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Extended Activity Provision in Secondary Schools

Research report

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Executive summary

This report explores the perceptions of several groups of stakeholders with regards to out-of-normal timetable activity, as well as an extended school day in secondary schools. Stakeholders include school leaders, staff, parents, and pupils, as well as commercial, voluntary and community sector (CVCS) organisations. This report provides insights into the perceived enablers and barriers to activity provision, as well as the potential benefits of extending provision.

Within this report, out-of-normal timetable provision refers to voluntary activities offered to pupils outside of their usual class times, which may include extended curriculum activities, as well as extra-curricular activities. The school day can be extended on a voluntary basis by offering out-of-normal timetable activities, or on a compulsory basis as seen in some academies.

Aims

The research had three key aims:

1. To provide insight from school leaders and other school staff, parents and pupils on current out-of-normal timetable provision, and the main barriers and enablers to offering provision and pupil participation;
2. To explore the perceived benefits and disadvantages of expanding out-of-normal timetable provision, including the possibility of a compulsory extended school day; and
3. To scope what capacity/ interest there would be from CVCS organisations to support additional out-of-normal timetable provision, as well as schools' capacity to manage these contractual relations.

Methodology

The work was carried out by Ecorys UK between November 2016 and February 2017. It was based on qualitative research in secondary schools, which varied across several characteristics. In total, 20 semi-structured interviews with school leaders, and seven case studies in an additional seven schools (comprising interviews and focus groups with school staff, parents and pupils) were conducted. Alongside this, 25 qualitative interviews with CVCS organisations, and a survey of 100 CVCS organisations were carried out. The research is not intended to be nationally representative, but rather presents a snapshot of current practices from a mixed sample of schools and CVCS providers, to inform DfE policy teams.

Current provision in schools

Overall, the underlying rationale for schools to offer out-of-normal timetable activities related to expanding pupils' horizons and allowing them to engage in activities that they might not otherwise have an opportunity to engage with outside of school. These are explored in more depth below.

Schools judged activity provision as good or comprehensive in most cases. Problems with public transport and transport arrangements that prevented pupils from participating in activities were recurring factors that inhibited activity provision and participation.

The most prominent times for activity provision were during break times as well as after school. A relatively small number of activities were provided before school. Commercial providers tended to be more likely to cover unusual times for delivery (e.g. weekends or holidays) while the voluntary and community sector organisations were mainly available after school.

A 'progressive universalist' approach, which is the aim to offer something for everyone, was applied across the majority of schools. Sports activities were by far the most widely offered activity. This is mirrored by CVCS survey respondents, of which 73% offered sports activities. Academic subject related offers were also frequently reported by schools, but these were often targeted at specific year groups or student ability. CVCS survey respondents tended to be more often involved in arts (29%), drama/ dance/ film (27%) and work experience activities (25%).

CVCS organisations tended to work with a smaller number of schools (54% of survey respondents worked with less than five schools) and on average with no more than five groups of pupils per school, which were on average slightly smaller than class size. Survey respondents indicated that there was some capacity to expand, which was mainly available on weekends and during holidays.

Frequently, the activity choices that schools offered were based on staff interests and availability. Some schools had implemented feedback mechanisms such as surveys to establish the demand and effectiveness of their activities. Evidence from parents and school staff indicates that the inclusion of external organisations was frequently linked to concerns over the cost and quality of the provision, but wider effects on community cohesion within the school were also mentioned.

A key enabler in the provision of activities was the availability and willingness of staff to offer activities they were interested in. Activities which could be reliably offered on a long term basis were most successful, and this applied to school as well as externally provided activities.

Communication practices of schools were well established in most cases, using channels such as assemblies, newsletters, websites, word-of-mouth, information screens, as well as leaflets to disseminate information to pupils and parents. This was a key enabler in increasing participation. CVCS organisations, and particularly smaller ones, faced some difficulties getting through to the right people within schools to offer their provision. This was a key challenge for them.

Experiences of compulsory extended school days

Several schools had experience of delivering a compulsory extended school day. Two schools had implemented a compulsory longer school day since their opening. These tended to be newly established academies, so that buy-in existed towards the extension from the start. A number of schools also had extended their compulsory timetabled class time by reducing break times, as well as introducing Saturday classes for some year groups to expand activity and learning time. The rationales for the extension focused on increased time to engage with curriculum subjects in a supported way, as well as opportunities for more experimental learning. Some schools also cited aspirational aspects, and wanted their offer to be seen as closer to that of independent schools.

Schools and external providers working together

Generally, external providers were very carefully chosen by schools with a view to add value as well as establishing long-term relationships. Concerns over the suitability of some organisations and the lack of a consistent quality assurance system also affected schools' willingness to engage with external providers. Advantages of working with external organisations, as identified by schools, included:

- The ability to access specific expertise that was not present within staff and could not be accessed within the community;
- Accessing targeted provision for specific pupil groups; and
- The development of pathways into local clubs which could be continued beyond school life and even into adulthood.

An aspect that was more difficult for schools to deal with was attracting additional funding. Several schools had made a decision to hire an individual with specific experience in fundraising. These schools also had a strong commitment and directive from school leadership with regards to out-of-normal timetable activity provision.

Funding was the central enabler and barrier for activity provision at schools. As a result, schools tried to offer as many of their activities as possible free of charge. Of the CVCS survey respondents 19% offered activities free of charge; 47% charged parents or pupils directly, often on a per session basis and sometimes in a subscription format, with fewer

(34%) charging the school or Local Authority. Of organisations that charged for activities, there was somewhat of a dichotomy visible. Around one-third (35%) charged £10 and more per session per pupil, while around one-quarter (27%) charged less than £3 per session. The South East and London were relatively more expensive in terms of activity cost than the rest of England.

Expanding provision

Overall, schools were broadly satisfied with their current out-of-normal timetable offer and felt that voluntary, rather than compulsory, extension of the school day was more appropriate.

Extending voluntary provision

Most schools considered that they were broadly satisfied that they already provided a fair mix of voluntary academic and enrichment activities, and their offer was proportionate to the size of the school and the resources at their disposal. Most schools aspired towards providing a core offer for all pupils as well as concurrent targeted interventions alongside this. The challenge was therefore one of boosting participation, while also meeting the needs of specific groups.

The main benefits for pupils from extended provision resulted from the direct impact of the additional activities in which pupils could participate, namely either enrichment or more directly academic activities. Enrichment activities were viewed positively in terms of engaging pupils (with activities, other pupils and teachers) and allowing development of additional skills, with more academic activities being viewed primarily as providing more direct impact on academic attainment, although schools were generally mindful of the challenges posed by attempting to measure these effects.

Concerns around a longer day focused on the impact on the work-life balance of pupils; the extent to which participation should be intrinsically motivated or imposed; the impact on teachers and practicalities of staffing, and the potential of disruption to family schedules.

Compulsory extension of provision

Views of school leaders towards extending the school day on a compulsory basis were mainly negative, although some were less so. Pupils and teachers were generally negative around a compulsory extension. Reactions about extending the school day on a compulsory basis from schools, who were currently not operating an extended school day were very mixed. Some could see benefits including increasing the exposure to enrichment activities and targeted support particularly for students who might not

generally participate in after school activities, as well as providing support for working parents. School leaders however, highlighted the importance of choice for pupils to enable their decision-making skills and capacity and the challenges associated with a non-voluntary extension to the school day. A compulsory extension of the school day would require the buy in of all parties and would require a restructuring of the wider system within which the school operates (e.g. changes in school transport times and effects on other schools) and context (e.g. effects on home life of pupils and families) to account for the substantial changes.

Barriers and enablers to expanding provision

Schools identified a range of barriers to extending their provision, which typically related to a combination of financial constraints, a lack of staffing capacity and workload issues, high transport costs and inflexibility, and a lack of access to suitable facilities and equipment. The status afforded to out-of-normal timetable provision also emerged as an issue. Parental attitudes and engagement were sometimes cited as a barrier, and sometimes as a potential strength or enabler, depending on the individual school.

A number of common factors were considered to facilitate the extension of provision. It was recognised that the value attached to extended provision and the availability of time and resources to support this rested ultimately with the head teacher, and that this message needed to come from the top and within the school. Changes in leadership were quite often reported to have had a significant bearing on what schools were able to offer. A priority was identified to find ways to better acknowledge the time contributed by teachers.

Having a dedicated coordinating role proved invaluable to those schools that had taken this approach, in ensuring oversight and boosting capacity. Several schools had appointed a Community Manager, whose remit included out-of-normal timetable provision, alongside work to develop school-community links and partnership working.

A number of the schools were receptive to giving a greater role to external providers, but found that external providers often lacked the capacity and experience to play an active role in planning and coordination. This was particularly the case for smaller providers and those with less prior experience of working in a school environment. Building capacity within the CVCS organisations to ensure that they were 'commissioning ready' was seen as a solution to this.

There was a good level of demand among respondents for some kind of centralised local information point, 'hub' or forum about local provision involving key stakeholders. The main purpose would be to provide a one-stop-shop for locally available CVCS provision, and signposting to community associations and clubs. In addition, there was an appetite

for information about the effectiveness of different types of extended provision and their outcomes.

Partnership working and support

Expanding capacity within schools

Overall, the common view among school staff was that the involvement of parents in delivering out-of-normal timetable activities was not likely to be an effective approach to increasing schools' capacity for offering extended provision. There were a variety of reasons given for this view ranging from parents' attitudes towards schools, to the amount of time commitment they could offer for such activities, and the skill sets and experience required to deliver more specialist activities.

A positive view of teaching assistants' (TAs) involvement in extended provision was held by the majority of school staff and parents. A substantial number of schools already used TAs in their schools' out-of-normal timetable activities and regarded it as a valuable approach to extending their provision. However, there were other participants who qualified their positive views about this possibility and one who did not regard it as a potentially effective route to increasing capacity to deliver out-of-normal timetable activities, due to the availability of funding, the variation in TAs' skill levels as well as a potential reluctance of TAs to work additional hours.

Partnership working

Schools varied in their experiences of working collaboratively with other schools to offer extended activity provision, and this was reflected in the range of views about whether this would help or hinder in the context of an extended offer. Those who regarded a partnership approach with other schools as an opportunity cited the multiple beneficial effects that they perceived to be associated with the anticipated potential economies of scale such an approach could provide. Benefits included: pooling and sharing access to their existing facilities; sharing the workload of coordinating activities; and better managing the resource costs of delivering out-of-normal timetable provision.

School leaders who considered partnership working as a hindrance to their delivery of out-of-normal timetable activities typically cited the distance between potential partner schools as the key factor that would prevent the development of supportive, collaborative relationships. These school leaders anticipated difficulties in: coordinating pupils' transportation to, and from, different schools; developing the kind of close relationships that would be of value to schools' respective offers of extended provision, and in addressing issues related to ensuring a safe environment for all.

There was a good level of support for the involvement of multi-academy trusts (MATs), and regional commissioners, in out-of-normal timetable activities in schools, particularly with regards to achieving economies of scale. School leaders highlighted that effective partnership working in MATs would be dependent on sufficient numbers of schools within that trust, working together. Again, geographic proximity was seen as playing a great role in the success of this approach as well as ensuring that all partner school within a trust could derive benefits from such an agreement.

Guidance and support

A range of possibilities for increasing the capacity of both schools and CVCS organisations in providing more out-of-normal timetable activity was identified. School leaders placed importance on processes that could help to improve the efficiency or cost-effectiveness of delivering extended provision, as well as the logistics of its delivery. Likewise, they considered that financial support would be beneficial in relation to CVCS provider capacity building. CVCS organisations identified a specific training need with regard to marketing and promoting their activities to schools.

There was strong interest in support that could facilitate the provision of specific information and advice on the nature and quality of activities offered by CVCS providers. The majority of school leaders were positive about the suggestion of offering this support through a centralised 'hub'. CVCS interviewees similarly highlighted a centralised resource as a way of providing relevant information as well as gaining insight into the nature of demand from schools.

Clarification on the value and purpose of extended provision, as well as who was accountable for the quality of provision, were also themes emerging from a few school leaders and CVCS interviewees.

Conclusions

There were three aims of this study: 1) exploring perceptions of current out-of-normal timetable provision in secondary schools; 2) exploring perceptions of the expansion of out-of-normal timetable provision in secondary schools; and 3) scoping capacity and willingness of the CVCS sector to support the expansion of out-of-normal timetable provision in secondary schools.

- 1) Schools largely reported that they felt they offered a good range of out-of-normal timetable provision depending on their school size and location. The main barriers to provision were identified as a lack of funding and staffing, and transportation issues. The main enablers were identified as having teaching staff who were

interested and available to run activities, and good communication with parents and pupils.

- 2) Whilst schools were broadly happy with the range of activities on offer, they were able to identify benefits in extending provision. Benefits included increased access to enrichment of academic activities, which was considered to help 'level the playing field' across all pupils, and to give pupils a chance to take part in activities they may not otherwise have access to. There was a consensus that participation should be voluntary to ensure pupils are not placed under too much stress, and are motivated to participate fully. There were concerns that compulsory activity could limit the amount of activities within the community that pupils could participate in, and cause issues with family routines and transportation.
- 3) There was a good level of acknowledgment among research participants of the need for more CVCS activity providers to become 'commissioning ready' in the context of working with schools. While schools often rated the specialist input of external organisations highly, many smaller CVCS providers lacked a menu of options, meaning that it was quite often necessary for schools to absorb management and administrative costs.

Additionally, the study indicated that there is widespread demand for improved access to information on locally available extended activity provision and providers. The concept of an informational "one stop shop" was suggested on numerous occasions, including accurate listings of locally available CVCS provision. Some means of quality assuring provision and providers was also in high demand. School leaders were aware of the importance of investing resources wisely, but reported varying levels of knowledge and awareness of the relative effectiveness and outcomes from different types of interventions. Easier access to relevant research data and evidence would generally be welcomed.

Extending activities – Implementation checklist for schools

Schools within the study exhibited the following enabling factors:

1. **Strong endorsement of extended activity provision at school leader level**, to articulate a clear overall vision and ‘whole school’ objectives. This might also include a commitment within the school development plan to support extended activities, with attention to universal and targeted provision, and accountability to parents and pupils regarding progress and expenditure.
2. **Designated responsibilities for coordinating extended activity provision**, for example included within the remit of a Community Coordinator, and implemented alongside other school fundraising and community development activities.
3. **An appropriate scheme for recognising and rewarding the time of teachers and support staff** in supporting delivery, including responsibility points and/ or pay or contractual benefits, and back-filling staff to plan and deliver activities.
4. **Clear arrangements for publicity and awareness-raising**, including established channels such as school assemblies, newsletters, websites, and information boards, and more tailored information. Schools might make the most of offers from community clubs to showcase the range of activities open to pupils.
5. **Creative and flexible ways to incentivise participation** among young people, including reward card schemes with points redeemed for activities completed; competitions and annual awards, and student-led clubs.
6. **Appropriate forums for parent and pupil consultation and feedback**, making the most of existing opportunities, such as parents’ evenings, interaction with parents through Parent Support Advisers (PSAs) or their equivalent, and through school councils or other standing committees for children and young people.
7. **Parental engagement in the ongoing delivery of activities** might also be supported by putting on special events and performances, involving parents in activity provision (specifically during evening hours and/ or weekends) as well as offering joint engagement opportunities (e.g. volunteer days or school fetes).
8. **Monitoring and evaluation of activities** to gauge pupil and parent satisfaction, and to measure outcomes where possible. This might be achieved through a combination of feedback directly from participants, or indirectly via established annual pupil or parent surveys, enabling activities to be tracked over time.

Introduction

This report explores the perceptions of school leaders, staff, parents, pupils as well as commercial and voluntary and community sector (CVCS) organisations with regards to out-of-normal timetable activity. It provides insights into the perceived enablers and barriers to activity provision as well as the potential benefits of extending provision.

Within this report, out-of-normal timetable provision refers to voluntary activities offered to pupils outside of their usual class times, which may include extended curriculum activities, as well as extra-curricular activities. The school day can be extended on a voluntary basis by offering out-of-normal timetable activities, or on a compulsory basis as seen in some academies.

Within England, schools have offered extended activities for some time ranging from traditional study support and summer school programmes, to multi-agency provision following the 'extended school' model (Dyson & Kerr, 2014). The case for implementing a compulsory longer school day has also been debated for several years, and the June 2014 report of the Education Select Committee on the underachievement of white working class children highlighted some benefits of a longer school day to this specific group. A further review of best practice on this subject was recommended (House of Commons Education Committee, 2014). Academies have enjoyed freedoms in setting school hours for some time, although only about 12% of academies have made changes to the length of their school day or year with an additional 11% expressing an intention of doing so (Long, 2016). Local authority maintained schools can also vary the length of the school day with governing body approval.

Existing literature and research

Effects of extended provision

The potential benefits of offering out-of-normal timetable activities in secondary schools are supported by a growing UK and international evidence base. A meta-review by the Education Endowment Foundation (EEF) concluded that pupils participating in targeted before and after school programmes make two additional months progress per year on average compared with their peers, with the highest gains experienced by socially disadvantaged pupils (Education Endowment Foundation, 2016). Elsewhere, a meta-review of after school programme evaluations evidenced positive effects on school attendance, behaviour, and peer relationships amongst pupils from lower income families (Durlak & Weissberg, 2007).

The Full Service Extended Schools (FSES) programme in England ran across 148 schools (including ten schools funded through a different programme) between 2003 and

2006 (Cummings, et al., 2007). Schools were offered comprehensive out-of-normal timetable provision for pupils and families. The aim of the FSES programme was to support the development of at least one school in each local authority area, which would offer a comprehensive range of services including health services, adult learning, community activity, study support and access to childcare from 8am to 6pm, particularly in disadvantaged areas. Although the programmes were very diverse, they addressed a range of common issues which included: overcoming barriers to learning perceived to be mostly related to family and community problems; developing additional provision to address these barriers; creating additional staff resources; accessing multiple funding streams; as well as encouraging schools to develop clear concepts on the fit of their extended provision with the school's strategy.

The evaluation showed that there were positive effects of the programme on pupils' attainment, as well as wider family effects (e.g. engagement with learning and more stability at home), wider impacts on pupil-teacher relationships and on the schools' standing in the community. Successful delivery of the programme was highly dependent on the head teachers' enthusiasm and school leaders' ability to drive engagement. Key lessons from the evaluation of FSES at school level included: the necessity to have a key contact and champion to drive the programme; sufficient time to think through what an extended approach meant to the school and local community; what issues would need to be addressed; and the need to develop this within a wider strategic context for the community.

