resources to provide children with everything they need. Learning mentors are often trained teaching assistants. Teachers often prefer these members of staff to be in the classroom helping with the day-to-day demands of managing a classroom. In other cases, children's needs go unrecognised because the school may not have the necessary expertise.

For children with the most significant mental and emotional health needs, there is the Child and Adolescent Mental Health Service (CAMHS). CAMHS aims to ensure that children and their families receive effective assessment, treatment and support. This ranges from counselling and therapy to medication and is usually delivered outside school.

Despite the support available within school, many children do not receive adequate support. Where these gaps exist, the activities of the charitable sector can be crucial. Charities have a diverse role: supporting children and young people directly, educating school staff, and campaigning for a greater recognition of the needs of young people.

The role of charities

Addressing social and emotional needs can be approached in a number of different ways, according to the requirements of each child. In general there are four broad approaches used by charities.[45] These are:

Mentoring and one-to-one support

This is the most widespread approach for addressing social and emotional problems and is especially suitable for young people with the most severe difficulties. 'Mentoring' describes the formal or informal exchange usually

between two people: the person who is experiencing the problem (the 'mentee') and the person who is there to listen and provide support (the 'mentor').

There are different types of mentoring schemes. For example, mentoring can take place between a young person and an older, more experienced adult (such as a teacher, chaplain or professional counsellor). Mentoring can also take place between peer groups. A young person experiencing difficulties is paired with another who has experienced similar problems (sometimes called befriending).

The one-to-one approach allows more attention to be paid to a child's problems than is possible in groups. One example of successful mentoring is used by the charity **Chance UK**, which works with children with behavioural difficulties in the London boroughs of Hackney and Islington. Chance UK matches children with volunteer mentors who regularly visit the child's school to meet and talk about problems.

Work with parents

Home is often the best place to support the emotional needs of children. Where the needs of children are complex, support is most effective if given by schools and parents. This approach depends on the cooperation of parents or guardians, and is focused on helping parents to understand how they can work with the school to best support their child's needs. An example of an organisation that successfully uses this approach is **School-Home Support.** School-Home Support works with pupils and parents in London and York, providing support workers to handle cases on a one-to-one basis. Pupils have access to a drop-in centre and parents can attend parenting classes. In 2004, School-Home Support workers reached around 13,700 families.

Family Service Units (FSU) also works with pupils and parents. It has community units all across the country and a history of close involvement with social services and schools. By offering support to pupils and their families, FSU is able to help schools to improve attendance, reduce exclusion and engage children in the classroom more effectively.

Small group approach

This approach is based on working with children with similar difficulties. It often takes the form of group 'mentoring' sessions, with anything from two to ten pupils, and allows children to share their problems with others. Working in small groups allows close attention to be paid to children, but is less resource-intensive than one-to-one support. It enables children to develop friendships and networks of peer support when they might otherwise find relationships difficult.

Box 1: Pyramid

The charity Pyramid works in primary schools with children who are withdrawn and have low self-confidence. These children may have behavioural difficulties or may be struggling in class. Pyramid runs therapeutic after-school activity classes, known as Pyramid Clubs, one hour a week for ten weeks. Children are referred by their teachers to Pyramid Clubs, which include activities such as group discussions and games that are designed to be a fun way of building the confidence of the 'quiet ones'.

There are currently 42 Pyramid Schemes across the UK, working with 4,000 children in 380 schools. The clubs are also supported by 1,000 volunteers. Pyramid has an income of just over £500,000 and is funded by a mixture of grants from trusts and statutory sources, and from the fees it charges schools. The cost per child of Pyramid Clubs is around £130.

Schools report that Pyramid has an immediate impact on children's self-confidence and level of contentment in school. Pyramid assesses these effects using a questionnaire completed by each child's class teacher before and after the ten weeks. Pyramid has information going back to 1998 that shows positive effects on children, including reductions in poor conduct and better relationships with peers. Follow-up studies a year later indicate that these benefits remain. A study by the University of Surrey also showed improvements in English and maths test scores by children who had attended Pyramid Clubs compared to a control group.

Pyramid uses this approach to work in primary schools and with children beginning secondary school. It uses fun activities to increase children's confidence, self-esteem and coping skills. For more information on Pyramid see Box 1. **The Place2Be** combines group work with one-to-one support to provide support to children in some of the most disadvantaged areas in England. Last year, it worked with around 22,000 children.

The whole school approach

This enables all children and young people in a school to understand the importance of the social and emotional issues. The approach is based on building an ethos and environment of understanding and support, working with pupils, headteachers and all staff. The charity **Antidote** uses this model to make schools more responsive to young people's needs. It provides education, training and consultancy to educational professionals so that they can create a supportive school environment.

These four approaches describe the different work carried out by different charities. Of course each charity is different and may employ more than one of the four approaches. In addition, a number of these charities also adopt a campaigning role, lobbying government for a greater emphasis on emotional health and raising awareness in the wider community.

Results

Mentoring and one-to-one support is probably the most popular approach for working with young people with social and emotional problems. Despite this, there are only a small number of detailed evaluations of its impact.

> 'We teach them, but we don't always get to know them properly.'
>
> Secondary school teacher

Photograph supplied by Pyramid

'Behaviour is significantly better in settings which have a strong sense of community and work closely with parents. In these settings learners feel safe.'

Ofsted 2005

A key outcome of School-Home Support's work is improving the level of help families receive from statutory sources.

Overall, there is evidence showing positive results from mentoring, but it is neither overwhelming nor dramatic. A survey of the impacts of mentoring by the National Foundation for Educational Research revealed that mentees significantly increase their 'self image' scores.

Similarly, a study by the Joseph Rowntree Foundation emphasises the qualitative outcomes of mentoring and the benefits in terms of developing personal relationships and enjoyment.[46] Giving children the opportunity to talk openly to someone has also been shown to have a beneficial therapeutic effect.

However, there is dispute over some of the benefits of mentoring. It appears that the impact is more significant on personal development and well-being than it is for achievement in school. Research across the US and UK indicates that mentoring only has a small effect on educational outcomes, but that it provides the greatest potential benefit to those young people who can be considered 'at risk'.[47] Mentoring is high risk for donors. Careful matching of mentors and young people is required to maximise the chance that the relationship will work. A recent study has also questioned the cost-effectiveness of mentoring schemes, compared to other activities.[48]

School-Home Support's approach is proven to increase attendance, reduce problem behaviour and lead to increased involvement from parents and carers in their child's education. Another key outcome is improving the level of help families get from statutory sources. Support workers bring together education, health and social services staff to tackle the problems of individual children. **Family Service Units'** support for children and parents has also led to significant improvements in attendance, behaviour and motivation in school.

Small group work and working with individuals is shown to be effective where done well. Evaluations of the **Pyramid**'s group work shows measurable increases in standard tests used to indicate social and emotional health. These results are still obvious after a year. There is also strong evidence that the work of **The Place2Be** helps to prevent or resolve children's social, emotional and behavioural problems. The Place2Be's work increases children's self-esteem, reduces truancy and exclusion, and helps them to communicate more effectively. Teachers report that around 60% of children seen by The Place2Be showed positive changes in their behaviour or attainment.

A supportive and inclusive ethos across a school can be instrumental in preventing school disaffection. Ofsted reports that '*behaviour is significantly better in settings which have a strong sense of community and work closely with parents. In these settings learners feel safe*'.[49] This is the focus of the whole school approach practised by **Antidote**. Evaluation of the charity's work indicates positive results among children and adults. Antidote can demonstrate improvements in pupil behaviour and attitude towards school, based on evidence from teachers' and pupils' testimonies.[38]

Conclusion

A consistent finding of research is that support at an early age is the most effective way to address the social and emotional health of children.[50] The limited ability of schools to offer intensive emotional support and the failure of the government and DfES to grasp this problem means that there is an important role for charities to play in this area.

The education system fails for some of the most disadvantaged children because they do not get the help they need early enough. Children with social and emotional problems make up a large proportion of pupils who perform poorly at school. Many end up being permanently excluded, committing crimes, or else are unemployed and claiming benefits, implying a large future cost to society.

All the charities mentioned in this section improve pupils' social and emotional well-being, as well as attendance, behaviour and motivation in the classroom through their work with children. Table 4 provides a guide to the cost of some of these activities, which are inexpensive compared to the returns that they could potentially generate. Unsurprisingly in many ways, the cost of activities is on a sliding scale according to the approach taken. Activities focusing on the whole school cost

Table 4: Indicative costs for providing social and emotional support

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
A comprehensive package of support and training to staff and pupils in emotional literacy, provided by **Antidote**	£25 per pupil, based on £25,000 for a whole school for one year **	100% – all young people could benefit	The school becomes a more supportive and understanding environment, improving the well-being of pupils.
A mixture of one-to-one and group support to a primary school for one year, provided by **The Place2Be**	£115 per pupil[30]	70% of pupils access The Place2Be's drop-in service	For 60% of children there is an increase in personal and social skills after counselling. Schools report improvements in behaviour and attendance.
Case work, drop-in service and phone support to pupils and their family, provided by **School-Home Support**	£210 per pupil[30]	30% – the proportion of pupils in each school helped by School-Home Support	Results vary, as children's problems are very different. Generally, there are improvements in home-school relations, allowing problems with behaviour or attendance to be resolved.
Intensive support for the most troubled pupils through individual case work for pupils and families, provided by **Family Service Unit Scotland**	£2,900 per family[30]	4% of pupils aged between 5 and 15 years old have emotional disorders	Children and families are given help to resolve difficult problems. In schools this can increase attendance, behaviour and reduce the chance of exclusion. It also increases children's overall emotional well-being.
Mentoring for one year, provided by **Chance UK**	£4,900 per child[30]	15% – Chance UK estimate that 25% of children in the schools that it works have social, emotional or behavioural difficulties	For 90% of children there is an improvement in personal and social skills. Specific goals, such as making two new school friends or arriving at school on time, are met in 92% of cases. Children receive the experience of a good role model, independent of the school or home.
Small group work once a week for ten weeks, provided by **Pyramid**	£135 per pupil based on annual expenditure of £530,000 and working with 4,000 pupils	33% – based on the experience of Pyramid, around a third of children in primary school are withdrawn and lack confidence	Measurably increases children's self-confidence and emotional well-being. Improves peer relations, motivation and behaviour.

*** Based on information provided by the organisation*

less than £100 per pupil, whilst those focusing on small groups cost between £100 and £200. Those activities focused on individuals (mentoring and one-to-one support) are the most expensive. Surprisingly, since it relies on volunteers, mentoring is the most costly approach. This is because volunteers require training and the process of matching mentors requires a lot of work. The cost of mentoring suggests that a highly targeted approach is required to be cost effective.

For further information see:

Chapter on 'Tackling bullying'

Chapter on 'Supporting teachers and schools'

NPC report *Schools Out! Truancy and exclusion*

'I feel they listen to me and help me when I have problems – they are on my side.'

Pupil talking about The Place2Be

‘They used to wind me up over different things. Because of my eczema and the fact that I am skinny. And because I am not as smart as everyone else at school.’

Young person who was bullied at school
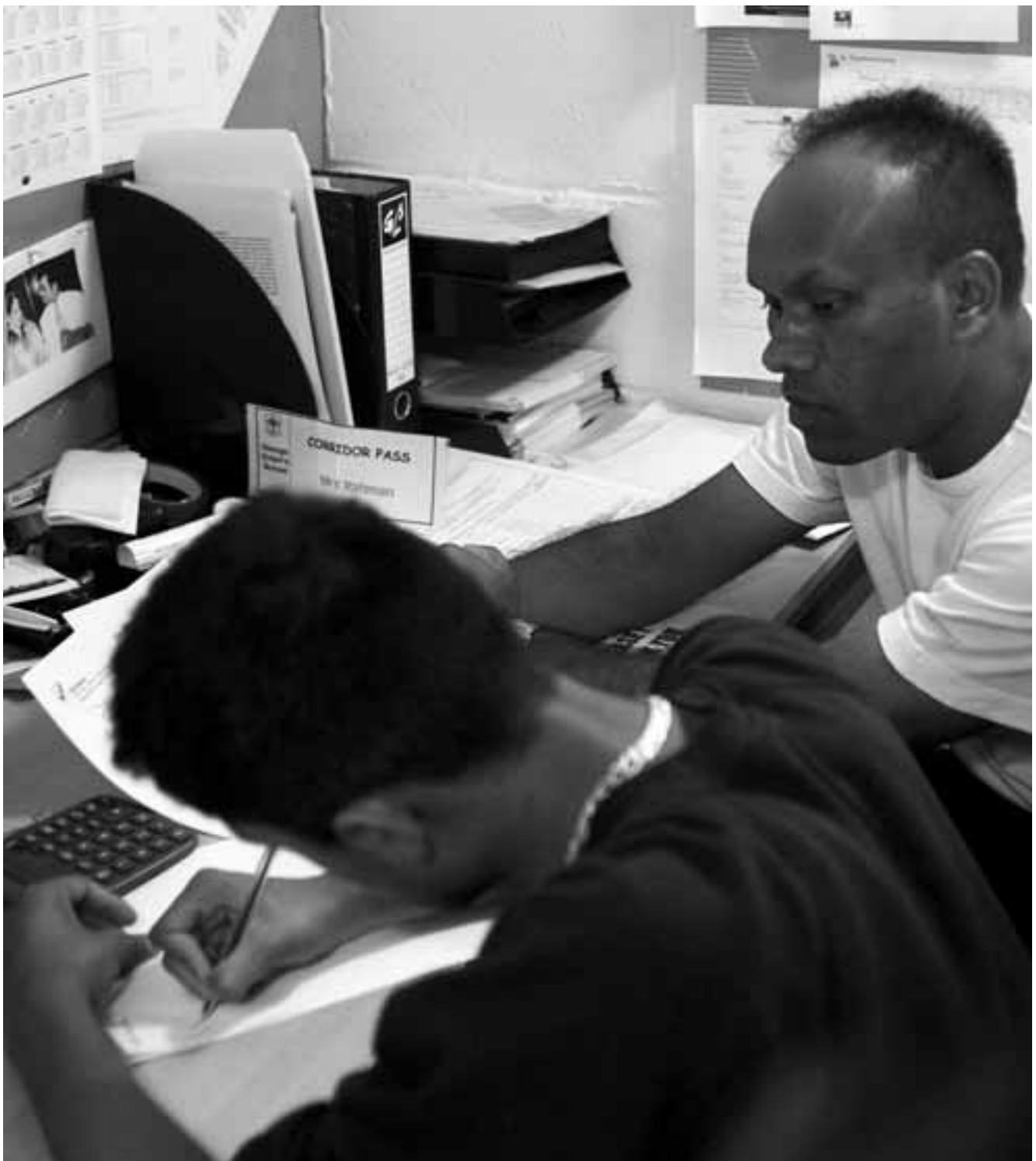
Tackling bullying

Issues	Results
• Poor behaviour	• Academic achievement
• Truancy and exclusion	• Social skills
• Low participation in post-16 education and training	• Emotional health
Response	• Physical well-being
• Tackling bullying	

Bullying is the act of intimidating a person and causing physical or emotional pain. Bullying tends to consist of repetitive acts, carried out intentionally by one person or a group. The individual affected more often than not is left feeling desperate and defenceless. This chapter looks at how donors can help young people who are being bullied and prevent bullying.

Issue

Bullying is particularly common among children of school age. For a long time, the issue was given little attention by policy-makers and educationalists and was accepted as a 'normal' part of growing up. It is now understood that the effects of bullying can be profound and widespread in a person's life, both in shaping current feelings and in defining future experiences. As our early years are such a formative period of our lives, bullying at school is perhaps the most pernicious of all types of bullying.

The last chapter described the social and emotional issues that can have an effect on children's experiences and achievements at school. Bullying cannot be considered in isolation of these issues. It can frequently be a cause of these problems, or a symptom of neglected social and emotional needs.

What are the effects of bullying?

Bullying can lead to children feeling anxious and afraid. It can affect pupils' concentration, make them unhappy and cause them to avoid school. Persistent bullying can affect an individual's feeling of self-worth, cause social isolation and psychological distress and affect academic attainment.[51]

Adults who were bullied as teens have higher levels of depression and poor self-esteem.

Research in Norway has shown that depressive and suicidal thoughts are significantly higher among young people who have been bullied.[52] At its most extreme, consequences of bullying can lead to drastic action including suicide.[52, 53]

Negative outcomes of bullying are not restricted to the people at the receiving end. Research suggests that bullies themselves also experience problems in later life. One study shows that children who have been bullies at school are four times more likely to appear before the courts on charges of anti-social behaviour.[54]

How common is bullying?

Bullying is known to be widespread in schools. Research conducted in 2003 on behalf of ChildLine and the DfES showed that half of all primary schoolchildren and more than one in four secondary school pupils said they had been bullied in the last year.[55] Bullying is the single biggest reason for children to call ChildLine and accounts for around one in four of all ChildLine's calls.[55] In a recent survey, young people identified bullying as the 'biggest issue' at school.[56]

The occurrence of bullying varies between schools. Ofsted reports that some schools have effective bullying policies whilst others need to improve their policies.[57]

However, bullying is not merely a school problem. In an interview at the end of 2005, Children's Commissioner Professor Al Aynsley-Green drew a link between what he believes is a 'society where violence is the norm in many ways … on television, in the workplace and in the home' and the occurrence of bullying in schools.[58] Depressingly, technology has opened up new avenues for bullies to exploit. In the last year, 16% of young people said that they had received bullying or threatening text messages on their mobile phones.[59]

Half of all primary schoolchildren and a quarter of all secondary school pupils say that they have been bullied in the last year.

At least 16 children in the UK commit suicide each year due to bullying.

Response

Tackling bullying requires an approach that deals with both the causes and the consequences of the problem. There are three broad approaches:

- educating children about the importance of respecting their peers and the damage bullying can cause

- helping schools and parents to understand, recognise and deal with the symptoms of bullying

- giving support to children who are being bullied, by providing information, support and guidance inside and outside school.

The first two points refer to addressing the causes of bullying through campaigning and educating people. The third point refers to dealing with the symptoms of bullying.

The role of the state

Bullying is now taken seriously by policy-makers and educationalists as a major source of disruption to young people's lives. Under child protection legislation, adults within schools have a duty of care for their pupils.

> There is a lot of confusion among teachers about the most effective way of overcoming bullying.

Figure 14: Bullying

Causes:		Effects:
• Lack of respect for others by bullies • School environment where bullying can continue • Poverty • Stress in family relationships • Physical abuse • Alcohol or drug abuse	→ Bullying →	• Poor academic performance • Mental health problems • Truancy and exclusion • Bad behaviour • Low self-esteem and selfconfidence • Low aspiration

Every school is now required to have a policy on combating bullying, which is inspected by Ofsted with the rest of the school.[60]

Despite this clarification of responsibility, there is confusion among teachers about the most effective way of overcoming bullying. There are an enormous number of different methods to approach bullying, which all claim to have supporting research. However, there is no research that compares approaches. Perversely, tackling bullying has become something of a battleground, with different groups promoting different methods of addressing the problem. The internal politics of bullying are astonishing.

Approaches to bullying include:

- punishment (such as detention or summoning parents into the school)

- peer support (where young people 'look out' for each other and act together where bullying occurs)

- circle time (where young people participate in group work to share problems and discuss remedies); and

- the 'no blame' approach (based on bringing together bullies and their victims to find a mutually agreeable way of dealing with bullying, without assigning blame).[61][62]

The most disputed method among these is the no blame approach, which has been heavily criticised.[63] Confusion over which method is most effective is to the detriment of everyone involved.

Many schools take serious disciplinary action against bullies, such as exclusion, rather than persevering to find other measures to resolve the situation. The problem is that, after being excluded, bullying may persist outside the school gate, or when the bully returns to school. Often this actually makes bullying worse. Schools that are successful at dealing with bullying use more sophisticated approaches, combining punishment with techniques to resolve the problem and show bullies the wrongs of their behaviour.

At the end of 2004, the DfES and BBC Radio 1 launched a campaign to 'beat bullying'. The campaign raised the issue of bullying to the national press. Celebrities including David Beckham and U2's Bono showed support for the cause by wearing a blue wrist band, which fast became a fashion accessory.

