

continyou

Adeiladu cymunedau dysgu
Building learning communities

OwnZone

How to set up after-school care
and learning clubs for students
at Key Stage 3

A guide for schools in Wales

extratime

Cefnogi dysgu allan-o-oriau-ysgol
Supporting out-of-school-hours learning



OwnZone

The purpose of this Extra Time resource is to help schools set up clubs which offer after-school care and learning opportunities. ContinYou can provide further support through:

- tailor-made training courses
- access to supporting information on the OwnZone online pages (www.continyou.org.uk/ownzone).

For further information, email ownzone@continyou.org.uk

Acknowledgements


ContinYou Cymru is grateful for the support of the Welsh Assembly Government in producing this guide.

We are grateful to the schools which took part in the development and testing of OwnZone.

This pack was written by Jenny Evans, Jenna Hall, Jane Murison and Pam Boyd. It was edited by Carolyn Sugden and designed by Navig8.

Copyright © ContinYou 2006

All rights reserved. Except as allowed by law, or where indicated in this publication, no part of this publication may be reproduced in any form or by any means without prior permission from the publisher.

 Pages which may be photocopied are marked with this symbol.

ContinYou

First Floor, Anchor Court,
Keen Road, Cardiff CF24 5JW

Tel: 029 2047 8929

Fax: 029 2047 8930

Email: info.cardiff@continyou.org.uk

Website: www.continyou.org.uk

Registered charity no: 1097596



continyou

Adeiladu cymunedau dysgu
Building learning communities



Contents

| | |
|---|---------|
| About Extra Time ContinYou's work in out-of-school-hours learning | Page 2 |
| Introduction About the OwnZone resource | Page 4 |
| What is OwnZone? What happens at OwnZone clubs | Page 6 |
| Designing OwnZone How the different zones work | Page 10 |
| Getting OwnZone up and running Guidance on setting up your OwnZone club | Page 16 |
| Asking around Who to consult and what to ask them | Page 26 |
| Making the case Showing how OwnZone can help with school improvement | Page 32 |
| Take your partner Guidance on building partnerships | Page 36 |
| Who's going to run OwnZone? Who can help and what they need to do | Page 40 |
| Hear all about it! Ideas for promoting OwnZone | Page 44 |
| Show me the money! Help with funding | Page 48 |
| How are we doing? Advice on monitoring and evaluation | Page 54 |
| Finding out more Sources of further information and advice | Page 58 |



About Extra Time

Extra Time describes ContinYou's approach to study support, otherwise known as out-of-school-hours learning (oshl). This approach aims to:

- ensure that high-quality study support/oshl activities are within the reach of every child and young person in the UK
- provide a wide range of accessible learning opportunities that extend, enrich and promote learning beyond the mainstream classroom.

Extra Time is also the name of a range of services and resources that support the strategic development of study support/oshl activities in schools, local authorities and communities.

Study support/oshl

Study support/oshl describes the wide variety of informal learning activities that young people voluntarily take part in outside normal school hours. There is growing evidence that participation in these activities leads to improvements in young people's self-esteem, attitudes towards learning, achievements, classroom behaviour and school attendance.

Since 1992, ContinYou (formerly Education Extra) has been the leading UK not-for-profit organisation promoting and developing the concept of study support/oshl. We have identified three main types of study support/oshl activities:

- **extension activities**, such as homework, study or revision clubs, which extend curriculum learning by building on what children learn during the school day
- **enriching activities**, such as rocket clubs or dance clubs, which complement and expand on what children learn during the school day, providing 'extras' for which there may not be space in the formal curriculum
- **enabling activities**, such as reading or maths clubs, or volunteering or mentoring activities, which help to make the curriculum accessible to young people and/or enable them to develop life skills.

Within study support/oshl there is a clear link between informal learning and mainstream educational achievement – it is the effect on children's attainments that adds value to traditional extra-curricular activities.

Why is study support/oshl so important?

Developing study support/oshl activities brings many benefits to schools and communities, as well as to individual pupils. These activities contribute to key strategies for achieving:

- school improvement and higher standards
- better behaviour and attendance
- 'full-service' extended schooling
- creativity and enrichment
- workforce remodelling
- easier transition between primary and secondary education
- greater social inclusion
- personalised learning
- ways of building schools of the future
- joined-up children's services.

ContinYou's Extra Time resources will help you not only to develop study support/oshl activities, but also to embed them within your school development plan.

The Schools ETC network

To receive all the latest news about developments and good practice in extended schools and in study support/out-of-school-hours learning, join the Schools ETC (Extending To Communities) network.