Whilst the literature underlines that there is no simple correlation between the length of the school day and pupils' academic performance (OECD, 2013), a number of factors are believed to contribute towards positive outcomes. Studies show that academic gains are often greatest where the activities are teacher-led, instructional, and sustained over time. However, no single programme has been proven to meet the needs of all pupils, and personalisation is also important, alongside personal and social skills development (Kidron & Lindsay, 2014).

Enablers and barriers

A recent report by the Policy Exchange identified certain shared characteristics among schools that have successfully extended their hours. These include strong leadership; clearly articulated goals and ethos; and a 'whole school' approach, with teachers, pupils, and parents fully on board, even where resistance is first encountered (Briggs & Simons, 2014). Conversely, the potential barriers to a longer school day are cited in the report as funding constraints, teacher workloads, and concerns about placing undue pressures on pupils. As part of the report, the Policy Exchange commissioned a bespoke poll by YouGov, which found that around half of secondary school parents surveyed (51%) were in favour of a longer school day, but with the caveat that extended activities should

include enrichment, and avoid a sole focus on academic achievement. The same poll found that around three quarters of teachers (75%) would not be willing to work longer hours under their existing terms of employment. These findings highlight a gap in the staffing/ resourcing of a possible extension of activities. This study explores possible solutions to close this gap.

Study aims and methodology

While there is some evidence with regards to the effects of an extended school day, relatively little is known about what types and amount of out-of-normal timetable activities schools offer, how activities are offered, to what extent third parties are involved in activity provision, and whether there is capacity within schools to offer more activities, either through the use of their own staff or making use of third party provision. This research project set out to address this knowledge gap, and to identify best practice.

The research study had three key aims, as follows:

1. To provide insight from school leaders and other school staff, parents and pupils on current out-of-normal timetable provision, and the main barriers and enablers to offering provision and pupil participation;
2. To explore the perceived benefits and disadvantages of expanding out-of-normal timetable provision, including the possibility of a compulsory extended school day; and
3. To scope what capacity/ interest there would be from CVCS organisations to support additional out-of-normal timetable provision, as well as schools' capacity to manage these contractual relations.

A mixed methods study was conducted to address these aims. The study consisted of 20 semi-structured qualitative interviews with school leaders, 25 semi-structured qualitative interviews with CVCS organisations, and a set of seven case studies with a purposive sample of secondary schools. Each case study included interviews with school leaders, individuals with budget-holding responsibilities for extended provision, teachers and other school staff, as well as one parent and one pupil focus group, with between six and eight parents, and pupils respectively. All interviews lasted around an hour, with focus groups lasting between 60-90 minutes. The qualitative research was supplemented by a quantitative telephone survey lasting around ten minutes with 100 CVCS organisations that were delivering activities for secondary school-aged children. The research is not intended to be nationally representative, but rather presents a snapshot of current practices from a mixed sample of schools and CVCS providers, to inform DfE policy teams.

Qualitative research methodology

The qualitative research took place between November 2016 and February 2017. A purposive sampling strategy was originally adopted for the school leader interviews and the case studies. This involved selecting a sample frame based on pre-defined criteria (school type, level of academic attainment, rates of pupils eligible for free school meals, urban/ rural mix, geographical mix, and “cold spot”¹). The sample was intended to capture a range of important school characteristics. However, due to difficulties in recruiting schools it was not always possible to achieve the desired numbers covering all these characteristics.

The source sample consisted of a total of 2,662 schools after data cleaning, and was constructed by drawing an Edubase² data extract, supplemented with publicly available schools data. A random sub-sample of 90 schools was drawn who were invited to participate in the study. However, this approach yielded insufficient numbers of participating schools, and was therefore supplemented with a telephone-based quota sampling strategy using the full source sample. Schools were also asked to complete a pro-forma asking for some specific details of their provision prior to the interviews and case study visits. Table 1 summarises the planned and achieved sample characteristics.

¹ What is referred to here as a “cold spot” is a combined measure of local school performance and ability to access key resources to sustain improvement in school performance which was developed for a Government White Paper (Department for Education, 2016). A detailed explanation how the indicators for the Government White Paper were derived and scaled can be accessed in the methodology guidance note: [Defining Achieving Excellence Areas](#). A rating of 1 and 2 (strong) means that a very high percentage of pupils have access to an outstanding or good secondary school within 5km of their home postcode and the schools in the area have a high capacity for performance improvement. A rating of 5 or 6 means that a relatively low percentage of pupils have access to an outstanding or good secondary school within 5km of their home postcode and that schools in the area have low capacity for performance improvement.

² [Edubase](#) is the Department for Education’s register for educational establishments in England and Wales.

Table 1 Planned and achieved sample characteristics of school leader interviews

Criterion	Heading	Planned	Achieved
School Type	Academy	9	9
	LA maintained	8	6
	Special	3	5
Free School Meals (% of eligible pupils enrolled at school)	High (26% and more)	9	11
	Low (0% - 25%)	11	9
Attainment* (% of pupils who achieved at least 5 A*-C grades or equivalents in their GCSE including A*-C in English and Maths in 2015)	Low (0-49%)	5	8
	Medium (50-74%)	8	7
	High (75% and more)	7	4
Cold spot**	Strong (1-2)	7	7
	Medium (3-4)	6	8
	Weak (5-6)	7	5
Geography	Urban	12	12
	Rural	8	8
Activity Offer***	Comprehensive	5	5
	Good	5	11
	Some	5	3
	Limited	5	1

Note:

* One school had no performance data published as they had recently changed school-type.

** See footnote 1 for a detailed explanation of the cold spot indicator.

*** Schools were asked to self-assess their activity offer using a screening question during the recruitment process (see Annex III).

Case study recruitment used a purposive approach as well, which was enhanced by two additional strategies due to slow recruitment. The two strategies included:

- Carrying out the school leader interview first and then inviting schools to be part of a case study. This approach was intended to familiarise the school leader with the project and break the research tasks up into smaller packages to make it more manageable for schools; and

- A dedicated case study only recruitment exercise, based on ‘cold’ contact with a much larger sample of 373 schools drawn from Edubase, ensuring no overlap with the school leader recruitment.

Table 2 summarises the planned and achieved characteristics for case study schools.

Table 2 Planned and achieved sample characteristics of case studies

Criterion	Heading	Planned (n = 10)	Achieved (n = 7)
School Type	Academy	5	4
	LA maintained	4	2
	Special	1	1
Free School Meals (% pupils enrolled eligible)	High (26% and more)	5	4
	Low (0% - 25%)	5	3
Attainment (% of pupils who achieve at least 5 A*-C grades or equivalents in their GCSE including A*-C in English and Maths in 2015)	Low (0-49%)	2	2
	Medium (50-74%)	4	5
	High (75% and more)	4	0
Cold spot*	Strong (1-2)	3	4
	Medium (3-4)	4	2
	Weak (5-6)	3	1
Geography	Urban	6	6
	Rural	4	1
Activity Offer**	Comprehensive	3	6
	Good	3	0
	Some	2	1
	Limited	2	

Note:

* See footnote 1 for a detailed explanation of the Cold spot indicator.

** Schools were asked to self-assess their activity offer using a screening question during the recruitment process (see Annex III).

The CVCS recruitment for the qualitative interviews and survey required a different approach, because an equivalent central database of providers does not exist. It was therefore necessary to build a target list using a variety of sources, including internet

searches, local authority directories, and referrals from schools and contacting organisations by phone. A quota of 60% voluntary and community sector (VCS) and 40% commercial organisations was set at the study design stage. Additionally, it was required that the sample represent a broad range of types of activities, geographical coverage and target populations (e.g. pupils with English as an additional language (EAL), special educational needs and disabilities (SEND), or girls only), although no quota was applied for these characteristics. The target list contained a total of 1548 organisations, all of which were contacted during recruitment.

For the qualitative interviews, 443 organisations from the target list were contacted, of which 16 VCS organisations and nine commercial provider organisations participated in the interviews (see Table 3). A more detailed breakdown of organisation characteristics for the achieved interviews is available in Annex II.

Table 3 Planned and achieved sample characteristics for interviews with CVCS organisations

Organisation Type	Planned	Achieved
Commercial	10	9
Voluntary and Community sector	15	16

All qualitative data was extracted and subsequently analysed using a thematic framework, which comprised key themes identified in advance, as well as topics emerging from the research. This allowed the filtering and comparison of responses according to key variables such as school/ provider type, and activity profile.

Quantitative research methodology

The sampling strategy for the survey has been outlined above. As no reference points with regards to response rates existed with these types of organisations, sample building and recruitment continued until the desired quotas were fulfilled. Organisations were contacted by telephone and asked a series of screening questions to determine eligibility for the survey as well as to capture additional information on activity types and target groups. The remaining 1105 organisations from the target list were contacted, of which 907 were eligible to participate in the survey. Of these, 104 (11%) completed the survey. The survey was designed to be conducted via telephone, with an option of online self-completion if preferred. The total response rate was 27% (including those who were ineligible after screening, and those who completed the survey, see Annex II).

The telephone survey took place between Mid-December 2016 and early January 2017. Of the 104 responses achieved, four were excluded at the data cleaning stage, due to incomplete responses. The final sample analysed included 28 commercial and 72 VCS organisations. For the purpose of the analysis, any scores more than three standard

deviations above or below the mean were labelled as outliers, and excluded. Any inconsistent responses, which could not be verified (e.g. one member of staff working with 500 schools) were also excluded. These exclusions are clearly highlighted and explained in the corresponding sections of the report.

Report structure

The remainder of this report outlines the current provision of activities in schools exploring the scope of activities provided, experiences of a compulsory extended school day, working relationships of schools with CVCS organisations as well as issues around funding and contracting.

Next, views on the expansion out-of-normal timetable provision is covered, including the sufficiency of the current provision in schools, general views about the compulsory extension of the school day, the prioritisation of activities, as well as enablers and barriers for extending the school day.

The report then examines stakeholder engagement and partnership working. It also considers views about what guidance and support might be necessary or helpful to enable extended activity provision. The report concludes with a summary of the key findings.

Current provision in schools

This section provides an overview of the landscape of activity provision in schools from the perspective of schools and commercial, voluntary and community sector (CVCS) organisations. It gives insights into the types and range of activities, their integration into the school day, and promotion of activities to schools and parents. Additionally, it outlines gaps in provision as well as capacity within schools and provider organisations with regards to current activity provision.

Key findings

- Activities were offered to enable pupils to broaden their horizons and develop into well-rounded individuals. Schools considered provision to be quite comprehensive, taking their type of school, geographic location, and extent of disadvantage into account.
- Sport was the most popular activity offered, followed by arts/ crafts, and drama/ film. Academic subject-related activities were often targeted at specific year groups or specific student ability.
- School staff were preferred for activity delivery, primarily due to cost considerations, as well as supporting links with the community.
- Local transport limitations were cited as a key barrier to participation (and expansion).
- The vast majority of CVCS organisations worked with a small number of schools and there was some, albeit limited, capacity to expand within the sector, mostly on weekends and during holidays.
- The quality of provision and long-term relationships were key when working with external provider organisations.
- Around 20% of provision was offered free of charge, while approximately 60% was reported to cost less than £10 per session. South East and London were relatively more expensive than the rest of England.

Rationale for offering out-of-normal timetable activities

Overall, the underlying rationale for schools to offer out-of-normal timetable activities related to expanding pupils' horizons and to allow them to engage in activities that they might not otherwise have an opportunity to engage with outside of school. These are explored in more depth below.

Schools frequently reported that their out-of-normal timetable activities were guided by objectives relating to improving the pupils' "*cultural capital*", meaning pupils' exposure to a wide range of cultural activities, such as theatre, opera, ballet, classical music, choir, or art exhibitions, that especially more disadvantaged pupils would not commonly access. Another aim was to increase pupils' social capital, which school staff often referred to in relation to creating more rounded individuals with the necessary social and life skills to lead a happy and healthy life. In some instances, schools saw out-of-normal timetable activities as a way to give pupils a sense of achievement, which they had not yet had a chance to experience. Out-of-normal timetable activities provided a fun opportunity to engage particular student groups (e.g. those with additional support needs) and develop their skills in a more relaxed environment without the pressure of having to achieve grades. One school leader summarised:

"As well as dealing with barriers to learning, we have a small group of students who are particularly vulnerable and display challenging behaviour. We want them to be focused and happy"

(School leader)

A frequently mentioned aim of offering out-of-normal timetable activities was to enable pupils to engage in activities they would otherwise not have a chance to experience, for instance due to their socio-economic background. Some activities, frequently multi-day residential trips, were also used to provide pupils from difficult backgrounds with what the school perceived as a sense of 'normality':

"Just to sit at a table and have a meal, not to be up until 3am, showing them a normal way of life."

(School leader)

"Of course the nature of those things is that those who come from well adjusted backgrounds are [...] more engaged and then you have others who are not. We try to encourage them but they often have chaotic lives with five children in a two bedroom flat so it is difficult."

(School leader)

Community cohesion, within the school as well as with the local community, was also a driver, particularly in schools that offered volunteering opportunities, National Citizenship Service, or uniformed youth groups (e.g. cadet units). Typically, these activities would involve, and be highly visible within the local community.

Scope of activities offered

With the exception of five schools, all school leaders including those from case-study schools indicated that they offered a comprehensive, or at least a good, range of out-of-normal timetable activities within their schools³. What was considered a good range differed amongst participants and depended on contextual factors (e.g. school location, urban/ rural), school size, as well as participants' perceptions of their schools' capacity for activity provision. Smaller schools, for instance, tended to offer fewer activities than larger schools, but within their own capacity judged this to be quite comprehensive. Among those schools that felt that their offer was more limited, four indicated that given the right circumstances they would expand their offer. Another school, a small special school, was contemplating shutting down their out-of-normal timetable activities due to cost considerations, as well as low and unpredictable pupil participation levels.

The majority of pupils in all participating special schools and some rural schools were reliant on public transport and school buses to travel to school, which were arranged by the local authority. There was little flexibility in rearranging the bus schedule because in some cases, buses served multiple schools. This meant that schools would need to arrange for their own bus services on top of the ones offered by the local authority. One school outlined that it would cost the school in the region of £600 per day to put on additional bus services to enable more pupils to participate in their after school activities.

Types of activities offered

A 'progressive universalist' approach, which aims to offer something for everyone, was applied across the majority of schools. Sports activities were by far the most widely offered activity. Academic subject related offers were also present, but these were often targeted at specific year groups or student ability. A key factor in the provision of activities was staff continuity and the effects on the continued provision of the activity in the event of staff changes, which applied to schools' staff as well as external organisations providing activities.

Sports clubs (e.g. football, rugby, hockey, netball, athletics) tended to be offered across all year groups and fed into school teams that played in leagues, competitions and tournaments. Homework clubs were also offered to all year groups. Academic subject-related clubs were popular, but their range was often limited and frequently they were only offered to particular year groups or pupils. Most frequently this included 'Science Club' and 'Horrible Histories' (most often for Year 7 and 8), with mathematics clubs or technology clubs being on offer occasionally, and quite frequently targeted at the 'Gifted

³ See Appendix III for the screening questions used to determine the perceived extent of activity provision within schools.

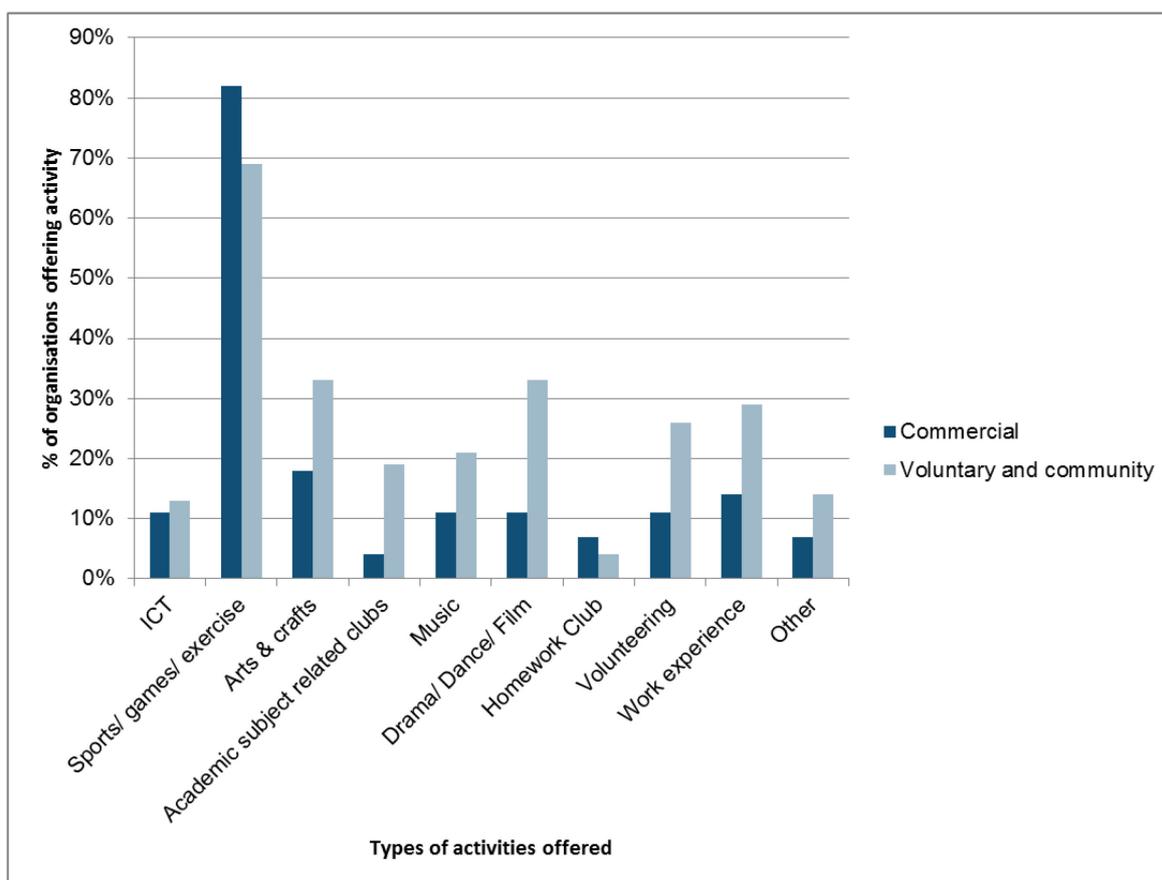
and Talented' student population. Schools catered to pupils requiring support for learning English as an additional language, and offered pastoral support to vulnerable pupils. In specific circumstances, schools would offer activities specifically targeted at girls (e.g. girls-only swimming lessons to engage Muslim girls in particular, or targeted confidence building activities) or draw in outside support to engage pupils at risk of exclusion or at risk of dropping out. All-age activities such as those in relation to music, school band/ orchestra, arts and crafts, as well as drama were common, but depended vastly on the availability of engaging and committed staff.

