

# **The Role of Third Sector Innovation: Personalisation of Education and Learning Services**

---

## **Recommendations**

Cabinet Office Advisor on Third Sector  
Innovation, Rt. Hon. Anne McGuire MP

March 2010

# Cabinet Office Advisor on Third Sector Innovation's Foreword



Recent years have seen a huge amount of progress towards personalising education and learning services. Ideas about personalised learning are embedded in policy and practice in all sectors across the country. This progress would not have been possible without the dedication and innovation of a number of remarkable individuals.

My team and I have met several of these individuals as part of this work. They include: third sector leaders working with schools to redesign how learning is delivered; head teachers trying out new ways of reigniting their most disengaged students' interest in learning; and individual educators and support staff delivering personalised learning in third sector and statutory organisations on a daily basis.

In this report, I explain why I believe the third sector and Government can work together to support these individuals, and realise the potential of the third sector to deliver personalised education and learning services.

In this current time of economic downturn, we are all aware of the challenges of job losses and unemployment. Our young people are among the hardest hit in our society by this economic climate, making it more important than ever to provide a world class education system, offering them the best opportunities to succeed in these challenging times.

The third sector has an important role to play in this. Through this work my team and I have heard from a range of third sector organisations providing personalised education and learning services. They are working with a range of children and young people from those who have become disengaged from mainstream education to those with specific interests and skills. They are

working in a variety of settings, some running their own independent schools, others working in partnership with schools to support existing provision.

Head teachers and other teaching staff have repeatedly highlighted to me the value of working with the third sector to support personalised learning, whether through incorporating them in a 'package' of learning opportunities or through working alongside them to redesign how education is delivered.

I would like to thank the Prime Minister and Cabinet Office Ministers for asking me to undertake this work. I believe this is a pivotal time for the reform of public services. I also wish to acknowledge the Department for Children, Schools and Families for their contribution throughout this work. In particular I would like to thank Angela Archer for her role in coordinating the Department's input. I also wish to record my thanks to officials from the Office of the Third Sector who have offered tremendous support.

Finally, I would like to sincerely thank the third sector organisations and schools that contributed to this report, either through engagement in the priority setting seminars, through submitting information to the Call for Evidence or by participating in project visits and meetings. Their contributions were fundamental to this work.

A handwritten signature in black ink that reads "Anne McGuire". The signature is written in a cursive, flowing style.

**Anne McGuire MP**

Cabinet Office Advisor on Third Sector Innovation

# Contents

<b>Introduction</b> .....	5
Who is the Cabinet Office Advisor on Third Sector Innovation and what is her remit? .....	5
What has this project involved? .....	5
What does the Advisor mean by ‘personalisation’? .....	6
What does the Government say about personalisation in education and learning? .....	7
What are the Advisor’s recommendations? .....	8
<b>1. The role of the third sector as a provider of personalised education and learning</b> .....	10
1.1 Recognising the value added by third sector providers .....	12
1.1.1 Measuring success .....	14
a) School Report Cards .....	16
b) Foundation learning .....	17
c) Social Return on Investment .....	19
1.1.2 Commissioning .....	22
a) Children’s Trusts .....	23
b) Total Place .....	26
1.2 Third sector as a partner in a learning ‘package’ .....	28
a) Extended Services in Schools .....	32
b) Challenges .....	33
c) Infrastructure organisations .....	33
d) Capacity building .....	35
1.3 Innovative uses of new technologies .....	37
<b>2. Role of third sector as a driver for personalisation</b> .....	42
2.1 The third sector’s role in engaging parents and the wider community .....	45
2.2 The co-operative Trust school model .....	49
2.3 Third sector as a catalyst for professional development .....	54
<b>3. Conclusion</b> .....	61
Annex A: Priority setting seminar attendance list .....	62
Annex B: Submissions to Call for Evidence .....	63
Annex C: List of ‘best practice’ visits and meetings .....	65
Annex D: List of Acronyms .....	66

# Introduction

## **Who is the Cabinet Office Advisor on Third Sector Innovation and what is her remit?**

The Cabinet Office Advisor on Third Sector<sup>1</sup> Innovation (the 'Advisor'), the Rt Hon. Anne McGuire MP, was appointed in November 2008 to advise the Prime Minister and Cabinet Office Ministers on the third sector's potential contribution to the personalisation of public services.

This report focuses on the Advisor's work on the role of the third sector in the personalisation of education and learning. It follows her earlier work on health and social care, and services to reduce re-offending, published in February 2010.

The report outlines a series of recommendations which the Advisor is making to Cabinet Office Ministers and colleagues across Government. The recommendations of the Advisor, including those contained in this report, do not constitute Government policy, but will inform future policy and departmental priorities. A Government response to all of the Advisor's work is being published in March 2010.

## **What has this project involved?**

In order to focus in depth on key priorities, the Advisor hosted a seminar in October 2009 with third sector and departmental stakeholders (see Annex A for attendance list). Following this priority setting seminar and discussions with the Minister for the Third Sector, Angela Smith, the Advisor agreed three priorities and published a Call for Evidence in December 2009 on this basis.

The questions for consideration were:

### **How can the third sector....**

- 1. ...offer choice and influence to children and young people through greater participation?**

---

<sup>1</sup> The Government defines the third sector as non-governmental organisations that are value-driven and which principally reinvest their surplus to further social, environmental or cultural objectives.

**2. ... be supported to work together, tailoring services around the needs of individual children and young people?**

**3. ...scale up and mainstream innovative personalised services?**

In addition to information received in response to the Call for Evidence (see Annex B for list of submissions), the Advisor and her team undertook a series of ‘best practice’ visits (see Annex C for list of ‘best practice’ visits). The combination of this information has informed a series of recommendations presented in this report.

### **What does the Advisor mean by ‘personalisation’?**

As outlined in the Advisor’s recent report on health and social care and services to reduce re-offending<sup>2</sup>, personalisation is about providing a service in response to an individual’s needs, rather than a ‘one size fits all’ approach. It means involving people in making decisions about the services they receive to achieve the best outcomes for them.

Personalised teaching and learning was defined by Christine Gilbert in her 2006 report as:

“taking a highly structured and responsive approach to each child’s and young person’s learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning”.

*2020 Vision: Report of the Teaching and Learning in 2020 Review Group,*  
Department for Education and Skills, 2006

The mechanisms necessary for the personalisation of services across sectors are dependent upon the circumstances of the individual and the outcomes to be achieved. These can be three-fold and include:

- The **joining up** of existing services to provide integrated packages of care, support or opportunity around the needs and aspirations of the individual;

---

<sup>2</sup> Cabinet Office, *The Role of the Third Sector: Personalisation of Health and Social Care and Services to Reduce Re-offending*, 2009

- The **tailoring** and adjusting of services to meet the level of need of the individual; and
- Giving the service users a genuine level of **control**, an example being new funding mechanisms such as personal budgets.

Personalisation can also apply to groups or communities. For example, the co-operative Trust school model enables community level personalisation by empowering the whole community towards self regeneration<sup>3</sup>.

This project is specifically focused on the role of third sector organisations in the design and delivery of personalised services that improve education and learning outcomes. The project takes a holistic approach to understanding what types of activities and service models may support these goals.

This work also adopts a broad definition of the key stakeholders involved in personalising services around an individual or group of individuals with similar needs. This includes the child or young person themselves, parents, carers, teachers, non-teaching staff and the wider community.

### **What does the Government say about personalisation in education and learning?**

“The Children’s Plan set out our vision of world class schools providing excellent, personalised teaching and learning, to help all children and young people to progress in their education and wider development.

“Personalised learning, putting children and their needs first, is central to that vision. All children should be supported to make good progress and no child should be left behind. This ambition is part of a broader commitment that, at every stage, children and young people have opportunities to grow and develop, and their individual needs will be addressed in the round by the complete range of children’s services.

---

<sup>3</sup> See section 2.2 for more information.

“In 2005, our Schools White Paper set out the Government’s commitment to transform the support available for every child. Since then, the strength of the Government’s commitment has been reflected in the level of investment: over £1 billion made available to schools from 2005-2008, and a further £1.6 billion from 2008 – 2011, for personalised learning and special educational needs.”

*Personalised Learning – A Practical Guide,*  
Department for Children, Schools and Families, 2008

Personalised learning funding is released to Local Authorities via the Dedicated Schools Grant. Local Authorities then distribute the funding amongst their schools, using locally decided formulae. Funding is not ring fenced in any way and schools are free to spend it in ways which best meet local needs.

### **What are the Advisor’s recommendations?**

#### **Chapter 1: The role of the third sector as a provider of personalised education and learning**

1. Discussions with the third sector should be included in the Department for Children, Schools and Families’ (DCSF) consultation on a separate indicator for partnership working in the School Report Card.
2. Local authorities should meet DCSF’s expectation to help local third sector organisations to use the development of Foundation Learning to accredit the work they do with young people.
3. Third sector organisations should take a proactive role in the roll out of Foundation Learning.
4. Both the third sector and commissioners should further explore the use of methods such as Social Return on Investment to demonstrate the full value of services.
5. The DCSF Commissioning Programme should raise awareness of the potential value of Social Return on Investment as a measurement tool for Children’s Trusts.
6. DCSF should assess the effectiveness of the Commissioning Support Programme’s work on commissioning from the third sector.



7. DCSF's Commissioning Support Programme and the National Programme for Third Sector Commissioning should continue to work together and strengthen their relationship.
8. DCSF's Commissioning Support Programme should continue careful consideration as to how third sector commissioning can be supported once the programme ends on 31 March 2011, and consider building this in to the role of existing Commissioning Champions.
9. Total Place activities that aim to improve education and learning outcomes should involve the third sector more.
10. DCSF and Communities and Local Government (CLG) should explore how learning could be shared between Children's Trust and Total Place teams locally and nationally.
11. Local infrastructure organisations should play an important role in improving third sector organisations' links with schools.
12. National infrastructure organisations should support third sector organisations to market themselves more effectively to schools as learning providers.
13. In considering its capacity building and investment programmes, the Government should specifically consider how to develop the capacity of providers of 'packages' of learning.
14. The Government should continue to support innovation in technology across all providers, including the third sector.

## **Chapter 2: The role of third sector as a driver for personalisation**

15. The Cabinet Office, CLG and DCSF should work together to explore how their work on community assets and delivery of extended services in schools could feed in to one another.
16. DCSF should deliver on its commitment to carry out and publish the evaluation of the first co-operative Trust schools.
17. Learning from the evaluation should be used to raise awareness and understanding of the co-operative Trust model amongst schools, parents, and communities.
18. DCSF should explore how stronger links can be established between third sector organisations developing approaches to professional development and existing provision.

# 1. The role of the third sector as a provider of personalised education and learning

“Once you start working with a third sector partnership, you get the habit. That network grows, you become more confident in asking people to get more engaged in the school, and then the learning can benefit that way as well.”