> ‘Verbal bullying isn't taken seriously by our teachers. If you have some bruises, they might take notice.’
>
> Pupil in Year 8
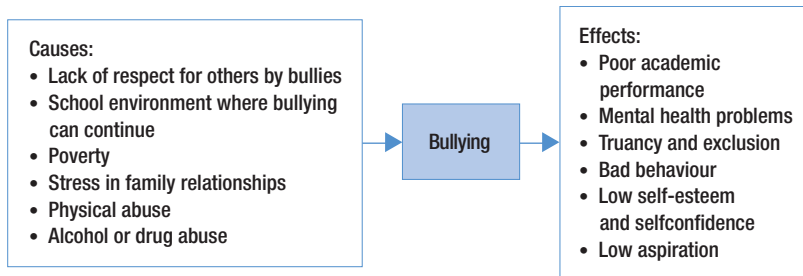
In tandem with the campaign, the DfES developed an 'anti-bullying pack', which it sent to all primary and secondary schools. The pack provided materials and outlined curriculum approaches and strategies teachers can use to reduce bullying.[64] The government also created a £75m package of training, expert consultants and practical strategies available to all secondary schools to tackle bullying and all forms of bad behaviour. Whilst this has been welcomed by schools, it is unlikely that this quantity of money will be enough to meet demand in all schools. Judging from previous experiences, uptake and implementation is likely to be patchy.

The role of charities

Even though some schools are very effective at dealing with bullying, it is a serious concern. Teachers often lack the time, skills and will to fully address the problem.

The charitable sector is the acknowledged expert on bullying. In the last two decades a large number of new charities focusing on bullying have appeared, and many children's charities have reoriented their focus more towards combating bullying. Large numbers of teachers and parents access the information provided by these charities.

However, this information can be confusing. The volume of information available and the large number of apparently competing approaches does not bring clarity. In order to address this, in 2003 the National Children's Bureau founded the **Anti-Bullying Alliance** (ABA). The ABA now comprises 56 organisations and is entirely funded by government sources.

The ABA is intended to provide a forum for groups to interact, to offer strategic direction and to raise the profile of bullying at a national level. The ABA employs a coordinator in each of the nine government regions, but it has been criticised for its policy that punishment should be a 'last resort'. This policy has since been rewritten, but some charities still refuse to join the alliance.[65] The ABA's biggest success is the annual Anti-Bullying Week in November. This has now become a national event and is acknowledged by most secondary schools.

Information and resources

Charities are very active at providing information to schools and young people about bullying. Bullying charities have made the most of the ubiquity of the internet in schools and there are a number of well-used websites, including **Bullying Online** (www.bullying.co.uk) and **beatbullying** (www.beatbullying.org). Added to the material produced by the DfES, there has been a wealth of resources on bullying. There would need to be a strong case put forward for charities to produce any more guidance.

An evaluation of Kidscape's ZAP programme reports 80% success in stopping bullying.

Box 2: Kidscape

Kidscape supports young people who are being bullied. It has been at the forefront of developing approaches to bullying over the last two decades. Kidscape's main activities include:

- Providing a helpline for parents of children who are being bullied, which receives around 14,000 calls per year.
- Running one-day assertiveness and confidence-building courses – known as ZAP courses – for young people who are being bullied. Kidscape also runs training for teachers and professionals who work with young people.
- Producing materials to raise the profile of bullying in schools and provide teachers, parents and pupils with information and advice. Kidscape sends out over 30,000 publications each year.
- Campaigning to raise awareness of bullying among policy-makers and publicising the issue through the media.

Kidscape has an annual budget of around £350,000 and employs ten staff in its London office. Its information service reaches thousands of pupils and families every year, and up to 200 pupils attend ZAP courses over a 12-month period. The cost per child of the ZAP course is around £175.

It is difficult to determine how Kidscape's information services affect those who are being bullied. At the very least, young people and their parents are better informed and are in a position to recognise bullying and to seek help. Children who attend ZAP courses say that they feel more capable of handling bullies on return to school the next day. In an evaluation one year after attending the course, 80% of those surveyed said that bullying had stopped.

Kidscape runs a daytime telephone helpline for parents and teachers with pupils who are suffering distress specifically because of bullying. It receives around 14,000 calls per annum. For more information on Kidscape see Box 2. **ChildLine** provides confidential and impartial support to children who might not feel comfortable speaking about their problems to their parents, teachers or peers. Last year, ChildLine received 31,000 calls related to bullying.

Working in schools

beatbullying runs 32 projects in London and works with pupils to develop youth-led anti-bullying campaigns. It also organises seminars and training courses for professionals and produces research. **Bully Free Zone** works with young people in the Bolton and Greater Manchester area. It offers a mixture of training and consultancy services and runs projects based within schools. One of the programmes involves recruiting volunteers from sixth-form colleges to go into schools to support younger children through mentoring.

ChildLine in Partnership with Schools

(ChiPS) provides advice and training to teachers on establishing peer support networks within primary and secondary schools. Pupils, or 'buddies', are trained in communication and listening skills, to enable them to provide emotional support to fellow pupils to overcome

Campaigning by charities has been extremely successful at raising the profile of bullying.

> *Our teacher is good…she bothers to find out what really happened. She takes you seriously. She sorts it out with the Head, or she will tell the parents.*
>
> Pupil in Year 9

bullying and related issues. In the last seven years, the charity has trained 5,000 pupils in 250 schools.

A similar approach is taken by **The Children's Society**, which has set up the Genesis Project. The project works in several schools in South East London and was set up through discussions with local schools. It provides a number of drop-in centres where pupils can go to discuss their problems with support workers. One of the most common issues raised is bullying. The project aims to establish a model of support in schools that will be sustainable. On average, within five years of establishing a programme, The Children's Society is able to withdraw their staff and remain confident that there has been a positive and enduring change in the school's ethos.

Other activities

Kidscape runs a day-long 'ZAP' programme for children who are being bullied. This is designed to teach assertiveness and build children's confidence to enable them to stand up to the bully. Through the ZAP programme, children also develop relationships with other children who have been bullied, which provides them with a network of support. Alongside their children, parents are brought together to discuss problems and learn how they can best support their child. Kidscape runs the ZAP programme for around 200 children per annum.

Results

These different responses aim to reduce the incidence of bullying and to support those who are being bullied. All these organisations also aim to raise the profile of bullying and ensure that it is taken seriously by policy-makers, professionals and pupils.

The BBC Radio 1 and DfES campaign was extremely successful at raising the profile of bullying. At the end of 2005, incidences of bullying and the response of schools was frequently making the national press. Although the effect of this kind of campaigning on young people is difficult to determine, bullying is certainly now better understood.

The demand for information and resources related to bullying suggests that charities are offering a valuable service. The popular anti-bullying websites and telephone helplines are heavily used. The results of these activities for young people are difficult to measure, but at the very least all those who are able to access information are in a better position to deal with bullying than they were before. For example, many of the calls to Kidscape's helpline are from parents who are in regular contact. The charity has anecdotal examples of successful cases where problems are solved and pupils are able to enjoy a normal school experience.

Photograph supplied by Kidscape

Table 5: Indicative costs for tackling bullying

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Counselling and support to a child in distress, provided by **ChildLine**	£38 per call **	35% – half of all primary and a quarter of all secondary school pupils report being bullied.	Relieves young people's anxiety and puts them in a better position to seek other help.
Assertiveness and confidence-building course for children who are being bullied, provided by **Kidscape**	£175 per child, based on an annual cost of £35,000 for the project for 200 pupils	35%	Increases young people's confidence and ability to face up to bullies. Pupils report that bullying stops in 80% of cases.
A three day training course for teachers or youth workers to recognise and manage bullying in schools, provided by **beatbullying**	£1,000 per person **	35%	Puts school staff and pupils in a better position to identify and deal with the causes and symptoms of bullying. Reduces future incidents of bullying. Schools, youth groups and community organisations report that incidents of bullying go down by 39%.

** Based on information provided by the organisation

The work of charities in schools is often highly valued. Most evaluations are based on teacher responses, as well as testimonies from pupils and parents. beatbullying, Bully Free Zone, CHiPS and the Children's Society have developed programmes that are effective at reducing incidences of bullying, increasing the confidence of those experiencing bullying and establishing a higher profile of bullying in the schools where they work.

An evaluation of Kidscape's ZAP programme, based on surveying a sample of young people who have been on the programme, reports 80% success in stopping bullying. However, what happens to the bullies, whether they are eventually dealt with by the school or go on to bully others, is unclear.

Conclusion

Bullying is a huge problem for young people. Schools have an obvious role to play in the prevention of bullying. Some have very effective bullying policies, but some do not. With a range of resources and approaches available, there is understandable confusion among schools about the best way to deal with bullying.

It is likely that there will always be a need for charities that help children who are being bullied. It will never be possible to completely eradicate the problem. It is also important that bullying remains a high-profile issue, both among teachers and pupils.

Table 5 gives an indication of the costs of some of the activities described above. Providing information is a cheap way of supporting children but, as discussed, this information is already in plentiful supply. The other activities show costs that are similar to those given in the last chapter for social and emotional support. The 'small group work' by Kidscape costs between £100 and £200 per child.

It costs beatbullying £1,000 to train teachers to better recognise and manage bullying. Considering this training could potentially benefit many pupils, the overall cost per pupil is low. If the training is successful this suggests that it may be a cost-effective way of tackling bullying. However, it is clear that the causes and effects of bullying cannot be addressed by this activity alone, and support is needed in other areas.

For further information see:

Chapter on 'Providing social and emotional support'

NPC report *Schools Out! Truancy and exclusion*

'I don't think the school handles it very well. They say leave it for now, but if it happens again, come back. But when we do that and they say they are working on it, it never gets solved.'

Pupil in Year 8

'It gives us the chance to do things we can't do in class.'

Pupil

Photograph supplied by School-Home Support

Providing out of school hours activities

3

Schools are traditionally thought of as places that fulfil children's educational needs during weekdays, starting when the bell first rings at around 9am until the last lesson finishes at around 3.30pm. This chapter looks at education beyond normal school hours and the benefits these activities can bring to children and young people.

Response

The term 'out of school hours activities' covers a wide variety of activities, including homework clubs, breakfast clubs, sport and outdoor events and creative pursuits. These activities can be broadly divided into two groups:

Curriculum extension activities – those that focus on learning to supplement what is taught in schools. These activities are also known as 'study support'.

Curriculum extension activities allow fun, innovative teaching methods to be used or topics to be covered in more depth than in classroom lessons. Their aim is often to improve academic results and provide extra time to prepare for examinations.

Curriculum enrichment activities – those that focus on non-academic experiences and skills.

Curriculum enrichment activities allow children to broaden their knowledge, skills and experiences outside the classroom. This might occur through creative or sporting activities, such as football, gardening or art. Enrichment activities are not specifically aimed at improving academic results, but are intended to meet young people's social, physical and emotional needs.

Providing activities outside the school curriculum is not a novel idea. Since schools began, teachers have offered extra help to children outside formal lesson time. Today, schools are very active in providing out of hours activities, including everything from homework clubs and sports teams, to radio-controlled car clubs.

Who provides out of school hours activities?

According to the DfES, every school in the country runs some sort of activity outside normal school hours. Over the last decade, every LEA has had money to spend developing these activities. The quantity and quality of these activities varies.[66] Although there has been no exhaustive study into exactly what kind of out of school hours activities are available, schools are certainly the leading providers.

Most activities are run voluntarily by teachers in their free time. However, alongside teacher-led provision, there are a growing number of professionals and a number of charities offering activities linked to schools. As the emphasis on out of school hours activities has increased, teachers have begun to request compensation for the extra hours they work.

Out of school hours activities include: homework clubs, sports and arts clubs, breakfast clubs and activities during the school holidays.

Those activities supported by charities are typically focused in areas of disadvantage, aiming to reach the most disadvantaged young people.

Extended schools are intended to provide a greater range of learning opportunities and encourage participation in the community.

Who benefits from out of school hours activities?

Out of school hours activities can benefit every young person. However, attendance is voluntary: young people choose to participate.

A consistent finding of research is that those pupils who are engaged at school and have strong parental support are the most likely to attend these activities.[67] However, activities such as these are thought to be of particular benefit to children who are underachieving at school and have problems with motivation. This suggests that many of the young people who could most benefit from these activities end up missing out.

In addition to this, where pupils are more difficult to manage, teachers may be less likely to give up their free time. To compensate, those activities supported by charities typically aim to reach the most disadvantaged young people.[67]

Extended schools

Building on the tradition of out of school hours activities, the government aims to extend schools beyond the normal hours of service. 'Extended schools' are schools that 'provide a range of services and activities beyond the school day to help meet the needs of its pupils, their families and the wider community'.[68] * This range of services might include adult education, community sports facilities and healthcare provision.[13]

The concept of extended schools is underpinned by a belief that schools are at the heart of the community and should be used for the benefit of everyone. They should be a place where adults and children can learn and the community can share resources.

Extended schools are intended to provide greater opportunity for family learning, better access to services, as well as encouraging participation in the wider community. Key to extended schools is bringing education, health and social services together. Extended schools will offer greater access to a range of services, in some cases combining a doctor's surgery, childcare facilities and a community centre on one site. Out of school hours learning is also an important component in this vision.

The role of the state

Out of school hours activities are enjoying a high profile at present. Several policy initiatives, including 'extended schools', greater diversity in the curriculum and universal childcare for working families, have dovetailed to increase the funding available to schools. Such is the government's emphasis that extending school provision beyond the normal day has been dubbed by the newspapers as 'Kelly Hours', after the Education Minister Ruth Kelly.

The largest programme of investment to be made in out of school hours activities has come from the New Opportunities Fund (NOF), now part of the Big Lottery Fund (BLF). Since 2000, NOF and BLF have distributed in excess of £225m of lottery money to schools, focusing on initiatives that benefit the most disadvantaged children.

Most of the grants were made through officers at LEAs, which could use the money either to set up their own programmes or give the money to schools to use. In total, nearly 50% of secondary schools and a third of primary schools have benefited from the funds.[69]

Over the last two years, the government has committed £50m to the development of extended schools. This has included the development of 60 'full service extended schools'. For the year 2005/2006, the budget has been raised to £107m. This includes some money for every LEA in the country.

The role of charities

The role of charities in out of school hours activities is relatively small, but this role is steadily growing. A number of national charities offer support to schools, playing a coordinating role and undertaking research to develop new programmes. There are also many small charities that deliver services locally. All these charities have slightly different emphases: some focus on curriculum enrichment activities, some on extension activities and some on childcare.

National charities

The most significant of the national charities is **ContinYou**, which specialises in supporting schools to deliver out of school hours activities. It provides training to practitioners and has a series of toolkits designed so that schools can set up and maintain clubs. Schools are also put in touch with experts around the country through ContinYou's extensive network. For example, Breakfast Club Plus is a resource to help create, support and develop breakfast clubs.

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* Extending schools is entirely at the discretion of school governors and management. The ability of individual schools to institute extended services was made easier by the flexibilities incorporated into the Education Act 2002.

ContinYou also oversees a large number of its own projects. These include 'Busy Bees Clubs', an after-school club programme for children aged 4 to 6 who display challenging behaviour. The clubs involve creative activities, with the aim of improving behaviour in the classroom.

ContinYou also operates the **The Extended Schools Support Service (TESSS)** funded by the DfES. TESSS offers support to schools and LEAs on everything from raising awareness and understanding of extended schools, to technical advice on issues such as VAT, health and safety and professional development opportunities. For more information on ContinYou see Box 3.

University of the First Age (UFA) is a national charity that also provides training to schools. UFA trains school staff and community volunteers to become 'fellows', who run their own activities for young people and are also available to support each other around the country.

Quality in Study Support (QiSS), based with the Canterbury Christ Church University, supports out of school hours learning by providing quality assurance and consultancy. ContinYou, QiSS and UFA work together to ensure that their services complement each other, organising joint events and sharing knowledge between their networks.

Locally-based charities

CATZ Clubs (Children's After School Time Zone) runs projects on school premises for young children. The projects combine educational activities, including activities that improve children's literacy and numeracy, as well as providing a safe place to come after-school. CATZ Clubs has just opened its 200th club and has funding in place to open more. Clubs are funded through a combination of fundraising and fees from pupils.

CATZ Clubs has developed a toolkit for creating new clubs called 'CATZ Clubs in a Box', which has been used to manage all of these new openings. It is now the largest single provider of after-school care in the UK.

The SHINE Trust, in partnership with schools, runs the 'SHINE on Saturdays' programme. Each project is based in a primary or secondary school and runs for five hours, 30 Saturdays a year. Working with between 60 and 80 underachieving students, it provides 150 hours of additional and creative learning opportunities. In the morning, children are given activities to improve literacy skills. In the afternoon, activities are intended to appeal more to children's creativity and might include music, drama or trips to museums. SHINE on Saturdays is designed to boost achievement levels in low-performing primary schools.

Photograph supplied by Family Service Units Scotland

Kid's City (formerly the Trojans Scheme) in South London provides after-school and holiday clubs for local children between the ages of 4 and 11. It gives children the opportunity to socialise and interact with their peers in a safe, informal environment. Kid's City works with 14 schools in Lambeth and Wandsworth. In total, it provides activities for around 2,300 young people per week, 79% of whom were from ethnic minorities. It is funded by a combination of government grants, fundraising and fees paid by young people that attend.

Magic Breakfast delivers food to children in primary schools in East London. Providing healthy nourishment to pupils before the school begins helps improve concentration rates in class, raises attendance and encourages young people to develop a healthy diet.

Alongside the work of locally-based charities, the DfES funds **Playing for Success**, a programme run in partnership with premiership and league football clubs.[70] Playing for Success offers children in disadvantaged inner-city schools a programme of after-school activities designed to increase children's basic skills. Children are taught in facilities based within football grounds, using sport as a motivational and curriculum tool. Playing for Success has proved to be successful at engaging young people. During the most recent year of evaluation, the programme reached 18,500 pupils. It is now being extended to include other sports including rugby, cricket and tennis.

A major issue for donors is whether out of school hours activity can be made sustainable in the long term.

Box 3: ContinYou

ContinYou was formed in 2003 by the merger of the Community Education Development Centre and Education Extra. The charity's main activities are:

- Providing information and resources for schools and practitioners involved in out of school hours activities. These resources include toolkits with details of how to set up an after-school or breakfast club.

- Developing new models for out of school hours activities. ContinYou creates and pilots services in partnership with schools. Two examples of such services are *Share*, which aims to increase parents' involvement with their child's education at home, and *Busy Bees*, a programme of clubs for 4 to 6 years olds who are displaying problem behaviour. Both programmes have been extended nationally.

- Training for teachers and practitioners, including courses for schools and events to share ideas and to promote new programmes.

- Running the Extended School Support Service, under contract with the DfES.

ContinYou has an annual income of around £6m. It employs 90 full-time staff and has offices in East London and Coventry.

Independent evaluations of ContinYou's clubs have consistently demonstrated positive effects on the pupils involved. ContinYou has a strong record of piloting new approaches and encouraging schools and communities to adopt these approaches. An evaluation of the Share project showed it improves basic skills among participants, increases enjoyment of learning and improves interactive skills. Evaluation of *Busy Bees* has shown improvements in school attendance, the relationship of parents with the schools, and the social, reading, speaking and listening skills of children. ContinYou's support to practitioners is also highly valued. Members of the network report that it is an effective way of keeping up-to-date with the latest developments and provides a good source of ideas and inspiration.

Most of the benefits associated with out of school hours activities are non-academic.

Results

Most of the benefits associated with out of school hours activities are non-academic.[71] Evaluations of **ContinYou**'s work have shown that participation in out of school hours activities increases self-esteem, improves motivation and behaviour.

However, some studies have also shown that out of school hours activities can have academic benefits. A study of 8,000 pupils in 52 schools across the UK found firm evidence that those who participate in curriculum extension activities achieve higher grades than otherwise would have been expected.[72] The average effect of participation in out of school hours classes was an overall increase of three-and-a-half grades at GCSE level. At Key Stage 3, participation in activities improved maths attainment by half a level and science by three quarters of a level.[72]

Anecdotal evidence suggests that breakfast clubs improve attendance, punctuality, and concentration in class, although a recent evaluation of breakfast clubs shows a combination of benefits and apparently adverse outcomes. In the study, pupils who participated in breakfast clubs were shown to have better concentration and fewer incidences of truancy, but higher incidences of bad behaviour.[73] It is not clear what the cause of the behaviour was or whether it was related to participation in the clubs.

An evaluation of Playing for Success found that pupils who participated in the programme made significant progress in basic skills, especially numeracy and ICT.[74] Pupils typically began the classes with low scores for their age group. During the 12 months that they attended Playing for Success, primary school pupils increased their maths scores by around 17 months, while secondary school pupils increased their scores by around two years. Pupils gained skills in ICT that they did not possess before.

Perhaps the most potent aspect of Playing for Success is its ability to enthuse young people about learning. Unlike many other out of school hours activities, Playing for Success did not have a problem attracting those children who were least motivated at school. The involvement of football clubs and the opportunity to meet their heroes is a genuine incentive to participate and 88% of pupils reported that participation was a positive experience. The programme is also rated highly by teachers.

Extended schools

Early evaluations of extended schools suggest that there is potential for the programme to be broadened and for greater involvement of outside partners, including charities.[75] There is evidence of positive impact on attainment, behaviour and attendance and greater engagement by families in learning.