Volunteering and work experience were on offer to a limited extent and most frequently for older age groups. However, where work experience and volunteering options existed, they were highly valued by parents and pupils. They offered ideal opportunities for pupils to try out something that they either really wanted to do, with a view to strengthen their university applications, or that they most likely would never get to do again. Examples here included opportunities for pupils to gain insight into the medical profession, which was facilitated through the school's career department, as well as the opportunity, in one pupil's case, to try out farming.

The dominance of sports and physical activity offers was also highly visible in the CVCS survey data and throughout the interviews with CVCS organisations. Out of 25 interviewed organisations, 17 (68%) offered sports and physical activity opportunities. A similar picture developed from the CVCS survey where 73 out of 100 (73%) respondents provided sports and physical activity offers (see Figure 1).

Far fewer organisations surveyed offered any other types of activity; 29% provided arts and craft activities, 27% offered drama/ dance/ film, 25% arranged work experience and 22% provided volunteering opportunities. Commercial organisations offered proportionately more sports and physical activity provision (82%) than the VCS providers (69%). For other activities, a higher proportion of VCS than commercial organisations provided activities. Roughly 20-30% of VCS organisations offered arts and crafts, music, drama/ dance/ film, volunteering, and work experience activities, compared to roughly 10-15% of commercial organisations.

Figure 1 Types of activities by provider type



Source: CVCS survey ($n = 100$, multiple responses)

Activity timing

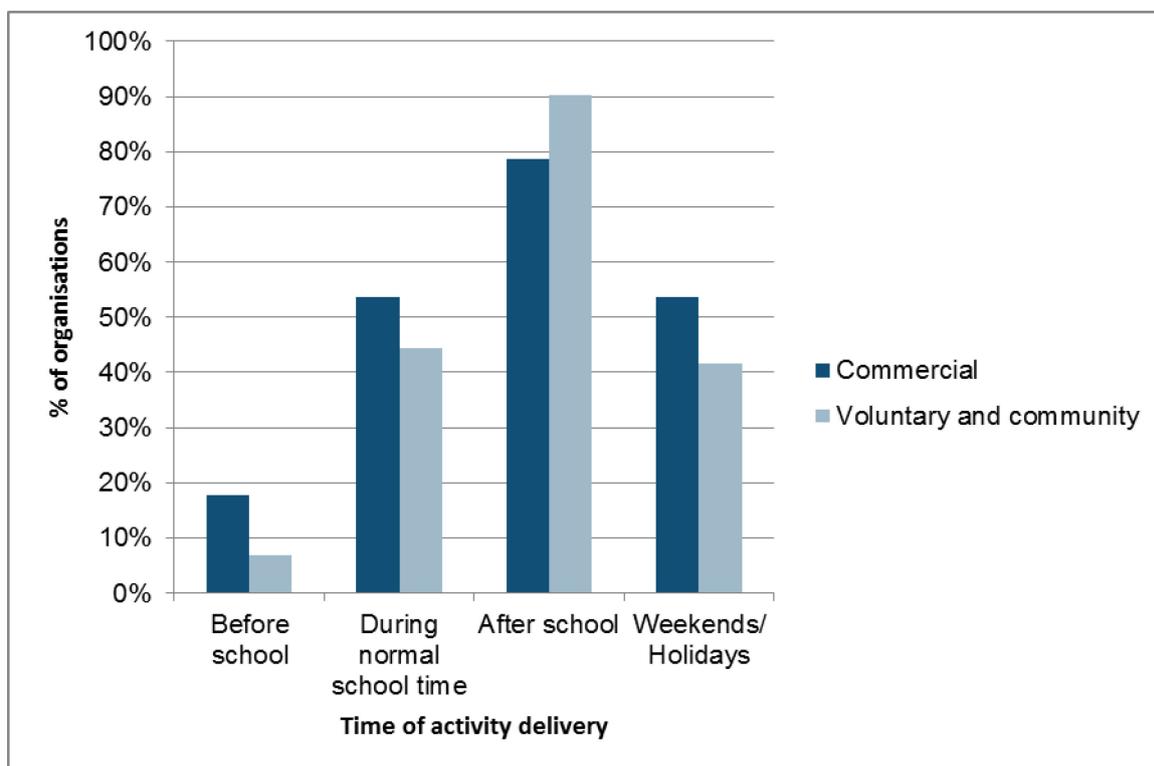
The most prominent times for activity provision were during break times, as well as after school. A relatively small number of activities were provided before school. Commercial providers tended to be more likely to cover unusual times for delivery (e.g. breakfast or weekends) while the voluntary and community sector organisations were mainly available after school. This is examined in more detail below.

Schools outlined that they offered activities throughout the school day. Predominantly, activities took place during the lunch break as well as after school, with fewer schools offering organised activities as part of their breakfast club (these sometimes included music lessons or homework support where activities were structured, often it was simply free time). Several of the schools also offered holiday activities, predominantly to younger year groups to ease their transition into their new school. However, there were also some examples of activity programmes during the holidays. Fewer schools offered condensed blocks of time (an 'activity week' or 'options month', for example) in addition to their out-of-normal timetable provision, where pupils could choose an activity and pursue that in a more intense fashion for a limited period. These offers were intended to allow pupils to

access and try out some of the activities that they would usually not be able to experience (e.g. for socio-economic reasons) to try them out. Popular options here included skiing and horse riding.

These patterns in the timing of schools' provision of out-of-normal timetable activities are also reflected in the responses from the CVCS provider survey. Overall, the vast majority of organisations delivered activities after school (87%), nearly half the organisations delivered during the school day, outside of usual lessons (47%) and on weekends/ holidays (45%) (see Figure 2). Only 10% of respondents delivered activities before the start of the school day. However, the proportion of commercial providers that delivered activities before school was more than double the proportion of VCS providers (18%, compared to 7%). Commercial providers were also more likely to deliver activities during the school day and on weekends/ during holidays.

Figure 2 Time of activity by provider type



Source: CVCS survey ($n= 100$, multiple responses)

Schools' activity choice

Frequently, the activity choices that schools offered were based on staff interests and availability. Some schools had implemented feedback mechanisms such as surveys to establish the demand and effectiveness of their activities. Evidence from parents and schools staff indicates that the inclusion of external organisations is frequently linked to concerns over the cost and quality of the provision, but wider effects on community

cohesion within the school were also mentioned. The sections below provide further insights.

In most cases, which activities were offered, and when, depended on the availability of staff and their interests. The majority of schools said that they would check with staff what activities they could offer and whether they had any capacity to deliver such activities. In some cases, this meant that it was closely related to their academic subject; in other cases, staff shared their enthusiasm for a particular hobby. A key concern here for schools was to ensure continuity of provision, with staff turnover sometimes having a negative effect.

Schools relied heavily on their enthusiastic and committed staff when delivering activities. They were the lynch pin of successful clubs and activities and popular staff leaving could have detrimental effects on clubs and activities within schools. For example, one school had previously run a popular folk club but the teacher supporting the activity left and although the school brought in paid provision to continue the club, it was discontinued shortly after because attendance dropped sharply. In another example, a drama teacher went on maternity leave with no replacement immediately available at the school where she was teaching. This teacher's absence affected pupils' interest and participation in a subsequently offered theatre production.

Where schools had close ties with community organisations (e.g. the local Lions Club or a local steam railway) and community sports clubs, they would engage with these organisations to see if they could contribute to the activities offered by the school. There were several successful examples where, for instance, there was mutual support of events (between schools and community organisations) or where close cooperation with local clubs had produced high-performing youth athletes e.g. a local archery club. Visibility within the community was also important for schools' activity choices. In this respect, school bands and drama groups (who could perform publicly) as well as arts and crafts and uniformed youth groups were all popular choices.

Several schools had implemented some sort of feedback mechanism (e.g. a student survey or consultation with governors) which they took into consideration when developing their activity offer. This particularly helped schools to identify potential gaps in their activity provision. Often they had to concede that activities requested by pupils were not possible to implement for financial reasons, if there was no suitably qualified or interested staff member available, or simply the facilities/ equipment were not accessible. In several schools for instance, pupils mentioned that they would love to do trampolining, which was difficult for schools to offer because it required considerable financial investment. In some other schools, pupils requested a dance club but no qualified staff member was available to deliver the activity and there was also some divergence in what

type of dance was requested (e.g. some pupils favoured classical ballet, others were more interested in hip hop, while others again were more interested in dance theatre).

The majority of schools had some involvement in activity provision from external organisations. However, schools mostly used their own staff to deliver out-of-normal timetable activities. The use of external organisations was not very extensive within the schools that took part in the research. Schools reported several reasons for this:

- **Cost considerations:** while some schools had budgets set aside to support the delivery of activities, it largely depended on the goodwill of teachers to offer them free of charge;
- **No staff time freed up:** bringing in an external organisation still required the presence of a teacher for health and safety purposes and thus no staff time was saved; and
- **Verifying the quality of external provision:** schools were reluctant to bring in external organisations, especially if they were unknown to them, because they could not be sure of the quality of the activity delivered.

Parent groups voiced similar concerns over including third party organisations. They recognised the additional expertise that CVCS organisations could bring and there were some activities where they expected an outside provider to deliver these (e.g. first aid courses). However, several parents outlined that they felt an external provider would immediately mean more costs to them. As a result, parents perceived this would mean that their children would have to make choices between activities as they could only support a limited amount of paid activities. Parents felt that financial considerations would diminish their child's experience because they would be limited in what activities they could try out freely. Additionally, there were concerns over a negative effect on the school community with the inclusion of outside organisations. One parent explained:

“If only outside providers deliver activities, it is just another club that I could access elsewhere. With teachers providing activities, there is more of a community feel because the children see them in a different environment, doing other things than just teaching. The social climate within the school is just much better.”

(Parent)

Pupil and parent participation

In all but one school, participation in out-of-normal timetable provision was voluntary. There were strong opinions from school staff as well as parents that any enforcement of participation would take away pupils' agency as well as the joy and the fun of engaging in a range of activities.

Schools generally strongly encouraged participation and outlined that they were able to offer "*something for everyone*." However, participation varied substantially, with some schools reporting that most pupils engaged in activities on offer, while others found it difficult to engage some student groups (there was no pattern to this, but rather it revolved around activities on offer and pupils being engaged with other activities outside of school). Those schools that found it difficult to engage some student groups either faced substantial structural barriers (e.g. transport arrangements, facilities) or had to break down cultural barriers (e.g. the role of enrichment and leisure activities in comparison to academic achievement). Structural and familial barriers were the main reasons cited that prevented disadvantaged pupils from engaging in activities. For some pupils it was not possible to engage in after school activities because their options for travelling home from school were limited e.g. they had only one opportunity to catch a bus home. Other pupils had familial barriers to participation in activities ranging from the need to look after younger or older family members, to help out with chores and/ or to support parents who did not speak English very well.

Schools were very aware of the lack of opportunity for disadvantaged children and tried to counter this through various methods, for example, offering special events for them where the school paid for their attendance using pupil premium funds. However, the schools were also conscious not to stigmatise these pupils and generally tried to be as inclusive as possible in any activities on offer.

Schools found creative ways to engage pupils that they had sometimes found difficult to reach in activities. One school leader commented that:

"We found out through student feedback that a small group of students that we had found difficult to engage was really into a particular role playing game. It turned out that one of our newest staff members was also a big fan of the game and now we are offering a lunch time club for the game fans, which is regularly attended by 5-10 students."

(School leader)

Parental engagement with the school also represented a barrier to their children's participation in out-of-normal timetable activities, according to schools. Those schools that reported lower parent engagement also often reported lower participation rates. Generally, teachers linked lower parent engagement and lower participation to disadvantage and difficult family circumstances where parents showed less interest in their child's education. However, it is important to note that both school staff and pupils highlighted that the school often represented a safe haven for them, and the children very much appreciated the space and additional time to engage with their learning and development.

Schools adopted different strategies to improve parent engagement. These included putting on special events and performances, involving parents in activity provision (specifically during evening hours) as well as offering joint engagement opportunities (e.g. volunteer days or school fetes). The case studies below provide some innovative ideas about engaging difficult student populations and parents.

Case study 1: Activities in special schools

Activities in special schools

A special school based in a mainly rural region, taught pupils with SEND and disadvantaged pupils, predominantly those with social and behavioural issues. Out-of-normal timetable activities were run on a voluntary basis and participation had to be earned through good behaviour. By introducing choice to activity participation, the school aimed to give the children a sense of independence and empowerment in terms of the activities they engaged in. Most pupils were heavily dependent on public transport to get home and in order to mediate this, the curriculum time ended 20 minutes early to make time for pupils to participate in out-of-normal timetable activities.

There was around an 80% participation rate amongst pupils, which was perceived as very high, with soapbox racing proving to be a particularly popular activity. The school has established a league where children race against teams from other schools in the area, as well as an annual competition.

Case study 2: Engaging challenging student groups

Engaging challenging student groups

A local authority maintained girls' school in a large metropolitan centre has encountered challenges engaging some pupils in out-of-normal timetable activities, particularly those from some ethnic minority backgrounds. This was largely due to reluctance from parents in giving permission for participation. In order to build trust between the school and parents, benefits of additional enrichment activities are highlighted at parents' evenings.

The school is located in an area of high deprivation and strives to ensure that all pupils have the opportunity to engage in a range of activities regardless of their cultural background or their families' socio-economic status. The rationale for offering additional activities at the school is to boost pupils' life experiences in order to help them reach their full potential, academically and in life.

Most activities are funded through the pupil premium, but funding also comes from school trustees. Pupils who are able to, contribute on a subsidised basis but the school pays for those that can't afford to. The out-of-normal timetable provision is pupil-centric and shaped by the wants and needs of the pupils. The school currently runs 55 out-of-normal timetable activities across different age groups, across a range of subject areas, particularly physical activity (sports, games, exercise); ICT; arts and crafts; and drama, dance and film. A designated Community Coordinator organises all activity provision, and manages staff and external provision.

The school has an active student panel to give girls the opportunity to help plan trips and consult with other pupils on the activities they want to see. Year 7 pupils are encouraged to participate in out-of-normal timetable activities by receiving stamps in special passports for every enrichment activity they do, with more stamps leading to prizes. Pupils are regularly asked for feedback to ensure that activities are meeting their needs and according to teachers, ongoing participation is generally good.

Provider organisations highlighted similar participation issues as school leaders, although they faced fewer issues with low participation, mainly because there was a demand for what they offered to the school. However, where external provision was connected to the local community (e.g. through satellite clubs) transport difficulties often limited participation (e.g. where the activity was based at another school) and in some instances "*the competitive school spirit*" was mentioned as a factor that limited pupils' willingness to attend provision at another school.

Promoting activities

The promotion of activities to schools, parents and pupils was well established. Schools tended to use traditional communication channels such as assembly, the school newsletter, the school website, one-to-one conversations, and information boards in schools, or more tailored information screens throughout the school as well as specifically produced leaflets and booklets when promoting activities to pupils and parents. Some schools also included offers from community clubs in these school-based communications (especially from clubs that used school premises) to showcase the range of activities open to pupils and encourage closer integration with the community. The general consensus of parents, pupils and staff was that most felt well-informed about the offers, even though some schools were aware of areas where they could improve (e.g. a general redesign of their website to improve information flow).

Despite these established channels, there were some reports of communication breakdown between schools and pupils as well as between schools and parents. Examples included pupils and parents not finding out until the club was to take place that it was cancelled, which affected the pupil's ability to get home, or parents having to make special transport arrangements on short notice. Sometimes there was a lack of communication regarding the length of time that a club could not be offered due to staff absence. This ultimately led to some clubs folding due to diminished participation caused by the lack of reliability in provision.

CVCS organisations had varied experiences of marketing their activities to schools. A community and voluntary sector provider noted that:

"The ones [schools] that get it and want their students to benefit from this [external activity provision], they will be very supportive and helpful. They will put up posters, stuff on their TV screens in reception, and allow us a presence at parents' evenings. Others do nothing."

(CVCS provider representative)

Specifically, smaller organisations found it difficult to “*get into*” schools. A small commercial organisation outlined:

“I tried phone calls and e-mails. But in most cases, you do not get past the very efficient administration staff. I have resolved to visiting the school directly and trying to get an appointment with the relevant staff.”

(CVCS provider representative)

Larger organisations, particularly sports based ones, often relied on established, well-known programmes, which they could offer free of charge to schools because they were funded through National Governing Bodies. Others offered activities below cost at the school with the aim of transitioning pupils into the community-based club. By far the most widely used method was word-of-mouth through networks and other connections (e.g. through local clubs or individuals within the school). It became evident that at the local level, there was demand for greater networking opportunities and maybe a role for the local authority or the County Sports Partnership to take a stronger lead in connecting schools with organisations.

CVCS capacity

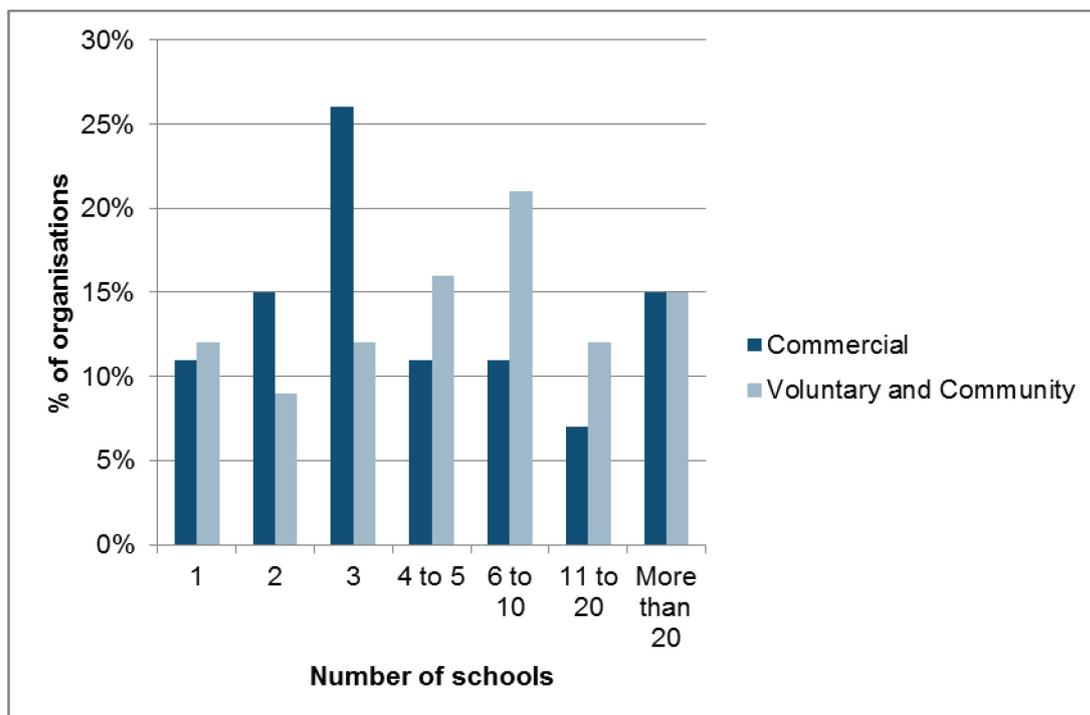
Organisations tend to work with small numbers of schools (54% of survey respondents worked with less than 5 schools) and there is some capacity to work with more schools, although this is mainly available on weekends and during holidays. The following section provides a closer look at the capacity of CVCS organisations drawing mainly on the survey data.