“It was definitely Eastfeast<sup>4</sup> that started that. We were very tentative as we went in to the Eastfeast partnership, having artists and gardeners come in was something we’d never done before, it was a very different way of working. Parents were saying ‘why are the children out planting an orchard, what does that mean’. But then they embraced it, they were building the polytunnels and doing all the other activities with us. But it was the Eastfeast input that really gave it that confidence to move away from the classroom curriculum.”

Primary school head teachers

During her work, the Advisor has identified third sector organisations providing personalised education and learning services to a wide range of children and young people in a broad variety of settings. These include:

- providing alternative education for young people who have been excluded from or who are disengaged with mainstream education;
- supporting learners to maintain engagement with mainstream education;
- working with schools and colleges to offer out-of-school learning opportunities as part of a learning ‘package’ for learners;
- working in schools on one-off or ongoing personalised learning projects; and
- providing advice and support to schools which are moving to more personalised learning provision.

---

<sup>4</sup> Eastfeast is a third sector organisation that brings creative practitioners into schools. For further details see case study on page 45-46.

These organisations work with both whole schools and with specific groups such as learners with learning difficulties or learning disabilities, gifted and talented learners or young people with complex barriers to learning.

The third sector has developed particular expertise in working with the most disengaged and hardest to reach children and young people.

“Third sector agencies ... can often reach vulnerable groups and help identify unmet need which would otherwise be invisible”

*Children’s Trusts: Statutory Guidance, DCSF, November 2008*

Considerable progress has been made in addressing disadvantage in recent years, however the following statistics demonstrate that there is still work to do:

- 4.0 million children in the UK were living in low-income households— below 60% of median income – in 2007/08 after deducting housing costs<sup>5</sup>.
- Children are still much more likely to live in low-income households than the population as a whole: 31% compared to 22%<sup>6</sup>.
- In the last quarter of 2009, 895,000 16-24 year olds (14.8%) were not in training education or employment.<sup>7</sup>

“Our direct experience shows us that many small organisations have a person centred approach and services are delivered which closely match the needs of their clients. This is often achieved because an organisation will target a niche client group where the common factor between individual service users is the needs they have. In many ways this makes them ideal organisations with which to deliver personalised services”

Greater Manchester Centre for Voluntary Organisation (GMCVO)  
submission to Call for Evidence

<sup>5</sup> Households Below Average Income survey, based on the Family Resources Survey (FRS)

<sup>6</sup> Ibid.

<sup>7</sup> DCSF NEET statistics Quarterly Brief, February 2010

## 1.1 Recognising the value added by third sector providers

The Advisor has identified a range of third sector organisations providing high quality personalised education and learning opportunities. Much of this work is funded by statutory bodies including schools, local authorities and central government. The 2009 National Council for Voluntary Organisations (NCVO) report *The State and the Voluntary Sector* stated that 52% of third sector organisations providing education services receive over half of their income from statutory sources.

Despite this relatively high level of statutory funding, many of these providers are frequently perceived by learners as independent from the state and the third sector uses this perception to enhance the effectiveness of its services. This **perceived independence** enables them to work with young people who have developed a mistrust of mainstream learning environments.

Although not totally financially independent, there is an independence and flexibility in practice which helps encourage a **'can-do' attitude** and encourages **innovation**.

Independence can also allow some third sector organisations to be more **flexible** than statutory agencies in the services they provide.

“One significant difference between Nacro’s service delivery and, for example, [a further education] College is the roll on roll off nature of our provision which then allows service users to move to small groups or one to one learning where required. Colleges only have intakes twice per year. This causes problems for our service users who may not be able to progress to college provision when they are ready to do so. Any ‘thirst for learning’ that we have engendered can be lost while individuals wait until the next intake. Some will disappear altogether.”

Nacro submission to Call for Evidence

It should be noted however that in some cases, third sector organisations may be slower to adapt and provide services mainly due to capacity challenges. These are explored in more detail in section 1.2 below.

However, often working with individuals or small groups, third sector organisations are also able to **tailor** their learning offer in a way that public services, who generally provide for a much wider range of needs and abilities, find much more challenging. Through working with specific groups they are also able to develop in-depth knowledge of specific needs and expertise in designing services to meet those needs.

Evidence was also presented which highlighted the added value from which schools can benefit through working with third sector organisations. Some third sector organisations are able to **access funding that statutory bodies may not attract**. For example, primary schools in Suffolk were able to benefit from Eastfeast's work to secure monies from Southwold Pier and Nottcutts Garden Centres' Corporate Social Responsibility funds, and from the Adnams Charitable Trust. Eastfeast has also been able to help schools lever in other resources, for example, Leiston Primary School secured resources from a local building supplier, worth over £1,000 in kind, as a result of Eastfeast making links with local businesses.

However, despite this contribution to public services, many third sector organisations struggle to demonstrate the value of their work.

“One of the barriers to third sector organisations offering real choice and influence to children is the requirement to measure outcomes. This requirement can lead organisations to streamline services, almost to fit outcome measures. Individually customised support which is responsive to the changing needs of each family is technically harder to measure in a simple systematic way, particularly over a short contract driven time frame. This is in comparison to an ‘off the shelf’ short term programmes which are

not personalised and offer short-term behavioural changes with little evidence of long-term impact on educational achievement.”

Home-Start UK submission to Call for Evidence

### 1.1.1 Measuring success

#### **Recommendations**

##### **School Report Cards**

1. Discussions with the third sector should be included in DCSF’s consultation on a separate indicator for partnership working in the School Report Card.

##### **Foundation Learning**

2. Local authorities should meet DCSF’s expectation to help local third sector organisations to use the development of Foundation Learning to accredit the work they do with young people.
3. Third sector organisations should take a proactive role in the roll out of Foundation Learning.

##### **Social Return on Investment**

4. Both the third sector and commissioners should further explore the use of methods such as Social Return on Investment to demonstrate the full value of services.
5. The DCSF Commissioning Programme should raise awareness of the potential value of Social Return on Investment as a measurement tool for Children’s Trusts.

The Advisor heard extensively from third sector organisations that current assessment frameworks – for both individuals and organisations – do not recognise their successes, as they appear to be too focused on attainment in mainstream exams such as GCSEs.

“A narrow focus on attainment scores that is driven by fear of failure can override developing opportunities for wider purposes, such as civic engagement and wellbeing”

University of the First Age submission to Call for Evidence

Several third sector organisations working with young people who have been disengaged from mainstream education told the Advisor that they feel they struggle to demonstrate the effectiveness of their work and distance travelled, as their service users do not perform well against national averages in attainment and attendance.

However examination of Ofsted's evaluation schedule for schools demonstrates that, in addition to the most widely publicised statistics on pupils' attainment and attendance and quality of teaching, Ofsted also assesses a wide range of outcomes including:

- the extent to which pupils adopt healthy lifestyles and contribute to the schools and wider community;
- pupils' spiritual, moral, social and cultural development; and
- other measures such as the extent to which the curriculum meets pupils' needs, including through partnerships, the effectiveness of schools' engagement with parents and carers and to what extent the school promotes community cohesion.<sup>8</sup>

Perhaps most importantly, the guidance states that, when considering the overall achievement judgement:

“Inspectors should evaluate ... how well pupils make progress relative to their starting points, using contextual value added and other value added measures. [This can be measured by] any analysis of progress carried out by the school”

*The evaluation schedule for schools, Ofsted, January 2010*

However despite this consideration of progress in a range of areas, there remains a general view amongst third sector organisations and schools that headline figures on attainment and attendance are the sections of the report most heeded by commissioners and other key statutory sector decision

---

<sup>8</sup> See *The evaluation schedule for schools* by Ofsted for further details on what is inspected

makers. For example, Hill Holt Wood stated in their response to the Call for Evidence that the Government should:

“Recognise the diversity and value of Third Sector organisations in rural areas and their potential to achieve more. Specifically, it should ensure that national, regional and local targets recognise *quality*, not just quantity, and social and environmental goals as well as economic; look to the three legs of sustainability.”

Hill Holt Wood submission to Call for Evidence<sup>9</sup>

This over focusing on attainment rather than wider achievement has also been recognised by the Children, Schools and Families Select Committee, which concluded last year that, “the data currently available is heavily weighted towards academic attainment and while data which places pupil and student attainment and progress into context - in particular, Contextualised Value Added - is published by the Government, it is typically not reported by the press, or given much lower prominence than "raw" attainment scores.”<sup>10</sup>

## **Opportunities**

### **a) School Report Cards**

The introduction of the School Report Card was announced by the Secretary of State for Children Schools and Families on 14 October 2008, and detailed in the 2009 *Your Child, Your Schools, our future: building a 21<sup>st</sup> century schools system*, White Paper. The Report Card is currently being piloted and will be introduced from 2011. The Report Card will include information on attainment and progress as well as wider outcomes such as pupils' health, enjoyment and prospects of future economic well-being, narrowing the attainment gap between those with disadvantages and their peers, and parents' and pupils' views of the school. The prospectus for the School Report Card<sup>11</sup> also gives a commitment to the recognition of partnership working and

---

<sup>9</sup> As an adult work based learning provider, Hill Holt Wood is not inspected under the Schools Inspection Framework, but under the Common Inspection Framework for Further Education. However this comment applies to the issue of inspection more widely.

<sup>10</sup> Children Schools and Families Committee – First Report School Accountability, November 2009

<sup>11</sup> *A School Report Card: Prospectus*, DCSF and Ofsted, June 2009, p.44



promises further consultation on the detail of the Report Card and on key issues such as whether it should include an overall score.

“We are committed to recognising partnership working as part of the proposed new School Report Card. As the detail develops, we will consult further on whether this should be through a separate indicator for partnership working and whether or not this should be based on the Ofsted judgement on the impact of partnership working. We will also explore in the pilot phase how the School Report Card (or elements of the School Report Card) could be aggregated to recognise outcomes for formal partnerships.”

*A School Report Card: Prospectus, DCSF and Ofsted, June 2009*

The Advisor welcomes School Report Cards and their focus on a wide range of outcomes. This could provide an improved opportunity for third sector organisations which deliver alternative education and are subject to inspection to demonstrate their value and the progress made by their pupils.

**Recommendation 1: The Advisor recommends that discussions with the third sector are included in DCSF’s consultation on a separate indicator for partnership working in the School Report Card.**

### **b) Foundation learning**

Current reforms in 14-19 education also offer an opportunity to enhance the role of the third sector in personalised education and learning and address some of the concerns above about measuring success. The DCSF 14-19 qualifications strategy sets out an offer of four pathways:

- Apprenticeships;
- Diplomas;
- Foundation Learning; and
- GCSE/A Level.

These aim to provide a broad set of opportunities for all young people, whatever their background or ability.

Foundation learning is aimed at young people who are below Level 2<sup>12</sup> – some of whom are, or at risk of becoming, disengaged and with whom the third sector is particularly involved. Foundation Learning provides personalised pathways at entry level<sup>13</sup> and level 1<sup>14</sup> through a flexible curriculum based on vocational/subject learning, personal and social development and functional skills<sup>15</sup>. It supports progression to destinations such as Diplomas and Apprenticeships. It will be delivered in every Local Authority area from September 2010.