The experiences to date also reveal the complexities and pitfalls of working in this area. Development of extended schools is a serious and ambitious venture. The evaluation emphasised the need for a dedicated management structure. It also emphasised the role that LEAs play in encouraging schools to participate, providing advice and leading on the management of funding.[75]

The idea of extended schools is still in its infancy. There remain significant technical and logistical barriers, including health and safety issues and staffing concerns. However, in the future extended schools will offer ample opportunity for donors and funders to contribute to learning by young people and their communities.

Conclusion

All of the research on out of school hours provision points to beneficial outcomes for pupils. It is an area of education that is developing rapidly, but charities are only part of provision. The majority of activities are offered by schools.

Donors can probably achieve the biggest impact by funding charities that support schools in developing activities. As in all areas of expansion, a major issue for funders is

Table 6: Indicative costs for providing out of school hours activities

Activity	Approximate cost per pupil	Estimated percentage of school population that could benefit	Results
An after-school club one evening a week for one term, organised by the school and led by a paid professional	£60 per pupil, based on a cost of £2,000 per club for 30 pupils, based on information provided by ContinYou	100% – all young people could benefit	Participation can improve motivation, social skills and attendance. Participation can also raise overall achievement by 3.5 GCSE grades.
An after-school club one evening a week for one term, organised by the school and led by a teacher volunteer	£50 per pupil, based on a cost of £1,500 per club for 30 pupils, based on information provided by ContinYou	100% – all young people could benefit	Participation can improve motivation, social skills and attendance. Participation can also raise overall achievement by 3.5 GCSE grades.
A breakfast club (with breakfast provided) in a primary school five days a week for one term, organised by the school and run by volunteers	£50 per pupil, based on a cost of £1,500 per club for 30 pupils, based on information provided by ContinYou	100% – all young people could benefit 17% of young people go to school without breakfast	Breakfast clubs improve attendance and punctuality. Anecdotal evidence suggests pupils concentrate better in class. Eating a healthy breakfast contributes to general well-being through a healthy diet.
Saturday school for 30 weeks of the year, provided by **SHINE on Saturdays**	£1,100 ** (£65,000 per project, per annum)	Up to 25% – the schools focus on the lowest achieving quarter	Improved behaviour and more active engagement with learning. Some evidence of increased attainment.
Training course for school staff (may be shared between a number of different schools), provided by **ContinYou**	£2,000 per course **	100% – all young people could benefit	Increase in the quantity and quality of out of school hours learning leading to possible improvements in motivation, social skills, attendance and achievement.
Research and development of a tool to give schools guidance on setting up a programme, provided by **ContinYou**	£80,000 per project **	100% – all young people could benefit	Increase in the quantity and quality of out of school hours learning, leading to possible improvements in motivation, social skills, attendance and achievement.

** Based on information provided by the organisation

sustainability. Rather than funding activities as a 'one-off' contribution, donors should consider how they can enable activities to become self-supporting, allowing them to continue after support has been withdrawn.

A second finding is those activities that are the most successful tend to be those that young people most enjoy. For example, Playing for Success works because it offers activities that appeal to children at the same time as educating them.

Table 6 gives the costs of some of the activities described above. The first striking thing is that the costs of all these activities are similar. That is because all are based on the same model, making the most of unused school buildings and resources. Differences come from the costs of staffing and any additional materials needed.

An after-school club for one term costs around £60 per pupil if led by a paid professional and around £50 if led by a volunteer.

Broadly speaking, out of school hours activities are cheap compared to all the other activities described in this report and they can potentially benefit every young person. To strengthen their case, more research needs to be conducted into the benefits of these activities. With the results of this research, their case for funding may become compelling.

For further information see:

Chapter on 'Supporting teachers and schools'

Chapter on 'Providing alternative education'

Out of school hours activities will be the subject of a future NPC sector report in 2006

The most successful activities tend to be those that young people most enjoy.

Photograph supplied by Kristian Buus

Providing support for special educational needs

4

Issues

- Poor behaviour in schools
- Low participation in post-16 education and training
- Relationship between schools and parents

Response

- Providing support for special educational needs

Results

- Academic attainment
- Vocational qualification
- Social skills
- Emotional health

Around one in six children has special educational needs (SEN), which means that he or she has some aspect of learning difficulty that requires 'additional or different' educational provision in school. This ranges from mild reading difficulties through to complex problems related to Down syndrome and cerebral palsy. Without adequate support, children with special educational needs will not be able to fulfil their potential and will not develop the skills to succeed in society.

The purpose of this section is to investigate the needs of children with special educational needs and the role of charities in meeting these needs. This was the subject of the NPC report 'Making sense of SEN'. The findings of this report are summarised below.

Issue

The state has a commitment to provide an education for all children, regardless of the complexity of their needs. For pupils with special educational needs, the state often fails this commitment.

Without an adequate education, the long-term consequences for children with special educational needs can be severe. They have a greater probability of poverty, unemployment and social exclusion.[76] These reduced prospects also imply significant social costs. One study estimates that the lifetime cost to the public purse of a child with autism is around £2.9m. It concludes that even a moderate increase in educational provision could potentially result in major savings in society.[77]

There are 1.8 million children of school age with some kind of special educational need. Precise data is not available, but researchers believe that there are upward trends in some conditions. Surveys have found significant increases in the number of children with autistic spectrum disorders, speech and communication difficulties, and profound and multiple learning difficulties.[78] Table 7 (see overleaf) shows the prevalence of special educational needs.[79,7]

Response

The role of the state

Around 89% of children with special educational needs are educated in mainstream state schools and 7% in state-funded special schools.[80] Many of those children educated in mainstream schools do not have access to the support they need.

There are many reasons for this failure. Teachers often do not have the expertise to recognise and determine the specific needs of each child.[79] Every school has a special educational needs coordinator (or SENCO), but this position is usually only part of a teacher's job. Ofsted recently reported that the shortage of appropriate staff training was a major concern.[20] Initial teacher training includes little or no guidance on special educational needs.

Parents may also struggle to get access to appropriate provision for their child. This provision is often expensive and requires extra funding from the LEA (see below). There is considerable variation in the resources available and the approach taken by each school, which results in what amounts to a 'postcode lottery'.

One in six children has special educational needs.

89% of children with special educational needs are educated in mainstream state schools.

Table 7: Prevalence of different groups of special educational needs in the UK

Special educational need	Condition	Approximate prevalence per 10,000 children
Cognition and learning	Specific learning difficulty	100–400
	Moderate learning difficulty	100
	Severe learning difficulty	
	Profound and multiple learning difficulty	
Behaviour, emotional and social	Behaviour, emotional and social difficulty	300–700
Communication and interaction	Speech, language and communication	100–400
	Autistic spectrum disorder	5–91
Sensory	Visual impairment	2–5
	Hearing impairment	13
	Multi-sensory impairment	Not available
Physical	Physical disability	600

Source: NPC (2004) 'Making sense of SEN'

Initial teacher training currently includes little or no guidance on special educational needs.

Special schools cater for those children with the most severe difficulties. Special schools are funded in the same way as other schools, but may be provided by local authorities or by charities. The average cost of a place at a special school in 2004/2005 was £14,340 per pupil, compared to £4,340 at a mainstream secondary school.[81]

Statementing

The mechanism for ensuring that children receive appropriate support in schools is the process of 'statementing'. Children who meet certain established criteria are issued with a 'statement'. The statement describes the extra support to which they are legally entitled. This might include a set quantity of one-to-one or small group lessons, additional equipment or regular sessions with a speech and language therapist.

The process of issuing statements is complicated, expensive and time-consuming. Parents often have to battle for extra support for their child. Securing a statement is often a laborious process involving writing letters to the school, meetings with LEA officials and assessments. In some cases, this requires a tribunal appeal. This level of difficulty can act as a deterrent to some families, particularly parents with a low level of literacy. Affluent, better-educated families are typically able to better navigate the system and to secure more generous provision. The process of statementing can be a barrier to those who most need it.

Of the 1.8 million children with some sort of special educational need, around 290,000, or one in six, have statements.[8] Sixty-four per cent of these are educated in mainstream schools.

Inclusion

It is widely agreed that children with special educational needs should be educated in mainstream schools where possible. This is desirable only if the needs of the child can be properly met, the education of other children is not adversely affected and parents are in agreement. For 'inclusion' to work, teachers and parents need to understand which children it is most appropriate for and what extra resources are required.

The movement towards inclusion has recently been associated with the closing of special schools. This trend has now slowed. Baroness Warnock, the most influential thinker on inclusion, recently expressed concern that inclusion may have gone too far. Warnock observed that misunderstanding over inclusion was causing 'confusion of which children are the casualties'. The tensions surrounding inclusion are still to be fully resolved.

The role of charities

As we have seen above, the state is required to provide appropriate education for all children. Charities play an important role in helping children to access this education. There are four main ways charities achieve this:

Establishing commitment – campaigning, raising awareness and challenging practice with the aim to ensure all children receive the support they deserve.

Promoting a better understanding – working with education professionals to spread knowledge and skills of the best ways to support children with special needs.

Helping children to access services – assisting parents to secure statements and ensuring that children are offered the services that best meet their needs.

Offering services that supplement those provided by the state – providing additional learning activities to give children the best possible chance of success.

In each of these four areas there is a range of different activities, which are discussed below.

Establishing commitment

The will to improve children's access to education is essential. This needs to exist in national policy and in schools.

Charities seek to increase this commitment through campaigning, seeking to change public attitudes and misconceptions about special educational needs. The **Special Education Consortium** brings together around 250 organisations and individuals involved in special educational needs to influence policy. The Consortium acts as a united voice in order to present a coherent front to government.

Promoting a better understanding

Understanding of special educational needs has come a long way in recent years. It was only three decades ago when 'backward' children were dismissed as failures. Notwithstanding the progress made since this time, 'modern' attitudes towards special educational needs are not universal. What is now accepted as good practice is not uniformly applied and many disagree on the most appropriate forms of educational support.

With years of experience, charities are often in a good position to promote better understanding by providing information, research and development, training courses and practical guidance.

The **National Autistic Society**, the **Down Syndrome Educational Trust** and academic institutions such as the **Institute of Education** and the **National Foundation for Educational Research** strive to improve knowledge in this area through research and by developing new approaches to educating children with special educational needs.

The **Dyslexia Institute** provides courses in literacy teaching methods for children with learning difficulties. **RNID** provides educational materials to teachers and is involved with the Open University in developing courses for teacher training with deaf pupils. The charity **I CAN** provides speech and language training courses to teachers and other professionals.

Helping children to access services

Securing a statement should ensure children get the educational support they need. However, the complexities of the process mean that children and their families often require assistance.

The **Advisory Centre for Education (ACE)** runs a helpline for parents experiencing difficulties with the education system, including children with special educational needs. It provides guidance for parents through a helpline and website, and publishes information packs that are widely disseminated. ACE targets disadvantaged groups through community workers. It provides training and materials so that they can disseminate their knowledge locally.

The **Independent Panel for Special Education Advice (IPSEA)** provides advice to parents relating to their children's special educational needs. It runs a free support line and has a network of volunteer professionals. IPSEA also represents parents trying to secure a statement at tribunal. In 2005, IPSEA supported 884 parents in tribunal cases. For more information on IPSEA see Box 4.

> More affluent, better-educated families are typically better able to navigate the statementing system and to secure more generous provision.

> 'I was left with the impression that the LEA was looking for any excuse to avoid granting a statement.'
>
> Parent

Photograph supplied by I CAN – Meath School

Box 4: Independent Panel for Special Education Advice

The **Independent Panel for Special Education Advice (IPSEA)** provides free independent advice and support for parents of children with special educational needs. Its aim is to ensure that all young people have access to the educational resources that they deserve from the state. IPSEAs main activities include:

- a free telephone advice line for parents
- a tribunal support service to help parents present their case for securing extra support for their child
- an 'exclusions service' for those children who have been excluded from school as a result of their special educational needs not being met
- a campaigning and lobbying role, which has been instrumental in changing legislation for the benefit of all children with special educational needs.

IPSEA has an annual income of £315,000. It employs ten staff and 142 trained volunteers. IPSEA aims to focus on providing support to those families least able to navigate the statementing system for children with special educational needs. In 2004, 48% of families represented by IPSEA at hearings came from households with an annual income below £15,000. It has a proven model of increasing children's access to support, with an overall cost per child of £200 to £300.

In 2005, IPSEA dealt with approximately 11,000 queries. Many were repeat callers. This included 2,100 requiring basic information and 884 involving appeals. IPSEA represented 334 of these cases at hearings. Over 70% of these cases were successful, bringing each child additional support of around £3,000. In some cases, IPSEA has been able to directly influence LEAs to change unfair policies. In others, it has convinced the Secretary of State to intervene.

> Without support from charities, many children would not get the chances that they deserve.

Offering services to supplement those provided by the state

Historically, the 'care' of children with severe special educational needs was shared by charities and the health service. Today, charities play a smaller role. However, there are still just over 100 schools run by charities, although the increasing appreciation of the benefits of inclusion means that many charities are closing these schools.

The TreeHouse Trust is a charity founded in 1997 in North London by a group of parents whose children had been diagnosed with

autism. **The Children's Trust** in Surrey provides residential education for up to 36 children with multiple and profound difficulties. **I CAN** runs two schools and a further education unit for children and young people with severe communication disabilities.[82]

The state is committed to paying for the cost of these schools, but the services offered by these charities sometimes exceed what the state is willing to pay. The charities use voluntary donations to pay for this additional work.

Charities provide a range of other activities for children with special educational needs. These include many of those mentioned already, particularly in the chapter on social and emotional support. Charities also help by providing equipment for children. For more information on these services, see NPC's report on disabled children, 'Ordinary Lives'.

Springboard for Children provides one-to-one support for primary school children in South London. It aims to give children who are having difficulties learning to read and write a 'literacy lifeline'. Springboard receives pupils referred by teachers and gives each pupil intensive one-to-one support for 30–50 minutes twice a week. They are taught by specialist teachers and trained volunteers using established methods.

Results

The **Special Education Consortium** has had considerable success in improving the commitment of government. For example, it can claim to be instrumental in recent changes to policy, including improving the Special Educational Needs Code of Practice and increasing the rights of children to attend the school they want to go to. The impact of this policy change could affect thousands of children each year.

Feedback from parents using **ACE**'s services is positive. Parents report that they have a better understanding of the issue and are more prepared to present their case, ultimately achieving greater satisfaction in the provision of education for their children. **IPSEA** is very successful at securing statements for pupils. In 70% of cases that it represented in tribunal, children were awarded a statement.

Evaluation of **Springboard**'s work shows that 88% of the children it works with are able to return to mainstream lessons with a reading age comparable to their peer group in the school.

Photograph supplied by Springboard for Children

Table 8: Indicative costs for providing special educational needs support

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Information and advice to parents, provided by the **Advisory Centre for Education**	£90 per call to the helpline[79]	17% – one in six pupils have a special educational need	Puts parents and families in a better position to understand and negotiate better provision for their child.
Independent advice and support for children with special educational needs, including representation at tribunal, provided by **IPSEA**	£200–£300 per pupil[79]	17%	Puts parents and families in a better position to understand and negotiate better provision for their child. Around 70% of IPSEA's tribunal cases are successful, bringing £3,000 of extra support for each child.
Training for teachers to educate children with communication difficulties, provided by **I CAN**	£150 per teacher **	10% of children have a communication difficulty	Puts teachers in a better position to recognise and manage young people with communication difficulties, ensuring that they are not left behind in class.
Full-time education for severely disabled children for one year, provided by **The Children's Trust**	£95,000 (£380,000 per technology-dependent child)[83]	0.01% – the number of severely disabled children in the UK 0.001% technology-dependent	Gives children an education. Allows children the opportunity to learn and develop social relationships. Reduces the support and stress on the family.
Intensive one-to-one reading support given twice a week for one year, provided by **Springboard for Children**	£1,800 per pupil, based on an annual expenditure of £654,000 working with 365 pupils	20% of pupils have difficulty learning to read	Pupils measurably improve reading and writing skills. 88% are able to return to mainstream lessons with a reading age comparable to their peer group Improving literacy gives children better access to all areas of the curriculum, improving chances of success

*** Based on information provided by the organisation*

Conclusion

Many children are not receiving appropriate educational provision. The activities of charities give children with special educational needs the opportunity to fully participate in education, to achieve qualifications and develop their skills. The support given to families also reduces stress and gives parents the confidence to deal with future difficulties associated with their child's education. Without support for charities, many children would not get the chances that they deserve.

Table 8 gives an indication of the costs of some of the activities described above. It costs **ACE** around £90 to answer a call to its helpline. It costs **IPSEA** an average of between £200 and £300 to deal with each query. Even if their success in helping secure statements is low, the amount of benefit they bring in terms of the financial value of extra support is likely to make these charities cost effective.

A striking observation is how cheap it is to train a teacher, something that can have a potentially huge impact. If the training provided to a teacher by **I CAN** is able to help 30 pupils, then the cost per pupil is only £5. This will be equally true of almost all training opportunities.

The table shows that it costs the **Children's Trust** £95,000 to educate a severely disabled child. By contrast, **Springboard for Children** spends £1,800 per child for intensive one-to-one support twice a week for one year. However, both these costs seem expensive compared with the average cost per place at a primary school of £3,600 per annum.

For further information see:

Chapter on 'Providing social and emotional support'

Chapter on 'Supporting post-16 educational choices'

NPC report *Making sense of SEN: Special educational needs*

NPC report *Ordinary lives: Disabled children and their families*

‘He is more confident with other children and in himself. He is bursting with language to tell stories and what he has been doing.’

Teacher talking about a child receiving help with his communication difficulties

'Teaching is a very stressful job. You can't leave it behind. When I go home I always think: 'I wonder how my children are.' Teacher

Photograph supplied by Kristian Buus

5

Supporting teachers and schools

Issues

- Teacher skills and retention
- Relevance of the curriculum
- Relationship between schools and the wider community
- Urban schools

Response

- Supporting teachers and schools
  - Recruitment
  - Retention
  - Training
  - Management and governance support
  - Curriculum development
  - Collaboration

Results

- Academic achievement
- Vocational qualification
- Social skills
- Engagement as a citizen
- Emotional health

Probably the most important determinant of whether a child receives a good education is the quality of teaching. This section looks at ways in which support for the teaching workforce can produce better results for young people through recruitment and training, curriculum development, management and governance support, and collaboration between schools.

A good education requires teaching that inspires pupils to learn. The quality of teaching is the most important school-related factor in influencing student achievement.[84] The most effective schools are those with the best teachers and leaders.[3, 85] As with any profession, teachers will perform better if they are happy, motivated and well led.

A good education also requires schools that are inspiring places to learn. Good schools have an interesting, up-to-date and varied curriculum. Good schools are also frequently those that take advantage of links with other schools.

Teachers and schools are under unprecedented pressures. Inspections, league tables and a greater emphasis on internal appraisal and self-evaluation are all intended to increase accountability. According to Ofsted, teaching quality has never been higher.[20]

This chapter look at the ways charities support teachers and schools. This is divided into six main areas:

1 recruitment

2 retention

3 training

4 management and governance support

5 curriculum development

6 collaboration.

Each area is discussed in more detail below.
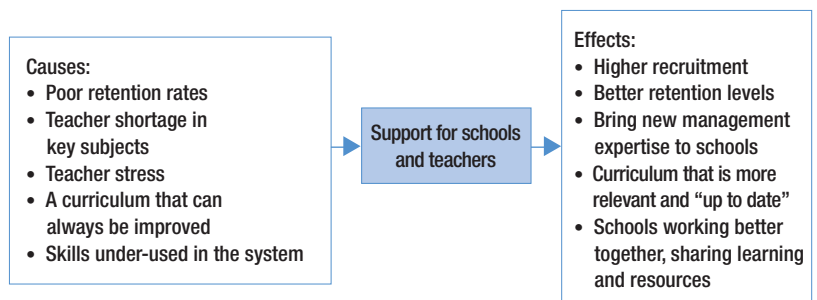
Recruitment

Issue

Over the past few years the issue of teacher recruitment has repeatedly hit the headlines. The newspapers tell us that there is a chronic shortage of teachers. In reality the problem is more complex. Nationally we have 431,900 teachers in England, more than at any time since 1982.[86] Record numbers of university leavers are choosing to train as teachers.[87] The number of reported vacancies is actually fairly low. In 2004, there were seven vacancies for every thousand teachers, or a total of around 2,480 unfilled posts.[86]

The quality of teaching is probably the most important school-related factor in influencing student achievement.

Figure 15: Support for teachers and schools

Causes:
- Poor retention rates
- Teacher shortage in key subjects
- Teacher stress
- A curriculum that can always be improved
- Skills under-used in the system

→ Support for schools and teachers →

Effects:
- Higher recruitment
- Better retention levels
- Bring new management expertise to schools
- Curriculum that is more relevant and "up to date"
- Schools working better together, sharing learning and resources

This rate varies dramatically by area and subject. In London the average vacancy rate is 15 in every thousand. Newham, for example, has a vacancy rate almost four times the national average.[87] Recruiting teachers is difficult in subjects like maths and ICT, which depend on graduates who are in short supply, such as maths and ICT.