Schools ETC is a new magazine that highlights the huge range of new partnerships and initiatives being taken in schools across the UK to support learning beyond the classroom. It covers:

- study support and out-of-school-hours learning activities
- parenting support and family learning
- partnerships for on and off-site 'wrap-around' childcare
- closer links with specialist support services, such as health services and social care
- community access to ICT, sports and arts facilities, and adult learning.

A subscription to Schools ETC provides:

- a quarterly, full-colour magazine
- practical advice sheets
- free membership of **Sum-it!** (a maths club network) up to March 07
- free membership of **Book-it!** (a book club network) up to March 07
- discounts on ContinYou conferences
- an e-newsletter for extended schools
- invitations to regional networking events.

The basic subscription rate is £35. For information about discounted rates for bulk subscriptions, or to register your subscription, contact Jason Barlow at jason.barlow@continyou.org.uk or on 020 8709 9904.

ContinYou publications

ContinYou can offer a wide range of advice, information and research publications. Supported by the Welsh Assembly Government, ContinYou Cymru has also produced the *Out-of-school-hours learning training and resource pack* and *A code of practice for out-of-school-hours learning*. These are cross referenced and can be used together to support the development of oshl.

For the full list of our resources, contact us on:

Tel: 020 8709 9900

Fax: 020 8709 9933

This is one of a series of publications produced by ContinYou on the following topics:

- Breakfast Club Plus
- Sum-it! – maths clubs
- Book-it! – reading clubs
- OwnZone – personalised care and learning clubs.



Introduction

'Learning that happens in school buildings, but out of school hours, can have many advantages. It can make better use of school buildings, involve the school closely in community life, make learning more fun and offer childcare for families.'

Annual report 2003–04, Estyn

Welcome to OwnZone, the Extra Time guide to help secondary schools set up personalised after-school care and learning clubs for their Key Stage 3 students.

OwnZone provides schools with a model that can be used as a step towards developing 8–6 provision in the school. For young people, OwnZone offers the chance to spend time outside the school day in a safe and secure setting, with access to personal support as well as to exciting and fulfilling activities.

Whatever your role is – whether you are a headteacher, teacher, learning support assistant, parent, governor or community helper – you will find here plenty of good, workable ideas for setting up an OwnZone club in your school.

Each section of this booklet deals with a different issue that you need to think about when you are planning your club. It provides answers to many of the questions facing you, and offers top tips and practical suggestions about how OwnZone can work in different settings. The guide also includes a number of additional sheets to help you plan and manage your OwnZone activities.

We know how busy you will be – it's not practical to expect you to read through the whole guide in one sitting, and then to search the internet to find any extra help that you may need. So we have designed this guide for you to dip into as and when you need to.

Even with all the information you will find here, you may want some additional advice as you try to get your new club under way. ContinYou can offer you further support through:

- **training** to accompany this guide, which will bring the written word to life. Our training has been designed to be fun as well as informative. You will hear from people who are already running successful OwnZone clubs about how they made things work. You will pick up tips on funding, as well as lots of other practical suggestions.
- **access to online OwnZone advice and support** (www.continyou.org.uk/ownzone).

The comprehensive information in this guide, together with the option of further support online and through training, means that you will have at your fingertips everything you need to help you create a vibrant and successful OwnZone club.

How do we know what works?

ContinYou is a leading UK educational charity with a network of over 7,000 schools. It has pioneered the growth of imaginative and popular out-of-school-hours clubs and activities.

OwnZone is based on piloting work that was undertaken by ContinYou in England and Wales. Secondary schools worked with us to develop activities that could encompass a range of key areas identified by the schools themselves.

These areas were:

- the provision of out-of-school-hours childcare in a form that was appropriate for young people aged 11 to 14
- offering activities that went beyond traditional study support/out-of-school-hours learning (oshl) and offered young people the opportunity to learn new skills and to gain recognition for this
- a way of offering pastoral support to young people.

We are grateful to all those who took the plunge and helped come up with the model that we have called OwnZone. Below is what one teacher taking part in the OwnZone trial said about the draft version of this guide.

'This user-friendly guide is extremely helpful, particularly for non-teaching staff. It provides a good structure and practical remedies for potential obstacles. The advice is reassuring and I now feel like I'm on the right track.'

Now that you know that we have the right credentials to offer this support and advice, have a look through this guide and see how we can help you to develop a welcoming and supportive OwnZone club that young people will want to join.





What is OwnZone?

OwnZone is a flexible study support/out-of-school-hours learning (oshl) model designed to help schools provide:

- **after-school care and learning** opportunities for 11 to 14 year olds
- opportunities for **involving pupils** in the design and delivery of activities
- **activities** that can be delivered within the 8–6 extended school model in England.