**Recommendation 2: The Advisor welcomes DCSF guidance<sup>16</sup> which outlines that local authorities and partners will be expected to “help local third sector organisations to use the development of Foundation Learning to accredit the work they do with young people”. The Advisor recommends that local authorities should meet this expectation.**

Making the most of the opportunity provided by Foundation Learning to integrate the work of the third sector into the learning offer for this large and diverse cohort will be a two way process.

**Recommendation 3: The Advisor recommends that third sector organisations take a proactive role in the roll out of Foundation Learning by working closely with local authorities and others to identify how they can contribute, and how local authorities can support them as well as building a robust evidence base to demonstrate the value of their contributions.**

---

<sup>12</sup> Level 2 qualifications are equivalent to GCSEs grades A\*-C, BTEC First Diplomas and Certificates and NVQs at level 2. To gain a level 2 qualification a good knowledge and understanding of a subject and an ability to perform variety of tasks with some guidance or supervision must be demonstrated.

<sup>13</sup> Entry level qualifications focus on basic knowledge and skills and ability to apply learning in everyday situations. They are not geared towards specific occupations. They include entry level certificates, English for Speakers of Other Languages and Skills for Life.

<sup>14</sup> Level 1 qualifications also focus on basic knowledge and skills. They assess ability to apply learning with guidance or supervision, and may be linked to job competence. They include GCSEs grades D to G, Introductory Diplomas and Certificates and NVQs at level 1.

<sup>15</sup> Functional skills are practical skills in English, ICT and maths that allow individuals to work confidently, effectively and independently in life.

<sup>16</sup> *Raising the Participation Age: Supporting local areas to deliver*, DCSF, 2009

Taking a proactive role means third sector organisations building relationships with local authorities, 14-19 Partnerships and consortia as well as individual schools, colleges and other learning providers delivering Foundation Learning and highlighting what they are able to offer. There may also be a role for local infrastructure organisations such as councils for voluntary organisations. See recommendation 11 below for more information.

### **c) Social Return on Investment**

Ofsted currently holds the brief for overall effectiveness of education providers and for holding them to account. Schools and other local commissioners also have a crucial role to play in measuring success and in driving up performance locally.

Personalisation of education encourages a holistic approach to learning, emphasising the importance of improvements in social, emotional and personal outcomes as well as academic achievement. Much good work<sup>17</sup> is already underway in measuring these outcomes. However evidence from the third sector may be useful in improving how this wide range of outcomes is measured effectively<sup>18</sup>.

As outlined in the Advisor's recent report on health and social care and services to reduce reoffending<sup>19</sup>, third sector organisations often find it difficult to quantify their results for multiple reasons, including:

- the outcomes cut across departmental boundaries;
- the major achievements are in areas that are hard to measure such as increased confidence; or
- they are providing preventative services and interventions, the impact of which is often difficult to robustly measure.

---

<sup>17</sup> For example Ofsted's inspection frameworks for schools and further education and skills explicitly include measuring the development of personal and social skills, including as appropriate, spiritual, moral and cultural aspects

<sup>18</sup> See SROI-Network [www.sroi-uk.org](http://www.sroi-uk.org), the SROI Project [www.sroiproject.org.uk](http://www.sroiproject.org.uk) and nef <http://www.neweconomics.org/projects/social-return-investment> for more information on SROI

<sup>19</sup> Cabinet Office, *The Role of the Third Sector: Personalisation of Health and Social Care and Services to Reduce Re-offending*, 2009

“In YWCA’s work we are able to monitor and assess ‘soft’ outcomes yet it is hard to communicate the value of these to Government and Commissioners. .... For example, for NEET<sup>20</sup> young women the targets set for their engagement in education, employment and training do not take account of the personal journey they that travel in order to reach the milestones that they do. Finding a way to prove the value of such education programmes is an obstacle in scaling up these services.”

YWCA submission to Call for Evidence

Difficulty in quantifying results can mean that the full value of its work is not recognised and, therefore, some of the strongest services find it difficult to secure stable funding for these activities.

Social Return on Investment provides an opportunity for commissioners, inspectors, and providers (both statutory and third sector) to improve how wider outcomes are measured. It is a useful tool for the third sector providers and others in developing a robust and credible evidence base and demonstrating the full value of work.

### **What is Social Return on Investment?**

Social Return on Investment (SROI) is an analytic tool for understanding, measuring and managing the social, economic and environmental outcomes of an organisation’s activities, providing a fuller picture of how value is created or destroyed. It is based on involving stakeholders in determining which outcomes are relevant. SROI is able to assign a monetary figure to social and environmental value which is created.

An approach similar to SROI, the “socio-economic benefit model” is already being used by some further education colleges. The model was used by Warwickshire College in the Learning and Skills Council funded project.

---

<sup>20</sup> Not in education training or employment (NEET)

**Recommendation 4:** Echoing her earlier report, **the Advisor recommends that both third sector organisations and commissioners further explore the use of methods such as Social Return on Investment to develop a robust and credible evidence base and demonstrate the full value of work by the third sector.**

Children's Trusts offer a starting point for this exploration, as they include a wide range of stakeholders. These are explored in more detail in section 1.1.2 below.

**Recommendation 5:** **The Advisor recommends that DCSF's Commissioning Support Programme should raise awareness of the potential value of Social Return on Investment as a measurement tool for Children's Trusts.** In this situation, SROI would need to clearly demonstrate the impact on outcomes for children and young people.

## 1.1.2 Commissioning

### **Recommendations**

#### **Children's Trusts**

6. DCSF should assess the effectiveness of the Commissioning Support Programme's work on commissioning from the third sector
7. DCSF's Commissioning Support Programme and the National Programme for Third Sector Commissioning should continue to work together and strengthen their relationship
8. DCSF's Commissioning Support Programme should continue careful consideration as to how third sector commissioning can be supported once the programme ends in March 2011, and consider building this into the role of existing Commissioning Champions.

#### **Total Place**

9. Total Place activities that aim to improve education and learning outcomes should involve the third sector more.
10. DCSF and Communities and Local Government (CLG) should explore how learning could be shared between the Children's Trust and Total Place teams locally and nationally.

In providing personalised education and learning to young people with complex barriers to learning, third sector organisations address a wide range of needs extending far beyond education, including improving health and increasing community safety.

However, their work is often funded through multiple unconnected funding streams, brought together by the provider rather than commissioners. This results in organisations having to spend considerable resources managing multiple funding relationships. Further resources are also required to identify and apply for possible sources of funding. This can be a particular burden for smaller organisations.

## Opportunities

### a) Children's Trusts

Children's Trusts provide an opportunity to address this challenge as they offer a mechanism through which funding streams can be brought together. They bring together all services for children and young people in an area, underpinned by the Children Act 2004 'duty to cooperate' (see box below) to focus on improving outcomes for all children and young people.

#### **The 'duty to cooperate'**

The Children Act 2004 states that each local authority in England "must make arrangements to promote co-operation" between the local authority, the authority's "relevant partners" and "such other persons or bodies as the authority consider appropriate [...]" with a view to improving the well-being of children in the authority's area" This includes outcomes in health, safeguarding, education and social and economic wellbeing. "Relevant partners" with a statutory duty to cooperate include criminal justice, health and education bodies. <sup>21</sup>

The Apprenticeships, Skills, Children and Learning Act 2009 extended the 'duty to cooperate' in Children's Trusts to all maintained schools, Academies and colleges from 12 January 2010. However, schools' involvement with Children's Trusts needs further development. Research by Ofsted, done before schools came under the 'duty to co-operate', found that many schools were unclear about the role of Children's Trusts and that partnership working was limited.

"A secondary school in an area of high deprivation said it knew little of the work of Children's Trusts. The deputy head teacher [...] was critical of the local partnership which, in his view, was not doing enough to integrate fully the various forms of local provision [...] with the local community."

*Good practice in extended schools, Ofsted, 2009*

<sup>21</sup> Children Act 2004, [http://www.opsi.gov.uk/acts/acts2004/ukpga\\_20040031\\_en\\_1](http://www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_1)

Although this formal duty to cooperate does not extend to the ‘other bodies’ which include the third and private sectors, statutory guidance on Children’s Trusts<sup>22</sup> advises that the third sector should also be closely involved in Children’s Trust governance arrangements and that local authorities should take steps to engage smaller third sector organisations.

**DCSF’s Commissioning Support Programme (CSP)** aims to help Children’s Trust Boards and their constituent partners plan, design and implement services more effectively by providing tailored support as and when it is needed. It was established in November 2008 with funding until 31 March 2011. It covers the commissioning of all services for children, young people and their families, including both health and education, in England.

The CSP has identified effective commissioning from the third sector as a strategic priority and has developed a number of work strands in response, including publishing guidance for both commissioners and community sector organisations and producing case studies of effective commissioning of services from the third sector.

Despite this, the Advisor heard evidence that commissioners at an operational level do not always recognise the importance of working with the third sector, and that this can have a significant effect on the robustness of the collective decisions of Children’s Trusts.

“If the [third sector] is not heard, or seen as a strategic ally, it will become increasingly difficult to both join up existing services, and to create new innovative ways of working with the child at the centre. The lack of representation can also lead to local authorities not being aware of just how many projects and programmes are already delivering personalised approaches in their local communities.”

Children England submission to Call for Evidence

---

<sup>22</sup> Children’s Trusts: Statutory Guide, DCSF, 2008, available here: <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00346/>



The Advisor welcomes the DCSF's Commissioning Support Programme's focus on commissioning from the third sector, but is concerned that the benefits of this work may not yet be felt by third sector organisations working at a local level.

**Recommendation 6: The Advisor recommends that DCSF assesses the effectiveness of the Commissioning Support Programme's work on commissioning from the third sector. This intelligence should inform future thinking on how to ensure local commissioners appreciate the value of the third sector in strategic commissioning decisions.**

DCSF's Commissioning Support Programme is already working with the Improvement and Development Agency (IDeA) and the National Programme for Third Sector Commissioning on how to cross-disseminate key messages and training opportunities.

#### **National Programme for Third Sector Commissioning**

The Improvement and Development Agency (IDeA) for local government, under contract to the Office of the Third Sector, is delivering the National Programme for Third Sector Commissioning. In its first phase, it has helped increase the public sector's awareness and skills in commissioning services from third sector organisations, as well as increasing the capacity of third sector organisations that wish to develop their skills in bidding for public contracts. A second phase of the programme is underway, offering training and guidance from a range of delivery partners from the public and third sectors. Full details are at [www.idea.gov.uk/thirdsector](http://www.idea.gov.uk/thirdsector) .