The composition of the workforce poses issues for the future. Evidence presented to the House of Commons Education and Skills Select Committee in 2004 indicated that 50% of teachers are over 45. This means that more than half of the teaching force will be retiring by 2015, so 50% of the workforce of 2015 is yet to be recruited.[34]

The role of the state

Teacher recruitment is a core responsibility of the government. It is the role of the Training and Development Agency for Schools to attract new school leavers and graduates to the profession and to ensure that all trainees receive a high quality training prior to entering the classroom. This training occurs in specialist teacher training colleges in higher education institutions all over the country.

To address staffing issues, the government has devised a number of strategies. It offers financial incentives to graduates considering entering the profession, especially in subjects with a shortage. These include training bursaries, 'golden hellos' and the offer to pay off student loans.

> 50% of teachers are over 45, which means more than half of the teaching force of 2015 is yet to be recruited.

Photograph supplied by Fairbridge

The role of charities

Until recently, the charitable sector has had little role to play in teacher recruitment.

Teach First was set up in 2003 in response to the shortage of teachers in London. Teach First offers a two-year programme for 200 graduates, beginning with a 'fast-track' training programme and ending up with participants teaching classes by themselves. After the first year of the programme, participants are expected to gain qualified teacher status. Teach First recruits graduates from the top universities and places them in inner-city schools. The first entry to Teach First was in 2003 and participants completed the course in summer 2005.

Teach First is supported by a large number of businesses, including McKinsey & Company and Citigroup. After the training, participants can decide either to continue teaching or move into business. Teach First also has the support of the DfES and the teaching unions.

The primary stated purpose of Teach First is to raise attainment in inner-city schools. Teach First has set itself a very tough target and one that will be tough to prove. Any overall effect on achievement will be difficult to measure and may not be perceptible for years to come.

Teach First's programme is still in its infancy and is undergoing its first evaluation. The information available suggests that Teach First has been successful at recruiting graduates who would not otherwise have considered teaching. In the first cohort, 85% of graduates who began the training continued for the full two years, all gaining qualified teacher status. This is set to be higher for the second cohort. Among those graduates who completed the course in 2005, around 50% have remained in teaching for a third year. There are a number of concerns around the workload of participants and the mentoring they receive in school, but Teach First has recognised these difficulties.

It is not possible to assess the long-term benefit of Teach First on schools yet, but two independent studies in the US, where the idea originated, show small benefits for pupils.[88] Standardised test results were significantly higher for maths in classes taught by 'Teach for America' participants, although the results for reading were not significantly different.[88]

Leaving aside the effect on attainment, many of Teach First's supporters believe that recruitment is a sufficient justification for the scheme. Teach First is a way of increasing the quantity of high-calibre graduates in teaching. In the US, the impact in inner cities has been significant. Since the scheme began in 1990,

39% of participants have remained as teachers or administrators in schools. A further 24% have remained in education in other ways.[89]

Despite widespread consensus, questions remain about Teach First. The US study raised questions about the cost effectiveness of the programme. The UK experience has proved that on-the-job training and supervision by existing school staff is resource intensive. The costs of this training are only partially understood.

Teach First seems to be an effective way of recruiting good teachers, but does this justify the time and effort put into training each teacher by Teach First and the schools in which they are placed? The scheme is in very early stages, but there are already signs of success. In the long term, if Teach First can maintain the proportion of graduates staying on beyond the initial two-year training, then it seems it will be money well spent.

Teach First is planning to roll out across five of the UK's other large cities.[15] It is funded by a mixture of businesses, grant-makers and government sources. Approximately half of Teach First's income comes from private donors.

Retention

Issue

Statistics show that the nature of teaching has changed. No longer is it a job for life. Fewer than 50% of students who begin teacher training are in the profession after five years and for those who remain, periods of tenure have decreased. Rising numbers of teachers are moving between schools, or leaving before retirement age. As a consequence, the typical head can now expect to lose almost 17% of his or her teaching staff every year.[90]

The day-to-day demands of teaching are great and can take their toll on even the best teachers. Teaching can be a lonely profession, particularly in the first few years. Stress is a common complaint and costs schools millions of pounds every year through lost time. A study published by the Health and Safety Executive showed that teachers topped the table for reported stress at work: 41% reported high levels of stress, compared to an average across all industries of 20%.[91]

The role of the state

The government has attempted to reduce the burden on teachers. The number of teaching assistants has doubled since the mid-1990s and is now 260,000.[15] Workforce remodelling and the introduction of planning, preparation and assessment (PPA) time to prepare lessons promises to reduce the workload.[92] The government also plans to introduce specialist subject support assistants.[15]

The role of charities

The charity **Teacher Support Network** exists to support teachers with their day-to-day problems in schools. It runs a telephone helpline that teachers can call at any time. Callers can speak to trained counsellors or be given advice or information. Every year, the helpline receives around 17,000 calls. Teacher Support Network also offers teachers practical support by providing information on housing and financial grants. It receives most of its funding from contributions from National Union of Teachers members.

Training

Issue

Teaching requires many skills. Teachers must have knowledge of their curriculum area and know the best way to package and deliver information. They must be able to meet the demands of young people of varying abilities and be experts at managing behaviour.

Training and professional development is a key part of developing and maintaining the workforce. Training takes the form of initial teacher training, which occurs in teacher training colleges, and continuous professional development, which occurs throughout a teacher's career.

The role of the state

At teacher training colleges, students receive training based on the subject and key stages in which they choose to specialise. However, the limits of initial teacher training mean that it is unrealistic to expect trainees to be educated in every area. Inevitably, there are omissions. For example, teachers often lack expertise in special educational needs or in dealing with bullying.

Learning does not stop after teachers enter the classroom. Once in the job, teachers have the opportunity to develop their skills further. However, opportunities for development vary from school to school, depending on the commitment of management and how the budget of the school is allocated.

The role of charities

Developing materials is a key way that the charitable sector is involved in teacher training. For example, the **RNID** has developed materials that are used in teacher training and is piloting a course for teacher trainees on coping with deaf pupils. The **Anti-Bullying Alliance** also plans to develop materials for use in teacher training.

Several charities run in-school training courses for teachers. **Antidote** provides training on how to create a supportive environment for children with emotional and social problems. The **Dyslexia Institute** trains teachers in ways to teach dyslexic children how to read.

> ‘The day-to-day demands of teaching are great. They take their toll on even the best teachers.’
>
> Head teacher

Charities that support school leaders rely as much on donations of skills and expertise as they do on money.

Box 5: HTI (Heads, Teachers and Industry)

HTI (Heads, Teachers and Industry) is a social enterprise that aims to improve leadership in schools.

The bulk of its work consists of running training courses for head teachers and senior managers. These courses are funded entirely by the government-backed National College of School Leadership. HTI is a leading supplier of these training courses and has been involved in the development of the programmes.

HTI also runs a number of other services. These are funded primarily from the surpluses generated from the training contracts, but also by voluntary contributions from businesses and grant-makers. These include:

- Running a secondment programme that places school leaders in industry to improve their skills and experience. Placements include blue chip companies, government departments and research posts.

- Running Take5, a model to encourage the involvement of business in schools. The programme matches business to schools to work on five-day projects. These are specifically requested by the school to help in areas where they may have little or no expertise. Typical projects focus on human resources, marketing, or finance and auditing.

- Carrying out other activities, including tailored training programmes, research and coordinating business-education training programmes.

HTI has an annual income of £5m and employs 43 full-time staff. It costs around £10,000 to fund a secondment of 12 weeks and £500 per school participating in Take5.

HTI is highly regarded as a provider of training to school leaders and has been rewarded by renewals to its contract. Research by HTI records a number of benefits for the teachers and schools that participate in its secondment programme. The majority of secondees say that the experience leads them to make changes to their leadership style and increases their confidence to work with external partners. Other benefits include a greater understanding of work and employability issues.

Take5 participants report that involvement makes a positive contribution to the school and to their own skills and experiences. In some cases the relationship extends beyond the five years. For example, one participant became a member of the school's board of governors.

Curriculum development is a creative process, in which there will inevitably be successes and failures.

Villiers Park Educational Trust aims to improve the quality of lessons for gifted and talented pupils. Much of what the trust does is improving communication between schools. It establishes links between schools, colleges and universities to create a local platform for knowledge sharing. One benefit of this is that it keeps teachers up-to-date with developments in their subject areas. This is particularly important at sixth-form level.

The Learning Challenge (TLC) provides training around managing poor behaviour. TLC trains schools in delivering short courses of group skills work with children, using a model proven to have long-term benefits. Training is open to all schools across five local education authorities in the North East of England.

Management and governance support

Issue

Good leadership, management and governance are characteristics of all good schools. Schools depend on a skilled head teacher and a strong management team. However, like in all professions, school managers are often promoted from positions lower down the school and begin with no prior experience or training.

Ofsted rates 75% of school management as good or better. This means that 25% are rated as less than good. Weak or failing schools are frequently so because they are poorly managed. Schools may contain excellent teachers, but without good leadership their talents are wasted. Improving the quality of leadership in these 25% of schools is a priority.

Role of the state

School managers have access to a number of development opportunities. All head teachers have to complete mandatory training programmes. However, this is not true of other senior and middle managers in schools and many have received no training at all.

The government-funded National College of School Leadership (NCSL) is dedicated to improving the skills and quality of school leadership. It runs courses for school and college managers. It contracts with not-for-profit and private consultants to deliver these programmes.

Role of charities

Those in the education sector have woken up to the potential cross-over between the management of schools and the management of other organisations such as businesses. Whilst there are a great number of differences between running a successful school and a successful business, there are also similarities. Every successful organisation has a strong vision, encourages and rewards success and values its employees.

A number of activities aim to support management and leadership in schools by using the expertise of businesses. These activities can often be treated as development opportunities for the staff of both schools and businesses. Business can also benefit from the reputation this work brings with it.

The **National College of School Leadership** runs a scheme that pairs around 400 head teachers every year with successful people in

business. Over the course of a year, the head teacher and business mentor meet around 20 times. The **Association of Colleges Charitable Trust** operates a work shadowing scheme. The scheme pairs further education college lecturers with managers in other sectors of the economy, including retail, government and financial services.

HTI (Heads, Teachers and Industry) runs a secondment scheme, placing school leaders in businesses. The placements last from six weeks to a year and involve working on specific projects. Participants are encouraged to think how their experience directly relates to problems they encounter in schools. They receive a coaching session at the beginning, the middle and the end of their secondment. Some big businesses are also involved in similar schemes to support teachers, either individually or through organisations such as **Business in the Community** or **East London Business Alliance**.

Evaluations of these mentoring and work placement schemes tend to be based on the perceptions of participants and whether they found it a positive experience.[93, 94] Little has been done to show how the experience impacts on the performance of the manager.

One of the first mentoring schemes in England and Wales found that 66% of the head teachers rated the mentoring process as 'successful' or 'very successful'.[95] Reported benefits of the National College of School Leadership's programme included reduced stress, increased confidence and self-esteem and improved personal skills.[96] Tangible benefits for the school included better links with the community and access to work experience opportunities for pupils.

Businesses can support schools in other ways. **HTI** runs a programme called Take5. The purpose of Take5 is to get businesses to give five days of their skills and expertise to schools, working on specific projects requested by the school. Most often help is given in marketing, human resources and finance, where schools have limited expertise.

Each project is different so there are many individual examples of success. In some cases the relationship between the school and business has continued. Both parties report benefits from the relationships that Take5 has established. For more information on HTI see Box 5.

Each of the activities in this section rely as much on donations of skills and expertise as they do on financial contributions. Supporting leadership provides a good opportunity for those with management skills to become closely involved in education.

Curriculum development

Issue

The content of the curriculum and the way it is taught must be interesting and stimulating for pupils. To retain young people's interest it must be kept fresh and up-to-date, it must challenge them and it must feel relevant to their lives.

The curriculum must meet the needs of a diverse school population. It must appeal to young people who are less academically able and it must be stimulating for gifted and talented pupils.

The school curriculum can be used to address wider societal concerns. For example, citizenship education in schools can help to promote tolerance and understanding and encourage wider participation in society. This is important in the context of increasing political apathy, growing cultural diversity and the need for a greater understanding of different religions, particularly since the London Bombings.

Citizenship education was first introduced into the school curriculum in 2002. However, Ofsted reports that the subject is marginalised in the curriculum in one fifth of schools.[20]

Role of the state

For children under 14, the National Curriculum is intended to ensure access to an interesting and appropriate curriculum. For young people over 14, the content of public examinations largely determines what is taught.

It is the job of the Qualifications and Curriculum Authority (QCA) to ensure that the curriculum is of a sufficiently high standard and suitable for all. Alongside the National Curriculum, the QCA publishes 'schemes of work' to help teachers fulfil these statutory requirements. The DfES also publishes suggested lesson plans.

Photograph supplied by Kristian Buus

> ' Working with a computer expert from business has developed my own skills, as well as being of significant importance to the life of the school. '
>
> Head teacher

There is great enthusiasm and goodwill for collaboration in schools.

Many of the skills that will bring about school improvement already exist in the education system, but they are unevenly spread.

Teachers have long complained that the present curriculum structure stifles creativity. Forthcoming government reforms seem set to increase the flexibility for schools to pursue their own curriculum.[15] However, those schools that are not required to follow the National Curriculum often choose to do so anyway because it suits their needs. It seems likely that schools are not ready to abandon the National Curriculum entirely, but in the future they are likely to exercise greater discretion over its content.

The curriculum for 14 to 19-year-olds is set to undergo change following the 2004 Tomlinson Review of curriculum and qualifications.[97] The government is now committed to strengthening the vocational routes available for students and there is a renewed focus on 'work-related learning'.[98] Even though the review's main recommendations were rejected, it has provoked a new willingness amongst teachers to engage with vocational elements of the curriculum. Coupled with the government's enthusiasm for closer links between businesses and schools, vocational education is an area of the curriculum where there is room for development.

The role of charities

For a long time, organisations outside government have been involved in helping to shape the school curriculum. Professional associations, including the **Geographical Association**, **Maths Association** and **History Society**, have all been involved in curriculum development. Universities, think tanks and charities also make an enormous contribution. For example, the **Open University** produces materials for use in the classroom.

The **Nuffield Foundation** funds a curriculum centre that develops new teaching programmes, primarily in science and technology. The centre employs the equivalent of eight full-time staff and works closely with the government, higher education institutions and other research foundations. Nuffield is a keen advocate of a greater use of multi-media in the classroom. It produces teaching resources that are available on its website.[99]

The Citizenship Foundation aims to increase citizen participation and encourage young people to become more active in the democratic process through teaching and learning. It runs a number of innovative programmes, including G-Nation, which encourages volunteering among pupils and organises training and seminars for teachers. **The Hansard Society** exists to promote effective parliamentary democracy through education. Its aim is to ensure citizens are connected with the institutions and individuals who represent them in the democratic process.

It is difficult to measure the impact of innovations in the curriculum. Curriculum development is a creative process, in which there will inevitably be successes and failures. It is unpredictable.

The number of copies of a report sold, or the number of schools where the programme is taught is a good indication of how widely the work has influenced teachers. All the organisations mentioned have good records. The Nuffield Foundation can also claim credit for some of the recent rethinking of the Key Stage 3 school science curriculum.

Collaboration

Issue

In the education system expertise is unevenly spread: different schools have different strengths. 'Collaboration' is intended to help make better use of this expertise through sharing of knowledge and resources between schools.[100] This applies not only in the state sector, but also between the state and independent sectors.

Arguably, the emphasis on league tables and parental choice in recent years has produced fiercer competition between schools. If this is true, it is easy to be sceptical about the concept of collaboration. However, without doubt there is great enthusiasm for collaboration within the education system.

The role of the state

Recent DfES initiatives have championed the concept of 'collaboration' as a means of school improvement. This is illustrated in the DfES' enthusiasm for 'federations'. Federations are groups of schools that work together to improve the education for all their pupils. The 2002 Education Act provided schools with the flexibility to innovate with collaboration through making use of joint governance arrangements. Federations offer schools a range of possibilities for partnership. This includes relatively simple measures such as sharing facilities and resources, to more ambitious sharing of staff and pupils.

There is no universal method of collaboration. The government is piloting a series of 'Leading Edge Pathfinders' to find out what works. Each project is given £60,000, distributed by a lead school across a partnership. This money is free to be spent however the schools see fit. This might be on staff training or to pay for good teachers to share their expertise in one school to another.

Interim evaluations of the pathfinders are positive. Researchers reported that they had never seen such a favourable response to a school improvement initiative.[101] The overall results on pupil achievement have been difficult to record because of the problems separating the effects of partnerships from other initiatives in the schools.

The role for charities

If successful, the Leading Edge Pathfinders offer will open up opportunities for donors interested in supporting schools directly. There are a number of other initiatives to encourage collaboration within the charitable sector. The **Specialist Schools and Academies Trust** coordinates a network of specialist schools that help schools to share skills. The specialist school programme aims to get schools to work together more effectively, although Ofsted has been critical of the progress to date made on this core aim.[102]

Villiers Park Educational Trust creates networks between schools and colleges and universities. Its focus is on ensuring that gifted and talented pupils receive a stimulating education.

Independent-state school collaboration

A recent report highlighted the educational 'apartheid' in Britain between pupils who attend independent fee-paying schools and those who attend state-maintained schools.[103] This division is more acute in some areas, especially in London, where around 14% of young people attend independent schools.[36] At present, the division is also often characterised by a lack of any relationship between the two types of schools.

A greater degree of interaction between state and independent schools can have benefits on both sides. Independent schools are typically better resourced and have facilities that are not usually available to young people within the state sector. Teachers in both types of schools can benefit from sharing expertise and lesson ideas.

However, there are risks in any partnership. For example, teachers in the state sector may be suspicious of their counterparts in the independent sector, particularly of the training they may have received and the applicability of their methods to disadvantaged pupils. There is also a danger that independent-state school partnerships imply a one-way relationship, with independent schools 'helping out' state schools, even though the efforts at collaboration so far have demonstrated that the relationship is never one way.[104]

In 1998 the government invested in a series of independent-state school partnerships. Funding was made available to schools and LEAs, supporting a wide range of projects in sports, in science and in the creative arts. This programme has continued and in 2003/04 involved 46 partnerships.

The programme has enabled teachers to share professional expertise and gives young people access to a wider range of opportunities. In one successful partnership in London, a long-established independent school has helped a state school to plan and develop a sixth form. Evaluations have indicated that the most important determinant of whether the project will be successful is the commitment of teachers and

Photograph supplied by HTI

management.[104] Successful projects also had clarity of focus and were aware of the need to break down preconceptions between schools.

SHINE's Serious Fun on Saturdays programme is hosted by independent schools for students from local primary and secondary state schools. As we have seen earlier in this report, SHINE's sessions are designed to focus on learning, but also allow fun activities using creative teaching methods. Both teachers and pupils report positive experiences from the programme.

Conclusion

This chapter shows there are many ways that donors and funders can support teachers and schools. The first four sections looked specifically at supporting teachers. The fifth and sixth sections looked at supporting schools in a more general sense. This is a taster of just some of the options. There are almost infinite possibilities for creative partnerships between businesses, charities and schools. These strategies very often embrace new approaches and entail a relatively high degree of risk.

For donors considering investing in this area, the most important determinant of success seems to be that teachers and schools are receptive and committed to an idea. Without this sort of commitment, activities are unlikely to be successful.

Table 9 provides a guide to the cost of supporting teachers and schools. These costs vary greatly, as do the results that they achieve.

Consistent with the other chapters in this report, in terms of the cost per pupil, the most expensive activities are those that focus on individual pupils. It costs between £275 and £1,000 for **the SHINE Trust's** 'Serious Fun on Saturdays'. The least expensive activities are those that focus on the whole school.

There are almost infinite possibilities for the transfer of skills between schools, the commercial sector and the charitable sector.

The £500 cost of **HTI's Take5 programme** is appealing, given that it is approximately equal to one day's consultancy at commercial rates. The cost of mentoring a school or college leader shows a big contrast with the cost of mentoring a pupil, as described in the chapter on providing social and emotional support. It costs the **Association of Colleges Trust** around £850 to arrange mentoring for a college lecturer, compared to thousands of pounds for a pupil. Mentoring between professionals does not require a criminal records bureau check and much of the relationship can be brokered by the participants themselves.