OwnZone is somewhere that young people will want to go after school, where they feel that their voices are encouraged and listened to. There is a range of things to do, as well as space where pupils can just 'chill' in a safe and caring environment.

Building on what's already there

OwnZone is structured so that it can be delivered in partnership with a range of organisations and agencies. It's about adding value to your school's existing out-of-school provision, by finding out what is already happening and building on it.

It enables you to bring a range of activities and initiatives under one banner. You don't have to change everything – start small and build on existing partnerships to develop new activities as the club becomes established. Because you're offering something different, you may want to consider charging for some aspects of what you are providing.

OwnZone will help meet the needs of the school, and of your pupils and their families, by being available each day after school ends. Once your club is established, you may want to extend provision to include some school holidays or weekends.

'Community focused schools will:

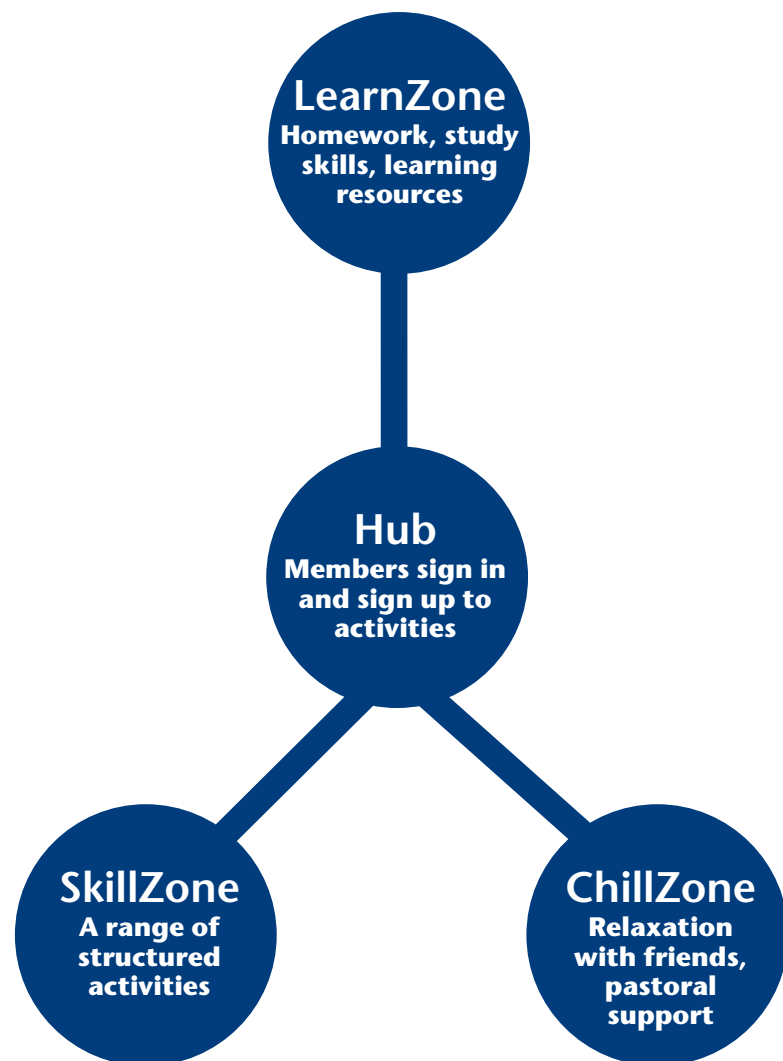
- *always be supportive of the core mission of schools – to improve pupils' ability to learn, and to support their families*
- *provide a range of activities/learning opportunities outside the school day for children, young people, families and adults*
- *provide a range of additional services/opportunities and relevant information for children, young people, families and the wider community*
- *be sustainable schools that consult with their communities, engage in community life, work in partnership with others and think about the local and the global environment.'*

Community focused schools – a joint vision, Association of Directors of Education Wales/ContinYou Cymru, 2005

What happens at OwnZone?

OwnZone features three main zones that are co-ordinated through a central 'hub'. The zones are:

- the **ChillZone**, where members can relax and socialise and find pastoral support
- the **SkillZone**, where members can join in a range of activities to develop practical life skills, such as first aid or babysitting, and interests such as sports or arts activities
- the **LearnZone**, where members can use learning resources, complete homework and develop study skills.



Each of the zones is described fully in the next section.

The common thread running through everything that happens at OwnZone is that pupils are actively encouraged and expected to be involved in developing what happens there. This not only helps to ensure that OwnZone is relevant and appealing, but also provides pupils with transferable skills that will benefit them later in life, such as teamwork, communication and marketing skills.

Who is it for?