**Recommendation 7: The Advisor recommends that DCSF's Commissioning Support Programme and the National Programme for Third Sector Commissioning continue to work together and strengthen their relationship, specifically through detailed exploration of how their work overlaps, and potential for joint activities and resource sharing (e.g. joint training days or events).**

As outlined above, the DCSF's Commissioning Support Programme is funded to 31 March 2011. The Advisor recognises that considerations are already underway as to how commissioning, including commissioning of the third sector can be supported once it closes. One suggestion is that third sector commissioning could be built into the role of existing Commissioning Champions. Commissioning Champions are nominated leads for the commissioning work in each Children's Trust. They are senior officials within the local authority or PCT<sup>23</sup>.

**Recommendation 8: The Advisor recommends that DCSF's Commissioning Support Programme should continue careful consideration as to how third sector commissioning can be supported once the programme ends, and consider building this in to the role of existing Commissioning Champions.**

## **b) Total Place**

**Total Place** also provides a valuable opportunity to explore how joint commissioning and pooled budgets could help schools maximise the potential of third sector organisations

**Total Place** is a fundamental examination of all money going in to a local authority area, where it is being spent, what it is delivering and how it could be spent differently. It is a recent initiative that looks at how a 'whole area' approach to public services can lead to better services at less cost. It seeks to identify and avoid overlap and duplication between organisations – delivering a step change in both service improvement and efficiency at the local level, as well as across Whitehall.

Thirteen pilot areas<sup>24</sup> are currently exploring how to make changes to services that can improve the lives of local residents and deliver better value, how to develop a body of knowledge and learning about how more effective cross-

---

<sup>23</sup> This is not currently a standalone role in its own right.

<sup>24</sup> See here for list of pilot areas <http://www.localleadership.gov.uk/totalplace/totalplaces/>

agency working can deliver the above and how to weave together three complementary strands: 'counting', 'culture' and 'customer needs'.

The third sector at its best delivers a holistic service, based on the needs of the user, which may cross 'departmental' boundaries. Siloed funding and commissioning arrangements frustrate organisations in offering services designed around the needs of the individual. Techniques explored in Total Place pilots such as pooled budgets and co-commissioning could potentially overcome these departmental silos.

The third sector could play a crucial role in the delivery of Total Place by;

- Facilitating community engagement and involvement of individuals in the design of their services;
- Using the sector's own aggregated expertise on needs of individuals and communities and the solutions; and
- As a service provider in their own right, making a practical contribution in redesigning and delivering services to be more efficient as well as more effective.

The thirteen Total Place pilots are due to publish their findings shortly, but this is intended to be an ongoing project that has the potential to transform the way public services are delivered. Many councils are already looking at the work of the pilots and implementing their own 'Total Place' programmes.<sup>25</sup>

The Advisor strongly supports Total Place. She identifies it as a significant opportunity for both the third sector and public bodies to work together to create services that maximise their impact on local communities. However, involvement of the third sector in the pilots has been variable and the speed of the pilots has in some cases precluded full and meaningful involvement of the third sector. This should be rectified as part of the mainstreaming of Total Place.

---

<sup>25</sup> See here for list of other areas implementing their own 'Total Place' programmes <http://www.localleadership.gov.uk/totalplace/totalplaces/others/>

**Recommendation 9: The Advisor recommends that Total Place activities that aim to improve education and learning outcomes should involve the third sector more. In the light of how Total Place is developing, the Government should consider ways in which the third sector could be involved in the roll out of Total Place in both strategic and practical terms. This should include consideration of the support and capacity development the third sector may need to contribute fully. Learning can be drawn from areas that have already established effective communication with the third sector.**

### **c) Children's Trusts and Total Place**

Both Children's Trusts and Total Place bring together a range of key stakeholders in a local area in order to streamline funding and improve outcomes across a range of policy areas.

**Recommendation 10: The Advisor recommends that DCSF and Communities and Local Government (CLG) explore how learning could be shared between the Children's Trust and Total Place teams locally and nationally about maximising the value of third sector involvement.**

## **1.2 Third sector as a partner in a learning 'package'**

### **Recommendations**

11. Local infrastructure organisations should play an important role in improving third sector organisations' links with schools.
12. National infrastructure organisations should support third sector organisations to market themselves more effectively to schools as learning providers.
13. In considering its capacity building and investment programmes, the Government should specifically consider how to develop the capacity of providers of 'packages' of learning.

Evidence collected by the Advisor demonstrated the centrality of the concept of **choice** in personalisation. There was a range of options on how choice can be made real in education and learning. These can broadly be grouped in to two categories:

- Choice *within* the organisation: For example, Wendell and Acorn Pre-schools where each child is asked to choose the activities and toys they would like to play with for the following week<sup>26</sup>; or
- Choice *outside* the organisation: For example, programmes where learners can choose from a limited 'package' of learning opportunities and programmes like Lapwing, where a unique 'package' is created for each learner through the brokerage of relationships with providers on behalf of each individual learner.

#### **Case study: Lapwing**

Lapwing provides individual learning programmes for young people who have complex barriers to learning. Learning opportunities are provided by a wide range of organisations and individuals, ranging from a local further education college to an individual angling or photography tutor. Arrangements with each provider are brokered according to each individual learner's interests. An example of a learning package is outlined below.

Toby has severe autism and associated severe learning difficulties. He is interested in people and their place in the local community and his learning programme has been designed to develop this interest and help him achieve his ambition of working in journalism. He now produces a termly newsletter for Lapwing and is learning skills in associated subjects. His learning package includes: one day a week in a recording studio with a professional local radio presenter learning interviewing skills in a real and current environment; one day learning about sound, film and photography, again with professional artists in their fields in Lapwing's media group at Aldeburgh Music and one day a week working on the newsletter itself, interviewing people and writing, researching and editing articles.

---

<sup>26</sup> Pre-school Alliance submission to Call for Evidence

Toby's increased confidence and ability to focus on tasks and make independent decisions has led to him being asked to continue with the newsletter with Lapwing after he completes the course.

[www.lapwingsuffolk.co.uk](http://www.lapwingsuffolk.co.uk)

The Advisor considered a number of third sector organisations which create 'packages' of learning opportunities to respond to an individual's or a group's interests and aspirations. By choosing learning opportunities that interest them, learners are shown to be more likely to maintain engagement and to succeed.

#### **Case study: Student from Greenfield School**

When Susie<sup>27</sup> was in year 9 her behaviour and attendance, which had never been very good, deteriorated. She was frequently excluded from class, struggled with her weight and had very poor self esteem and body image. She began to refuse to attend lessons and would not follow instructions. She believed that she had nothing to give, found it difficult to participate actively in any school activities and isolated herself from her peers. She was predicted F and G grades in her GCSEs.

When she moved to year 10, Susie gained a place in the ACTIVE group (see Greenfield case study below for details), where she was able to choose from a menu of activities in and out of school, offered by third sector and other providers. Now half way through year 11, her academic attainment has improved and she has already gained a GCSE in English and maths. Her activities of choice included therapies and hairdressing, and outdoor activities. As a result she has also gained a BTEC certificate in Physical Education and is currently working towards OCR Science. This term she has chosen to access an accredited cookery for life and healthy eating course delivered by a local community partnership (a third sector organisation).

<sup>27</sup> Name has been changed

She has not been excluded from class since moving to year 10 and her attendance has improved to 97%. She is on target to achieve 3 C grades at GCSE this summer.

Opportunities within these learning 'packages' are provided by a range of third sector, private and statutory agencies. The Advisor found that, alongside private and statutory providers, the third sector can have a key role to play as a partner in creating these learning packages.

Third sector organisations are often **perceived by learners as independent from statutory agencies**, which increases credibility and trust amongst disengaged learners and encourages engagement. This can be particularly important for schools working with third sector organisations to provide a learning 'package'.

Many third sector organisations focus their work on specific groups of people, and are hence able to develop services that are **tailored to specific needs or talents**. Other third sector organisations specialise in **specific activities which schools or colleges may not be able to provide**, for example outdoor education.

"To achieve the next stage of improvement, to deliver quality and fairness for all, a new phase of reform is required. ... **Services will be provided by a wider range of organisations and offer greater choice which remains a central driver of improved innovation and performance.**"

"Children and parents also need and want choice of curriculum and qualifications, more personalised learning and the offer of a far greater range of out of school activities."

*Excellence and fairness: achieving world class public services,*  
Cabinet Office, 2008

The Advisor heard concerns that this type of 'package' only functions fully in urban areas where there is access to a range of providers. However, the

Advisor also identified some strong examples of the successful provision of 'packages' of learning in rural communities, often provided by smaller third sector organisations working flexibly with schools to provide learning opportunities ranging from farming to cookery to IT.

#### **Case study: Greenfield School**

Greenfield School is situated in the small town of Newton Aycliffe in County Durham. Its ACTIVE programme offers a personalised learning package to 13 learners who are at risk of disengagement or have specialist support needs. Structured in-school learning in the mornings is combined with practical activities in the afternoons. Wherever possible afternoon activities are accredited. Third sector organisations play a key role in offering choice within this programme:

- Third sector bodies offering afternoon activities include a museum, a theatre company, and a training organisation running accredited work in construction.
- End of term presentations are held in the local scout centre – an out of school setting encourages attendance and helps create an informal atmosphere
- The Key Fund works with learners to bid for additional funds to support activities e.g. for equipment for hairdressing qualification.

## **Opportunities and challenges**

### **a) Extended Services in Schools**

One context where the third sector is already involved in working with schools to provide 'packages' of support is through the delivery of access to extended services in primary and secondary schools.

#### **Schools providing access to Extended Services**

The Children's Plan, published in December 2007, and the *Your Child, Your Schools, our future: building a 21<sup>st</sup> century schools system* White Paper of June 2009, set out how schools (including academies) will act as hubs for the whole community. They also explain how schools will support the Every Child Matters outcomes by designing extended services to tackle barriers to



learning and well-being. Working in clusters and with local providers, schools offer access to extended services that include access to a varied menu of study support activities, childcare (primary schools only), parenting support, swift and easy referral to specialist health and social care services, and wider community access to their facilities. Currently, 95% of all schools (including academies) are providing access to the core offer of extended services based on the needs of the local community.

## **b) Challenges**

However, despite the route into partnership working provided by extended schools and the opportunities explained above, schools can find it hard to make the most of working with the third sector to offer a learning 'package'.

“One of the issues is finding the right activities, or the right availability of people to work with them, at the time that works with everything else at a cost that’s reasonable. The logistics of managing something that they want ... are quite time consuming and difficult.”

Deputy head teacher

“GMCVO has developed [a learning and skills consortium] of third sector organisations in order to bid for contracts ... Our direct experience from this work is that the organisations that have the greatest reach into the most marginalised communities often are small organisations that lack the capacity needed to engage in a formal contracting relationship and thus need the most hands on support.”

Greater Manchester Centre for Voluntary Organisation (GMCVO)

submission to Call for Evidence

The recommendations below aim to help tackle these issues.

## **c) Infrastructure organisations**

Many local infrastructure organisations such as councils for voluntary organisations already hold information on the services that their members

offer. Many local authorities also have specialised information on services for young people.