For further information see:

Chapter on 'Supporting whole school transformation: Specialist schools'

Chapter on 'Supporting post-16 educational choices'

Chapter on 'Providing social and emotional support'

Table 9: Indicative costs for supporting teachers and schools

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Recruit, train and support graduates for a period of two years, provided by **Teach First**	£6,640 per graduate, based on an annual expenditure of around £1.3m for 200 graduates. Not including the costs for the school or DfES	100% – all young people could benefit	Only one cohort of graduates has completed Teach First so long-term evidence is not available. Around 50% of 2005 graduates remained in teaching for a third year. In a comparable scheme in the US, 40% of graduates remained in teaching longer than five years.
Mentoring for one college principal over the course of one year, provided by the **Association of Colleges Charitable Trust**	£850 per person **	100% – every college student could potentially benefit	Provides an opportunity for college leaders to investigate how they manage and learn from another environment. Introduces new management techniques in colleges. In another study, 66% of head teachers rated mentoring as 'very successful'.
Teacher training in behaviour support and support to schools through a five-year programme in one school, provided by **The Learning Challenge**	£120 per pupil [30]	100% – all young people could benefit	Improved behaviour in schools. In one school incidents of bad behaviour were reduced by 90%.
Sponsoring a federation of six secondary schools, benefiting up to 6,000 pupils a year	£10 per pupil, based on a cost of £60,000 per federation	100%	Increased engagement and collaboration between schools.
Secondment for a teacher or school leader, provided by **HTI**	£5,000 for six week secondment £10,000 for 12 weeks **	100%	Greater range of experience and expertise to inform classroom practice and school leadership.
Arranging five days of business support to a school through **HTI's Take5 model**	£500 per school **	100%	Specific task undertaken, for example, producing a school website. Relationship may develop into a long-term professional friendship.
The SHINE Trust's Serious Fun on Saturdays programme for between 30 to 120 students	£275–£1,000 per annum, depending on activties **	25% – based on the SHINE Trust focusing on the lowest achieving quarter	Improved confidence, attainment and engagement with learning.

*** Based on information provided by the organisation*

Supporting whole school transformation: Academies

6

Issues

- Relationship between poverty and educational opportunity
- Relationship between ethnicity and educational opportunity
- Poor behaviour in schools
- Truancy and exclusion
- Relationship between schools and the wider community
- Low participation in post-16 education and training
- Buildings and resources
- Low performance of vulnerable pupils
- Urban schools

Response

- Supporting whole school transformation: academies

Results

- Academic attainment
- Vocational qualification
- Social skills
- Engagement as citizen
- Emotional health
- Physical well-being

Academies were introduced in 2000 as a new type of independent, state-funded school.

The government is keen to harness the skills and enthusiasm donors can bring to education. Nowhere is this desire more evident than in the academies initiative, a scheme that brings private and public money together to create independent, state-funded secondary schools. The purpose of this section is to investigate the academies initiative and to pose the question of whether this represents a good investment for donors.

What are academies?

Academies were introduced in 2000 as a new type of independent, state-funded school. Established with the contribution of private sponsors, their aim is to raise standards and increase the opportunities available to young people in areas of educational underperformance.

Sponsors are invited to contribute up to £2m to the costs of building the new school, with the remaining amount contributed by the DfES. Academies cost an average of around £25m to build, so the sponsor's contribution represents less than 10% of the total cost of the project. Once the academy has been established, ongoing running costs are paid directly to the school by the DfES. This enables the academy to be run independently of the LEA.

In return for their investment, the sponsor gets the opportunity to shape the development of the school: appoint the head teacher, become part of the governing body and establish its ethos and identity. Sponsors do work within constraints. Academies are schools intended for local children of all abilities. Admission arrangements are agreed between the school and the Secretary of State and must be consistent with the national code of practice on admissions.

Academies are intended to replace weak or failing schools in areas of disadvantage. In the 14 academies for which figures are available, 31% of pupils are eligible for free school meals, against a national average in secondary schools of 14.3%.[105] This gives some indication of the relative poverty of academies' catchment areas.

At the time of writing there are 27 academies open across the country, 14 of which are in Greater London.* The government's five-year plan for secondary education promises to open 200 academies by 2010.[106]

What are the alternatives?

Academies are only one model of school improvement. In 1997 the government introduced 'Fresh Start', a programme to improve schools that were judged by Ofsted to be consistently failing.[107] Under Fresh Start, the failing school is closed and a new school is opened with a new name, a new head teacher and new staff. However, unlike academies, the closed school is refurbished and reopened in the same buildings. Since 1997 there have been 27 Fresh Start secondary schools, each costing around £2.2m.[108]

Academies cost an average of £25m. The sponsor's contribution represents less than 10% of this cost.

* Three academies opened in September 2002, nine in 2003, five in 2004 and ten in 2005.

Box 6: United Learning Trust (ULT)

The **United Learning Trust (ULT)** is the largest provider of the government's academies' programme. ULT runs four academies, in Manchester, Salford, Lambeth and Northampton, and plans to open a further eight. ULT is partnered with the United Church Schools Trust (UCST), a charity that runs ten independent fee-paying schools.

ULT aims to build a strong ethos in its academies, to recruit excellent teachers and heads, and to provide ongoing support. ULT puts an enormous emphasis on leadership and collaboration. It provides support through professional development for head teachers and curriculum development, including sharing curriculum approaches between academies. ULT also centralises a number of functions from its schools, including ICT and finance, to reduce overall costs. ULT schools have a Christian ethos, but admit pupils from all backgrounds.

NPC has visited two of ULT's academies (in Manchester and Salford). The schools were impressive, well-led, and the pupils highly motivated. Both head teachers valued highly the support that they receive from ULT. In Manchester Academy's second year, results have improved considerably compared to its predecessor school: 25% of 16 years old pupils achieved five GCSE grades A* to C in 2005, compared to 14% in the predecessor school. In Northampton Academy, which has only been open for one year, results have increased slightly from 30% to 34%, although the number of children eligible for free school meals has fallen by 31%.

ULT finances its academies with contributions from external sponsors. The DfES has agreed that ULT needs to raise £1.5m to establish an academy, rather than the usual £2m. All of the remaining capital costs and ongoing costs of the academy are then met by the DfES.

ULT's educational background reduces some of the risk of establishing an academy. However, the difference between running fee-paying schools and academies in deprived areas is great, particularly in terms of the intake. Like all academies, ULT academies share other risks, such as appointing the right head teacher and staff. As ULT grows, it needs to continue providing high quality support to all of its new academies.

> Academies put a huge emphasis on leadership. It is a primary responsibility of the sponsor to recruit an excellent leader.

How are academies established?

The decision to establish a new academy is one that is made between the DfES and the sponsor. Once plans have been submitted and formal consultation with the LEA is complete, the sponsor enters into a contract with the DfES. A funding agreement sets out the details of the contract, including the funding, staffing and admission arrangements. Sponsors then create an 'academy trust' with a board of governors that includes the sponsor and a number of people appointed by the sponsor. The board must also include one elected parent governor, one staff governor and one local authority nominated governor. The academy is established as a company limited by guarantee with charitable status.

How are academies run?

Together with the DfES, the sponsor oversees the construction of the academy prior to opening. It is at this stage that the sponsor has the most significant input, preparing the ground for a successful school by appointing the head teacher and establishing a vision and ethos for the school.

Once the academy has opened, like any other school they are run by a head teacher, or 'Principal'. The academy model puts a huge emphasis on leadership and it is a primary responsibility of the sponsor to recruit an excellent leader. Beyond this, sponsors involvement varies from school to school. In the academies NPC visited, the sponsor was conspicuous in the identity, crest and uniform of the school, but took no direct role in the day-to-day running of the school.

What makes academies different?

The model for academies is a complex one. In many ways they are similar to other schools: they rely on good leadership and management and are run on the same budget. They differ from other schools in three key respects. These are:

- the involvement of a private sponsor;
- greater independence and freedom over the curriculum, staffing and admissions; and
- new buildings and design.

The stated aim of the academies programme is 'to raise standards'. Below we examine the evidence that exists to suggest that these three characteristics will improve school performance.

Private sponsorship

The involvement of private sponsors in education is not new. Historically, the church was immensely significant in providing education and continues to be influential in the running of schools. What the academies programme has done is to broaden the invitation to businesses and individuals. This has given a renewed importance to the question of what sponsors can add to schools and whether there is a tension between private interests and public education.

What do sponsors add?

The most obvious contribution of sponsors is financial. Although £2m is a fraction of the overall cost of an academy, it does bring benefits. It is enough to buy one sports hall or 13 science labs. However, it is suggested that the financial contribution of sponsors is simply part of a contract to give sponsors a stake in the school and ensure that they will remain committed to the academy. More important then is what sponsorship can add in new skills, ideas and enthusiasm. For more information on one of the sponsors, the United Learning Trust (ULT), see Box 6.

A review of the literature on sponsorship contained in the first annual review of the academies programme indicates benefits of private sector involvement in schools. In particular the private sector can bring managerial skills, professional development

opportunities and a focus on learning closer to the job market.[33] The academies built to date indicate that sponsors' experience is particularly useful at the project management stage, to ensure that a school is built successfully and on time. It is easy to see how a sponsor may engage with a school in the initial stages of development, but as academies mature it is not clear what role sponsors will play in the longer term.

The review also notes the potential downsides of private sector involvement in schools. This includes sponsors capturing the hearts and minds of young people for commercial or ideological gain.[33] Conflicts of interest are particularly pertinent in the context of academies, as one well-known sponsor reportedly awarded his own company the contract to conduct maintenance work on the school.[109] The same sponsor has also come under fire for influencing the curriculum, specifically by encouraging the teaching of creationism alongside biological evolution.[110] Critics see this as a cynical attempt to capture young minds to which the academies programme turns a blind eye.

The evidence

There is very little evidence from which to judge the value sponsors add to academies. In the two academies visited for this study, the sponsor's impact was notable in giving the school its identity. However, this strong identity is present in many schools. In general, parents appear to be happy with the contribution of sponsors, but the feedback from staff is more muted. A survey in the second annual report on the academies programme reported that 78% of parents and 51% of staff said that the involvement of sponsors has a positive impact. In the same survey, 67% of parents and 42% of teachers said that the sponsor brings expertise that would otherwise not be available to the academy.[111]

Independence and freedom

Academies are free of local authority control and have greater control over governance, admissions, staffing and the curriculum than other schools. They are free to organise the school day as they wish, recruit and pay staff according to what is deemed best for the school and to purchase services from providers of their choice. Academies are also not required to teach the National Curriculum, but must provide a broad and balanced curriculum.

What does independence add?

The purpose of independence is to encourage innovation in schools and to relieve academies from some of the bureaucracy of local accountability.

Independence gives academies greater scope to experiment with new methods and ways of organising pupils' learning. Examples of innovations that have been used across the academies programme include:

- extended opening times in the morning and evening to allow access to sports facilities, ICT equipment and study support;

- a 'learning from home' week in June, to allow professional development for teachers;

- use of financial incentives for teaching staff; and

- 'Thursday Plus' – where Thursday afternoons are set aside for sport and creative activities.

The government hopes that innovative approaches to learning, fostered through the freedoms offered by the academies programme, will spread good practice across the education system. However, many of these freedoms are no longer unique to academies.

The current government has progressively moved to increase the freedom for schools to innovate and diversify, for example, by creating foundation schools and encouraging greater flexibility in teaching. If the government pushes through the reforms in its recent White Paper, the freedoms given to academies will be available to all schools.[15]

67% of parents and 42% of teachers said that the sponsor brings expertise that would otherwise not be available to the academy.

Photograph supplied by ULT – Lambeth Academy

Academies have been criticised for their lack of accountability. However, accountability across the whole school system has never been higher.

Issues and concerns

These greater freedoms have raised concerns across the education system, but are particularly acute in the context of the academies programme. All the major teaching unions are opposed to them, worrying that handing control of schools to sponsors will erode the basis of democratic governance and accountability of schools and undermine the rights of teaching staff.[112]

However, accountability across the whole school system has never been higher. In Ofsted, the education system has a strong independent monitoring body, with a clear mandate towards poorly performing schools. Added to this, academies are a political hot-potato and a flagship policy of the government. They are therefore subject to an increased level of scrutiny. The second annual report on the academies programme admits that 'the Department has more responsibility in relation to the running of academies than it does in relation to other state-funded schools'.[111]

Another worry is that the greater independence granted to academies will act against a fair practice of admissions. Academies create their own admissions policies, but are required to comply with the national code of practice, which prohibits selection by ability. Like specialist schools (which are discussed in the next chapter), academies are permitted to select up to 10% of their pupils by aptitude in the subject designated as their specialism. (Although in 2004, only three out of the 17 academies that had been built chose to exercise this right.) Some see this as a return to selection, albeit in a covert way. A documentary aired on BBC Radio Four at the end of 2004 claimed that the freedom given to academies to determine their own admissions policies had resulted in those academies built in the North East not granting entry to pupils thought to be most 'difficult', the very people that academies are intended to serve. Permanent exclusions at King's Academy in Middlesbrough were also highlighted as worryingly high, at almost ten times the national average.[113]

Schools close to the site of new academies are worried that new facilities will tempt parents away from them. Research by the Guardian newspaper indicates that academies have reduced numbers of young people eligible for free school meals by an average of 11.5% compared to their predecessor schools, possibly as more middle-class families decide to send their children to academies.[105] This may be positive as a proportion of high performing pupils are known to raise the aspirations and motivation of other pupils.

However, if middle-class pupils come to dominate academies' intake, questions arise about the ability of these schools to work for the most disadvantaged children.

The evidence

The benefits of independence are unclear. Head teachers prefer the freedom from LEAs and the greater control they have over the school. However, a review of the literature for the first annual report on academies warns that greater flexibility and autonomy does not automatically ensure innovation.[33]

The academies programme has demonstrated a mixture of innovation in some areas and a lack of change in others. For example, all academies have chosen to stick to the National Curriculum as a basis for teaching and learning. Most academies also follow the pay structure and conditions of working laid down by the DfES, even though they are free to break away from them.

How radical academies' freedoms are and what these freedoms will mean for the schools' overall performance is arguable. So far, most of the innovations that academies have made depend on freedoms that are already available to other schools. It may be that academies are not that radical at all, although this does not matter if they achieve their goal and raise standards.

Buildings and design

New buildings are probably the most immediately appealing feature of the academies programme. They replace old run-down school buildings in need of replacement. The £25m cost of an academy buys a state-of-the-art centre for learning, built to a high specification, including a sports hall, computer laboratories and all the latest equipment.

Investment in buildings is very appealing for its tangibility and immediacy. However, whilst buildings are an important part of the school, a common criticism of academies is that investment should be in human resources rather than physical resources. Ofsted highlights a shortage of good management and teaching in failing schools, so should the academies programme not focus on this failing, rather than improving the building stock?

Experts agree that good school management and teaching has greater impact on pupils than buildings. However, it is also undeniable that the secondary schools' stock is in desperate need of renewal. Much of it was built cheaply between the period after the end of the war and the 1970s and is no longer fit for use. Renewal and rebuilding has to come at some point.

A stronger criticism of academies is that their buildings are excessively expensive. The

average cost per build is £25m, which is equal to £5bn for the whole programme of 200 academies. Calculations for the House of Commons Education Select Committee show that the cost for an academy place is around £21,000 per pupil, compared to around £14,000 for schools built using the DfES' basic cost multipliers.[114] That is, between £16–17m for a conventional build school versus £25m for an academy. The £8m discrepancy between these figures could pay the wages of 276 experienced teachers for a year.*

This comparison is not favourable for academies, particularly given that the programme is in an early stage and long-term prospects are uncertain. Fresh Start, the school improvement model based on reopening a school in the same (refurbished) building, costs just £2.2m.

Why should sponsors worry about this? From the sponsor's perspective, the £23m their £2m draws from the DfES makes an academy look like a spectacular investment. But however good this might look to the donor, the key question is whether it is good for the thousands of pupils who will pass through the school gates. It is only worthwhile leveraging this money if it is going to be well-spent. There is certainly a clear need for investment in school buildings, but it remains questionable as to whether academies are the most cost effective way of making this investment. As this report shows, there are many other ways of investing this money.

The evidence

A visit to an academy is impressive. One cannot fail to admire the buildings and facilities with which they are endowed. Staff and students clearly take immense pride in their new schools, which, it is hoped, rubs off on their teaching and studying. The immediate reaction is positive: surely these buildings mean that the young people in this school get a better education than if they were in an older or less impressive building?

Research for the DfES examines the link between capital investment and school performance. There is a generally positive relationship between investment and performance, but this is neither consistent nor overwhelming.[115] Investment in good building design is shown to have a positive effect on key drivers of pupil performance, such as pupil behaviour and motivation and teacher morale.

Qualitative research suggests that average-performing schools benefit most from capital investment. In high- and low-performing schools, other factors tend to diminish the effect of any relationship between performance

and capital investment.[116] Unsurprisingly, the evidence indicates that the strongest link between capital spending and pupil performance is where it is directly focused on facilitating teaching. This includes spending on computer suites and science laboratories.[116]

Given the lack of evidence of a strong relationship between general capital investment and school performance and the other options for investment, the £25m price tag on a new academy looks very expensive.

How successful are academies?

It is still early days for the academies programme. As a result, there is limited evidence as to their overall success. Both the first and second annual review of the programme, carried out by the consultants Pricewaterhouse Coopers, concluded that it is too early to provide an assessment of its overall effectiveness.[111]

The oldest academy has been open for only four years, only three have three full sets of published GCSE results and only a small number have Ofsted inspection reports. GCSE results from academies show improvements compared to predecessor schools. In some schools this improvement has been dramatic, in others this has not been the case.

Figure 16: Graph showing the performance of academies based on predecessor schools. Includes only the 15 academies for which full GCSE data is available
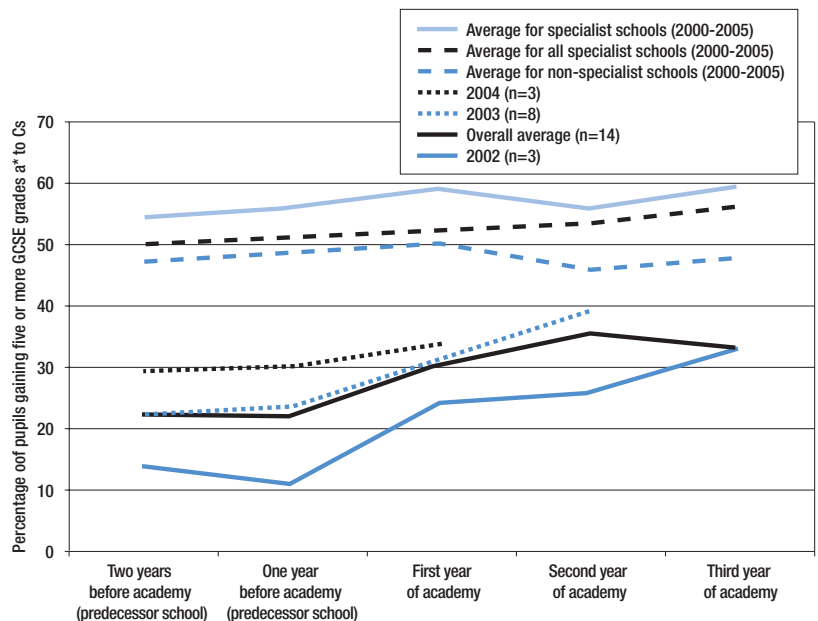
Data is not adjusted for changes in intake between academies and predecessor schools. Overall, academies have an average of 11.5% less pupils who are eligible for free school meals than their predecessor schools.[115]

Data is based on the following academies:
2002—The Business Academy, Bexley; Greig City Academy, Haringey; Unity City Academy, Middlesbrough
2003—Capital City Academy, Brent; The City Academy, Bristol; The West London Academy, Ealing; Manchester Academy, Manchester; The King's Academy, Middlesbrough; Djanogly City Academy, Nottingham; The Academy at Peckham, Southwark; Walsall City Academy
2004—The London Academy, Barnet; Stockley Academy, Hillingdon; Northampton Academy, Northampton

Investment might look good for the funder, but the key question is whether it looks so good for the thousands of pupils who will pass through the school gates.

* Assuming an annual salary of £29,000 per teacher.

City Technology Colleges pioneered the combination of private sponsorship and independent governance in schools.

In the US, there is no compelling evidence that charter schools are more effective than other state-funded schools.

In the ten academies that have been operating for two years for which results are available for the predecessor schools, two schools show an increase of over 20% of pupils achieving five grade A* to Cs and four show an improvement of less than 5%. Figure 16 shows the trend in results for the academies that have been open for two or more years and compares them to the national average.

Proponents of academies have celebrated the upward slope on the graph. The average number of pupils gaining five GCSE grades A* to C is up 13.3%[†]. Critics point at the negatives: by no means is this improvement universal, and some schools show little or no change in results.