The CVCS is extremely diverse ranging from large, nationally operating organisations with over 80 employees, to small community organisations, which operate only in a specific location and often consist of one or two individuals. They were geographically well distributed, providing a good spread across England. Only five out of 100 organisations operated nationally, with the other 95 organisations operating with a regional and local focus.

The number of staff members working with schools ranged from one person to 80, and on average, organisations had nine members of staff who were working with schools. The vast majority of organisations work with less than ten schools (77% of commercial organisations and 73% of VCS organisations) (see Figure 3). However, in one exceptional case the provider organisation, which offered drama/ dance/ film provision as well as academic subject focused support and work experience, was operating nationally

and engaged with nearly 500 schools⁴. Most commonly, commercial providers worked with 3 schools (27%), with a more even spread of VCS organisations working with 1, 2 or 3 schools (each around 10%). Relatively more VCS than commercial providers engaged with 4-20 schools. There is some evidence from the interviews that this is to do with the staff capacity of small commercial organisations, while community sector organisations often engage with all schools in their local area.

Figure 3 Number of schools that activity providers work with by provider type



Source: CVCS survey ($n=91$ ⁵)

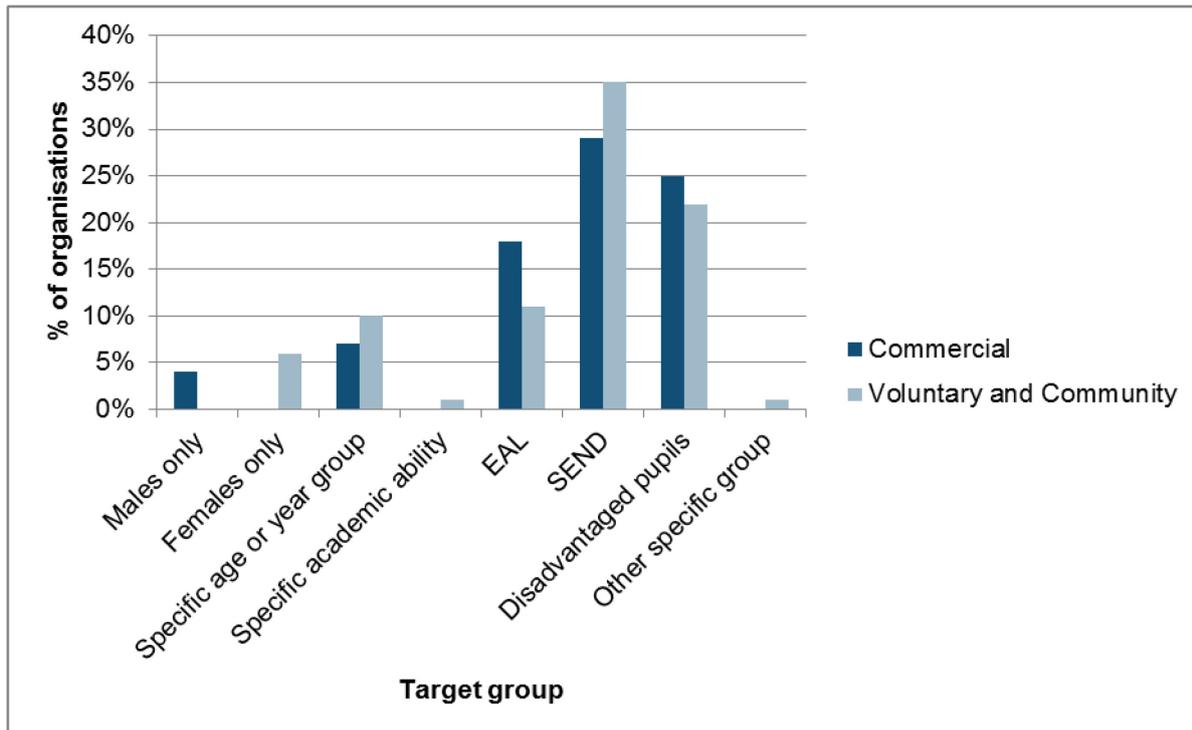
The average group sizes that organisations worked with was 22 pupils and they tended to work with no more than five groups per school on average, with the majority again working with just one to two groups within a school.

While most organisations (83%) generally provided activities for all pupils, 33% offered activities specifically targeted at pupils with SEND and 23% said they were targeting disadvantaged pupils (see Figure 4). VCS organisations delivered the majority of activities targeted at pupils with SEND. However, commercial providers provided a greater share of activities focused on those pupils with EAL and disadvantaged pupils.

⁴ This response is one of the outlying responses and is not included in Figure 3.

⁵ Base is not 100 responses because outliers more than 3 SDs above the mean were excluded as well as those organisations who responded they were not currently working with any schools.

Figure 4 Target groups by provider type



Source: CVCS survey (n= 100, multiple responses)

Experiences of compulsory extended school days

Several schools had experience of delivering a compulsory extended school day. Two schools have implemented this since their opening, which was within the last 3 years, so there was no change to working conditions for teachers or change in the school day structure for the pupils or parents. However, a number of schools had extended their compulsory timetabled class time by reducing break times, as well as introducing Saturday classes for some year groups to expand activity and learning time.

Aspirational aspects of a compulsory longer school day

The two schools that had implemented a compulsory longer school had cited a range of benefits from the increased time for pupils to engage with the learning curriculum to being able to tailor support according to pupils' needs more effectively. They also saw an opportunity for staff to teach electives and topics they were passionate about, but in a more structured environment than a club, with less pressure on teachers and pupils and room for pupils to experiment and make mistakes without a detrimental effect on their grades. Some schools also believed that having an extended school day also positioned them from a reputational and aspirational aspect as being more closely aligned to independent schools.

Implementing a compulsory extended school day

A free school has implemented a compulsory extended school day. It is run through a system of elective classes which pupils choose for themselves, and has been a part of the regular educational and enrichment provision since the school was founded. Alongside electives, prep time is built into the school day and is seen as a way to ensure that all pupils have an equal opportunity to complete their homework in a suitable environment. Prep time is also seen as an important way to ensure that younger children are able to completely relax after returning home.

A key reason for extending the school day in a compulsory way is to be able to offer pupils a similar provision to that found in independent schools and to give pupils the opportunity to engage in a range of activities they may not ordinarily have the chance to do. Whilst only a certain proportion of pupils will attend after school clubs, building additional activities into an extended school timetable is seen as a means for all pupils to participate in enrichment activities. The extended school day is also offered as a way to support working parents.

Running additional classes is seen as an alternative to running after school clubs for teachers and gives them a chance to teach something they are truly passionate about. Teachers note that pupils “*really come out of their shell in electives*”. They note that the provision provides an opportunity for them to bond with pupils in a less intensely academic or competitive environment in which teachers are freer to move beyond more strictly defined curriculum material. The school works in a limited way with external providers but describes a very positive relationship with those it engages with. There is an emphasis, however, on making the most of existing staff talent in offering elective classes and only bringing in external providers to plug a particular staff skills gap.

Schools and external providers working together

This section examines the relationships between schools and external providers and draws mainly on the qualitative interviews with school leaders and CVCS providers as well as the case studies. It looks at the challenges of assuring quality provision, perceived advantages of using external organisations as well as establishing long-term partnerships.

The experience of schools working with external provider organisations was mixed. The majority of schools had at least some organisations deliver activities for them. Generally, external providers were very carefully chosen with a view to add value. The schools

interviewed drew predominantly on free provision or linked to local sports clubs and other community organisations because their budget was limited. Paid-for offers were only brought in where the school derived specific value, and the intervention was judged to create benefits the school could not deliver (e.g. reengagement of pupils at risk of dropping out or specific support and confidence building for specific individuals), outweighing the cost. Parents expected that some offers would be delivered by contracted external providers (and that they would need to pay for it) due to the specificity of the offer. One parent explained:

“I would not expect a teacher to deliver a First Aid qualification. In fact, I would be concerned if that was the case. I would expect St. John’s Ambulance to come in and teach my child about First Aid. Someone with that specific expertise.”

(Parent)

Those schools who had little or no experience or working with external organisations said they had concerns over the cost, and highlighted difficulties finding providers who were resilient enough to work within their particular school environment. The school leader of a special school explains:

“The children at our school have severe behavioural issues. Staff have emotionally and physically draining jobs... We would love to bring in more external providers, but some have pulled out once they paid a visit to the school. We invite them to come in first to see if the environment is suitable for them.”

(School leader)

Assuring quality provision

Concerns over the suitability of the organisations and the lack of a consistent quality assurance system also affected schools’ willingness to engage with external providers. Schools’ reservations about the quality of external provision were also associated with a keen perception that whoever delivered services was effectively representing the school, whether they were an outside organisations or internal staff. Therefore, it was paramount for the school to ensure that the quality of the provision as well, as the delivery staff, offered high quality engagement:

"Anything that we introduce to youngsters and therefore their parents has been associated with this school. We want to make sure they entirely represent the standards we set for ourselves"

(School leader)

Schools adopted several approaches to ensure that any provision delivered by external organisations was of a high quality. Those who had experience of working with external organisations generally said they had great and long-standing relationships. Many schools had forged relationships with local sports clubs and linked closely into the community. In other cases, recommendations from other schools had helped identify suitable provision. It was important that the provision fitted with the ethos and focus of the school. This fitted with a concern over continuity of staff as well as continuity of provision. Parents as well as school staff commented on the disruptive nature of frequently changing delivery staff as well as activities being offered unreliably. This linked to an issue several parents raised where provision through staff could sometimes be unreliable and be called off on short-notice. There was a perception that an outside organisation would ensure that all provision was delivered as agreed because otherwise they would not get paid and their reputation would suffer.

Case study 4: Ensuring high quality provision by external providers

Ensuring high quality provision by external providers

Schools adopted several approaches to ensure that any provision delivered by external providers was of high quality. Those who had experience of working with external organisations generally said that they had great and long-standing relationships. Measures to ensure the quality of provision included:

- Forging relationships with local sports clubs and linking closely with the community;
- Following recommendations from other schools to help identify the most suitable provision; and
- Ensuring that provision fit with the ethos and focus of the school.

Perceived advantages of working with outside organisations

Other advantages of working with external organisations, as identified by schools, included the ability to access specific expertise that was not present within staff or could not be accessed within the community. External provision also provided the potential advantage, according to one school leader, of enabling pupils to learn from someone outside the school, because a third party would provide a different engagement style and perspective.

Other schools outlined that it enabled them to deliver targeted provision for specific pupil groups. An important aspect was also the development of pathways into local clubs which pupils considered could be continued beyond their school life and even into adulthood. This benefitted the local community clubs and linked into a wider community cohesion agenda. Additionally, external organisations could offer some schools the opportunity to extend capacity (though this was viewed critically as many schools thought some sort of teacher supervision would still be necessary).

"There are only a certain number of hours' people can give up of their time so it helps us target specific groups"

(School leader)

These comments were mirrored by the CVCS organisations, who were very keen to establish long-term relationships with the schools in which they currently delivered provision. They were keen to be seen as an addition to the school's offering rather than as competition to what teachers were offering. An additional point that appeared several times included safeguarding issues. Staff from outside organisations would sometimes pick up issues that teachers would not necessarily become aware of (e.g. gang membership, mental health problems, problems at home). Teachers were seen as an authority figure and pupils sometimes found it easier to confide in a youth worker or coach not associated directly with the school.

The quality and impact of the interventions, especially by external providers, were in some cases closely monitored to justify the sometimes substantial investment the school made. One school leader explained about a provider who was delivering targeted services to engage pupils at risk of exclusion:

"After six sessions we need to see an improvement in the behaviour of the students. It has to be linked to the students' engagement in their learning."

(School leader)

Establishing long-term relationships

The longstanding and continuous relationships between providers and schools were also apparent in organisations reporting that contracts, in the vast majority of cases, would simply be renewed or extended. In rare cases where schools did not extend a contract, it was linked to changes to school budgets (which the schools as well as the providers pointed out) and external provision was generally what was looked at first when it came to cost saving. There were also some cases where schools did not extend the activity with the provider because the provider seemingly did not show any interest.

Schools and providers did not report any major difficulties in their cooperation. Suggestions for improvement revolved generally around communication (both ways) where more timely information could be passed on when sessions needed to be cancelled or moved, or facilities were not available. However, many CVCS organisations also noticed changes in communication with the length of the relationship, and depending on personal ties with the school as this CVCS organisation representative outlines:

“The first school we worked with, we had a very good relationship with, mainly because the CEO of our charity was a governor. We are working now with a new school and the relationship is a bit cold, so it requires better communication.”

(CVCS organisation representative)

Funding and contracting

Funding was the central enabler and barrier for activity provision at schools. On the whole, schools had dedicated finance departments that dealt with contracting and payments. The pro-formas filled in by schools indicated that funding sources were varied and included (in the order of their frequency mentioned): the pupil premium, small contributions from parents/ pupils, fundraising and donations from local foundations and funding from the school trustees.

However, very few schools had ring-fenced money to support out-of-normal timetable activities. This ring-fenced funding was generally used to purchase specific materials/ resources or to finance a trip to a special experience (e.g. visit to an observatory as part of Science Club). Decisions on spending were sometimes made on a case-by-case basis. The pupil premium was applied differently across schools. Whilst generally it was used to support more disadvantaged pupils, it depended on the share of disadvantaged pupils in the school as to whether the funding was applied in a way that benefitted the whole school (generally found in schools with a higher share of pupils eligible for Free School Meals), or whether funding was used to offer targeted support.

An aspect that was more difficult for schools to deal with was attracting additional funding. Several schools had made a decision to hire an individual with specific experience in fundraising (they often came from the charity sector). Interestingly, these were all schools who had been transformed from extremely poor performing Ofsted ratings (often including special measures) to 'Outstanding' within the space of a couple of years. This often included a strong commitment and directive from school leadership with regards to out-of-normal timetable activity provision (these schools tended to have extremely comprehensive provision across all year groups at all times of the day, with close ties to the local community, through for instance using the school for adult education activities and local sports clubs).

Within the finances available, schools saw little potential to expand provision, but indicated that if additional funding was available, they would certainly look into it. However, this was generally qualified with a hesitation towards wanting to adopt market based structures/ privatisation of activity provision.

Funding: how to make it go further

Schools reported ways of managing funds to make them go further in providing out-of-normal timetable activities:

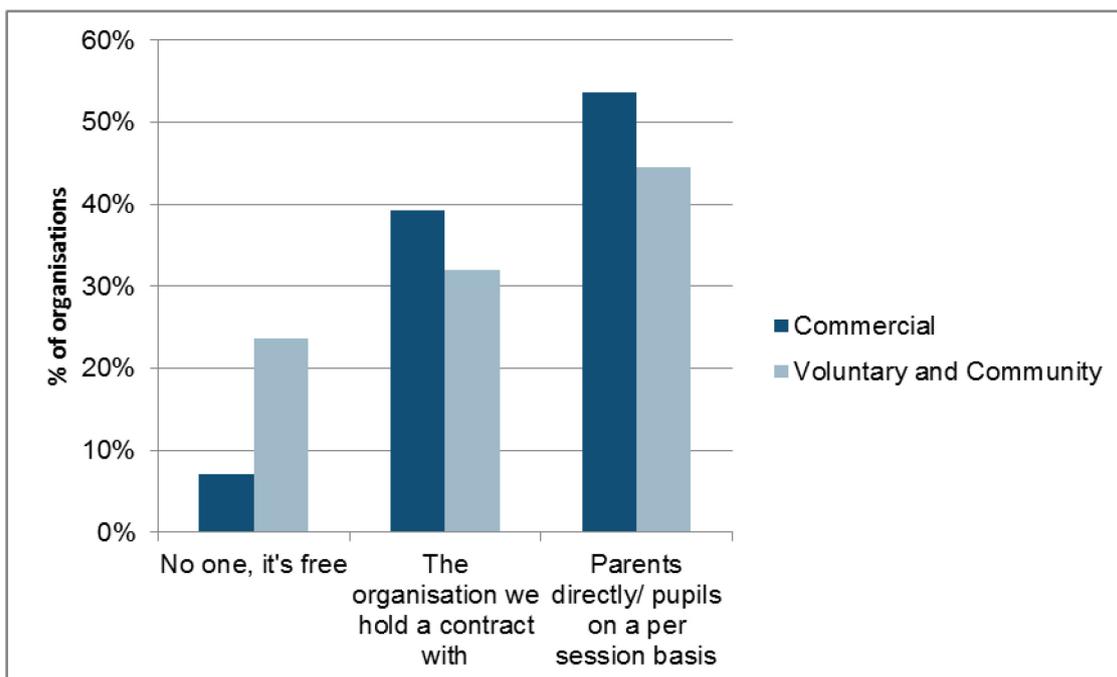
- Placing emphasis on teachers' morale and motivation (e.g. through selling activity provision to them as a way to build a better relationship with pupils) given that the delivery of voluntary extra provision is frequently dependent on the goodwill and enthusiasm of teaching staff;
- Engaging volunteers/ parents from within the school community rather than paying external providers;
- Drawing on personal connections to source external providers and as a potential way to secure funding; and
- Organising activities with the local community, forging links and in-kind exchanges (e.g. pupils helping out at other events).