“Rochdale council [...] has produced a directory of wider learning opportunities to ensure schools are aware of different types of alternative provision available across the country. Armathwaite School in Cumbria is drawing up a register of potential community teachers.”

*What's next? 21 Ideas for 21<sup>st</sup> Century Learning,*  
Charles Leadbeater, 2008

**Recommendation 11: Local infrastructure organisations such as councils for voluntary organisations could play an important role in networking third sector organisations to work with schools through:**

- **sharing information on facilities and services available between schools, local authorities (particularly their Family Information Services) and third sector organisations, helping schools build a comprehensive picture of what is available locally and avoiding duplication of effort;**
- **helping third sector organisations to tailor information on their offer to meet the requirements of schools; and**
- **supporting third sector organisations to maximise the use of schools as community hubs where local children, young people and their families can engage in a broad range of learning.**

**Recommendation 12: There is also a role for national infrastructure organisations to support third sector organisations to market themselves more effectively to schools as learning providers.**

“Working through our members, we can help local TSOs [third sector organisations] to build strong links with schools. However this partnership requires a sustained commitment of resources, time and good leadership at local level”

NAVCA (National Association for Voluntary and Community Action)  
submission to Call for Evidence

“Children England provides capacity building, support and information to its members and the wide range of voluntary sector organisations. It does this by building active networks, promoting good practice, stimulating policy debate and ensuring that the issues that matter most to its members are taken up with decision makers.”

Children England submission to Call for Evidence

“National Council for Voluntary Youth Services provides support to a growing network of over 170 national organisations and regional and local networks that work with and for young people. We work with members from voluntary and community organisations to build thriving communities and sustainable networks that help all young people achieve their potential.”

National Council for Voluntary Youth Services (NCVYS)  
submission to Call for Evidence

**d) Capacity building**

In addition to building awareness of the services the third sector is able to provide, there is a clear need to build capacity to enable the third sector to more flexibly meet the needs of learners at the time learners and schools require.

Both Government and the third sector acknowledge the significant potential of the sector to support the development of personalisation in education and learning. However, the Advisor found that some third sector organisations, particularly smaller providers, lack the capacity to deliver at a sufficiently responsive pace, making partnership working challenging. They often lacked the physical capacity in terms of facilities and equipment as well as in terms of existing trained staff.

**Recommendation 13: The Advisor recommends that in considering its capacity building and investment programmes, the government should**

**specifically consider how to develop the capacity of providers of ‘packages’ of learning.**

**Capacitybuilders** works to ensure that third sector organisations in England are able to access high quality advice and support. Since being established in 2006 Capacitybuilders has invested £100 million in improving the support available to frontline third sector organisations. Over £30 million more is being invested in 2009/10 in order to help local support organisations work more effectively together to develop new and better services. Capacitybuilders works in partnership with other funders, such as the Big Lottery Fund and the Social Investment Business to ensure investments are complementary and to share learning and evidence bases. Capacitybuilders is funded by the Office of the Third Sector.

[www.capacitybuilders.org.uk](http://www.capacitybuilders.org.uk)

An initiative under development which may address some of these issues is the creation of a Social Investment Wholesale Bank

As a concept, the **Social Investment Wholesale Bank (SIWB)** is a mission-driven financial institution supporting investors and lenders to third sector and other organisations with a social mission. It was originally proposed as a way of using money sitting in dormant accounts to the benefit of society.

In December 2009 the government announced a commitment to take forward work towards the creation of a new institution which would aim to leverage in investment for organisations with social impact from a wide range of sources and improve their access to finance. It also stated that the institution would operate at a wholesale level, and would be independent from Government. It is expected that the SIWB will carry out a combination of the following activities:

- Mobilise new investment into social impact by working with investors, including trusts and foundations, high net worth individuals, financial organisations and institutional investors, to make it easier for them to

make social investments which meet their fiduciary and/or mission objectives;

- Strengthen social investors and lenders with a social purpose; and
- Identify and address market failures and barriers in the social investment market.

The government intends to commit up to £75 million of the funds expected to be released through the Dormant Accounts Scheme in England to the SIWB. A high level model for the SIWB is currently being developed. More detail is expected to be announced shortly.

### 1.3 Innovative uses of new technologies

#### **Recommendation**

14. The Government should continue to support innovation in technology across all providers, including the third sector

“Outside of the classroom, digital technologies are being used in ways that have radically changed how we communicate; how we find and share information; our working practices and our leisure time. As education shifts towards a more personalised system, we need to learn from the new possibilities offered by the use of digital technologies as well as the learning practices that are taking place outside of the formal education system: in homes, in third sector activities and in activities where young people have greater control.”

Dan Sutch, Senior Researcher, Futurelab

The *Your Child, your Schools, our future: building a 21st century schools system* White Paper (2009) emphasises the importance of technology in good teaching and learning practice, and it offers a guarantee that every pupil should have access to modern, high quality information technology, equipment and other facilities. It includes a reference to engaging parents and

the community in the use of technology and resources. The White Paper recognises the potential in partnership and the sharing of information and the benefits of ICT in providing greater flexibility for engagement with learners at school and at home. ICT can help teachers, support staff, parents, and pupils to communicate with each other better. This builds on the 2005 Department for Education and Skills strategy *Harnessing Technology* strategy which recognises that “technology is the key to personalised learning”.

New technologies and software offer particularly exciting opportunities for innovation in education and learning, including around personalisation. They can encourage active participation and can give learners control over the pace of their own learning. They are becoming increasingly available and affordable and many young people are already creating personalised learning environments for themselves outside school using digital resources.

The third sector has an important contribution to make in using technology as a tool to personalise learning. This is particularly notable in its ability to incubate innovation, and design approaches which reach beyond what the current education market place has to offer. Some good examples of this are Futurelab’s Create-A-Scape<sup>28</sup> and Enquiring Minds<sup>29</sup> and Paul Hamlyn’s Musical Futures<sup>30</sup>.

DCSF is keen to support innovation in technology across all providers, and works closely with Becta (British Educational Communications and Technology Agency), the government agency for taking forward technology in innovation, to do so. This is also supported by the Department for Business, Innovation and Skills’ *Digital Britain* programme which includes objectives around driving Digital Participation and improving digital skills.<sup>31</sup>

---

<sup>28</sup> See case study below and [www.createascape.org.uk](http://www.createascape.org.uk)

<sup>29</sup> [www.enquiringminds.org.uk](http://www.enquiringminds.org.uk)

<sup>30</sup> [www.musicalfutures.org.uk](http://www.musicalfutures.org.uk)

<sup>31</sup> See <http://interactive.bis.gov.uk/digitalbritain/> for further details.

**Case study: Create-A-Scape, Futurelab**

Futurelab is an independent not-for-profit organisation that is dedicated to transforming teaching and learning, making it more relevant and engaging to 21st century learners through the use of innovative practice and technology.

Create-A-Scape was inspired by Futurelab prototype research projects which demonstrated the enormous potential of mobile technology for learning. With support from Department for Education and Skills and HP Labs, the idea has been turned into a learning resource that is freely available. Create-A-Scape provides the tools to teachers and schools to create mediascapes - sounds, images and video attached to a digital map of the local area using special, free software.

Using a handheld computer (PDA) and a pair of headphones, learners can experience mediascape. By going outside into the area the map covers, learners can see the images and video, and hear the sounds the places the author of the mediascape has put them. An optional GPS unit can automatically trigger the images, video and sounds in the right places. This creates a new way for the learner to experience the world around them and provides them a new way of authoring their own experiences for others.

<http://www.createascape.org.uk/>

The Advisor recognises the importance of the innovative work of third sector organisations in this area, and suggests that third sector organisations should be supported to continue to innovate and create visions for what can be achieved. This support should include the following:

- Support to third sector organisations to build an evidence base demonstrating the benefits of its work hence raising its credibility. In particular see recommendations 4 and 5 on Social Return on Investment.
- Support to develop mechanisms that share the local practices nationally in order to stimulate innovative practices.

- Support to schools in finding and linking to third sector organisations, celebrating where partnerships have been successful. See recommendations 11 and 12 for the role that local and national infrastructure organisations could play in this.

In working with schools to develop and incubate innovative ideas using new technologies, third sector organisations often provoke demand for new resources. Partnership with the private sector can enable this demand to be met, bringing in valuable additional resources to schools.

**Recommendation 14: The Advisor recommends that the Government continues to support innovation in technology across all providers including the third sector, and considers how it may be able to help third sector organisations build partnerships with private investors to grow to scale.**

#### **Case Study: MyNav, Foyer Federation**

The MyNav project demonstrates how choice and influence can be offered through participation of education and learning. By participating in workshops, young learners address 5 key questions of: Where have I been? Who am I? Where am I going? What do I need to get there? How am I progressing? MyNav offers young adults both a practical and digital framework to map out their life and shape the best routes towards an enriched future, sharing stories and supporting each other along the way. MyNav will help equip young adults to take control of their individual transition, enabling them to participate in different learning communities at a local, national and virtual level, and to learn from each other, sharing the routes they take in their lives.

The MyNav journey offers participants access to a local and national 'PowerPack' of learning opportunities through which they can identify, develop and track the skills and resources they need to navigate their transitions. Participants will be able to add their own unique talent offers into the PowerPack and build online portfolios, similar to those found on social networking sites to demonstrate their transitional achievements.



<http://my-nav.net/>

from Foyer Federation submission to Call for Evidence

## 2. Role of third sector as a driver for personalisation

As outlined in section one, the third sector has an important role to play as a provider of personalised education and learning<sup>32</sup>. This section highlights the role the sector can play in informing, supporting, shaping and stimulating service improvement and redesign – a driver for personalisation. Several characteristics of the third sector make it particularly suitable to play this role:

- **Perceived independence from statutory agencies:** Third Sector organisations can work with schools to think ‘outside the box’ and consider how they can improve their ‘learning offer’ to students.
- **Innovative and supportive of innovation:** There is a wealth of innovative ideas about how to implement personalised learning that have been developed by the third sector. Rather than creating ‘off the shelf’ models, many third sector organisations have developed tools and resources that can be adapted to local situations.
- **The third sector *understands* the problem:** As outlined above, third sector organisations frequently work with specific groups and hence *understand* the issues faces by these groups in a way that statutory organisations providing universal services such as schools are less able to.
- **Building networks:** In developing a deep understanding of the needs of particular groups, third sector organisations are skilled in making links with other organisations working in similar fields, often developing networks and communities supporting one another’s work.
- **User involvement:** In health and social care, third sector organisations have pioneered service user involvement<sup>33</sup>. This has also been the

---

<sup>32</sup> It is important to note here that this report focuses on the value added by the third sector and does not imply that statutory and private sectors are not also important drivers of personalisation.

<sup>33</sup> See Cabinet Office, *The Role of the Third Sector: Personalisation of Health and Social Care and Services to Reduce Re-offending*, 2009 for more details

case in education and learning where third sector organisations have led the way in developing the concept of the student voice.