The three Ofsted reports of academies so far give a mixed review. Unity City Academy in Middlesbrough is given a poor report, described as 'failing to give its students an acceptable standard of education' and put into the category of 'special measures'.[117] Ofsted is critical of the school's leadership, buildings and the high rate of staff absenteeism, which are the very elements that are meant to be the strengths of an academy. The Business Academy Bexley is judged as 'inadequate' and criticised for 'weaknesses which senior leaders have recognised but not tackled speedily enough'.[118] The Ofsted reports for four more academies, Greig City Academy in Haringey, King's Academy in Middlesbrough, Walsall Academy and City Academy Bristol are good, some with 'strong features'. Ofsted says that these schools are 'improving rapidly'.[119]

Comparisons

Given the relative lack of evidence, is there anywhere else that we can go to determine how successful academies are likely to be? Many of the ideas behind academies have been trialled before. The City Technology Colleges (CTCs), established by the Conservative government in the late 1980s, pioneered the combination of private sponsorship and independent governance in the school system. Some elements of the academies programme mirror initiatives in other countries, most notably the independence granted to groups setting up charter schools in the US. The academies programme also draws on the Labour government's policy of Fresh Start, introduced in 1997. The paragraphs below look at the performance of these three types of schools.

City Technology Colleges

The idea of independent state-funded schools in England is not a new one. Like academies, the 15 City Technology Colleges (CTCs) were established with the contribution of a sponsor. Despite their similarities to academies, there is a baffling lack of research into CTCs. There is no overall study of the effectiveness of CTCs. Inexplicably, CTCs are also omitted as a comparator in Pricewaterhouse Cooper's evaluation of academies.

All CTCs have been successful at achieving good results. Research by the Conservative Party shows that, comparing England's 15 CTCs against equivalent comprehensives, the CTCs often achieved more than double the number of GCSE A* to C grades. The average improvement in the number of pupils at CTCs gaining five or more A* to C GCSEs since 1988 has been three times the national average.[120] In 2004, the average number of students achieving five top grade GCSEs was 83% in CTCs compared to a national average of 54%.

However, this success comes with provisos. The independence that was granted to CTCs included control over admissions policies. Although CTCs are committed to admitting children from a range of abilities, some reports suggest that they have favoured children from middle-class homes who are likely to improve their chances of progressing in the league tables. There is no hard evidence to support this assertion, but some of their results suggest that CTCs can have a detrimental impact on those schools around them.* Some CTCs are also known to interview prospective candidates.

Charter schools

Like academies, American charter schools are independently run but funded by the US tax payer. Each state has passed its own charter law that means schools can be established by groups of parents, charities or, in some states, profit-making companies. The 'charter' establishing each such school is a performance contract agreed between the group setting up the school and the local Board of Education. It details the school's mission, curriculum, goals, students served, methods of assessment and ways to measure success. The charter comes up for renewal every three years and if the school is not performing satisfactorily it can be revoked.

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* Analysis by NPC between 1994 and 2004 suggests that LEAs with CTCs have had mixed fortunes. In Telford and Wrekin, for example, whilst improvement in results at St. Thomas Telford CTC ballooned relative to the national average, on average the other schools in the LEA reduced their relative performance. St. Thomas Telford is comfortably the best performing school in the LEA with 100% of pupils achieving five grades A* to C. The average across the other schools is 41%. By contrast in Gateshead, other schools in the LEA actually outperformed Emmanuel College CTC in their improvement in results over the same period.

[†] This figure is based on results from academies' second year, compared to the highest results from the final two years of the predecessor school. Sample size is ten.

There are a number of similarities between charter schools and academies. Both initiatives involve private individuals or groups in delivering public education. Both grant more autonomy to schools in return for greater accountability. In both cases the reward for this greater autonomy is the freedom to innovate and experiment.

One difference between the academies programme and charter schools is the focus of the policy. A key justification for charter schools is that they raise standards across *all* schools by increasing the competition for pupils. In contrast, the intention of academies is to focus primarily on raising standards within pockets of disadvantage, especially inner cities and areas of traditional underachievement.

Charter schools are still in their relative infancy. At the beginning of 2004 there were 2,695 charter schools in the US, serving a total of 685,000 students, or 1.5% of the total school population.[121] This represents a 15% increase in the number of charter schools on the previous year.

There have been a small number of studies comparing the performance of charter schools with regular public schools. The most authoritative source of data is the National Assessment of Educational Progress (NAEP) report on charter schools.[122] This comparison found little discernable difference between charter schools and regular schools. Overall, the performance of pupils in charter schools was lower than others, although charter schools did admit a higher percentage of black and ethnic students and were more likely to be located in inner cities.[122†] The report showed that the performance of pupils in mathematics from white, black and Hispanic backgrounds was not measurably different to other 'public' schools. In reading, the performance was the same, even though charter schools had a far higher proportion of low-income and ethnic minority students. Among those students who were eligible for free school meals or reduced price meals, performance was lower in reading and mathematics.[123]

Critics of the NAEP study point out that these results are based on a sample of 150 schools and so we must be wary of drawing hard conclusions.[124‡] Other studies have contradicted these findings. Studies in California and Arizona have indicated that charter schools are outperforming regular 'public' schools by some margin.

In summary, there is no compelling evidence to suggest that charter schools are more effective at achieving academic success than other state-maintained schools. More analysis needs to be conducted. In particular, the studies to date have made no attempt to compare pupils' prior attainment, so there is no way of telling the 'added value' of charter schools. Also, as with academies, the relative infancy of the programme means there are no longitudinal studies for comparison.

Fresh Start

The academies programme is one initiative to turn around underachieving or failing schools. Another is Fresh Start, mentioned in the introduction to this chapter. No full evaluation has been conducted, but an analysis of the results of the 27 Fresh Start secondary schools by the National Audit Office suggests they have generally been successful.[108] On average, Fresh Start schools perform better than their predecessors and, like those academies that are successful, show a sharp increase in the proportion of pupils achieving five grades A* to C at GCSE level. The average increase after two years is 6%.[108] This compares to 13.3% for academies. Improvement is sustained in Fresh Start schools. The nine schools that had reached their fifth year were performing, on average, twice as well as their predecessor schools. Not all Fresh Start schools made the successful transition. Two schools failed to improve and were closed.

The lack of evaluation of Fresh Start makes comparisons with academies difficult. This is a failure of government. Most obviously, Fresh Start schools are much cheaper than academies, costing an average of £2.2m compared to £25m. Yet Fresh Start has largely fallen by the wayside and instead government appears determined to rush headlong into the academies programme.

Conclusion

There is very little hard evidence on which to make an objective assessment of academies. So far this has been the Achilles' heel of the policy and has brought criticism from sources as various as the public service unions, a right-leaning think tank and the Labour-dominated Commons Education Select Committee.[112, 114, 125] The Committee's report, published in March 2005, pointed to the lack of evidence for the effectiveness of academies and urged caution before continuing the programme. Early results

There is very little hard evidence on which to make an objective assessment of academies.

Sponsors should understand what they are undertaking and the risks involved, particularly if they have never been involved in running a school before.

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† 50% of charter schools in the sample were located in inner cities compared to 29% of other 'public' schools. The equivalent figures for black and ethnic minority pupils were 42% and 17%.

‡ A second comparison of charter schools and regular schools by Caroline Hoxby of the National Bureau of Economic Research shows different results. Compared to students in nearby schools, those in charter schools are 2% more likely to be proficient in maths and 4% are more likely to be proficient in reading. Compared to students in public schools with similar racial composition, they are 3% more likely to be proficient in maths and 5% in reading. Hoxby labels her study a 'straightforward comparison'. However, although the method allows her to include 99% of charter schools, her sampling lacks the resolution of the NAEP report in terms of parameters other than race and makes no allowance for the prior attainment of pupils.

Photograph supplied by Kristian Buus

No academy will succeed unless sponsors find the right partners to work with and appoint an excellent head teacher.

are promising but Ofsted has also shown that academies can be inadequate just like any other schools.

Perhaps the most powerful criticism of academies is the £8m difference between the cost of building an academy and the cost of building a conventional school. Academies would have a stronger case if this difference was less. As the academies programme matures, this may happen.

It is likely that individual academies, rather than the whole programme, will be judged on their own merits as a success or a failure, with the key attributes for those that are successful the same as for any other school: good leadership, good teaching and a strong and positive ethos.

Implications for sponsors

The paucity of data on academies and its alternatives will provide little reassurance to sponsors. The conclusion must be that it is too early to judge academies as a success or failure. Caution should therefore be the watchword for sponsors. Sponsorship of an

academy is high risk, and success, if it comes, will not be immediate.

From a practical point of view, donors must be clear what they are undertaking when sponsoring an academy. Whilst it offers an unprecedented opportunity to become involved in running a school, it requires massive investment in terms of time and energy. All evidence suggests that the commitment, energy and ability of the sponsor in the early years will be critical to early success. No academy will succeed unless sponsors find the right partners to work with and appoint an excellent head teacher. Sponsors should also consider that supporting an academy, given the controversy that surrounds the programme, is a commitment that is likely to be played out very publicly.

A whole host of possibilities exist for the expenditure of private and public money in the educational sector. The government is now fully committed to academies, but for donors and funders the debate is still open.

To enable comparisons between academies and the other activities detailed in this report, Table 10 presents a cost per pupil analysis. This cost includes both the £25m capital cost of building an academy and the ongoing running costs.

Spread over 25 years for a school of 1,000 pupils, the total capital cost of an academy is £1,000 per pupil per annum. Like all schools that have a specialism, the ongoing costs of an academy are £4,389 per pupil per annum. The total cost of an academy is therefore £5,389 per pupil per annum. This compares to £4,837 for specialist schools and £4,750 for all secondary schools. Given that all schools are set to become specialist, the higher costs of academies are a result of higher capital costs (new buildings) rather than higher ongoing costs.

Academies are only one possible model for school improvement. There are a number of other activities that can help underachieving or failing schools to improve, many of which are described in this report. Even where a school needs to be closed, Fresh Start indicates that improvement can be achieved at a much lower cost than academies.

It is useful to put the cost per pupil per annum in the context of the upfront cost of academies. The cost per pupil described in the table is only available for a total investment of £25m. If not spent on an academy, this investment could be used to train 85% of primary school teachers in England to better understand the needs of children with communication difficulties.[*] Or it could pay for the mentoring of 5,100 children with behavioural difficulties for one year.[20]

Table 10: Cost of academies

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Total cost of an academy (capital cost spread over 25 years for a school with 1,000 pupils)	£5,389 per pupil per annum, comprised of: • Capital costs of £1,000 (£920 from the government and £80 from the sponsor) • Ongoing costs of £4,389 paid by the DfES	6% (in England). The government has pledged 200 academies by 2010. There are 3,385 secondary schools in England.	Academies are yet to be fully evaluated. The independent evaluation says it is 'too early' to make a judgement on their effectiveness. Early results are better than predecessor schools. Average improvement of 13.3% GCSE grades A* to C, but improvement uneven and some schools have significantly modified their intake.

Assumptions

The assumed lifespan of the academy is 25 years. This is the standard accounting period used to depreciate the value of a building.

1,000 pupils attend the academy per annum.

Capital costs of £2m are paid by the sponsor.

Capital costs of £23m are paid by the DfES.

All academies are specialist schools. Specialist schools receive an additional £129 funding per pupil per annum, compared to non-specialist schools (see chapter on 'Supporting whole school transformation: Specialist schools').

Figures used are for 2004/2005.

Calculations

Capital costs

Capital cost per annum *for the sponsor* = £2,000,000 / 25 years = £80,000 per annum

Capital cost per pupil per annum *for the sponsor* = £80,000 / 1,000 pupils = £80 per pupil per annum

Capital cost per annum *for the DfES* = £23,000,000 / 25 years = £920,000 per annum

Capital cost per pupil per annum *for the DfES* = £920,000 / 1,000 pupils = £920 per pupil per annum

Ongoing costs

The average ongoing cost per pupil at a secondary school in England is £4,340. In September 2004, 62% of all secondary schools were specialist. To work out the average ongoing cost at a specialist school (or academy) we need to weight this average to account for the 38% of schools that are not yet specialist.

Ongoing cost of a specialist school (or academy) per pupil per annum = £4,340 + (0.38 * £129) = £4,389 per pupil per annum.

Total cost

Total cost of an academy per pupil per annum = £80 + £920 + £4,389 = £5,389 per pupil per annum

For further information see:

Chapter on 'Supporting whole school transformation: Specialist schools'

Photograph supplied by ULT – Northampton Academy

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* In 2003/2004 there were 196,300 primary school teachers in England.[86] It costs I CAN £150 to train a teacher to better understand the needs of children with communication difficulties (see chapter 'Providing support for special educational needs').

* Assuming a cost of £4,900 per pupil (see chapter 'Providing social and emotional support').

Specialist schools are schools that develop strengths in a particular subject and use it to promote improvement across the curriculum.

Supporting whole school transformation:
Specialist schools

7

Issues
- No specific issue

Response
- Supporting whole school transformation: specialist schools

Results
- Academic attainment
- Vocational qualification

Specialist status seems to provide a renewed energy and vigour into the school.

Alongside the academies programme, the government's desire for private sponsors to play a greater role in schools is evident in the specialist school programme. Specialist schools were first introduced in 1994. Since then the policy has undergone a series of revisions and refinements. Today, it forms an important plank of the government's plans to raise standards and introduce diversity across the secondary system. This chapter looks at the benefits of specialism and considers whether it is a good investment for donors.

What are specialist schools?

Specialist schools are secondary schools that develop strengths in a particular subject and use this strength to promote improvement across the curriculum. In September 2005, 75% of secondary schools were designated as specialist. That means only 700 were not specialist, of which 200 are expected to become academies. The programme is now being extended to include the 1,078 special schools in England.

Schools have to apply to the DfES for specialist status, having first raised £50,000 in private sponsorship. On application, schools must present a four-year development plan. The plan must say how the new specialism will benefit the school and how it will be used to raise standards and establish stronger links with the local community. If the school is awarded specialist status, continued designation depends upon satisfactory performance against the development plan. Few schools have had their specialist status revoked.

All specialist schools must still teach a broad and balanced curriculum, meeting the requirements of the National Curriculum. In their chosen specialist subject, schools will typically offer a wider range of opportunities. This might include a greater number of courses, increased time devoted to the subject or related extra-curricular activities.

What makes specialist schools different?

The first feature that makes a specialist school different is its specialism. Schools can choose to focus on one or two out of ten possible specialisms (arts, business and enterprise, engineering, humanities, language, mathematics and computing, music, science, sports and technology).

The second difference is the involvement of private sponsors. As mentioned earlier, schools must raise £50,000 towards the cost of investing in their specialism. The government tops this up with a capital grant of £100,000. Sponsors do not have to be intimately involved with the running of the school, but may be invited to serve as governors, provide curriculum or work experience opportunities, or offer management advice.

Thirdly, specialist schools receive more funding than non-specialist schools. On top of sponsorship and the government grant, schools receive an extra £129 per annum for each pupil. In a typical secondary school, 75% to 85% of the budget is absorbed by staff salaries, leaving only 15–25% at the discretion of teachers. This is usually around £150,000 for a school of 1,000 pupils. An extra £129,000 each year significantly increases the budget

75% of secondary schools are specialist schools.

Sponsors vary in their involvement with the schools: some take an active interest whilst others do not.

that can be spent at the discretion of teachers. This financial flexibility is intended to give schools a greater freedom to innovate and invest in new materials.

Finally, specialist schools are meant to play a role in the wider community, including sharing their expertise in their specialist area with other schools. All specialist schools are expected to target around one third of their extra funding on these activities.

How successful are specialist schools?

Specialist status aims to raise standards in schools by building on a school's strengths and encouraging innovation. The 2005 Ofsted report *Specialist schools: a second evaluation* recognises the benefit of specialising in four areas.[102] Most importantly, specialism seems to provide a renewed energy and vigour to the school environment. Working to declared targets, dynamic leadership, targeted use of funding and a renewed sense of purpose all contribute to improvements in specialist schools. The report found that specialist status had often been a catalyst for innovation and helped to sustain or accelerate the momentum of school improvement. Additionally, raising the £50,000 required to become a specialist school is thought to encourage schools to be more entrepreneurial and seek other sources of funding for future projects.

Performance and attainment

In 2003/2004 specialist schools achieved on average 56% five A* to C grades at GCSE, compared to 46% for other schools.[126]* This relative success was also replicated in post-16 education.[†] Results over the last five years also show that the rate of improvement in GCSE passes is greater in specialist schools than it is in non-specialist. However, this improvement has slowed in the last year and was modest in 2003/2004.

It is arguable how much can be read into these statistics. This measure of achievement gives no reference to the ability of children when they enter school.[‡] A more sensitive analysis of performance is obtained by measuring 'added value', comparing the improvement of pupils between Key Stage 2 with the proportion gaining five grades A* to C at GCSE.

The most well-known study of the performance of specialist schools is David Jesson's value added study for the Specialist Schools and Academies Trust.[126] The study finds that specialism adds 3.4% to the number of pupils in a school achieving five grades A* to C. However, the method used has been roundly criticised for its shortcomings: it relies on school level data rather than pupil level data, concentrates only on five A* to C grades at GCSE, and fails to take account of other influential variables. Most importantly, the study makes an assumption of the causal effect of specialist status on pupil achievement where no causal effect can be assumed.[127, 128]

A more robust statistical assessment of specialist schools has been conducted by researchers at the London School of Economics.[127] This study found that the overall value added by all specialist schools compared to non-specialist schools is 1.4 GCSE grades per pupil. However, the authors note that, while this does show that specialist schools perform better than non-specialist schools, they are unable to attribute this to the effect of specialism. They point out that the discrepancy could also be explained by the process of selection to be specialist.

Specialist subjects

Most schools have strengthened their programme in their specialist subject and have increased the range of enrichment activities available to pupils associated with this specialism.[129] The results in these specialist subjects are better than in other schools. During 2000/2003, the proportion of pupils gaining GCSE A* to C grades in specialist subjects was consistently better than in other schools, except in music and drama in 2003.[102]

However, these performance figures differ markedly between types of specialism. There appears to be a hierarchy of colleges, with some specialisms considerably out-performing others both in conventional and added value measures. At the bottom of this hierarchy are sports and arts colleges, and at the top are schools specialising in technology, maths and computing. Ofsted reports how this division is also true of the quality of teaching, with that in arts colleges poorer than in other specialist schools.

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* 8% more pupils gain passes at grades A* to C in each of the three core subjects of English, mathematics and science. This is also true of the combination of these subjects with 41% of specialist school students achieving A* to C in all three subjects, compared to 33% in non-specialist schools.

† Students in the specialist schools out-performed those in non-specialist schools with an average point score per entry of 72.4 compared to 68.5.

‡ Critics have suggested that specialist schools do better than other schools because they are able to select a proportion of their pupils. In fact only 7% of schools exercise this right, meaning only 0.7% of the specialist school population in these figures are selected.[126]

A community purpose?

One of the recent revisions to specialist schools has been a requirement for schools to use the greater resources associated with specialisation for the benefit of the wider community. As part of their application, specialist schools have to draw up plans for collaborating with at least two other schools. The most recent Ofsted evaluation of specialist schools notes considerable room for improvement in this area.[102]

Initially, critics were concerned that specialist schools would have a negative effect on neighbouring schools. Any detrimental effect on surrounding schools is certainly undesirable and against the stated objectives of specialist schools. In a sample of schools analysed by Ofsted, specialist schools performed consistently better than their neighbouring non-specialist schools.[102] In the sample, non-specialist schools close to specialist schools performed slightly worse than all non-specialist schools nationwide.[*]

Conclusion

Almost all schools are now specialist. Results across secondary schools have improved in recent years. This suggests the specialist schools initiative has been successful, but no study has been able to establish specialist status as the causal factor in school improvement.[127]

Little work has been done to determine the benefits of specialism beyond its effect on pupil achievement. Anecdotal evidence shows that, in individual cases, there are significant non-academic benefits, such as a greater pride in the school and pupils who are more motivated to learn.

There are weaknesses in the policy. It is clear that more progress needs to be made on collaboration and working with the community. While there are examples where the policy has greatly transformed a school, there are also examples where it appears to be business as usual.

Photograph supplied by HTI

* Overall the rate of increase in GCSE points per school since 1998 was 17% for specialist schools compared to 9.5% for non-specialist schools in neighbouring areas. Nationwide, non-specialist schools showed an increase of 10.5%.

Table 11: Cost of specialist schools

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Total cost of a specialist school (capital cost spread over four years for a school with 1,000 pupils)	£4,837 per pupil per annum, comprised of: • Capital costs of £37.50 (£25 from the government and £12.50 from the sponsor) • Ongoing costs of £4,799 paid by the DfES	100% – all schools are due to become specialist	Specialist schools on average achieve 1.5 higher grades at GCSE than other schools, although a causal link with school improvement has not yet been established.

Table 11 shows the cost per pupil per annum of specialist schools. The table separates the costs to the sponsor and the costs to the DfES.