When new contracts were set up between schools and provider organisations, there generally was very little negotiation involved. Services were offered for a specific period of time, or a specific service was contracted at a fixed price. Sometimes providers would offer a basic package to the school (which was generally funded through other sources) and an extended package (e.g. inclusion of more year groups) could be purchased at an additional price. Where provision was free, many CVCS organisations reported that they would usually just have a 'memorandum of understanding' with the school about them delivering the activity within the school. Converging findings from the survey showed that in the majority of cases (56%) provider organisations held contracts with schools directly, followed by Local Authorities (27%) and only 11% had contracts with a MAT. An additional 26% had some other way of engaging with the school.

Cost of provision

Almost half of provider organisations (47%) charged parents or pupils directly, often on a per session basis and sometimes in a subscription format (see Figure 5). Schools were invoiced 34% of the time. Completely free activities were only provided in 19% of the cases. VCS organisations provided proportionately more free activities compared to commercial providers (24% and 7%, respectively). Over half (54%) of the commercial organisations charged parents or pupils directly compared to 44% of the VCS organisations.

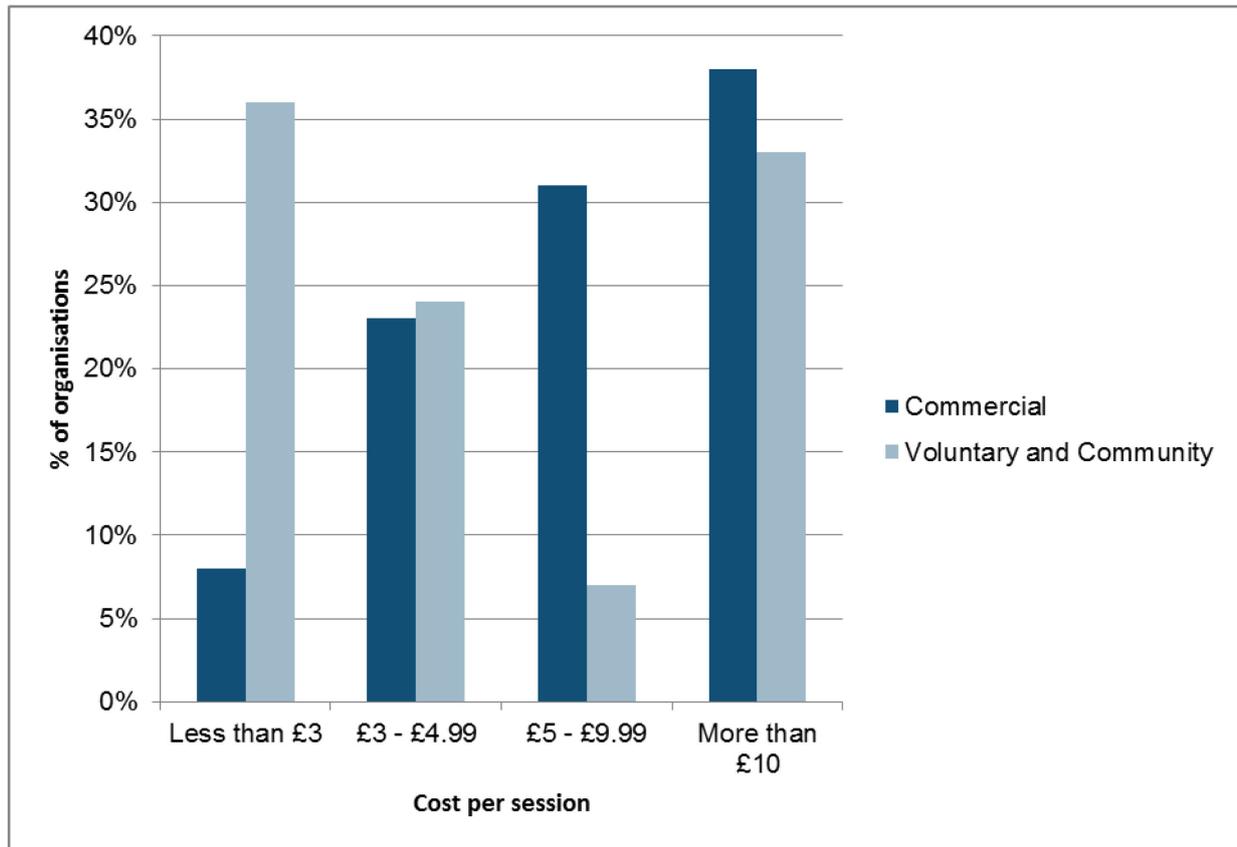
Figure 5 Who pays for activity by provider type



Source: CVCS survey (n= 100)

Of the 81 organisations that charged for activities, there was somewhat of a dichotomy visible where 35% charged £10 and more per session per pupil, while a relatively large share (27%) charged less than £3 per session (see Figure 6). This was being driven by VCS behaviour; over 30% of VCS organisations charged below £3 per session, and more than £10 per session respectively. It was relatively more common for commercial providers to charge higher prices with their share tailing off towards the lower price brackets. Concessions for particular pupil groups were offered by 33% of the organisations, of which the overwhelming majority were VCS organisations (81%).

Figure 6 Per session charge by provider type

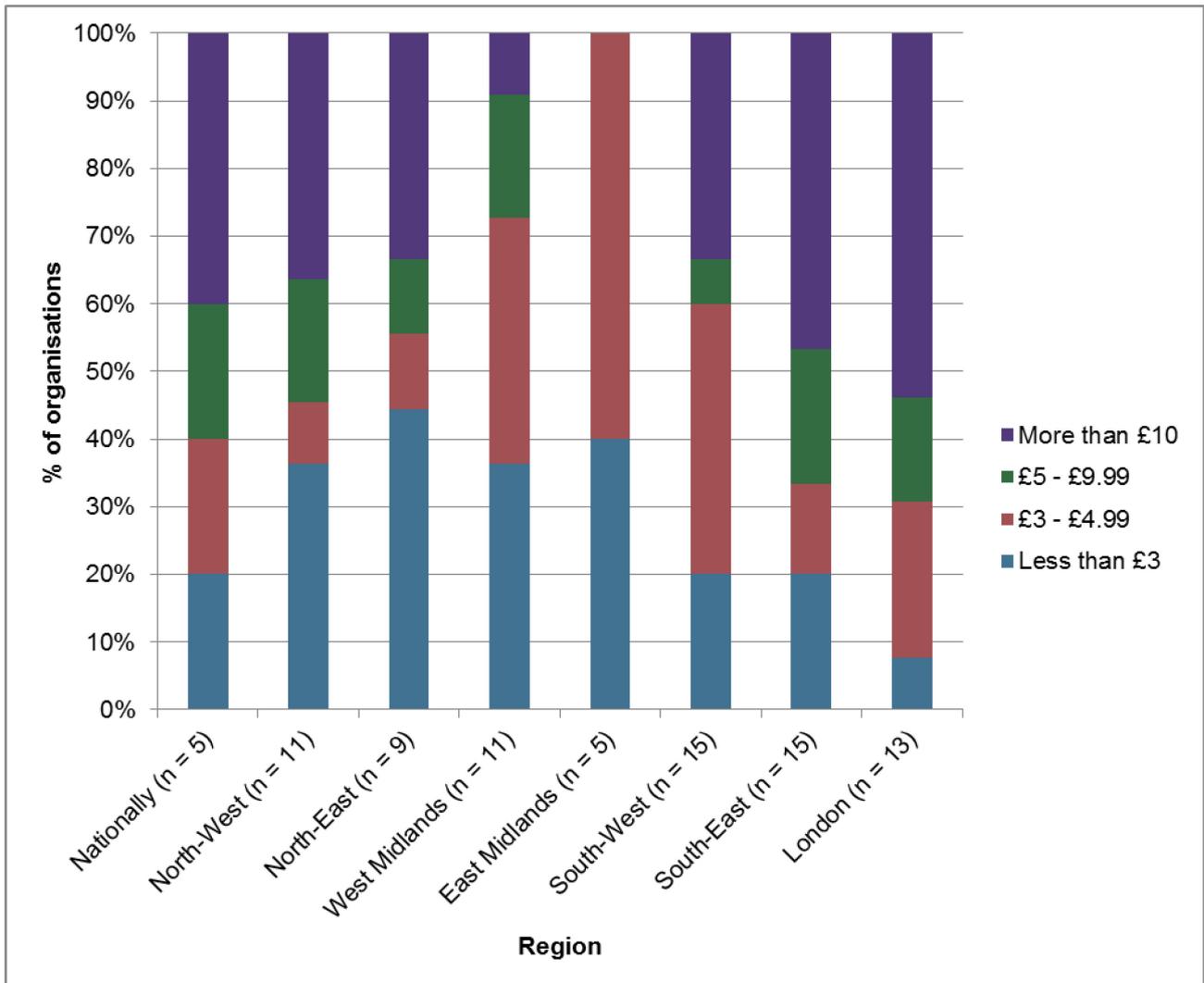


Source: CVCS survey (n= 81)

There was some variance in the cost profile across the regions (see Figure 7).⁶ Across providers that operate nationally, 60% of activities cost less than £10. The South-East and London are particularly high cost areas, where the share of activities exceeding £10 per session was around 50%. In the West Midlands, 72% of activities cost less than £5.

⁶ The number of providers surveyed per region was relatively low, meaning that comparisons may not be robust.

Figure 7 Cost per session by region



Source: CVCS survey (n= 81, only those who charge for activities, multiple responses)

Experiences of contracting

The interviewed CVCS organisations had generally had positive experiences with schools and were contracted for specific interventions. Depending on the nature of the intervention, this could be throughout the school year, for a specific number of interventions, or a more targeted short-term intervention. The majority of organisations delivered activities throughout the whole year (63%), with 12% delivering for a single term, and a further 12% mixture of short-term interventions and longer-term programmes.

Of the CVCS organisations interviewed, none had experienced an early contract termination from the schools' side. However, one organisation outlined that they ceased to provide their provision to the school, because provision was not used to its intended purpose, for instance it was used to replace curriculum PE provision rather than as additional provision.

Summary

The activity offer is very broad within schools as well as by the provider organisations. However, there are a range of limiting contextual factors that affect the depth and breadth of activity provision, such as school size, location, and public transport limitations for pupils.

Schools predominantly used staff to lead clubs. Third party provision was considered if it was free of charge or if it provided added expertise that staff could not provide, and that was considered value for money. Schools frequently had concerns about the quality of third party provision and the lack of some sort of quality assurance framework. Parents shared this concern, but also highlighted that for particular activities they expected third party provision.

Relationships between schools and CVCS organisations were generally good and the focus was very much on creating long-term partnerships. Continuity in provision and continuity in delivery staff were some of the key drivers behind this from both sides. Schools tended to monitor the outcomes of activity provision (particularly if it was paid for) to establish whether it brought the intended benefits.

Funding was a major enabler as well as a key barrier to activity provision for schools. In the majority of cases where provision was not free, parents were charged directly on a per session basis.

Expanding provision

This section of the report outlines the findings regarding the sufficiency of existing out-of-normal timetable activity provision within the schools in the interview sample, and their views on the priorities, barriers and enablers for expanding what they currently offer. It provides some insight into the capacity of the CVCS organisations to expand their offer. The study also considered the overall attitudes towards a compulsory extension of the school day, which are briefly summarised. Where not otherwise stated, all observations apply to both voluntary and compulsory extension of the school day.

Key findings

- Schools were broadly satisfied with their current provision, albeit generally with clear ideas on what they would add in the event that opportunities arose to enhance or extend their offer.
- A compulsory extension of the school day was not generally favoured. This was for a variety of reasons, but often related to concerns for pupil health and well-being, as well as a belief that intrinsic motivation and agency was important in selecting extended activity provision.
- Views differed on the focus of activities in the event of an extension, but schools commonly said that they would focus primarily on enrichment, as well as boosting academic performance (possibly restricted to key stage 4).
- Enablers of activity expansion included access to information about activities and providers, strong marketing and communications with pupils and parents, flexibility in staffing, and parental engagement.
- The main reported barriers related to the prohibitive cost of the activity, staffing capacity, and transport issues.

Sufficiency of current provision

Most school leaders considered that they were broadly satisfied with their out-of-normal timetable offer. At the same time, certain school leaders felt there was room for possible improvement, either in terms of a general expansion of provision to more pupils, or to meet the specific needs of certain groups of pupils.

School leaders generally reported greater confidence in the sufficiency of their existing offer where there was some sort of mechanism for consultation, monitoring, and review. It was fairly common for schools to test demand for extended provision via staff and pupil surveys, and to more routinely seek feedback via parents' evenings and committees.

Several of the schools interviewed had pupil forums, which provided a sounding board, and who were sometimes involved in the planning and delivery of extended activities. The school leaders for these schools generally reported having a good understanding of demand.

“We’ve got clubs for everybody, whatever their interests... but it has to be child-centric and shaped by the needs and the wants of the pupils.”

“The vast majority of the ideas for activities come from the young people.”

(School leaders)

Where gaps or areas for expansion were identified, these commonly related to:

- Reaching a wider range or number of pupils with the existing offer by understanding and responding to specific issues of low take-up;
- Offering a generally greater range and choice of activities; and
- Developing better targeted interventions.

Most schools aspired towards providing a core offer for all pupils as well as concurrent targeted interventions alongside this. The challenge was therefore one of boosting participation, while also meeting the needs of specific groups. School leaders cited a number of different groups who were considered ‘hard to engage’ within their school, ranging from pupils SEND, those who live further away, those with EAL, white working class boys and disengaged pupils. Attempts had been made to engage these groups and, in some cases, had proven successful, as in the use of outdoor education by one school to engage with a group of pupils with EAL. Several schools offered residential activities on farms to build self-confidence and social skills specifically for disadvantaged pupils and girls with a view to challenge them (within reason) through an unfamiliar environment. There remained logistical issues for certain groups (e.g. transport in the case of those pupils living further away) and broadly cultural issues in terms of lack of engagement and parental expectations for white working class boys or those who were disengaged in general:

“They don’t see the possibilities that are before them. They are very reluctant to change their habits or believe they can be better.”

(School leader)

Prioritisation of activities in case of expansion

There were different views from school leaders regarding which activities should be afforded greater time and resources in the event that resources became available for an expanded offer, with some wanting solely enrichment activities, and others a mix of academic and enrichment activities.

Academic provision was seen as allowing specific year groups (key stage 4 pupils) or individuals to be targeted for additional academic work:

“We would focus on extracurricular activities, but also interventions... if a student is struggling in maths, they would go to the intervention after school... if they didn't need to attend an intervention then they could attend enrichment activities instead”

(School leader)

Academic study could be provided either as more standard class type provision or by using alternative approaches to make academic subjects fun and engaging, and thus potentially focus and motivate pupils for their regular academic study. There was also the possibility of using a school day extension as an opportunity to ensure that homework was completed in a structured and supported way, releasing pupils to make better use of their free time for leisure and family activities.

A number of school leaders identified the importance of using any additional investment to select high calibre activities with specific goals in mind:

- Providing access to specifically offer support or develop “softer” skills (such as team building, resilience or mentoring) or activities designed to help pupils cope with emotional stresses and strains that might impact on their education;
- Providing access to build specific skills pupils may not ordinarily have the opportunity to develop;
- Using classes to raise the profile of arts, enrichment and cultural activities such as music education or languages, to put these on a more equal footing with traditional curriculum subjects such as maths and English, and provide a varied experience across the school day; and
- Using methods such as arts education and drama to support the delivery of curricular activities (e.g. embedded literacy).

There was interest in having access to information about evidence-based, out-of-school interventions to support expansion decisions, voluntary or compulsory. Several of the

school leaders emphasised the importance of using the available data to ensure that any new provision was targeted where it would achieve the greatest results:

“We would probably need to assess where any additional funding would make the biggest impact on student achievement and wellbeing... clearly showing how the money was spent and what the effect of this was.”

“[The priority would be] GCSE preparation for key stage 4, and a variety of enrichment for the younger groups, depending on what the data indicates.”

(School leaders)

CVCS providers also reported that schools did not always recognise the social or educational value of the activities they could offer, which required some adjustment to how these were promoted. For example, one provider commented on how cheerleading was valued by some schools as an activity to build pupils’ self-confidence and raise the schools’ profile within the community, but was viewed by others as a being a niche activity.

Tensions were sometimes identified between what pupils or parents wanted, and what the school considered to be in their best interests. One school leader recalled how the school had refined their offer, in order to provide higher quality activities with a focus on culture and sport. However, this move encountered some resistance by pupils, who had enjoyed the wider range of activities that were previously available, which included sessions based on make-up and gaming. On the other hand, while parents were concerned around the stress placed upon their children, there were often (particularly in some schools) parental expectations that children performed well academically and that schools focused on delivering this. Again, schools found that consultation often helped to address these issues.

Perceived advantages of expansion

Schools, pupils and parents perceived a number of potential benefits or advantages to expansion of the school day either on a compulsory or on a voluntary basis. The main benefits for pupils from extended provision resulted from the direct impact of the additional activities in which pupils could participate, namely either enrichment or more directly academic activities.

Enrichment activities were largely seen as beneficial in terms of providing positive activities that pupils could participate in which they might otherwise not have had the opportunity to take up. These were seen to develop skills that were good in themselves,

such as cooking or increased physical activity, and/ or the development of transferable skills, such as perseverance and concentration. The nature of enrichment activities was seen by one teacher as a means to improve confidence in pupils, which had a positive impact on behaviour in traditional academic classes:

“I’ve seen kids that in [academic] lessons... behaviour’s been a bit iffy but then in the electives [school’s enrichment system] because they’re interested and engaged their behaviour improves... and then that translates over to my everyday lessons and that improves their confidence...”

(Teacher)

Pupils themselves spoke positively about more voluntary approaches, seeing them as providing the chance to try out a range of activities, have fun and relieve stress.

In comparison, curricular activities were seen as directly beneficial by school leaders in providing increased direct contact with staff and academic support. Extra coaching and tuition were felt to be especially valuable for pupils with additional needs or in certain year groups (most notably those undertaking GCSEs), and also to reduce or remove the stigma of more selective targeted interventions. Completing work at school also lessened the requirement to take homework home.

The fact that the school provided a safe, secure environment was seen as particularly beneficial for some group of pupils (e.g. vulnerable pupils or those from difficult family circumstances), with parents and staff seeing schools as a “safe haven”. This gave parents reassurance that their children would be appropriately supervised and not exposed to negative peer (or other) influences, which was perceived as more likely to be the case if unsupervised in the community.

A final area of benefits for pupils lay in their relationships both with each other and with teachers. Whereas one school perceived that the implementation of compulsory prep time in another school within their trust had created a very strained environment between pupils and staff, a voluntary enrichment approach was generally seen as allowing for the creation of better relationships between teachers and pupils. Pupils noted that participating in elective activities “*helps you consolidate relationships with teachers*” as well as providing opportunities for wider socialisation and getting to know other pupils.