- **Raising aspirations:** The third sector can play a key role in raising aspirations for what can be achieved within education by investigating future practices<sup>34</sup>. Many statutory providers do not have the capacity to experiment or take risks in this way.

The evidence presented to the Advisor suggested that the third sector is a key source of innovation in education and learning, and is developing an array of approaches which schools can use to personalise learning. The evidence also demonstrated that many schools are keen to work with these third sector innovators.

Several vehicles for sharing innovation within and between sectors already exist, for example the Innovation Unit<sup>35</sup>. The Advisor recognises the valuable work of these bodies and advises the government to continue to work closely with them in order to use learning to improve public services.

A particular area for exploration is the opportunity for the third sector to develop sustainable models of consultancy and business advice, where innovative approaches can be shared with schools.

#### **Case study: Opening Minds, RSA<sup>36</sup>**

Opening Minds is a broad framework which aims to help schools to provide young people with the skills and competencies they need to thrive in the real world. Although it can be applied to a single lesson experience suggests that Opening Minds is most effective when it is used to challenge teachers to reflect on and redesign the school curriculum or a significant proportion of it. Through Opening Minds schools can deliver the content of the National Curriculum in a creative and flexible way which better meets learners'

<sup>34</sup> For example, Futurelab's Call for Ideas programme which showcases possible future educational practices. See [www.futurelab.org.uk](http://www.futurelab.org.uk) for information

<sup>35</sup> The Innovation Unit is a not for profit social enterprise supporting innovation in the third sector, education and children's services, and local government. See [www.innovation-unit.co.uk](http://www.innovation-unit.co.uk) for more details.

<sup>36</sup> Royal Society for the encouragement of Arts Manufactures and Commerce

individual needs and creates excitement about learning for teachers and for students that takes education beyond the merely instrumental.

It is based on five sets of competencies, including Citizenship, Learning, Managing Information, Managing Situations and Relating to People. Opening Minds was piloted with 5 schools in 2000-2003. RSA estimate that it is now being used by approximately 230 schools, many of whom have heard about it through word of mouth and accessed RSA's free to download materials. This grass roots development is made possible by the flexible nature of the model. Rather than a 'toolkit' that must be followed exactly, it should be adapted to suit local needs and resources.

The framework is now being used by so many schools that the RSA and the RSA Academy at Tipton – the only school in the UK entirely designed around the values and practice of Opening Minds - are developing a quality assurance mechanism against which Opening Minds' provision can be assessed.

<http://www.thersa.org/projects/education/opening-minds>

### **Whole Education campaign**

Whole Education brings together a group leading non-political organisations in education to share and promote a set of common beliefs and practices and to ensure that every young person has access to a Whole Education - an education that will equip them with the skills and knowledge to succeed in life and to contribute positively to the creation of a good society.

Whole Education partner initiatives work with over 5000 schools and colleges (including over three quarters of secondary schools), as well as numerous youth organisations and charities engaging directly with young people. It intends to encourage support for creative initiatives and innovative practice and to link together innovative work, providing all young people with access to a whole education.

<http://www.thersa.org/projects/education/education-campaign>

## 2.1 The third sector's role in engaging parents and the wider community

### Recommendation

15. The Cabinet Office, Communities and Local Government and DCSF should work together to explore how their work on community assets and delivery of extended services in schools could feed in to one another.

The third sector's position 'outside' statutory services, as explored above, gives it a unique opportunity to engage a wide range of stakeholders in all aspects of education both nationally and locally.

A number of research findings<sup>37</sup> have suggested that wider educational change requires a greater 'public understanding of education'. This could be achieved by holding informed discussion with stakeholders (students, parents, education professionals, employers etc.) about the aims and approaches of education. In the position described above, the third sector is well placed to host this discussion.

At a local level, third sector organisations' credibility in communities can help to engender trust amongst people who may be disengaged from statutory services, such as parents who had negative experiences of school themselves. Building on this reputation, they can play a key role in engaging parents in their children's learning and in unlocking the energy and creativity of the wider community, helping to develop a 'shared responsibility' for learning.

"To get the best out of public services, it is essential that they are joined up locally around the citizen, are responsive to local circumstances and, crucially, harness the capacities of communities to identify and solve their own

---

<sup>37</sup> Facer, K (2009) Educational, social and technological futures: a report from the Beyond Current Horizons Programme; Sutch, D, Rudd, T. (2009) Promoting Transformative Innovation; and much of the work from <http://www.publicengagement.ac.uk>

problems. In this way we will make public policy more sensitive to 'place' – not only to recognise that places are different and need different solutions, but also to **unlock the energy and creativity of people on the front line.**"

*Working Together – public services on your side*, HM Government, 2009

### **Case Study: Eastfeast**

Eastfeast is a third sector organisation that brings creative practitioners (freelance professional artists, gardeners and others) into schools, who work in partnership with school staff and the community, to approach learning through creative and outdoor learning opportunities. Schools work with Eastfeast on individual projects or on complete curriculum redesign.

Schools have found that work with Eastfeast has enabled traditional barriers between the school and the community to be broken down. Parents and the wider community members who would previously not have considered coming in to the school now take part in the delivery of learning and become learners themselves.

One school that developed an allotment as an outdoor learning environment engaged parents and the community in helping to source materials to build it, and in helping to maintain it through the holidays. When the allotment had an unsuccessful year the community shared learning in how to make the next year a success. Produce from the allotment is shared with the community and used to create an end-of-term 'feast'.

Another school now supplies a local restaurant and parents with vegetables and chickens they have raised at the school.

[www.eastfeast.co.uk](http://www.eastfeast.co.uk)

### **Case study: Connected Education, Turning Point**

Turning Point has reflected on its experiences of the Connected Care model and applied it to structure education services around the needs of individual children and families.

Connected Education in East Sussex is an innovative programme of school community research, which raises parental engagement and aspirations by building services around the needs of young people and families. Local parents and young people are trained to gather views and experiences from the wider school community and reach the least engaged families.

The benefits of this model are clear; the confidence and skills of parents and young people is increased while also acknowledging their expert status by incorporating their experiences. It also creates a sustainable group of researchers who can be called upon to input into the design of future engagement and services within schools.

**Opportunity: Capitalise the sector by bringing school and community resources together**

Programmes by the Office of the Third Sector (OTS), Communities and Local Government (CLG) and DCSF offer opportunities to maximise the use of community resources by local populations.

The OTS **Community Assets** programme aims to empower communities by encouraging the transfer of underused local authority assets to local organisations. The fund provided 37 grants of up to £1 million for refurbishment of local authority buildings, to ensure that high-quality spaces and facilities are transferred to third sector ownership. Most of the community assets funded through this programme provide some services for young people.

**Case Study: Community Assets, Hollingwood Lock House**

This joint project between Derbyshire County Council and Chesterfield Canal Trust will refurbish and extend a derelict lock house in the Stavelly area of Chesterfield. It will create a space to be used by the wider community, alongside office space for third sector organisations. This building is the catalyst that will launch and support a larger scale project working alongside

the refurbishment of the Chesterfield canal, by encouraging the local community to use the area for leisure, education, health and training activities. This building will form a hub for the communities and users of the canal. It will provide a permanent base for the Chesterfield Canal Trust to diversify its activities and a focal point for community engagement. The wider community will benefit both from the education and training opportunities that the centre would provide, as well as from the community café.

**Communitybuilders** is a £70 million fund and joint programme between CLG and OTS. It invests in the sustainability of multi-purpose, inclusive, community led organisations.

The Local Government Minister recently announced that community organisations are to receive up to £3.5 million helping them to purchase and refurbish existing properties for the benefit of their local communities. She said: "We want to make sure that more local people can put unused buildings in their areas to work for communities. This funding will help local organisations provide hubs for community life - ensuring that the services and activities so essential to residents are under one roof."<sup>38</sup>

As outlined above, DCSF's *Your Child, Your Schools, our future: building a 21<sup>st</sup> century schools system* sets out how schools will act as hubs for the whole community. "By 2010, through **extended schools**, we aim for all schools to work in partnership with other schools and local providers to offer access to year-round opportunities for additional learning, and enriching activities ... combined with childcare in primary schools and community use of school facilities".

The Museums Libraries Archives Council submission to the Call for Evidence also highlighted the potential role of libraries as community hubs:

"At a local level, museums, libraries and archives provide a network of trusted public spaces at the heart of every community. [...] Libraries, in particular,

---

<sup>38</sup> Barbara Follett, 4<sup>th</sup> March 2010, <http://www.communities.gov.uk/news/corporate/1495390>



provide meeting spaces [...] for voluntary and community groups to enhance their networking opportunities - both between each other and different communities. As local information hubs, libraries also help raise and maintain awareness of Third Sector organisations.”

Museums Libraries Archives Council (MLA) submission to Call for Evidence

**Recommendation 15:** The Advisor recognises common themes in these programmes and **recommends that the Cabinet Office, CLG and DCSF work together to explore how community assets and the delivery of extended services in schools could feed in to one another.**

## 2.2 The co-operative Trust school model

### Recommendations

16. DCSF should deliver on its commitment to carry out and publish the evaluation of the first co-operative Trust schools.
17. Learning from the evaluation should be used to raise awareness and understanding of the co-operative Trust model amongst schools, parents, and communities.

DCSF launched its ‘**co-operative Trust school pilot**’ in September 2008 with an aspiration of involving 100 schools. Co-operative Trust schools are one model of Trust school. Trust schools (which can be primary, secondary or special) are local authority maintained foundation<sup>39</sup> schools with a charitable foundation (Trust).

The Trust forges a formal partnership between the school and one or more external organisations (for example other schools, businesses, Further Education or Higher Education organisations) and draws on their expertise and energy as a means to raise standards. The Trust holds the school’s land

---

<sup>39</sup> A **foundation school**’s governing body employs the staff and sets their own admission arrangements. Land and buildings are owned by the governing body or a charitable foundation.

and assets on trust and appoints some members of the school's governing body.

Co-operative Trust schools are underpinned by values such as self help, self responsibility, democracy, equality, equity and community solidarity. To date there are fifteen live co-operative trusts, which encompass of 30 schools. A further 63 are actively working towards co-operative model Trust status and many more are expressing an interest in the model, but it is the governing body's role to take the process forward.

While the co-operative approach can be applied in all collaborative models, namely Trust schools, specialist schools<sup>40</sup>, and academies<sup>41</sup>, it may not be compatible or desirable for certain existing intervention policies such as national challenge, or for schools which have an existing trust.

Co-operative Trust schools form part of the third sector. Through involvement in the Trust, community members, pupils, parents and staff are given the opportunity to play a part in the school's improvement. This element of the model links it closely with the personalisation agenda in that it enables parent and community involvement in governance and empowers them to shape the schools priorities. The model enables community level personalisation by empowering the whole community towards self regeneration.