Like academies, the majority of the cost of specialist schools falls on the government. The £50,000 contribution of the private sponsor is topped up by the £100,000 DfES grant and £129 of recurrent DfES funding per pupil per annum.

Spread over the four years of the development plan, the overall cost from the £150,000 of grants for a school of 1,000 pupils is £37.50 per pupil per annum. The total ongoing costs of a specialist school are £4,799 per pupil per annum. The total cost of a specialist school is therefore £4,837 per pupil per annum. This compares to £4,750 for all secondary schools and £5,389 for academies.

The capital cost of £37.50 per pupil per annum is equivalent to a call to ChildLine. For the £2m upfront cost of an academy, a donor could sponsor 40 specialist schools at £50,000 each.

Assumptions

The lifespan of specialist status is four years. The four year plans describe how the £150,000 will be used over the period.

1,000 pupils attend the specialist school per annum.

Capital costs of £50,000 are paid by the sponsor.

Capital costs of £100,000 are paid by the DfES.

Specialist schools receive an additional £129 funding per pupil per annum, compared to non-specialist schools.

Figures used are for 2004/2005.

Calculations

Capital costs

Capital cost per annum *for the sponsor* = £50,000 / 4 years = £12,500 per annum

Capital cost per pupil per annum *for the sponsor* = £12,500 / 1,000 pupils = £12.50 per pupil per annum

Capital cost per annum *for the DfES* = £100,000 / 4 years = £25,000 per annum

Capital cost per pupil per annum *for the DfES* = £25,000 / 1,000 pupils = £25 per pupil per annum

Ongoing costs

The average total cost per pupil at a secondary school in England is £4,750. In September 2004, 62% of all secondary schools were specialist. To work out the average total cost at a specialist school we need to weight this average to account for the 38% of schools that are not yet specialist.

Total cost of a specialist school per pupil per annum = £4,750 + (0.38 * £129) = £4,799 per pupil per annum

Total cost

Total cost of a specialist school per pupil per annum = £12.50 + £25 + £4,799 = £4,837 per pupil per annum

For further information see:

Chapter on 'Supporting whole school transformation: Academies'

Chapter on 'Supporting professionals and schools'

Chapter on 'Providing out of school hours activities'

Providing alternative education

Issues	Response
• Relationship between poverty and educational opportunity • Poor behaviour in schools • Truancy and exclusion • Relevance of the curriculum • Low participation in post-16 education and training • Low performance of vulnerable pupils	• Providing alternative education **Results** • Vocational qualification • Social skills • Engagement as a citizen

Charities are good at providing a 'different' education.

For the vast majority of young people, teaching in the classroom is an effective way of learning. However, for some children, classroom teaching is not always the best method. Young people in school and young people not in school can benefit from alternative education: that is, teaching and learning outside the normal school environment. This chapter looks at charities providing alternative education.

Issue

Many young people see school as a negative experience. They find it uninteresting and consider it irrelevant to their future. This attitude leads to boredom, behavioural problems and a general lack of motivation. In most cases, young people remain in school, but they may take little active part in learning. In other cases they are excluded or stop going to school. This is most common for young people between the ages of 13 and 16.

Estimates by Ofsted place the number of 'missing' children (ie, those of statutory school age who are not currently attending school or any formally approved education provision) at around 10,000.[125] Others suggest it could be ten times this number.[130, 131] The proportion of children who persistently truant is 2%. One in a thousand pupils in the UK is permanently excluded.[30]

There are a number of reasons for disengaging with education. Often low achieving groups feel that school has very little to offer them. It may also be linked to personal and family circumstances. A recent study of missing children highlights parental attitudes, the transition from primary to secondary school and movements between schools as risk factors.[131] Social and emotional problems and bullying also leads children to turn away from school.[132]

Consequences of disengaging from school

Young people who 'switch off' at school risk leaving with few qualifications and have lower prospects later in life. Young people who do not go to school forfeit the opportunity to benefit from a range of social and intellectual experiences. With no qualifications, these young people consign themselves to a future of low-income work or unemployment.

These detrimental effects are also felt by society. Young people without any qualifications are likely to impose a high cost on society through welfare benefits and offending.[133]

Once young people 'switch off', there are barriers to re-engaging. Those children in school who are 'quietly disengaged' frequently go unnoticed. Even where they are identified, schools lack the resources to provide intensive support.

Alternative provision is helpful for engaging those groups of children most difficult to reach.

Figure 17: Alternative provision

Causes:
- Disengagement from school
- Poverty
- Disruptive family life
- Bullying
- Bad behaviour
- Curriculum that the young person finds uninteresting

→ Alternative education →

Effects:
- Greater engagement in school
- High attendance
- Improved behaviour
- Higher self-esteem and self-confidence
- Higher aspiration
- Achieve accredited qualifications
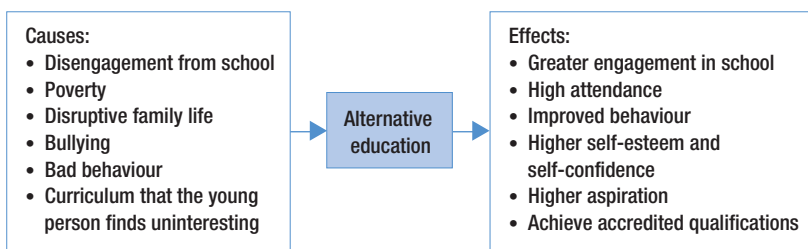
> 'It is hard for those children who outside of the education system because schools are not welcoming them with open arms.'
>
> Education professional

Developing 'soft' skills such as communication and teamwork are often the most valuable aspect of courses.

Those who have a prolonged period of absence from school find it difficult to go back. They lose social bonds with their peers, fall out of the routine and find the prospect of reintegration difficult.[134] Where absence is due to exclusion, other schools are often unwilling to accept the young person.

Response

One of the ways of addressing disengagement is to identify and address the problems before they occur. This is the aim of many of the activities described in this report. However, it is likely that there will always be a minority of pupils for whom traditional classroom provision will not be successful.

'Alternative education' occurs during school hours, but outside the normal classroom environment. It offers the opportunity for young people to engage in learning in a different way, combining more traditional approaches with activities that they find appealing. This can benefit young people in school by motivating them and serves as a useful complement to classroom teaching. It gives young people who have dropped out of school a second chance.

The role of the state

The government is responsible for providing an appropriate level of education for all young people. This responsibility is exercised through LEAs. Typically, 'appropriate education' means a place in school. However, LEAs often also run a range of specialist and alternative provision, including through further education colleges and charities.[135] This also includes pupil referral units (or PRUs) for pupils who have been excluded from mainstream schools.

A young person who has been excluded from school must be offered a place in a new school or a PRU by the LEA. However, in practice this provision is not always available. The young person may also resist placement. In a recent survey, only a quarter of councils said they always provided excluded pupils with a full-time education.[136] Pupils who are 'missing' avoid statutory provision altogether.

The alternative education available to pupils in school depends on what is available locally and whether schools are willing to pay for these activities. Schools commission organisations to take pupils on field trips, organise outdoor activities or deliver courses.

The role of charities

Charities can often be more effective than the state at re-engaging young people. They are able to offer a 'different' education, escaping the constraints of school.

Some charities focus on alternative education for young people in school. Some focus on those not in school. The duty of government to ensure that all young people have access to an appropriate education means that this second group are able to recover all or some of their costs from LEAs.

LEAs typically offer alternative education providers around £6,500 per pupil per annum. However, many charities feel it is appropriate to offer young people more than the amount the statutory contribution allows. This 'additional' work is where the contributions of donors and funders are important.

Young people in school

Skill Force provides accredited training to groups of up to 20 students as an alternative to two GCSE options at Key Stage 4. Skill Force uses the expertise of ex-service personnel to give young people in school new skills and experiences. It aims to develop young people's confidence and self-esteem and develop leadership, teamwork and communication skills. One team of five members serves four secondary schools, spending one day a week in each school with selected pupils between the ages of 14 and 16. Pupils work towards accredited qualifications through the Duke of Edinburgh Award scheme and Junior Sports Leaders Awards. For more information on Skill Force see Box 7.

The Prince's Trust xl network operates over 1,000 clubs in England and Scotland. xl clubs are based within schools and are offered as an alternative option at Key Stage 4. Participating pupils are identified by teachers because they have low self-esteem and motivation, are regular truants or are at risk of exclusion. The clubs have between 12 and 15 members and are run by staff in the school, trained and supported by the Prince's Trust. In the clubs, pupils put together a portfolio of work on a range of different fun and exciting topics. Activities are designed to develop core personal and social skills and to increase engagement in learning.

Young people not in school

Fairbridge runs a programme for 13 to 16 year olds who are not in school. Young people are either referred to the programme by schools or refer themselves. They are typically among the most challenging young people in their age group. The programme begins with a ten day access course where each participant is assigned a development worker who helps them to create an individual action plan. The young people are then able to choose a range of courses, including music or business, through which they can gain accredited qualifications. Pupils typically attend for around 100 hours before completing the programme. Fairbridge aims to motivate young people to re-engage with education and, where possible, to help them back into mainstream schools.

Community Links in East London runs three programmes to support children and young people experiencing difficulties in their education. 'Moving On' provides full-time education for around 40 young people. Pupils are referred by local schools and include young people who are unlikely to make it back into mainstream education. Community Links also runs a transition programme to help pupils cope with the move between primary and secondary school and a reintegration programme for 10–12 year olds whose behaviour is affecting their level of achievement.

Cheltenham Community Projects (CCP) runs a training programme for 13–16 year olds. The young people it accepts onto the programme have typically been out of school for some time and have many problems. The first priority of CCP is to ensure pupils' basic needs are met, including dealing with housing or substance abuse issues. CCP is then able to offer the young people a varied programme of activities designed to raise their confidence and develop their skills to cope with the demands of adult life.

Box 7: Skill Force

Skill Force is a charity that works with pupils in schools to broaden their life skills, build confidence and learn from new experiences. It uses the expertise of ex-service personnel to run a programme of educational and motivational activities alongside GCSEs for pupils aged 14 to 16.

Participants choose to opt out of two GCSE subjects to apply themselves to the two-year course, which takes around one day a week. Most of the activities are delivered in the classroom, but these are also supplemented by outdoor activities. Pupils work towards accredited qualifications, including Award Scheme Development and Accreditation Network (ASDAN) awards, Duke of Edinburgh awards and Wider Key Skills. Pupils also attend an annual residential activity, which lasts for a week every summer. All pupils who participate in Skill Force achieve a qualification.

In 2005, Skill Force had an income of £6.7m. It is growing rapidly and has almost 40 teams working around the UK. A team typically comprises five staff and serves four secondary schools. In 2005, Skill Force worked with around 4,000 pupils at an average cost per pupil of around £1,500.

Teachers report that Skill Force has an effect on their wider school experience; 88% reported success in improving attendance and almost half said that it had contributed to the achievement of GCSE grades. Comprehensive evaluations show a significant improvement in feelings about school, perceived learning capability and confidence in learning.

Results

Measuring the overall benefits of alternative education is difficult. Courses often end with young people achieving a qualification, but this is only one element of potential success. Getting children who are disengaged to be enthusiastic about education is an achievement in itself. Often it is the 'soft' skills such as communication and teamwork that are the most valuable.

There are no long-term studies of the effect of alternative education. The cost and difficulty keeping track of people after they have left programmes has meant that, for most charities, these studies are not possible.

In a recent evaluation of **Skill Force**, 87% of pupils agreed or strongly agreed that they had got a lot out of the programme. Nine out of ten of school staff felt that it had been successful in improving behaviour in lessons. The programme also led to an 88% reduction in expected exclusions. Similarly, 82% of **Prince's Trust xl club** advisers believed that the clubs have a positive impact on school attendance.

> Do you think another school is going to want me? I mean, once you're labelled, that's it.
>
> Excluded pupil aged 15

> All the teachers here listen to you. I don't know why some teachers don't listen. I suppose it depends on the type of teacher but that's what its like, isn't it?
>
> Young man, aged 13

Photograph supplied by Fairbridge

Community Links in East London provides full-time education for 40 secondary school age children per week.

Fairbridge's programmes for 13 to 16 year olds in Edinburgh, Bristol and Teeside enabled one third of young people to be integrated back into mainstream education. Fairbridge has a strong history of helping 'at risk' young people. Independent evaluations of the charity's programmes consistently compliment their success, which it attributes to the commitment of staff, a fifth of whom are ex-clients.

Community Links provides a stimulating and safe environment for young people. On a visit to the 'Moving On' project, NPC was impressed by the relationships the young people had with their teachers and how they all seemed happy to be there. On average, pupils have a 96% attendance rate and only 5% of pupils do not complete the course. Ninety-six percent of pupils leave the project with at least four GCSE passes.

CCP works with pupils with amongst the most acute problems. Attendance rates on the programme are approximately 80%, compared to 20% when they were at school. Other evidence is anecdotal. Last year, three pupils were integrated back into mainstream education, with ongoing support from CCP, and two applied to study at a further education college.

Conclusion

Poverty, deprivation and disengagement blight the education system and the experiences of many young people. Alternative education is an effective way of helping young people in school at risk of becoming disengaged and reaching those who are no longer in school.

Giving these young people a second chance is clearly the right thing to do, but it is not always possible to find the hard evidence of the benefit of these activities. As the examples above show, alternative provision can increase attendance and motivation, prevent exclusion from school and reintegrate pupils in schools. However, what this means for employment prospects, behaviour and happiness in the future is unclear.

Young people who have been excluded from school are known to exert a high cost on society through high levels of offending, a greater percentage claiming benefits and more complex healthcare needs than other people. If alternative education can reduce these costs by even a fraction, it is a good investment.

Charities are often able to recover some of their costs from LEAs and schools. Donors and funders have the opportunity to fund the additional work of charities that is beyond the minimum commitment of the state. Donors' contributions are important in helping these charities to improve the quality of their services and to innovate.

Table 12 provides indicative costs for the activities described above. The most expensive activities are the programmes of Community Links and CCP. Community Links costs £7,500 per pupil and CCP £7,500, paid by LEAs. Both could be supplemented by up to £3,000, which would allow the charities to improve the services they are able to offer, for example, by providing better access to computers. Skill Force and Prince's Trust xl clubs are cheaper, but they are based on less intensive models and designed to reach more pupils.

Compared to some of the other activities in this report, alternative education is relatively expensive. However, it is also relatively demanding and focuses on the most hard-to-reach groups.

Table 12: Indicative costs for providing alternative education

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Skill Force programme	£1,500 per pupil, based on Skill Force's annual expenditure of £6m and working with 4,000 pupils Approximately £200,000 per regional team per annum	33% – it is estimated that around a third of pupils lack confidence	Participants develop soft skills in communication, leadership and teamwork. All participants achieve an accredited qualification. Teachers report improvements in behaviour, attitudes and attendance. Tests on pupils show improved feelings about school, greater preparedness for learning and better attitudes towards teachers.
Prince's Trust xl club	£830 per pupil, based on a cost per club of £10,000 per annum[30]	33%	Evaluations indicate improved motivation and self-esteem. Participants achieve an accredited qualification.
Fairbridge 13–16 programme. Fairbridge works with young people with the most difficult behaviour	£3,100 for around 100 hours of service for one person **	0.001% – one in 1,000 pupils in the UK is permanently excluded	A pilot of the programme showed that a third of pupils were successfully reintegrated back into mainstream schools. Develops social and vocational skills. Raises confidence, motivation and self-esteem.
Education provision for one year, provided by **Community Links**	£7,500 per pupil provided by the LEA ** Up to £3,000 per pupil for 'additional' work	0.001%	Provides a second chance for young people who have stopped going to school. Develops social and vocational skills. Raises confidence, motivation and self-esteem. 96% of young people gain four or more GCSEs.
Education provision for one year, provided by **Cheltenham Community Projects**	£6,500, provided by the LEA ** Up to £3,000 per pupil for 'additional' work	0.001%	Provides a second opportunity for young people who have stopped going to school. Aims to reintegrate pupils back into mainstream education. In 2004, three users progressed in schools with ongoing support from CCP.

*** Based on information provided by the organisation*

For further information see:

Chapter on 'Providing out of school hours activities'

NPC report *Schools Out! Truancy and exclusion*

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Supporting post-16 education choices

Issues

- Relationship between poverty and educational opportunity
- Relevance of the curriculum
- Low participation in post-16 education and training
- The relationship between schools and the wider community

Response

- Supporting post-16 education choices

Results

- Vocational qualification
- Social skills
- Engagement as citizen

The journey from school to further education or employment can be daunting. The transition at age 16 determines young people's future pathway and prospects.

Every young person should have the opportunity to fulfil his or her potential, whether this means completing 'A' levels and going on to university, a vocational qualification or a modern apprenticeship. This section looks at improving the guidance and support available to young people and strengthening the post-16 educational offering.

Issue

'Do I opt for further study or do I opt to leave education and look for training or a job?' is a question that confronts all young people when they reach the age of sixteen.

Figure 18 shows the destinations of young people after they complete compulsory education. In England, 72% of 16 year olds go on to further education, either in sixth forms or at college. By 17 this figure drops to 58%, a figure among the lowest of any industrialised country.[137] The high rates of drop out between ages 16 and 17 suggest that there are many young people who select an option that is unsuitable for them.

Post-16 destinations are strongly related to background and personal circumstances.

Young people in 20% of the most advantaged areas are five to six times more likely to enter higher education than those living in the least advantaged 20%.[138]

There are other groups that have a poor experience of post-16 education and training. Disabled young people often leave school with low expectations of themselves. Those with high levels of support needs may feel they have few education or training options available. Others find that further education placements, where available, are more concerned with meeting the young person's care needs than their education and training.[139]

Black and minority ethnic pupils also experience unique difficulties, often associated with cultural or language barriers. A recent report revealed that ethnic minorities are twice as likely to be unemployed as the UK's overall population.[140] Among those who began modern apprenticeships in 2002/2003, only 48% of young black people found jobs after they completed, compared to 72% of young white people.[141]

The UK has a relatively high number of young people not in education, employment or training (known as NEET). Of those that are not in full-time education at 17, around 9% are NEET.[137] The link between educational achievement, employment and earnings means that reducing the size of this group is a social and economic imperative.

The period of transition from compulsory education is one of the most important times of our lives.

Figure 18: Supporting post-16 educational choices

Causes:
- Low aspiration
- Lack of knowledge of education, employment and training opportunities
- Financial difficulties
- Poor access to opportunities due to disability or discrimination
- Post-16 curriculum that young people find uninspiring

→ Supporting post-16 education choices →

Effects:
- Raising aspiration
- Raise post-19 education participation
- Increase social mobility
- Improve post-16 opportunities for disadvantaged groups

Effective guidance can help disadvantaged young people from ending up in low-paid, low-skilled jobs that do not match the talents they might have.

Response

The education system offers a variety of options for young people leaving school. Access to these options depends on prior attainment, local provision and, crucially, knowledge and information about them.

This chapter looks at how the education system can support post-16 choices in four areas:

Careers education and guidance – supporting young people making decisions about their post-16 destinations and beyond.

Raising aspirations – broadening young people's horizons and ensuring low perceptions of their abilities do not prevent them from succeeding.

Financial support – supporting young people to continue in education.

Strengthening the post-16 curriculum – raising the quality of vocational education.

Figure 19: Participation of 16-18 yar olds in further education

Careers education and guidance

Careers education and guidance refers to 'activities intended to assist individuals to make educational, training and occupational choices and to manage their careers'.[142] These activities aim to help young people to choose the 'right' option for them and to match their choices with their abilities and interests.

Careers guidance may come from a variety of sources: friends, family members, teachers or professional advisers. Access to these sources depends on personal circumstances. Young people from disadvantaged backgrounds often do not have access to the same sources of knowledge and experience that more advantaged young people might.

Young people from disadvantaged backgrounds typically have lower aspirations than other young people. They are more likely to end up in low-skilled, low-paid employment. Conversely, many middle-class children grow up knowing that they are going to do 'A' levels and go to university. It follows that those young people from the most disadvantaged backgrounds benefit the most from access to careers education and guidance.

The role of the state

Under the National Curriculum, every secondary school has a statutory obligation to provide careers education to its pupils. Alongside provision in the schools, all young people in England have access to Connexions, the government's 13–19 careers guidance service. Connexions provides guidance to individuals through its 47 local partnerships. These partnerships work with schools, local employers and voluntary groups to offer each pupil access to a 'Personal Adviser'. Connexions has an annual budget of around £470m.