The majority of those responding did not consider there to be any direct benefits for teachers of compulsory extended provision. There were, however, some suggestions that the provision of additional activities could result in teachers having better relationships with pupils and that teachers may gain additional generic “experience” through involvement in a wider range of activities.

An extended school day was seen by many school leaders, staff as well as parents as potentially positive in assisting families and parents with childcare commitments, although it was noted that some parents might prefer to have their children at home rather than in extended school activities.

CVCS capacity for expansion

Generally, CVCS organisations signalled that they would be willing to expand. Some were ready to expand further due to the type of activity they offered and how it was provided (e.g. capacity building in schools (teachers and pupils) who could then deliver the activity). Other organisations found themselves more limited in their capacity to expand, due to the specialist nature of the activities they provided. Additional staff needed to be suitably qualified and experienced, and as a result this made it difficult to find extra staff. In some instances, this was addressed through capacity building (alongside the delivery of the organisation in the school) to help the organisation to grow, even if staff moved on to different areas.

Overall, the capacity for expansion within both sectors is limited. Only 43 organisations said they had capacity to expand; this expansion capacity was predominantly located over weekends and holidays (see Table 4).

Of those 43 organisations with capacity to expand, 30% said they could not work with any more pupils at the schools they were currently working with without hiring additional staff; 40% indicated that they could work with 4-20 more pupils; and the remaining 30% had capacity to work with up to 30 extra pupils within the schools they were currently working with. Additionally, a third (33%) of those organisations with capacity said they could not work with additional schools without hiring any extra staff, while roughly 20% of organisations each thought they could work with an additional 1-4, 5-9 and 10 and more schools, respectively. Those organisations who had no capacity to work with additional pupils and/ or additional schools without hiring additional staff were most likely to have capacity for expansion on weekends and during holidays.

Table 4 Additional capacity of CVCS organisations

Type of organisation	Before school	During regular school hours	After school	Weekends/ Holidays	Total (N=43)
Commercial	31%	23%	31%	69%	13
Voluntary and community sector	43%	50%	37%	57%	30

Source: CVCS survey (n= 43, multiple responses)

Barriers to extending provision

Schools identified a range of barriers to extending their provision, which typically related to a combination of financial resources, staffing capacity and workload issues, transport costs and flexibility, parental attitudes and access to suitable facilities and equipment. The status afforded to out-of-normal timetable provision was also an emerging issue.

Costs of provision

The issue of costs was raised as a challenge to extending provision by a number of participants, particularly given that the provision of quality activities to meet specific objectives was not necessarily cheap. Schools were often creative in making the best use of the resources available internally via their staff supporting activities on a voluntary basis, and through subsidised or 'in kind' support from community groups and associations. Accessing more specialist sports or arts activities would usually entail equipment hire or professional fees, which placed a greater demand on schools' core budgets. Some targeted provision was funded from pupil premium or trustee donations, but beyond this, there were usually few options to extend without passing on the costs to the end user (parents) by charging for activities. This was a particular concern for schools with an intake from more disadvantaged areas, where parents may find it difficult to pay for additional activities. Alternatively, charging for provision could also be seen as a possible means of encouraging provision to be valued.

A school leader described the balance that needed to be struck:

"If you are going for enrichment or enhancement you would need a lot more money because you want more interesting activities. If it is academic, then essentially you would need to be planning an extra lesson. [...] Either way it would add to the school budget."

(School leader)

Staffing capacity was also identified as being a significant limitation among the school leaders. Compulsory extension, it was widely felt, risked creating resentment among teaching staff, with this occurring against a backdrop of low morale and concerns about pay and working hours within the teaching profession in some schools. Without mitigation of these concerns, some felt this would very likely result in some resignations.

As these school leaders explain:

"I don't know how they could fit it in, to be honest. If they would stop giving them excessive paperwork, then yes."

"It is hard to see how the staff could do any more hours than they already do"

(School leaders)

The practicalities of staffing any extended school day on a voluntary or compulsory basis were seen as particularly challenging in special schools, with the additional pressures on teachers and the physically and emotionally demanding nature of their work (as well as the question of whether a longer day was suitable for pupils with additional needs). Any extension would require recruitment of additional specialist staff to be able to cater for the needs of the pupils.

There was a real concern about the prospect of displacing time spent on planning curricular activities. Staff were often considered to exceed their contracted hours already (this included TAs) and out-of-normal timetable activity provision was based on their willingness to give up their spare time.

Possible ways to overcome these staffing barriers were outlined by school leaders as follows:

- A change in contracting hours for teachers, although this was seen as causing significant difficulties in staffing levels and high turnover in the short-run;
- Providing sufficient funding to increase staff numbers who would then be responsible for out-of-normal timetable activities; and
- Charging parents (more) for the extended activity provision.

On balance, a compulsory longer school day was thought to be most challenging where this required adjustments to pre-existing hours and teacher contracts. In contrast, newly established schools were thought to have greater freedoms, as the expectations for staff to support out-of-normal timetable activities were highlighted at the recruitment stage.

Compatibility with core school principles and values

Fundamental questions were asked by some school staff and parents as to whether a compulsory approach was in opposition to certain core principles and values. It was felt by some that participation in additional activities should be voluntary, intrinsically motivated and in-line with the general principles of parental and pupil choice rather than

externally imposed. Compulsory extension was felt to impinge upon building pupils' capacity for self-study or empowerment:

"We are trying to promote independence and resilience in our learners. We want them to do self-study... [But] forcing them to do it would not make them more independent."

(School leader)

Any compulsory extension would also be likely to result in certain pupils attending activities who would not have voluntarily chosen to attend. This was felt to potentially impact negatively upon those who would have attended voluntarily through diluting the learning and engagement opportunities or even obstructing their engagement through potentially unruly behaviour.

Access to suitable transport

Transport posed a challenge to extending activity for most schools, and especially so in more rural areas, or for larger secondary schools serving a wide catchment area, where travel times could be quite significant. Schools located within commuter belts or a large metropolitan area, might find that travel times had the potential to increase significantly if the school day was extended into the rush hour period, for example. In other areas, it was noted that bus timetables were coordinated by the local authority to cater for multiple schools, including feeder primaries. This meant that there was more limited scope for individual schools to propose timetable changes. Some schools had made ad-hoc use of minibus hire, but these costs would be unsustainable on a long-term basis.

Transport also presented specific challenges for special schools, where individual pupils' needs were more likely to be complex, and transport hire required specialist staff.

Working with external providers

School leaders felt that some external providers did not seem to understand how schools work, their timetables or ethos, and were unwilling to negotiate over cost. There was a concern over the impact of financial losses and wasted effort in planning, if external providers stopped providing a service and the school was unable to fill any resultant gaps. Parents in some schools also had concerns around the perceived commercialisation of activities and the impact external provision may have on the school being self-sufficient.

CVCS organisations were generally positive around their involvement with schools and staff, although there were issues due to timetabling clashes, administrative requirements

(e.g. Disclosure and Barring Service (DBS) checks), budgets and communication. There was largely an understanding that this was, at least in part, due to the pressures placed upon schools.

Information on available provision

Access to information was identified as a further challenge, particularly in larger areas where schools could not rely on widespread personal or informal links. Without better quality data, schools were not always in a position to know which types of provision were available and impactful, or to benchmark what was offered by different providers. As provision was often not mapped or widely available (e.g. via a central register), some schools relied in part upon contacting their local council to find details of relevant providers. School leaders also felt that shared information about what worked in different types of schools was also lacking, with the general lack of information resulting in some uncertainty as to whether the school was getting good value for money. Schools appeared to be generally unfamiliar with a more formal commissioning process, instead using a model based around “*bringing in people from the community*”.

Status afforded to extended activities

Teachers were often mindful of being assessed on the quality and effectiveness of their teaching practice and academic results, and felt that senior management afforded a lower priority to extended activities. There were concerns that time volunteered went largely unrewarded within their professional role. Tensions were identified where external providers were paid to deliver activities, while teachers within the same school were expected to absorb the additional time within their standard terms and conditions. This was felt to be unfair, and to undermine the skills and knowledge of teaching staff. Another concern was that in some schools, staff who provided additional tutoring work in the evenings or on weekends received extra pay for this, while those providing non-academic provision on a voluntary basis did not.

Health and well-being

Some school staff, parents and pupils suggested a longer day would be detrimental to pupils’ health and wellbeing, with a negative impact on the work-life balance of pupils, as well as making it more difficult for pupils to have a childhood, spend time with family or friends or do things outside of school. This was a particular concern at key stage 4 when pupils already have a busy academic schedule and extension could cause added stress. There is therefore a potential tension between the view that more academic provision could be targeted at those undertaking GCSEs (if this was compulsory) and the reservations of some that the same age group were those most at risk from being overstressed and hence at need of a break from academic related activities.

Families and the wider community

Participants identified that some families would be likely to find the compulsory scenario more challenging, where this clashed with working hours and family routines, and that this risked creating additional challenges for school pick-up and drop-off times. This was especially so where families had children at more than one school and the school hours fell out of sync.

The interviews with school staff and parents also highlighted the complex interaction between school-based activity and existing activities based outside of school. Firstly, it was felt that some children were closely tied to community clubs (such as youth or sports groups) and this might affect their engagement with local services. Secondly, any impact on levels of engagement could potentially risk actual loss or displacement of established community-based clubs. This was largely seen within a wider context where youth provision was seen as having been reduced. Children expressed concern over having to choose between school and community based activities and were very clear that this might affect their circle of friends. As a result, it was recognised that quite a diverse range of provision is offered independently of schools, and that this would also need to be taken into account when considering the potential benefits of extending on a compulsory or a voluntary basis.

Parental attitudes and involvement

Parental attitudes were identified as both a potential barrier and an enabling factor to expansion. Some schools noted that, even where effective mechanisms were in place to consult with pupils or provide a range of suitable activities, there were issues with parents subsequently providing permission for children to attend. One school used a core group of pupils to consult with other pupils on the type of activities that should be on offer, but still struggled with getting parents to allow participation, requiring work to build up trust with parents and highlight the benefits of participation. Another interviewee noted how perceptions around cost could be problematic, with some parents wrongly assuming that all activities would cost money. This was often reflective of the strength of parental engagement more widely at a 'whole school' level, and required ongoing awareness-raising to engage parents.

While potentially beneficial, a notable proportion of schools felt that increasing parental participation was a major challenge that they had not succeeded in overcoming fully. This was felt to be due largely to a lack of interest, particularly in certain, more disadvantaged areas. Where positive parental engagement did occur, it was seen as beneficial (see "Enablers to extending provision" section).

Access to suitable facilities and equipment

Access to facilities and equipment was mentioned as a barrier by some schools, with this potentially impacting upon certain schools more than others, such as those in more urban settings with less potential for physical expansion. Working more closely with the regional schools commissioner was seen as a potential means of accessing more opportunities relating to facilities.

Enablers to extending provision

A number of common factors were considered to facilitate extending provision, either on a voluntary or compulsory basis, including:

- Raising the status of out-of-normal timetable activities;
- Access to information;
- Staffing;
- Capacity building;
- Marketing and communications; and
- Strengthening parental and pupil engagement.

Each of these will be discussed in more detail below.

Raising the status of out-of-normal timetable activities

It was recognised that the value attached to extended provision and the availability of time and resources to support this rested ultimately with the head teacher, and that this message needed to come from the top and within the school. Changes in leadership were quite often reported to have had a significant bearing on what schools were able to offer. A priority was identified to find ways to better acknowledge the time contributed by teachers, whether by aligning responsibility more closely with pay bands and responsibility points, or by back-filling staff to plan and deliver activities.

Beyond the school there was a perception by school leaders that, while provision should not be compulsory, there was a potential role for government in helping raise the status of enrichment activities as part of extended provision. Without government raising the profile of these activities, it was felt inevitable that focus would continue to be placed to a greater extent on meeting academic objectives.

"Socialisation and social development of youngsters should be promoted but as a matter of vision and values, not as a response to edicts and commandments."

(School leader)

Access to information

There was a good level of demand among respondents for some kind of centralised local information point, 'hub' or forum about local provision involving key stakeholders. The main purpose would be to provide a one-stop-shop for locally available CVCS provision, and signposting to community associations and clubs.

In addition, there was an appetite for information about the effectiveness of different types of extended provision and their outcomes. School leaders emphasized having finite resources, and wanted to ensure that these were being targeted where they were most needed. Unlike formal curriculum-based interventions, it was often felt that the landscape for arts and enrichment activities was less well understood. Having access to good quality data and research evidence was generally thought to be a potential enabler for this area of work.

Moving towards an evidence-based approach

One LA maintained school had previously run additional provision largely on the basis of the goodwill of staff, resulting in provision being “random, depending on whether someone has a particular interest”. As a result, there was not necessarily confidence that this approach was meeting the needs of the school or pupils as a whole.

There was now a recognition that a more strategic approach was required, particularly in terms of engaging and ensuring positive impact for the more vulnerable or challenging pupils in the school. This was seen as a work in progress, requiring more information and evidence around participation levels and the reason for non-participation, in order to plan activities on a more strategic basis:

"We are only now starting to get inside the data. Last year we introduced registers for the activities. We have a core group, we know who we are likely to get and why. We would like to promote this more and have a wider brief about who is not coming and why."

(School leader)

While a number of school leaders mentioned the need for additional funding, there was a potential role for assistance in finding and accessing funding streams:

"I know that there are pots of money out there and things that you can buy into, but it's having the time to physically look for them."

(School leader)

Staffing

Having a dedicated coordinating role proved invaluable to those schools that had taken this approach, in ensuring oversight and boosting capacity. Several schools had appointed a Community Manager, whose remit included out-of-normal timetable provision, alongside work to develop school-community links and partnership working. This role included liaison with external providers and associations, parental engagement, and a regular presence at in-school activities to raise awareness with pupils.

Schools recognised the demands often placed upon staff by taking on additional activities and were conscious that they did not want to exploit this generosity. Adequately training and developing teachers/ support staff and providing positive staff role models were seen as important.

Case study 7: Taking community management beyond school

Taking community management beyond school

Several schools had created roles for dedicated Community Managers who had a coordinating function for out-of-normal timetable provision. One Academy, which was located in a disadvantaged area, had taken an executive decision to employ a Community Manager in a full-time role which also included targeted fundraising activities to support activity provision.

The Community Manager learned about one of their pupils having won a place on the British Junior Sports Team with the potential to qualify for the upcoming World Championships in their sport. This required attending several training camps, travel to competitions as well as additional equipment. The school worked in the background and secured private sponsorship for the student to attend camps and competitions.

“It was a lot of work to secure the sponsorship. But the excitement to help the student achieve her dream of being able to potentially qualify for this Championship, the unbridled joy on her face when she learned about it, was well worth the effort. Having a role model like her in the pupil community is priceless for the motivation of other children in the school and in the area.”

(Community Manager)

Capacity building for extended activity providers

A number of the schools were receptive to giving a greater role to external providers, but found that the external providers often lacked the capacity and experience to play an active role in planning and coordination. This was particularly the case for smaller providers and those with less prior experience of working in a school environment. Even where the provision was externally sourced, there was a high level of planning time for the school. One suggested way around this was to support provider-side capacity building, so that external organisations were fully equipped to deliver a complete ‘package’ of activities to schools (i.e. with suitable premises, equipment, and staff with experience and clearances to work with the relevant age groups, including young people with SEND or behavioural difficulties).

Marketing and communication with pupils and parents

While the general consensus from school staff, parents and pupils was that communication broadly met needs, there was potential room for improvement⁷. Pupils reported that a lot of information was passed on by word-of-mouth so not all pupils were always fully aware about the range of activities on offer and to who they were open. Increasing pupil awareness and strengthening communications could therefore encourage pupil and parent participation (see also below). CVCS organisations generally stated that they would welcome either support in how best to market their provision, or the opportunity to publicise their activities directly in schools, e.g. speaking in assemblies.

Strengthening parental and pupil participation in activities

Lack of parental involvement in assisting with activities was largely seen as a barrier to extending provision. Where engagement of parents in activities and with the school more widely had been increased, the running of out-of-normal timetable activities was perceived to be more smoothly. Involving parents in these activities usually required up-front time and costs, including background checks and ensuring training was provided and updated. However, some schools felt it had proven worthwhile in extending what they were able to offer. Family learning was identified as a potential way to engage parents and to address the challenges relating to low levels of literacy and negative past educational experiences among some families. One school leader also commented positively on the benefit of running joint provision for parents and pupils to learn together.

Additionally, school staff were aware that pupils were very creative and willing to run clubs themselves in some schools, although this would still require staff supervision.

Overall views about compulsory extension

The study also examined attitudes towards a compulsory extension of the school day with school staff, parents and pupils. The reactions about extending the school day on a compulsory basis were very mixed. Aside from those schools that already offered extended hours, none of the schools within the sample had considered implementing a compulsory extended school day, although some identified potential advantages from doing so, under the right circumstances. The case for a compulsory longer day was dependent in part upon demonstrating that this stood to achieve improvements to the quality and variety of provision offered, and not simply “more of the same”. Many of the

⁷ It should be noted, however, that pupils and, in particular, parents attending interviews are more likely to be already relatively engaged in school activity and hence their views on communication may not be representative of those who are less engaged.

key points related to barriers to expanding the school day in general, so that they are only briefly summarised in this section.

The majority of school leaders held a predominantly negative view of compulsory extension, both in principle and in practice. Some had more mixed feelings, generally seeing value in the basic concept but questioning how it would be implemented and facilitated in practice. Finally, a small number were generally positive and supportive. The general concept of voluntary expansion and the ability of schools to meet their needs was generally viewed more positively.

A common theme to emerge from the school leader interviews in this respect was the importance of choice. A compulsory extension would require the buy in of all parties and would require a restructuring of the wider system and context to account for the substantial changes. One interviewee noted that:

"There's a place for it if the parents buy into that, as they buy into it at our school, as long as they have a choice of not having that. It may be that some don't want it or think that a child can't cope with it or won't want it."

(School leader)

These views were largely echoed by teachers in the case studies. Concerns focused on the impact on the work-life balance of pupils, the extent to which participation should be intrinsically motivated or imposed, the impact on teachers and practicalities of staffing, and the potential of disruption to family schedules. Nonetheless, teachers were generally receptive to the prospect of widened access to enrichment activities, as we discussed in the previous chapter.