The co-operative Trust model also enables individual level personalisation as the school's strengthened links with community organisations, local businesses and social enterprises offer opportunities for out-of-school learning that can form part of a personalised learning package. This may also be applicable to other Trust models, but co-operative Trusts tend to have particularly strong links with their local communities.

---

40 Any maintained secondary school in England can apply for **specialist status** in one of ten specialisms, special schools can apply for a specialism in one of four areas. Specialist schools focus on those subjects relating to their chosen specialism but must also meet the National Curriculum requirements and deliver a broad and balanced education to all pupils. There are around 3000 specialist schools in England (80% of all secondary schools).

41 **Academies** are schools funded directly by central government (and not 'maintained' by a local authority), and initially targeted at areas of social deprivation and low educational standards. They are self-governing and so have a higher degree of independence than secondary schools funded by a local authority, e.g. over how they can adapt the National Curriculum. Most are constituted as registered charities.

### **Case study: Reddish Vale Technology College**

Reddish Vale Trust is a single school trust formed in [March 2007](#) and based on the co-operative model of governance. Reddish Vale serves the areas of Reddish and Brinnington in Stockport; areas socio-economically mixed with pockets of deprivation. The Trust looks to raise standards by active collaboration with its stakeholders including students, parents and the local community.

The Trust's choice of partners (Co-operative Group, Stockport College, Stockport Local Authority and The Co-operative College) was deliberate as the school wanted to have an inclusive, democratic model with high stakeholder involvement. The co-operative model was adopted and the Co-operative Group became a major partner. Other local partners joined who shared a belief and commitment to raise standards through better community empowerment.

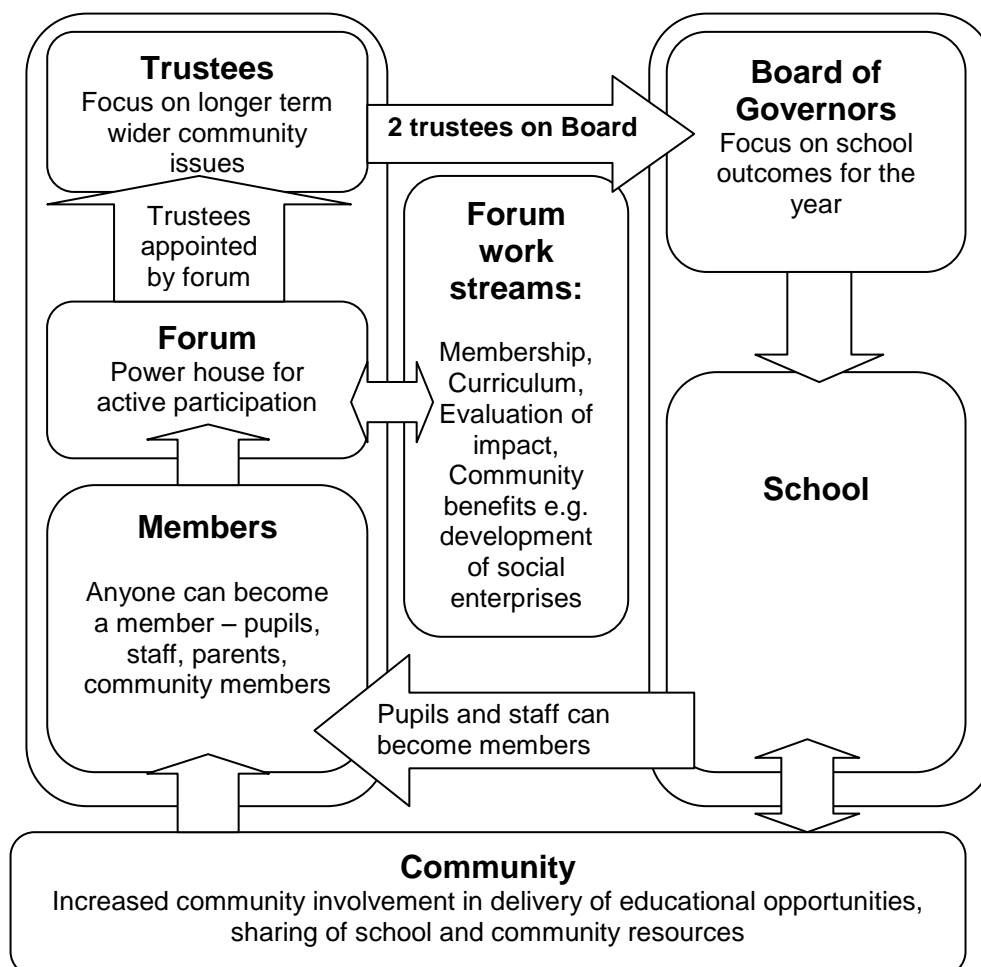
By working on the extended school's concepts and the co-operative model delivers good local community cohesion and inclusion of key stakeholders. The notion of the Trust address the issues of community accountability, collective responsibility and the management of cross institutional work.

Current examples of the Trust's impact are:

- The completion of multi-generational learning suites on a Children's Centre extension supporting the development of an all through learning community.
- Partnership with Manchester Metropolitan University in helping formulate a strategy for a national research programme on 'Impact of Trust Schools'.
- Building of international links and active global citizenship.
- Curriculum days and events sponsored by partners
- The development of the 'Student Voice' into new models of full participation
- Several individual projects to bring the trust notion into being with its stakeholders

The main priorities for 2009/10 are:

- Evaluation of the impact of the Trust as regards the ECM agenda
- Further development of creative and innovative networks supporting the removal of barriers to learning – there will be a particular focus on raising the average points score at Key Stage 4, the performance of boys and reducing the number of students, post 16, not going into employment, education or training
- To look for community benefits based on social enterprise
- To develop and expand membership and participation<sup>42</sup>



## Opportunities and challenges

As recognised by DCSF in *Co-operative Schools – Making the Difference*, (2009) ‘acquiring a Trust can help schools build long term, sustainable relationships with partners and, using their experience, strengthen leadership

<sup>42</sup>Data from Trust and Foundation Schools Programme’s Live Trust School Review

and governance to help raise standards'. Through a separation of functions, a drive for service improvement, led by the third sector, is created. Adopting a co-operative model enables this drive to reach beyond the school gates.

"This is about more than just one school's development, it's about empowering the whole community towards self regeneration."

Jenny Campbell, Head teacher, Reddish Vale Technology College

**Recommendation 16:** The Advisor welcomes the Government's commitment to rolling out the co-operative Trust model. She **recommends that the DCSF should deliver on its commitment to carry out and publish the evaluation of the first co-operative Trust schools** as outlined in *Your Child, Your Schools, our future*.

"... we will continue to evaluate innovative arrangements more widely – including learning from the first co-operative Trust schools"

*Your Child, Your Schools, our future: building a 21<sup>st</sup> century schools system,*  
DCSF, 2009

**This evaluation should:**

- **outline the benefits of the co-operative Trust model for pupils, parents, staff and the community;**
- **be an accessible and public document that informs future strategy and practice by making clear recommendations about how the initiative should be taken forward; and**
- **outline how pupils, parents, staff and the community can learn from the early pilots.**

The aspiration of 100 'live' co-operative-model Trust schools (with 30 already live and 63 actively working towards co-operative-model Trust status and more interested), is likely to be reached by March 2011. Take up of the Trust programme is gaining in momentum, with nearly 300 (including co-operative and national challenge models) now live, around a further 480 actively working towards Trust status (including co-operative and national challenge models) and many more interested. It is clear that schools, local authorities

and other stakeholders increasingly see the programme as a viable model to address local needs and standards and are actively looking at and supporting the move to Trust status.

Community understanding and buy-in is important to the roll out of co-operative Trust schools. Although the decision to move to a cooperative model lies with school governing bodies they must take into account the views they receive from an extensive consultation, before they proceed with any move to this status.

**Recommendation 17:** A robust evaluation which clearly demonstrates benefits of the model will also help to garner essential support. **The Advisor suggests that learning from the evaluation of the first co-operative Trust schools should be used to raise awareness and understanding of the model amongst schools, parents, and communities.**

## **2.3 Third sector as a catalyst for professional development**

### **Recommendations**

**18. DCSF should explore how stronger links can be established between third sector organisations developing approaches to professional development and existing provision.**

“The level of achievement seen in our classrooms is determined by the quality of the teachers within them.

“However, although personalised, explorative and collaborative learning opportunities for pupils are widely accepted as elements of outstanding pedagogy, teacher development and teaching careers in general, tend to provide few such opportunities. We are not suggesting that teachers should

have more time out of the classroom, but that continuing professional development (CPD) could be used more creatively and more productively.

“We recommend a Teachers’ Guarantee, which stipulates that teachers should be given the time to take advantage of personalised, explorative and collaborative opportunities.”

*Lessons from the front 2009, Teach First*

In collecting evidence for this report, the Advisor was struck by the recurrent emphasis on the importance of professional development to support personalised education and learning.

Many contributors described to the Advisor the challenges faced by teachers in moving towards personalisation. In this transition, ways of working are challenged and new relationships are developed between professionals, learners and the community. In personalised learning the role of the teacher changes from the sole source of knowledge to one more akin to a facilitator. It may also mean that learning opportunities are provided by people other than trained teachers. This means challenging accepted practice and prevailing logic, which may be challenging for staff at least in the short term.

“It is very difficult to get teachers away from the idea that learning can only happen when they are in charge of everything. They have to realise that learning sometimes happens precisely because they are not in charge of everything but the pupils are.”

Interviewee quoted in *What’s Next? 21 Ideas for 21<sup>st</sup> Century Learning*,  
Charles Leadbeater, 2008

Evidence received emphasised the importance of providing opportunities for personalised professional development in order to address these challenges.

Put simply, in order to maximise personalised learning for students, training and development for staff must also be personalised. The Advisor heard several examples of innovative approaches which suggest that the third

sector has an key role to play in adding value to current professional development provision.

### **a) Current provision**

The Teaching and Development Agency notes<sup>43</sup> that there are many possible sources of continuing professional development (CPD), which include:

- opportunities within school, such as induction, coaching and mentoring, lesson observation and feedback, collaborative planning and teaching, shadowing, sharing good practice and whole school development events;
- opportunities through school networks, such as cross school and virtual networks; and
- opportunities through other external expertise e.g. external courses or further study or advice offered by local authorities, Further Education colleges, universities, subject associations and private or third sector providers.

However, evidence heard by the Advisor suggested that some teaching staff feel they do not have access to appropriate professional development opportunities.

“When we go along to [courses], or when staff go along, they come back from a course, and go ‘oh, it’s so boring, what a waste of time’. But somebody went on a course the other day and she came back and said ‘I’ve got this really good idea’ and she brought it all in and said ‘I’m going to do this tomorrow.’ That’s what it used to be like. But now, the things that we get delivered from [the Local Authority] they don’t inspire, they don’t enthuse and also we’re on about personalisation and individualisation. When we go on a course, they treat everybody as though they’re all exactly the same.”