Within school and through Connexions, young people benefit from activities and resources including:

- face-to-face interviews with a designated careers professional

- careers programmes that allow pupils to assess their skills and interests and match these to potential education and employment opportunities

- access to information in careers libraries, online or by telephone

- work experience placements

- mentoring by people from the business world.
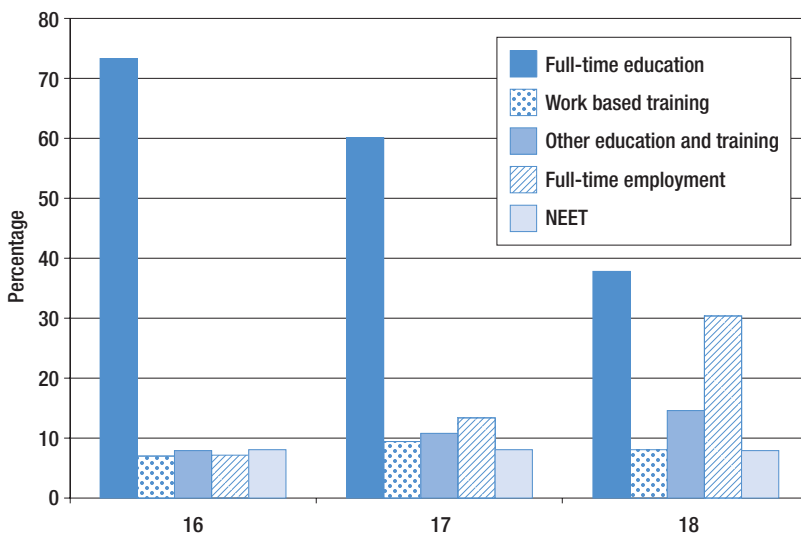
Access to these opportunities and their quality varies enormously between schools.[143] The Connexions service has been criticised for focusing too heavily on the NEET group and for its awkward combination of careers advice and general guidance and counselling. For a detailed look at the weaknesses of careers education and guidance see NPC's report *What next? The role for philanthropy in careers education and guidance for young people.*

The role of charities

Government-funded initiatives dominate the provision of careers education and guidance. However, there are a small number of charities offering guidance-related activities.

CRAC (The Careers Research and Advisory Service) develops new products and approaches to careers education. CRAC works on all aspects of careers guidance, but has particular expertise with young people. Last year CRAC worked with 800 schools and 12,000 pupils.

One of CRAC's newest products is 'Insight Plus', which is a six-month programme designed to be delivered in schools. Insight Plus uses pupils' casual work experience to develop their knowledge of business and work. Pupils are given support to complete the programme through workshops and a variety of interactive materials. Each participant receives a mentor to support him or her during the programme. Insight Plus relies on CRAC going into schools and delivering the workshops. CRAC aims to develop Insight Plus into a programme that can run without this support and that can be used more widely across the country.

The Trident Trust aims to increase young people's employability through its 'Skills for Life' programme. It is best known for providing work experience for pupils, funded by local authorities, but it also trains and produces materials for teachers. It works with 1,200 schools around the country, including 200 special schools and 60 pupil referral units.

For young people with disabilities **Skill: National Bureau for Students with Disabilities** aims to improve the transition from school to college or university. It provides information through its popular website and telephone helpline. In 2005, it took 3,000 calls and had 260,000 visits to its website. Skill is also an advocate for disabled people raising awareness among education professionals and campaigning for equality in government policy. For more information on Skill see Box 8.

Box 8: Skill: National Bureau for Students with Disabilities

Skill is a charity that supports disabled young people in their access to post-16 education and training. The charity has 30 years experience of providing services, in which time the UK has made significant strides in equal opportunity legislation. Skill now focuses on ensuring that this legislation is translated into practice, and assists individuals to make the most of the opportunities available. Skill's activities include:

- Providing information and advice via a telephone helpline, which received 3,000 queries in 2005, and a website that received over 260,000 visits.

- Working with government to ensure disabled people's right are upheld in major policy and legislative developments. In 2005, Skill responded to 26 government consultations and enquiries.

- Running conferences and undertaking consultancy and research projects. In 2005, a programme of eight conferences was attended by 678 professionals from universities, colleges and other agencies.

Skill has an annual income of just under £1m and it costs the charity around £38 to answer each query. It is based in London and also has offices in Wales and Scotland

Skill's information service meets a clear demand. It has been forced to concentrate its service purely on its core group – young people – and has had to turn away requests from education institutions. Cases are very individual and Skill keeps a record of its achievements. Where Skill provides advice on access to government benefits, a young person typically secures around £16,000 per year to help with their studies. Last year, Skill was successful at making sure that general qualifications, such as GCSEs and 'A' levels, were brought under disability discrimination legislation. The charity has also been successful in other areas. Following its publication Into Teaching and input into the Training and Development Agency for Schools' guidance, disabled applicants to teacher training increased from 4.1% to 9.1% in one year.

Education Business Partnerships (EBPs) are a group of organisations that act as brokers between schools, colleges and businesses. EBPs are best known for providing work experience for pupils, but they are also important in getting businesses involved in education in all sorts of other ways. This includes through mentoring programmes, professional development placements for teachers and careers events. For example, **Tower Hamlets Education Business Partnership (THEBP)** works within schools in East London. Its activities include bringing business people into primary schools to help children with school work and provide positive role models. It also works in secondary schools, using business volunteers as mentors for young people.

Raising aspirations

Post-16 destination and aspiration are strongly related. For example, 35% of pupils with three grade As at 'A' level do not apply to the 'top' universities.[3] The government's 'Aim Higher' seeks to foster aspiration among pupils who have the ability to apply to university.

Education Business Partnerships are valuable in harnessing the contribution and energy of employers.

Photograph supplied by LSE Careers Service

Research has shown a positive relationship between having careers goals and performance at school.

The role of charities

Within the charitable sector, a number of organisations work to raise the aspirations of young people. **The Sutton Trust** runs summer schools and university visits for able but disadvantaged young people to encourage them to apply to university.

Similar activities are also undertaken by universities to encourage applicants from disadvantaged backgrounds. For example, Edinburgh University's **Pathway to the Professions** is an outreach scheme to encourage pupils to study law, medicine and other subjects. The London School of Economics also runs summer schools for children from inner-city London schools. The 'Access to Finance' course, which takes place in holidays and weekends, gives young people an introduction to studying business and basic economics.

Financial support

Personal finance is a major concern. Young people from families that do not have a tradition of staying on in education may see it as an expensive option. In the short-term the immediate gains of paid employment can be alluring.

The role of the state

To encourage more pupils to remain in further education and training, the government offers incentives and extra support. The means-tested 'Education Maintenance Allowance' provides eligible young people between the ages of 16 and 19 up to £30 a week to remain in full-time education or training. Pilot schemes have been successful and the government estimates that in 2006/2007 it will allow an additional 72,000 young people to participate in further education.[144] The DfES also offers Learner Support Funding, a programme of grants to enable young people in financial hardship to continue in further education.

Personal finance and student debt is a worry at university. Studies have shown that the fear of debt is greater amongst young people from low-income households.[145]

The role of charities

There are a number of trusts and foundations that offer bursaries for individual students in further or higher education. Many universities and colleges offer means-tested bursaries or hardship funds to students. Setting up a similar fund is an option for donors interested in encouraging participation among low-income groups.

Strengthening the post-16 offering

The government has a commitment to provide post-16 education and training opportunities for all young people. The quality of this provision is variable. For those who choose the academic route, schools are the principal providers of education. For those who opt for the vocational route, colleges are the providers.

In March 2005, the government announced plans to create a network of '**Skills Academies**' in partnership with major employers and representatives from industry.[146] Skills academies are intended as centres of national excellence for education and training related to a specific industry. Planned academies include a fashion retail academy, sponsored by the Arcadia group, and an automotive academy. Unlike traditional academic courses, skills academies will be 'business-led' and sharply focused on the practicalities of industry and working life.

A similar concept has been pioneered by the **UK Career Academy Foundation** but within schools. 'Career Academies' are 'schools within schools' that teach a full-time focused programme of work-related learning tailored around different business functions. A two-year course for 16 to 18 year olds combines study-based modules, business mentoring, and a six-week 'internship' within industry.

The scheme runs within 25 schools and colleges in the UK. At present all the programmes in the UK focus on careers in financial services, but the UK Career Academy Foundation intends to expand to other functions such as human resources and ICT.

More broadly, there are many options for businesses to get involved in vocational education. Further education colleges always welcome the involvement of industry. Businesses can offer places for modern apprenticeships and training opportunities.

Results

Participation in post-compulsory education is shown to greatly improve an individual's chances in adult life. There are known to be strong links between education, health and income.[1]

There is a strong logical case for the provision of guidance and support, although this is not matched by extensive research evidence. Tracking the effect of guidance on long-term outcomes has proved difficult and expensive. Evaluations have tended to focus on short-term results, such as the perceptions of students and teachers, and the effect on applications to further education.

CRAC has a reputation for developing good products designed for use in the classroom. In early pilots of Insight Plus, teachers reported that it was valuable in building students' confidence and providing further sources of expertise and ideas for their own teaching. Evaluations of the **Trident Trust** focus on qualitative results based on pupil and teacher testimonies. They show positive effects on pupils' confidence, the ability to make choices and knowledge of the demands of work. The continued demand for its service suggests that teachers' and pupils' experiences are valuable.

Skill is the only organisation specifically working to help young people make the transition from school. Ultimately, in providing information and support, it has put thousands of parents and pupils in a better position to consider their options and to succeed in later life. Skill was also successful at getting a clause regarding GCSE and 'A' level examinations into disability discrimination legislation.

Schools working with **Tower Hamlets Education Business Partnership (THEBP)** report seeing noticeable improvements in pupils' basic skills and self-confidence. Pupils report that they enjoy the activities and, as a result, have a better sense of the opportunities that are available to them.

An evaluation of the **Sutton Trust**'s summer schools indicated that they are successful.[147] The courses are good at attracting the target group of young people from low-income families where parents have not been to university. Over 80% of participants thought that the careers advice, applications advice and financial advice they received on the course was very or quite useful. In a sample of participants three months later, all respondents said that the summer school had encouraged them to apply to university.

Although the UK Career Academy Foundation is in its infancy, there are early indications of success, as well as a considerable body of evidence from the US. In 2003, 85% of UK Career Academy students graduated with offers from universities, well above what was expected of those pupils prior to the course.

Evidence from the US corroborates these early findings. Career Academies seem to have a particularly significant effect on aspiration. In a US study from 2000, over 90% of academy students went on to higher education.[148] 'At risk' groups were introduced to career options and knowledge of professional career paths that were not previously available to them. Furthermore, even years after leaving a Career Academy, graduates rated their Academy internship highly and considered it helpful in their career decisions. In all cases in the UK, the course has been oversubscribed.

> In early pilots of CRAC's Insight Plus, teachers report that it was valuable in building students' confidence and provided further sources of ideas for their own teaching.

Photograph supplied by Skill

Table 13: Indicative costs for supporting post-16 educational choices

Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
A six-month course providing careers education building on informal work experience, provided by **CRAC's** Insight Plus	£220 per pupil, or £11,000 for a course for 50 pupils **	100% – all young people could benefit	Increases young people's 'employability' skills. Surveys show that pupils and teachers rate Insight Plus as very helpful. Having career goals and aspirations raises motivation and improves examination results.
Informing and advising disabled young people on access to further education and training, provided by **Skill: National Bureau for Students with Disabilities**	£38 per call or inquiry to Skill's information service **	10% of young people have a disability	Improves access for disabled young people to further and higher education. Gives disabled young people greater confidence to apply to university. Enables disabled young people to claim financial benefits from the state.
Summer school for young people considering applying to university, provided by the **Sutton Trust**	£700 per place **	–	Summer school gives young people a taster of studying and university life. It increases applications among groups that do not have a family history of university. Around a third of young people succeed in getting into the university where they attend the summer school.
Living costs of a student for one year	£8,000 (estimation by the National Union of Students)	–	–
Establishing a two-year career course for young people, by the **UK Career Academy Foundation**	£50,000 can help the UK Career Academy to continue its work	–	85% of young people graduated from Career Academies with an offer from a university. Young people from disadvantaged backgrounds were introduced to career options and knowledge of professional pathways that were not previously available to them.

** Based on information provided by the organisation

Conclusion

Judged against international benchmarks, post-16 participation in education and training is perhaps the most significant failing of the UK's education system. Government fails to provide an adequate level of careers education and guidance for young people. In particular, careers education is not considered important in many schools. Government also needs to ensure that post-16 options are sufficient and fit for purpose. To date, it has not been good enough at integrating business and education.

More than anything else, this chapter is a menu of the possible activities to support post-16 choices. Each activity is very different and a strong case can be made for each where the evidence is available.

Table 13 gives indicative costs for a selection of these activities. The costs vary. None of these are surprising. CRAC's Insight Plus costs around £200 per pupil, similar to the one-day assertiveness training given by Kidscape described in the chapter 'Tacking bullying'. It costs Skill £38 to respond to a query, very similar to the cost of ChildLine. The cost of developing a new programme by the UK Career Academy Foundation is comparatively expensive, but if successfully rolled out across the country the cost per pupil is likely to be low.

For further information see:

Chapter on 'Providing social and emotional support'

Chapter on 'Supporting professionals and schools'

NPC's report *Schools Out? Truancy and exclusion. A guide for donors and funders*

NPC's report *What next? The role for philanthropy in careers education and guidance for young people*

Conclusion

Giving can change lives. This report has presented a map for considering how donors and funders can make a difference to young people in education. It has outlined the opportunities for improving young people's lives.

The quantities of private money invested in schools may not compare to the quantities invested by the government. However, if this money is well directed, it has the potential to far surpass its relative influence.

More informed giving

The introduction to this report highlighted NPC's role in addressing the 'information gap' surrounding giving.

This report has a strong and deliberate focus on evidence. Some of this evidence is direct, such as evaluations of specific projects. Some of the evidence is indirect, or based on inference from what works elsewhere. Throughout the report, however, the emphasis is on the importance of basing funding decisions on information about the achievements of each activity or its likely future achievements.

It is not always possible to find evidence about charities. This is frustrating because their work often looks so compelling. However, it is worth looking for evidence, because this gives the reward of greater certainty. Directing funds to where they are likely to make an impact ensures that donors can be confident that their money is being well spent.

The emphasis on evidence does not mean that donors cannot take risks or invest in innovative projects; but it means that good giving is based on making informed funding decisions.

Good giving is based on making informed funding decisions.

Making comparisons

Faced with the nine groups of responses discussed in the previous chapters, and a wealth of different options in each, where should donors put their money? Is it possible to compare the different responses and arrive at an objective conclusion?

As each chapter demonstrates, it is possible to make cost comparisons in a limited sense, but to make proper and full comparisons, there needs to be a common point of reference between all the different responses. For example, information is needed about what effect each activity has on GCSE grades or the 'amount' of social skills young people gain. Limitations in the data available, and the fact that each response focuses on achieving a different result, means that only crude comparisons are possible.

Table 14 (see overleaf) presents a selection of costs from earlier in the report.

Giving can change lives.

Photograph supplied by Community Links

Table 14: Indicative costs for donors and funders

Response	Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Providing social and emotional support	Small group work once a week for ten weeks, provided by **Pyramid**	£135 per pupil based on annual expenditure of £530,000 and working with 4,000 pupils	33% – based on the experience of Pyramid, around a third of children in primary school are withdrawn and lack confidence	Measurably increases children's self-confidence and emotional well-being. Improves peer relations, motivation and behaviour.
Tackling bullying	Assertiveness and confidence-building course for children who are being bullied, provided by **Kidscape**	£175 per child, based on an annual cost of £35,000 for the project for 200 pupils	35% (half of all primary and a quarter of all secondary school pupils report being bullied) 35%	Increases young people's confidence and ability to face up to bullies. Pupils report that bullying stops in 80% of cases.
Providing out of school hours learning	An after-school club one evening a week for one term, organised by the school and led by a paid professional	£60 per pupil, based on a cost of £2,000 per club for 30 pupils	100% – all young people could benefit	Participation can improve motivation, social skills and attendance. Participation can also raise overall achievement by 3.5 GCSE grades.
	led by a teacher volunteer	£50 per pupil, based on a cost of £1,500 per club for 30 pupils		
Providing special educational needs support	Independent advice and support for children with special educational needs, including representation at tribunal, provided by **IPSEA**	£200–£300 per pupil[79]	17%	Puts parents and families in a better position to understand and negotiate better provision for their child. Around 70% of IPSEA's tribunal cases are successful, bringing £3,000 of extra support for each child.
	Intensive one-to-one reading support given twice a week for one year, provided by **Springboard for Children**	£1,800 per pupil, based on an annual expenditure of £654,000 working with 365 pupils	20% of pupils have difficulty learning to read	Pupils measurably improve reading and writing skills. 88% are able to return to mainstream lessons with a reading age comparable to their peer group. Improving literacy gives children better access to all areas of the curriculum, improving chances of success.
Supporting teachers and schools	Arranging five days of business support to a school through **HTI's Take5 model**	£500 per school **	100%	Specific task undertaken, for example, producing a school website. Relationship may develop into a long-term professional friendship.

*** Based on information provided by the organisation*

Table 14: Indicative costs for donors and funders (continued)

Response	Activity	Approximate cost	Estimated percentage of school population that could benefit	Results
Supporting whole school transformation: academies	**Total cost of an academy (capital cost spread over 25 years for a school with 1,000 pupils)**	£5,389 per pupil per annum, composed of: • Total capital cost £1,000: including £920 from the government and £80 from the sponsor • Ongoing costs of £4,389 paid by the DfES	6% (in England). The government has pledged 200 academies by 2010. There are 3,385 secondary schools in England.	Academies are yet to be fully evaluated. The independent evaluation says it is 'too early' to make a judgement on their effectiveness. Early results are better than predecessor schools. Average improvement of 13.3% GCSE grades A* to C, but improvement uneven and some schools have significantly modified their intake.
Supporting whole school transformation: specialist schools	**Total cost of a specialist school (capital cost spread over four years for a school with 1,000 pupils)**	£4,837 per pupil per annum, composed of • Capital cost £37.50: including £25 from the government and £12.50 from the sponsor • Total annual cost of £4,799 paid by the DfES	100% - all schools are due to become specialist	Specialist schools on average achieve 1.5 higher grades at GCSE than other schools, although a causal link with school improvement has not yet been established.
Providing alternative education	Education provision for one year, provided by **Community Links**	£7,500 per pupil provided by the LEA ** Up to £3,000 per pupil for 'additional' work	0.001%	Provides a second chance for young people who have stopped going to school. Develops social and vocational skills. Raises confidence, motivation and self-esteem. 96% of young people gain four or more GCSEs.
Supporting post-16 educational choices	Informing and advising disabled young people on access to further education and training, provided by **Skill: National Bureau for Students with Disabilities**	£38 per call or inquiry to Skill's information service **	10% of young people have a disability	Improves access for disabled young people to further and higher education. Gives disabled young people greater confidence to apply to university. Enables disabled young people to claim financial benefits from the state.

** Based on information provided by the organisation

Photograph supplied by School-Home Support

Giving in response to emotions is so much more potent when combined with thought and analysis.

A number of conclusions can be drawn from this table.

First, this sort of comparison is useful, if not definitive. Having this information is better than not having it. Donors without much background in education are now in a position to ask questions and to explore further the possibilities for giving money.

Second, a number of surprising findings emerge. Juxtaposing these costs makes some activities appear very expensive, such as providing alternative education and special educational needs support. Others, such as out of school hours activities, seem very cheap.

One of the biggest criticisms of the academies programme is its cost. However, based on the cost per pupil analysis over 25 years, in fact it is relatively inexpensive compared to some other activities, albeit in part due to massive economies of scale.

Third, and unsurprisingly, there is a relationship between the focus of the activities and their costs. In terms of the cost per pupil, training for teachers is the least expensive method of supporting young people and working with individual pupils is the most expensive. The trade-off here is between how intense the support to young people is and the cost. For example, training may improve a teacher's ability to help several young people, but it is likely that none of those young people would receive the same attention and benefit as they would if they had received one-to-one support.

What to fund?

The discussion above does not lead to the conclusion to 'fund the cheapest activity'. Far from it.

Each of the nine responses described in the report is important. But they have the potential to achieve far more than they are currently doing.

This report shows that some activities are cheaper than others, some achieve more than others and some have gathered more evidence than others. Where possible, each chapter suggests which activities would be most effective for donors and funders to support. Now it is up to donors to decide where to invest their money.

Where donors should put their money will depend on their appetite for risk. There are many well-established charities achieving good results. These deserve support. There are also new projects and organisations with uncertain results that have great potential. NPC does not recommend that donors should always 'play safe', but that they should try to achieve a balance between risk and reward.

Final word

Charitable giving has an enormous impact on many young people. Donors can change lives. Donations can enable young people to gain skills and experiences for which they will be grateful for the rest of their lives.

There are no simple answers to help decide how to give. As this report has shown, judgements will never be perfect.

We recognise that education is an emotive subject, but we urge donors to adopt a critical approach to investing their money. Giving in response to emotions is so much more potent when combined with thought and analysis.

For some donors, a change of approach may be necessary. For others, NPC's research can be used to strengthen their own strategies for giving.

Acknowledgements

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