Reactions from parents were also mixed. Some parents thought it would be helpful because it would allow children to engage in activities they might not otherwise be able to in a structured way, or allow some parents to increase their working hours. However, parents saw issues with their children's decision-making capacity, if the school day extension was compulsory and their child had to participate in activities. Any compulsory engagement with activities was also seen as removing the element of fun as it was more like regular class time. Parents were concerned that their children would be overworked if the extension focused on academic support, or if homework was still given. Staff and parents also outlined perceived negative effects on family time with children, as well as children's engagement in the local community and in local clubs that they were part of, believing this would be compromised.

This view was shared by the pupils in focus groups, who believed they would need to give up activities outside of school if the school day was extended. This would mean that

the range of activities they were engaged in would decline (i.e. in cases where those activities were not offered by the school or where the activity clashed with another activity preferred by the student). The pupils were also concerned about the effects on their safety and how they would get home if the school day was extended. This applied particularly during the winter months, with many pupils expressing discomfort at returning home in the dark.

Summary

The chapter explored attitudes towards extending activity provision in schools as well as barriers and enablers to achieve this. It also explored the capacity within the CVCS sector to offer additional provision which was mostly available on weekends and during holidays.

Additional activities were seen as providing a range of benefits, either direct educational benefits from more academic provision or a range of “softer” or transferable skills being developed from non-academic enrichment activities.

If there was to be an extension of the school day, a particular concern was ensuring that activities were high-calibre and helped meet specific goals, whether these related to developing softer skills or life skills, raising the profile of certain activities (either enrichment/ cultural activities or academic subjects) or supporting the delivery of curricular activities via methods such as art education or drama.

A number of significant barriers were noted to extended provision. The main barriers included:

- Costs in terms of accessing services or any accompanying staff costs;
- Transport, especially in more rural areas or those with a wide catchment area, as well as for special schools;
- Information about provision (mapping of available providers, learning from best practice or wider information sharing); and
- The status afforded to external activities.

Specific enabling factors were cited by a number of respondents, including a number of ways that identified barriers could be overcome. These included:

- Raising the status of extended provision through school leadership;
- Better acknowledging time contributed by teachers;
- Providing a centralised local information ‘hub’; and
- Information on effectiveness of different types of extended provision.

Responses to a compulsory extension of the school day were also mixed. Staff and parents could see some potential benefits to an extension, such as more time to engage with life skills and enrichment activities, improved relationships with teaching staff, the school as a safe haven, as well as support for working families. However, the perceived negative impact on student pressure, fatigue, impact on family arrangements, student safety, as well as their involvement in activities within the community had much greater weight with parents and staff. Compulsory extension was seen as potentially at odds with participation being intrinsically motivated, based on pupil and parental choice and encouraging independence and resilience. Concerns for teachers included the impact on capacity (particularly in special schools) and any resultant requirement to amend contracts.

Partnership working and support

This chapter explores the possible approaches and routes to enable extended activity provision through engaging and working in partnership with a wider range of stakeholders including parents, TAs, and other schools. The roles of trusts and regional commissioners are discussed, and different methods of guidance and support to help schools and CVCS organisations coordinate extended activity provision are considered from the perspective of school staff and parents as well as CVCS providers.

Key findings

- Partnership working between schools was often seen as an opportunity to create economies of scale, pool resources and enable access to better facilities. However, in many cases, geographical proximity of schools negatively affected schools' ability to work together.
- TAs were already involved in activity provision and provided valuable capacity. However, there were concerns over pay and skill levels, as well as a reluctance to engage in further activities.
- Parental involvement was also welcomed, but over-reliance on volunteer time from parents was generally thought to be unsatisfactory, especially so for provision where specialist prior expertise and training was required.
- Guidance and support could be provided through capacity building for schools and CVCS organisations; access to information, advice and evidence; and raising the profile of out-of-normal timetable provision more widely.

Stakeholder engagement and partnership working

In this section we explore the views of school leaders, teaching staff and parents who were asked about the potential for recruiting additional capacity to deliver extended provision through different methods. This includes considering the involvement of parents and/ or TAs, as well as working in partnership with other schools. The roles of trusts and regional commissioners are also considered here.

The role of parents

Overall, the common view among school staff was that the involvement of parents in delivering out-of-normal timetable activities was not likely to be an effective approach to increasing schools' capacity for offering extended provision. There was a variety of reasons given for this view ranging from parents' attitudes towards schools to the amount

of time commitment they could offer for such activities and/ or perceived, as well as specific barriers to their involvement in such activities.

Lack of engagement or interest

A number of school leaders referred to a perceived lack, or low levels, of general engagement from some parents in their children's education and considered this would be a substantial factor preventing any additional involvement in extended provision.

Lack of time

The amount of time that parents would be able to offer, and when, was considered a real drawback to their potential involvement, according to a few participants. They explained that potential/ willing candidates were unlikely to have time to help deliver activities during the day because many would be working in full-time employment. In some cases, potential candidates with available time were already likely to be involved in delivering activities offered by the school and/ or had volunteered their support for such provision through other routes. For example, some parents could have existing involvement in community clubs that provide activities rather than directly volunteer with schools to help deliver out-of-normal timetable provision.

More broadly, the reliance on volunteers' time as a route to the expansion of a school's capacity to deliver out-of-normal timetable activities was considered inappropriate by a few school leaders. In their view, volunteering was not the most effective way to ensure consistency and stability of provision. As one participant explained:

"Volunteering is also not very helpful. For the activities to run properly, you need to have people there for the same hours at the same time every week throughout the year. What happens is that they have other commitments and can't always make it."

(School leader)

Other barriers

As noted in the previous chapter, participants identified some specific physical, logistical and familial potential barriers to parents' involvement in delivering extended provision. They included:

- The **physical distances** that parents would have to travel, particularly in rural areas, was considered a logistical issue that would make parents' engagement in extended provision very difficult for them to arrange;

- **Administrative processes** to ensure the safeguarding of pupils who participated in the activities. This would include DBS checks as well as a formal process to assess individual suitability to engage with children;
- **Checking suitable qualifications** in line with the activity provided or offering training for those parents who did not hold these qualifications; and
- **Ensuring that volunteer engagement** of some parents, was **not to their own detriment** or inappropriate, especially in cases where they came from families with multiple and complex needs.

Advantages of engaging parents

A small group of school leaders held more positive views of the potential to involve parents, including several school leaders who definitely envisaged a viable role for parents to help deliver extended provision.

A similar, small number of school leaders thought parental involvement could be achieved but remained to be convinced and attached caveats to their more positive comments. For example, these participants cited potential issues with behaviour management and the need for joint delivery with school staff i.e. parents could/ should not be left to deliver activities independently.

The role of teaching assistants

A positive view of TAs involvement in extended provision was held by the majority of school staff and parents. A substantial number of schools already used TAs in their schools' out-of-normal timetable activities and regarded it as a valuable approach to extending their provision. However, there were other participants who qualified their positive views about this possibility with some caveats and one who did not regard it as a potentially effective route to increasing capacity to deliver out-of-normal timetable activities.

School leaders outlined that TAs were already involved in the delivery of extended provision in almost half the schools involved in this research and, in general, this approach was considered to work well. In these schools, the involvement of TAs follows one of three approaches:

- TAs **run clubs or activities on a voluntary basis**, in a similar way to any school staff with the relevant skills and interest in doing so;
- TAs have **specific, extended contracts** to enable their involvement in delivering extended provision; or
- TAs are **paid for the extra time** they spend in delivering extended provision.

Some schools not currently involving TAs were nonetheless positive about the potential to do so in future. School leaders expressed a positive view about the possibility of involving TAs in their schools' out-of-normal timetable activities but stated that pupils must be familiar with the TAs and the TAs must hold a current DBS certificate for their effective involvement in extended provision.

However, other participants were more specific about their reservations, which revolved around the following factors (in descending order of strength of feeling):

- **Availability of funding:** several participants indicated that as TAs are paid on an hourly basis they would need to be paid for any additional time spent through their involvement in extended provision. This contrasted, in their view, with salaried teaching and other school staff who may be expected to work additional hours as part of their contract;
- **Variation in TAs' skill levels:** a few participants referred to the variation in TAs' skill levels as a consideration when deciding whether or not they could be involved in delivering out-of-normal timetable activities. For example, it was felt that some TAs may not have sufficient skills to independently oversee provision or to offer an additional activity based on a specialist skill; and
- **Reluctance to work additional hours:** the defined hours of work for a TA are likely to be regarded by some as their core, specific reason for seeking a TA role e.g. the end of the working day in the early afternoon may enable some to manage their family commitments. According to some school staff this may minimise their interest in getting involved in extended provision.

Working in partnership with other schools

Schools varied in their experiences of working with other schools and this was reflected in the range of views about whether this would help or hinder their delivery of extended provision. Some schools had historically collaborated with another school, for example to jointly deliver an activity as a one-off event. Other schools had long-standing experience of working in partnership with other schools to varying degrees including working:

- With a number of other schools as part of a multi-academy trust (MAT);
- Collaboratively with one other school; and
- In a limited way to jointly deliver activities with other schools, usually focused on participation in competitive sporting activities.

Overall, approximately equal proportions of participants identified advantages and barriers when collaboratively working with other schools. Schools regarded partnership working either as a potential, helpful boost to their capacity to provide out-of-normal

timetable activities or as an approach that would restrict, and not improve, their ability to offer extended provision.

Advantages of partnership working

Those who regarded a partnership approach with other schools as an opportunity cited the multiple beneficial effects that they perceived to be associated with the anticipated potential economies of scale such an approach could provide. Specifically, participants expected that partnership working could enable schools to: pool and share access to their existing facilities; share the workload of coordinating activities; and better manage the resource costs of delivering out-of-normal timetable provision. For example, some school leaders considered that as a partnership, collectively commissioning a higher volume of activity than as individual schools, they could present a much more attractive opportunity for external activity providers.

Partnership working was also considered to have the potential to have beneficial effects on schools' capacity to deliver out-of-normal timetable activities by enabling staff to share learning and best practice, enabling pupils and schools to try different activities and facilitating joint delivery of activity.

A few schools caveated their positive views by acknowledging that any collaborative working with other schools would need to be well organised to avoid increasing staff workload as a result of having to coordinate with other schools in the partnership. In two schools the participants were clear that only a limited form of partnership working would work for their specific school context e.g. one which could solely concentrate on sharing costs but avoid jointly delivering activities or otherwise mixing pupils from different schools due to for instance particular student needs.

Disadvantages of partnership working

School leaders who considered partnership working as a hindrance to their delivery of out-of-normal timetable activities typically cited the distance between potential partner schools as the key factor that would prevent the development of supportive, collaborative relationships. These school leaders anticipated difficulties in: coordinating pupils' transportation to, and from, different schools; developing the kind of close relationships that would be of value to schools' respective offers of extended provision, and in addressing issues related to ensuring a safe environment for all. It is worth noting that the challenging logistics of geographically dispersed schools was such a commonly cited issue that even schools who were enthusiastic about the benefits of working in partnership with other schools still caveated this by saying the success of the approach would heavily depend on their physical proximity to other schools.

The role of trusts and regional commissioners

There was a good level of support for the involvement of MATs, and regional commissioners, in out-of-normal timetable activities in schools. Several participants recognised the potential value of MATs in providing opportunities for close collaboration to deliver extended provision. For example, a MAT could ensure its schools share their learning, and any evidence, of what works in delivering activities. One participant suggested a MAT could potentially facilitate the roll-out of similar provision across all schools in the trust if a particular approach proved effective. As one participant explained:

“If [working with MATs] is well planned I think it’s a superb opportunity, we currently do this in relation to the Duke of Edinburgh Award scheme”

(School leader)

Participants also suggested that MATs have the potential to achieve economies of scale in the delivery of out-of-normal timetable activities. For example, a MAT could:

- **Employ a team of staff** that is able to travel, to work across the trust and solely focus on coordinating and delivering out-of-normal timetable activities for all schools in that trust; and
- **Pool resources** to invest in equipment or facilities that can support, or increase, extended provision within all schools in the trust.

A few participants, who were otherwise positive about the role of MATs in extended provision, qualified their views with a number of caveats. They highlighted that effective partnership working in MATs would be dependent on sufficient numbers of schools within that trust working together. In this context, a MAT can offer schools a shared focus and sense of community, according to these participants. However, they stressed that this would require strong leadership at a senior level in the trust to ensure successful delivery of its priorities around extended provision.

As with school partnership working, the distance between schools in any MAT was also raised as a factor that would substantially limit any potentially beneficial effects of the trust. The logistics of transporting pupils between the trust’s schools would be a barrier to effective delivery and achieving potential economies of scale.

Although there was a good level of support for the role of MATs, several participants, from both local authority maintained schools and schools participating in an existing MAT, went further and expressed strong reservations about the difference a trust could make to schools’ extended provision. Participants’ reservations ranged from scepticism about the influence of a lead school in a trust on its partner schools, to clear opposition to

the idea that a MAT could play a valuable role in extended provision. Some schools questioned that the benefits derived at the lead school through a partnership agreement would indeed trickle down to the other schools within the trust.

Guidance and support

Attitudes towards, and interest in, different forms of guidance and support to enable schools and CVCS organisations to coordinate, and effectively extend, their provision of out-of-normal timetable activities were also explored. School staff expressed their views about a variety of types of guidance and methods of support in relation to the following three areas:

- Capacity building for schools and CVCS organisations;
- Access to information, advice and evidence; and
- The value and purpose of extended provision.

Each of these three areas is discussed in more detail below. It is worth noting that, with the exception of a few school leaders, most did not make any distinction in their responses between guidance and support that would be useful in the current, voluntary status of extended provision compared to that which would be beneficial in the context of compulsory extended provision.

Capacity building for schools and CVCS organisations

A range of possibilities for increasing the capacity of both schools and CVCS organisations in providing more out-of-normal timetable activity were identified. School leaders' views reflected the importance they placed on processes that could help to improve the efficiency or cost-effectiveness of delivering extended provision, as well as the logistics of its delivery. In this respect, support that would be welcomed included:

- Providing schools with **access to a centralised procurement mechanism** through which they could buy equipment or materials for delivering activities at a lower cost; and
- Offering schools **support with the provision of transport**. The necessity for this type of support was particularly, but not solely, raised by school leaders of rural schools which are not as well served by public transport.

Additional financial resources were cited by school leaders as a form of support which could help schools to improve their capacity by enabling them to recruit specific staff to deliver extended provision and/ or to pay existing staff for their additional work.

Likewise, school leaders considered this financial support would be beneficial in relation to CVCS provider capacity, reporting that it could be helpful for recruitment and boosting staff capacity within local, external provision. CVCS providers echoed this call for additional funding to support delivery of extended provision within their sector. Additional funding could be used to support increased recruitment of staff, as well as volunteers, for example, for an awareness-raising campaign to recruit volunteers with specific skills or knowledge. CVCS providers incorporated schools into their consideration of the benefits of additional funding and suggested this would improve schools' capacity to engage with CVCS organisations to coordinate and administer activities.

Capacity within the CVCS sector could also be enhanced by providing funding that would enable CVCS providers to:

- **Offer training for staff to help them to improve, or update, existing skills** or gain new skills, qualifications or certification to deliver specific activities; and
- **Invest in their IT infrastructure** and focus on converting learning materials for activities (e.g. information and Q&A sheets for teachers) into digital format.

A specific training and development need raised by CVCS providers related to improving their skills in marketing and promoting their activities to schools. This included supporting them to understand the best approaches and channels for communicating with schools regarding their needs for activities.

Access to information, advice and evidence

There was strong interest in support that could facilitate the provision of specific information and advice on the nature and quality of activities offered by CVCS providers. The majority of school leaders were positive about the suggestion of offering this support through a centralised 'hub'. Such a database, it was suggested, could include: both an overview and details of external CVCS providers (individual trainers or coaches as well as organisations); information about how and where schools could access provision; and search options to allow schools to identify local providers within a specific geographical catchment. Linked to this suggestion of a centralised hub was the potential benefit of supporting schools by providing expert advisers to visit schools in person to help them navigate and select available provision appropriate to their needs.

Underlying the interest in more information and advice about the availability of provision appeared to be some schools' concerns about the challenges they can face in ensuring the quality of provision, as well as a safe environment for pupils. In this regard it was considered that a central hub or database of providers could also operate as a means of vetting external providers to ensure they were suitably skilled, qualified, certified (e.g. by the DBS) and/ or held relevant accreditations for their services (e.g. the 'Investors in People' accreditation) to deliver activities to pupils.

CVCS interviewees similarly highlighted a centralised resource as a way of providing relevant information. Such a resource could serve as an effective mechanism for meeting another support need raised by external providers: greater information and insights into the nature of demand from schools for out-of-normal timetable activities. Information about schools' needs, and what kinds of activities they have difficulty in delivering themselves, would better enable CVCS providers to design activities to effectively address that demand. CVCS interviewees suggested that such a 'marketplace' could usefully collate and advertise opportunities for external providers. As one CVCS interviewee explained:

"It is around having the capacity to design those projects and have that support, then link the two."

(CVCS provider)

Information on the practical aspects of delivering extended activities would also be positively received, according to most school leaders. This ranged from providing guidance on:

- **Funding streams or other opportunities** to secure financial support for activities as part of extended provision, such as sponsorship by local businesses;
- **Safeguarding practices** and appropriate ratios of adults to children when delivering activities; and
- Guidance on how to cover the need for **extra staff resource to deliver activities**, where staff involvement is currently voluntary if schools were to offer compulsory extended provision.

There was a clear appetite amongst school leaders to access and use evidence as the basis for their judgements on the kinds of activities to offer as part of their schools extended provision. Specifically, school leaders expressed an interest in research and evaluation evidence to support schools' decision-making processes around the selection of activities for inclusion in their extended provision offer. Evidence cited as useful included: evidence-based activities linked to academic improvement; and case-study examples of good provision to offer ideas for potential, future out-of-normal timetable activities, and provide illustrations of how activities are implemented by different schools. Interest in being supported to run local workshops with parents and teachers was also expressed by a number of school leaders. It was envisaged that such workshops would act as a feedback loop on the impact of activities as well as raise the profile of extended provision and explain its purpose and aims.

The value and purpose of extended provision

Clarification on the value and purpose of extended provision, as well as who was accountable for the quality of provision, was a theme mentioned by a few school leaders and CVCS interviewees, when asked to consider what support or guidance could help them deliver these activities.

School leaders' views highlighted their perception that there is a need to reflect the importance and purpose of extended provision as a necessary feature of a rounded education offer. In their view, this would help create an expectation that every pupil should have access to out-of-normal timetable activities. It would also draw attention to the focus on monitoring academic performance and the perceived need to balance this with the social development of pupils (via extended provision) as a valuable achievement in its own right. In this respect, several interviewees suggested the need to decide whether the purpose of extend provision was to offer additional academic provision or opportunities for enrichment.