Head teacher

---

<sup>43</sup> [http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment/what\\_is\\_cpd.aspx](http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment/what_is_cpd.aspx)



It is also interesting to note that although the move to personalised learning evidently involves a huge transition for teaching staff, DCSF's practical guide to personalised learning does not mention training or support to staff.

## **b) The role of the third sector**

Examples of innovative approaches to professional development being established by the third sector suggest that the third sector has an important role to play in supporting and broadening the current offer of professional development available to teachers.

Through experience of practical delivery and its occupation of an 'outside space' the third sector is developing a range of approaches and concepts that may be of interest to teachers, schools and providers of training and development courses. This is not to say that statutory and private organisations are not also developing these, but to underline that the third sector is an important partner. Many organisations are explicitly working to share their learning 'for free', for example by providing free online resources.

**The Advisor recommends that DCSF explores how stronger links can be established between third sector organisations developing approaches to professional development and existing provision.** Some examples of these approaches are outlined below. This is not an exhaustive list.

## **c) Sharing expertise and innovation**

The third sector has established various tools and fora which facilitate the sharing of expertise and innovation between professionals. Education Eye is one example of such fora.

### **Case study: Education Eye**

Launching in spring 2010, Education Eye is a free, engaging and easy-to-use online space that will give access to a wide range of useful and relevant innovations across education's varied communities. Connecting people with innovative uses of digital technology, new resources and new approaches to teaching and learning, will help inspire further innovation in education

## **d) Formal qualifications**

Several organisations the Advisor heard evidence from had developed masters level qualifications in order to support their delivery of personalised learning.

### **Case study: Eastfeast**

Eastfeast brings experienced creative practitioners (professional artists, gardeners, cooks and others) into schools to work in partnership with teachers. Professional development is an integral part of the Eastfeast methodology.

Professional Development in Eastfeast takes one of 3 forms, each valued at 30 credits within the MA programme accredited by Suffolk Anglia Ruskin University: Independent Learning Module 1 (nine monthly evening session); Developing New Initiatives (six monthly evening sessions); and the Eastfeast Summer University – Independent Learning Module 2 (5 days). Participants can take one, two or three modules dependent on their interest and availability. Completion of all three constitutes of all three, plus a dissertation and research methodology module, constitutes a full Masters qualification.

Eastfeast continuing professional development is based on principles of collaborative learning and draws both on the experiences of participants as well as on external stimuli.

The 84 adults who have completed modules to date include parents, community members, creative practitioners and other third sector representatives as well as teaching staff.

Eastfeast's CPD model is based on the Teacher Artist Partnership Programme (TAPP) published in 2009 by CAPEUK

[www.capeuk.org/publications.html](http://www.capeuk.org/publications.html)

Eastfeast propose that this model of partnership professional development

has the potential to be scaled up and offered within Initial Teacher Training programmes or related Higher Education level programmes for both teachers and other practitioners working with schools.<sup>44</sup>

### **Case study: Pupil Parent Partnership (PPP)**

PPP provides a range of support and education services for disadvantaged and disaffected young people in West London. They provide alternative education for children who have been excluded from schools or for whom mainstream education is not suitable.

Fostering interdisciplinary practice is central to their work. Working with challenging young people, staff play the role of teacher, counsellor, social worker and mentor. PPP initially developed training packages for their staff, but now build on their experience to deliver training to a wide range of educational establishments, support groups, private organisations and community groups.

PPP have developed an MA in Social Inclusion in partnership with Manchester Metropolitan University. The programme will be offered on a 3 year part time basis and will be relevant to practitioners and graduates working within the broad area of social inclusion including schools, youth services, mental health services, social services, youth offending services, Connexions and the community. The course has been accredited and will start to be delivered in the autumn of 2010. PPP are funding all their staff to complete the MA.

### **Case study: Teach First**

Teach First is a third sector organisation which aims to address educational disadvantage by transforming exceptional graduates into effective, inspirational teachers and leaders in all fields. Selected graduates are placed in teaching positions in urban schools serving disadvantaged communities, where they face a highly challenging two year experience aimed at developing

---

<sup>44</sup> Case study provided by Anna Ledgard, Eastfeast Professional Development Leader. To find out more go to [www.eastfeast.co.uk](http://www.eastfeast.co.uk) or [www.annaledgard.com](http://www.annaledgard.com)

them as impactful teachers and long-term leaders. The two years comprises an intensive Masters-accredited Leadership Development Programme with a focus on leading learning, leading people and leading organisations.

Teach First's Leadership Development Programme evolved from the Maximum Impact Programme (MIP), designed to maximise the impact of its teachers on their pupils. Funded through a major donation from Goldman Sachs, the Research and Development aspect of MIP – conducted by the University of Manchester – has run across 3 years with the aim of understanding what distinguishes a highly effective teacher – and, more broadly, a leader – from his or her peers. This is due to conclude in July 2010.

Innovations developed through MIP will allow Teach First teachers to raise the aspirations and achievement of their pupils and their ability to access quality teaching and further opportunities (3As). These include: **Development of the 'Leading Learning' unit** (Teachers integrate pedagogical theory and practice and conduct regular analysis to facilitate significant, tangible gains in pupil learning); **Leading Learning Principles** (Five principles of leadership which highly effective teachers demonstrate in their daily work with pupils, colleagues, families, and carers); and **Leadership Development Officers** (Former teachers who support current teachers to set stretching objectives for each pupil). MIP offers choice and influence to children and young people through improving the leadership capabilities of their teachers. Teach First is therefore tailoring its services both around the needs of the individual pupils and around the professional development needs of its teachers.

For more information, please contact: Professor Sonia Blandford at Teach First, [www.teachfirst.org.uk](http://www.teachfirst.org.uk)

**Recommendation 18: The Advisor recommends that DCSF explores how stronger links can be established between third sector organisations developing approaches to professional development and existing provision.**

### 3. Conclusion

#### **From the Minister for the Third Sector, Angela Smith:**



I welcome this helpful and insightful report from Anne McGuire. It provides useful analysis of the potential of the third sector to work with the Government to improve education and learning. I welcome the report's discussion on the challenges and opportunities posed by personalisation, and its clear suggestions for how third sector potential can be maximised.

I along with other Ministerial colleagues, will be carefully considering this report along with Anne McGuire's previous report on the role of the third sector in the personalisation of health and social care and services to reduce re-offending. We will provide a Government response later this month.

I look forward to working with the third sector and statutory organisations in taking this work forward.

# Annex A: Priority setting seminar attendance list

Representatives of the following organisations attended the priority setting seminar on 12<sup>th</sup> October 2009:

- Association of Chief Executives of Voluntary Organisations (ACEVO)
- Beat Bullying
- Catch 22
- Children England
- ContinYou
- Daycare Trust
- Department for Children, Schools and Families
- Fairbridge
- Get the shout out! - Phoenix Education Trust and English Secondary Student's Association (ESSA)
- I CAN
- Learning Launchpad - Young Foundation
- Learning Trust
- National Children's Bureau
- National Council for Voluntary Youth Services (NCVYS)
- Network 81
- Nuffield Foundation
- PJs Community Services (Croydon)
- RSA 2020 (Royal Society for the encouragement of Arts Manufactures and Commerce)
- Social Exclusion Task Force
- Studio Schools
- Teach First
- The Communication Trust
- The Office of the Third Sector
- Youth at Risk

## **Annex B: Submissions to Call for Evidence**

The following organisations and individuals submitted information to the Call for Evidence:

- Alliance for Inclusive Education (ALLFIE)
- Amanda Whitfield
- Association for Nutrition
- British Heart Foundation
- Catch 22
- Centre for Empowering Practice
- Children England
- Clervaux Trust
- Community Links
- Department for Children, Schools and Families
- Eastfeast
- English Outdoor Council
- Ethnic Community
- Foyer Federation
- Girlguiding UK
- Greater Manchester Centre for Voluntary Organisations (GMCVO)
- Hill Holt Wood
- Home Education Centre
- Home-Start UK
- Hoxton Hall
- Inclusion Trust
- Involve
- Involver
- KB Everard
- Linda Hughes
- Merseyside Youth Association
- Ministry of Defence

- Museums Libraries Archives Council (MLA)
- Mydex CIC and Ctrl-Shift
- Nacro
- National Association for Voluntary and Community Action (NAVCA)
- National Children's Bureau
- National Council for Voluntary Youth Services (NCVYS)
- NEAT
- Northern School of Asian & Oriental Cooking
- Place2be
- Pre-school Learning Alliance
- Reading Matters
- RNIB
- Ruskin Mill Educational Trust
- Save the Children
- School for Social Entrepreneurs
- Skills-Third Sector
- South Derbyshire CVS
- Speakers Bank
- Staffordshire Consortium of Infrastructure Organisations (SCIO)
- Suffolk Art Link
- Teach First
- Turning Point
- University of the First Age
- UnLtd
- Young Minds
- YWCA



## Annex C: List of 'best practice' visits and meetings

'Best practice' visits were made to the following organisations:

- Action for Children/ Chance UK – Liverpool and Knowsley Junior Mentoring
- Cambridge Regional College, Improving Choice programme and partners including Opportunities Without Limits and Rowan
- ContinYou – Skilled for Health
- Eastfeast and partners including Suffolk-Anglia Ruskin University Postgraduate and Research Centre, East Bergholt CEVC Primary School, Elmsett Cof E VC Primary School, Yoxford Primary School, and Creative Partnerships
- Greenfield School – ACTIVE programme and partners including Coundon Partnership, Creative Partnerships, Centre for Creativity and Learning, Sunderland and National Glass Centre
- Kids Company
- Lapwing
- North East Youth Advisory Board (YAB)
- Pupil Parent Partnership
- Reddish Vale Technology College

Meetings were also held with the following:

- Futurelab
- Makin' Trax
- RSA (Royal Society for the encouragement of Arts Manufactures and Commerce)
- St Thomas's Community Network
- Teach First
- Dr Catherine Needham, Queen Mary University of London

## Annex D: List of acronyms

ACEVO	Association of Chief Executives of Voluntary Organisations
Becta	British Educational Communications and Technology Agency
BTEC	Business and Technology Education Council
CLG	Communities and Local Government (Government department)
CPD	Continuous Professional Development
CSP	Commissioning Support Programme (DCSF programme)
DCSF	Department for Children, Schools and Families
GCSE	General Certificate of Secondary Education
GPS	Global Positioning System
ICT	Information and Communication Technology
IDeA	Improvement and Development Agency
MA	Master of Arts (Masters)
NCVO	National Council for Voluntary Organisations
NEET	Not in education, training or employment
OCR	Oxford Cambridge and RSA Examinations
Ofsted	Office for Standards in Education
OTS	The Office of the Third Sector
PCT	Primary Care Trust
PDA	Personal Digital Assistant
PPP	Pupil Parent Partnership
RSA	Royal Society for the encouragement of Arts Manufactures and Commerce
SIWB	Social Investment Wholesale Bank
YWCA	Young Women's Christian Association