CVCS interviewees held similar views and a few indicated that support in the form of changing the ethos around the value of the extended provision offer in schools could enable the delivery of more creative provision, for example by reducing the pressure within the school system to focus on academic performance and exam attainment. In the view of one external provider:

“...if a young person isn't academic... it might be something that happens after school that ignites their passion for what they might do in later life.”

(CVCS provider)

A small number of school leaders considered that it was not necessary to offer schools any guidance or support to facilitate the coordination and delivery of extended provision. These school leaders were keen for extended provision to remain voluntary in the future, and were very keen that schools' autonomy in delivering out-of-normal timetable activities should not be affected by the introduction of a compulsory element to extended provision. For example, some school leaders believed that schools should have agency in choosing what their extended provision should comprise and that strong school leadership was the critical element in ensuring its successful delivery. Another school leader considered that a large number of extra staff, and a shift in the mind-set of existing teaching staff, were the key changes required to effect any substantial change to schools' existing extended provision.

Summary

The typical view among school leaders and CVCS providers was that parental involvement in delivering out-of-normal timetable activities was unlikely to be an effective approach to increasing schools' capacity for offering extended provision. Common rationales for this view included the existing low level of parental engagement in current provision and a perceived lack of parent availability.

The majority of participants held a positive view of TAs involvement in extended provision. A substantial number of schools already use TAs in their schools' out-of-normal timetable activities and regard this as a valuable approach to extending their provision. However, the need to pay TAs, variation in their skills or expertise, and potential reluctance to take on extra work, were seen as possible barriers by some.

Schools varied in their experiences of working with other schools; some had previously collaborated on a one-off basis, while others had long-standing experience of working in partnership to varying degrees. Overall, approximately equal proportions of participants viewed collaborative working with other schools as a help, and a hindrance. Perceived advantages included the opportunity to pool and share: access to existing facilities; the workload of coordinating activities; learning and best practice; and delivery resources and costs. Perceived barriers related to the distance between schools, e.g. difficulties in the safe and effective transportation of pupils.

There was a good level of support for the involvement of MATs, and the role of regional commissioners, in out-of-normal timetable activities in schools. MATs were seen as valuable in providing opportunities for close collaboration to deliver extended provision. However, concerns about the logistical difficulties in coordinating delivery of activities in geographically distant schools were mentioned.

Views on potentially useful types of guidance and methods of support were expressed in three areas.

- **Capacity building for schools and CVCS organisations** e.g. access to a centralised procurement mechanism that offered schools cheaper equipment or materials; support for transport provision; and additional funding for recruitment and training;
- **Access to information, advice and evidence** e.g. a central information database with details of the provision offered by external CVCS providers and that advertised opportunities to for CVCS providers to deliver activities in schools; and
- **The value and purpose of extended provision** e.g. clarification on the value and purpose of extended provision and an associated need to reflect its importance at a policy-level.

Conclusions

This report has presented the findings from a study of out-of-normal timetable activities provided within secondary schools in England, based on primary data collection and analysis, and informed by the wider research literature on extended activity provision.

In previous chapters, the following areas were explored:

- The scope of existing out-of-normal timetable provision within the schools sampled, including the rationale, types and range of provision offered, and perceptions from school leaders, teachers and budget-holding staff, and parents and pupils regarding its sufficiency;
- The supply-side response and how CVCS providers currently engage and work with schools to plan and deliver activities;
- The perceived merits of extending the current offer on a voluntary basis, including the rationale for doing so, the priorities in the event of expansion, and the main perceived barriers and enablers for schools, families and CVCS providers for delivering at scale; and
- Attitudes towards extending the length of the school day on a compulsory basis, in addition to considering the evidence from two schools where these arrangements are already in place.

The final chapter draws together and concludes upon the key messages from the study regarding sufficiency, barriers, and opportunities for extending provision based on the interview, case study and survey findings, across schools and CVCS providers.

Sufficiency of existing provision

The study revealed quite a varied landscape for the provision of out-of-normal timetable activities, but with school leaders overwhelmingly viewing this as being central to the schools' objectives of broadening pupil's horizons, supporting personal and social development, enriching the curriculum, and strengthening parental and community engagement.

The picture was a cautiously optimistic one regarding current provision. School leaders reported fair to high levels of self-reported confidence in the type and range of activities on offer. Schools with stronger mechanisms for pupil and parental feedback generally reported a correspondingly greater level of awareness of the demand for different types of activities and of satisfaction with current provision. Equally, however, it was apparent that all schools faced challenges with pupils who were considered 'hard to reach', and that they aspired to find ways to raise their levels of participation. The risk of stigmatising

disadvantaged pupils by targeting support towards them specifically was also a common challenge.

The study findings illustrated the difficulty with identifying objective measures for assessing schools' activity levels. Schools quantified their activities in varying ways, ranging from numbers of different types of activity offered, to numbers or frequency of sessions delivered. Any assessment of sufficiency also required an understanding of the size and profile of individual schools, and the quality and relevance of extended activities on offer.

Most schools had adopted a 'progressive universalist' approach, aiming to offer something for everyone, while also catering for more specialist needs. They were generally aware of the need to ensure provision was demand-led, but only some of the schools had consultation and feedback mechanisms in place, ranging from ad hoc surveys or feedback, to pupil participation in designing and running activities.

At the same time, the study underlined the tensions that sometimes exist between pupils' preferences for extended provision, and the views of parents and school representatives acting on their behalf. Some examples were cited of parents and school staff retaining veto rights over pupils' decision-making, with potential consequences for levels of take-up and satisfaction.

Regarding activity types, the school interviews showed a predominance of sports, games, and exercise-related provision, which was typically offered to most or all year groups. These findings were mirrored in the CVCS survey, where sports-related provision was by far the most prevalent. Academic subject-related clubs were also offered among the sampled schools, but these were usually targeted at specific year groups (typically key stage 4), or ability groups (including 'Gifted and Talented' pupils).

The lower prevalence of arts, music and ICT-related activities might indicate greater potential for expansion here, as there seemed to be demand from pupils and parents, but delivery was usually dependent on the availability of enthusiastic and knowledgeable staff. The relative cost of different types of activities was reported to be a factor in how widely they were offered by CVCS providers, alongside levels of demand from pupils and schools. Some arts and creative media activities were said to be more expensive to run, requiring specialist staff and equipment.

On the supply-side, the survey and interviews found that there was quite a clear distinction between the typical profile of commercial providers, who were usually smaller and more specialist, working with just one or two schools, and the voluntary and community sector providers, who often aspired to support all schools in their local area. Only a small minority of the CVCS providers within the sample reported operating at a national level.

Much of schools' existing out-of-normal timetable provision was either available free of charge or heavily subsidised, with the exception of some sports clubs and specialist activities. Schools were generally reluctant to pass costs on to parents unless this was unavoidable, although in certain circumstances fee-charging was viewed positively because it helped to raise the status of the extended activities among pupils and parents and was seen as a way to ensure attendance.

Extending activities

The study found a good level of demand among schools, parents and pupils for extending the current offer of out-of-normal timetable activities on a voluntary basis, should it be possible to access resources to do so. There was quite a strong message that expansion for expansion's sake would be unhelpful, however, and that additional activities should be evidence-based, and stand to contribute towards achieving wider school objectives. School leaders were motivated by the potential to reach additional year groups; to provide a greater choice; to improve the quality of the provision sourced by the school, or to achieve specific outcomes. These included increased self-confidence, social and emotional wellbeing, behavioural improvements in the classroom, and enhancing academic performance. Schools were keen to select interventions to achieve the maximum impact for their pupils, but were not always confident that they had the evidence to do so.

The importance of head teacher endorsement and a 'whole school' approach was apparent from the research, along with the involvement of teaching and non-teaching staff in developing activities, alongside parents and pupils. It was notable that a number of the schools offering very comprehensive out-of-normal timetable provision had gone from a poor inspection rating to achieve 'outstanding' status where this had been implemented. The interviews showed that it was this context within which the head teacher was able to overcome inertia to make wide-reaching changes to the school timetable and teaching methods.

Alongside enrichment activities, schools also quite often said they would prioritise activities designed to boost academic achievement, such as study support and project-based work linked to the curriculum. As discussed in the introductory chapter, the research literature shows that academic benefits of extending provision are greatest where activities are instructional, goal-oriented, and teacher-led. Some caution is needed, therefore, in ensuring that CVCS-led provision is not used as a proxy for teacher-led study support. Academically oriented provision should therefore be delivered by appropriately qualified professionals, and linked to the core curriculum.

Schools parents and pupils voiced concerns about potential drawbacks from extending activities, however, even on a voluntary basis. These ranged from the potential displacement of community-based after school activities, such as those run by faith

groups, uniformed activity providers, or sports clubs, to concerns about the impacts on families' routines and home life, and the challenge of managing pick-up or drop-off times where siblings attended different schools. There were also mixed views on the merits of increasing the level of out-of-normal timetable study support at key stage 4. While some respondents considered that this would provide valuable opportunities for pupils to enhance core curriculum time, others were concerned by the impact on pupils' wellbeing in the context of an already very busy academic timetable.

Views towards a compulsory longer school day

The level of support for moving to a compulsory longer school day was considerably lower among the schools, parents and pupils taking part in the study. There was a widespread view among school staff that participation should be intrinsically motivated, and that pupils' ability to exercise choice was an important part of their move towards greater independence. While many of the perceived drawbacks were similar to extending on a voluntary basis, there were also concerns about the possible negative impact on existing extended activities, if pupils were required to attend. It was thought this might reduce the quality of experience, and result in more behavioural issues.

Above all, however, there were widespread concerns about placing excess demands on teachers. School leaders, teachers, and parents alike noted the likely adverse reaction if teachers were asked to work additional hours on a compulsory basis without a substantial renegotiation of contracts and pay, and the risks this posed to staff morale and workload. School leaders were mindful of the priority to avoid displacing teachers' planning and preparation time, and the physical and emotional strain of running out-of-normal timetable activities, especially so where this might involve managing challenging pupil behaviour.

The inclusion of a small number of schools that were already operating a compulsory extended school day within the study sample cast some light on the potential advantages. These schools had a common focus on extending curriculum time, supporting homework activities for all pupils, and to providing opportunities for pupils to exercise greater choice (electives), as well as being better positioned to tailor support (an instructional format). These schools were newly set-up academies so that an initial judgement with regards to the achievement of these intended outcomes was not possible at the time of the research. All of these schools had opened more recently, and were therefore able to avoid issues relating to changes in pay or working conditions for their existing staff in order to accommodate longer hours.

Expanding activity provision

Based on the study evidence, further capacity-building is likely to be required to ensure that it is feasible for CVCS providers to deliver out-of-normal timetable provision, whether this is on a voluntary or compulsory basis. The interviews found that, while there was an appetite for growing school-oriented activities, locally-based CVCS organisations were often operating at the limits of their capacity, with expansion restricted to weekends or holiday periods. For the very small and more specialist CVCS organisations (e.g. sports coaches or arts practitioners), any expansion would also need to take into account the fact that a significant increase in numbers of schools would be unrealistic, although there was greater flexibility where activities were delivered with support from volunteers and were more easily scalable.

The CVCS providers operating at a national level tended to have a well-established business model, and were generally more satisfied with their existing reach, although the prospect of being able to engage schools and pupils who were traditionally considered 'hard to reach' was a potential draw. There was also interest in improving or diversifying their offer, by investing in more bespoke training resources for schools; digitalisation, improved marketing activities, and volunteer recruitment and retention.

There was evidence that many CVCS providers would require further support to become 'commissioning ready'. Schools commonly cited difficulties with some providers' relative inexperience at working in a school environment. Examples included where activities were restricted to limited times that clashed with the school timetable, and where there was hidden administrative time and cost for the school in organising transport and equipment. In rarer cases, providers required advice from the school on sourcing basic safeguarding awareness training and completing DBS checks, while some CVCS providers required assistance from the school with behaviour management.

Schools identified that being able to commission a more complete 'package' of activities from CVCS providers would help to address these issues. They expected providers to have a clear business case, and to demonstrate added value to what the school was already delivering. Schools also tended to favour continuity and long-term relationships with providers, to avoid the costs and uncertainty of 'starting from scratch' each time.

The readiness of schools for greater CVCS involvement was a further consideration. The study underlined that any move towards a more formal commissioning-led model would be quite a departure from the approach adopted by most of the schools within the sample, which often drew quite heavily upon in-kind contributions from school staff and parents, and reciprocity with community-based clubs and associations. The interviews suggest that there would be both advantages and drawbacks from this shift:

- On the one hand, a **more developed marketplace** for out-of-normal timetable provision might help to overcome schools' reliance on individual teachers and ties within the community; help to render the local patchwork of provision and providers visible, and improve transparency in standards, costs and quality; and
- At the same time, however, the study indicates that there is likely to be **resistance among some parents to a perceived 'commercialisation' of school life** through a more visible role for external providers. Parents often valued the model of the school as a hub for the local community – a view that was shared by many of the school leaders and teachers, who recognised the social and cultural capital of extended provision.

These contrasting viewpoints highlight the need for sensitive communications and marketing around any expanded CVCS offer, so that parents are fully on board.

Supporting and enabling expansion

The study highlighted a range of potential barriers to schools expanding their existing offer, where there were aspirations to do so. The question of cost was a recurrent one, and it was clear that finite resources often placed a cap on schools' ability to cover professional fees and equipment hire. Limited access to suitable transport, especially across large and/ or very rural catchments, also presented a structural barrier that was often beyond the control of individual schools to address satisfactorily. A further set of barriers related to under-supply and/ or a lack of reliable and accessible information on available provision, while the low status of enrichment activities among teachers, parents and pupils set a negative tone in some schools that maintained the status quo.

The research showed that, where schools had experienced success in addressing these challenges, this invariably required a strong message of endorsement from school leaders, backed by tangible actions to value and reward participation in extended activities. The schools that demonstrated a very comprehensive offer had generally implemented a 'whole school' approach to raise the status of extended activities; made adaptations to the existing 'core' curriculum to more creatively integrate enrichment and project-based provision; established and maintained strong and ongoing lines of communication with parents and pupils to continuously monitor, evaluate and adjust their offer, and showed tenacity in making the best use of links with local VCS organisations and businesses. The implementation checklist for schools in the executive summary provides an overview of some of these good principles and practices.

Final remarks

Overall the study highlighted three main areas for improvement: a) access to information, advice and evidence; b) capacity building and partnership working; and c) support for innovation. We now go on to suggest some actions that might be taken to address them.

The study showed that there was widespread demand for improved access to information on locally available extended activity provision and providers. The concept of an informational “one stop shop” was suggested on numerous occasions during the fieldwork, including accurate listings of locally available CVCS provision. Some means of quality assuring provision and providers was also in high demand.

School leaders were aware of the importance of investing resources wisely, but often lacked knowledge of the relative effectiveness and outcomes from different types of interventions. Schools felt that existing educational evidence for out-of-normal timetable provision such as study support, enrichment, sports and arts interventions were not always accessible to them.

There was a widespread acknowledgment of the need for more CVCS activity providers to become ‘commissioning ready’ in the context of working with schools. While schools often rated the specialist input of external organisations highly, many smaller CVCS providers lacked a menu of options, meaning that it was quite often necessary for schools to absorb management and administrative costs.

The research found that, although school collaboration was one potential way of achieving economies of scale for extended provision, clustering was mainly restricted to MATs, or to specific types of ad hoc activities such as sports competitions involving multiple schools. Schools often found collaboration difficult due to travel restrictions and administrative burdens.

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Annex I – Sample demographics

Qualitative research with 25 commercial, voluntary and community sector organisations

Criterion	Heading	Count	Percent of total (<i>n</i> = 25)
Organisation Type	Commercial	9	36%
	Voluntary and Community sector	16	64%
Types of activities (multiple responses possible)	ICT skills	3	12%
	Sports/ games/ exercise	17	68%
	Arts and crafts	7	28%
	Academic subject related club	6	24%
	Music	6	24%
	Drama/ dance/ film	9	36%
	Homework club	2	8%
	Volunteering	10	40%
	Work experience	8	32%
	Other	4	16%
Geographical regions	Nationally	3	12%
	North-West	1	4%
	North-East	2	8%
	West Midlands	4	16%
	East Midlands	0	0%
	South-West	3	12%
	South-East	7	28%
	London	5	20%
Number of staff working with schools	1-2	6	24%
	3-5	6	24%
	6-10	4	16%
	11 and more	9	36%

Criterion	Heading	Count	Percent of total (n = 25)
Target groups (multiple mentions possible)	All pupils	20	80%
	Male pupils only	2	8%
	Female pupils only	5	20%
	Specific age or year group	5	20%
	Specific academic ability	1	4%
	Pupils with English as an additional language (EAL)	9	36%
	Pupils with special educational needs or disabilities (SEND)	11	44%
	Disadvantaged pupils	13	52%
	Other	1	4%
Predominant income source	Commercial income	9	36%
	Grant funding	12	48%
	Donations	1	4%
	Other	3	12%

Annex II – Survey response rate

The overall survey response rate was 27%.

The response rate calculation includes all organisations that initially responded to the survey and therefore includes those organisations that were willing to participate, but were screened out during the initial screening questions. The response rate was therefore calculated as

$$\frac{\text{Surveys completed} + \text{Ineligible sample (screened out)}}{\text{Total sample}} = \frac{104 + 198}{1105} = 0.27$$

Of the total eligible sample population 11% were surveyed. The table below provides more detailed insight.

Table 5 Survey sample response

Organisation type	Total sample	Ineligible	Survey completes	Refused	Other	% of eligible sample surveyed
Commercial Voluntary and Community Sector	1105	198	104	173	630	11%

Annex III – Screening questions for activity levels

During the recruitment process schools were asked to self-assess the extent of their activity provision. This process involved the following set of screening questions.

Q1. I am going to read out a set of statements. Please identify which of them best describes your school's current offer of activities that are offered outside of the normal school day.

<i>(NB: only single response allowed)</i>	Tick box
1. Our school offers a very comprehensive range of out of school provision, for all age groups, covering both academic and enrichment activities	<input type="checkbox"/>
2. Our school offers a good range of out of school provision, covering both academic and enrichment activities	<input type="checkbox"/>
3. Our school offers some out of school provision, covering a range of activities.	<input type="checkbox"/>

NB: Only ask the following question if respondent selects 3. or 4., above:

Q2. To what extent do you agree or disagree with the following statement?

Our school would like to extend the range of out of school activities that we currently offer, under the right circumstances.

<i>Response options</i>	Tick box
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>



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