OwnZone is designed for use with Key Stage 3 pupils who need somewhere to go and something to do each day after school. Childcare may no longer be appropriate or appealing for this group of young people, but it is neither appropriate nor appealing that they 'go home to an empty house'.

Targeting

You may be able to think of pupils who would particularly benefit from OwnZone. Depending on your school's current priorities, you may want to consider targeting or attracting pupils who:

- are at risk of exclusion
- haven't settled well into Year 7
- have lone parents or parents who wish to work or study
- go home to an empty house
- have special educational needs
- have low self-esteem or motivation, or a history of underachievement
- come from less advantaged backgrounds
- come from particular ethnic backgrounds
- are about to transfer from primary to secondary school
- would benefit from having another pupil as their mentor
- would benefit from opportunities to develop skills not covered in the curriculum.

In addition, study support activities can bring particular benefits to pupils who are in public care – for further information about this, download the *Taking part* guidance document from www.continyou.org.uk

Targeting particular categories of pupils doesn't mean that you are preventing other pupils from taking part. You just need to reserve a proportion of places for targeted pupils, while offering the rest on an open-access basis.

What are the benefits of OwnZone?

Extending the school's existing activities will enable you to meet different needs among pupils, and will help them to develop alternative skills. The full range of benefits to be gained from OwnZone will develop over time as you find a formula to make OwnZone a place that your students want to go after school.

- **For young people:** OwnZone offers students the chance to become involved in planning and organising activities and to have ownership of what goes on. Young people will:
 - have a safe, secure place where they can go after school to have fun
 - be able to take part in new activities and develop new skills
 - take pride in a new range of personal achievements
 - have the chance to develop key skills and thinking skills through having a say in what happens
 - develop their confidence and self-esteem
 - feel positive about school and be more motivated to learn
 - have broader horizons.
- **For schools:** OwnZone provides a framework that can help schools develop their extended and community focus. OwnZone will enable your school to:
 - offer provision that fits with the ethos of extended and community-focused schools
 - fulfil the aims of a number of wider policies for children and young people (see the section 'Making the case')
 - provide support for disaffected and disadvantaged pupils
 - improve pupils' attainments and achievements via learning support opportunities
 - become a more democratic school, where pupils are proud of their study support/out-of-school-hours learning provision
 - develop improved relationships with parents
 - have greater community focus
 - try out innovative ways of working with partners.
- **For families:** OwnZone means that parents will know that their children are safe, have support with completing homework and have the opportunity to take part in a range of other activities. Families will have:
 - peace of mind, knowing that their children are in a safe place while they are at work/not at home
 - confidence that their children have the opportunity to develop new skills and experience
 - support in balancing their lives at work and at home.
- **For communities:** OwnZone supports the local community in a number of ways. Over time, communities will have:
 - new activities for young people to engage in
 - more people in work, education and training
 - reduced traffic levels at peak times
 - fewer unsupervised children on the streets
 - peace of mind, knowing that children are safe after school ends.

| How OwnZone might work in your school | When | Where | What's on offer? |
|--|-------------|------------------------------|---|
| How you structure your OwnZone will obviously depend on what you and your students agree you can offer. The sample programme given here shows what a typical OwnZone club might look like. | 3.30–6.00pm | VI Form Block | The Hub: signing in and signing up for activities |
| | 3.30–6.00pm | VI Form Common Room | ChillZone: refreshments, games, music, magazines, etc. Pupils can choose to relax with friends here until 6pm or to visit other zones. |
| | 3.30–5.30pm | Library | LearnZone: pupils can use ICT and reference facilities, and get support for homework and revision skills from peer tutors. |
| | 3.30–4.30pm | Various rooms in school | SkillZone – existing oshl activities |
| | 4.30–6.00pm | Hall, gym, music studio, etc | SkillZone: additional activities designed by and for OwnZone members – for example, health and beauty, DJ skills, first aid or self-defence. |

Designing OwnZone

There is no set formula for a successful OwnZone club. Getting the right format for your OwnZone will depend on a variety of factors such as the size, location and catchment area of your school, pupils' interests and demand from parents and available partners. But, with a little imagination, you can make OwnZone work in your school, whatever the set-up may be.

The OwnZone model is flexible enough to meet different needs, but it has some core characteristics that make it 'OwnZone':

- It offers a combination of care and learning opportunities for 11 to 14 year olds.
- There are three distinct zones: we refer to them as the Chill, Skill and Learn Zones, although you may decide to call them by different names.
- OwnZone continues beyond the end of the school day and, most importantly, includes and extends the current study support/oshl provision of the school.

- OwnZone is designed, at least in part, to meet the needs of working families. Ideally it will be available until 6.00pm. If this seems too daunting to begin with, you can try opening until 5.00pm at first and then gradually extend the sessions as you become more confident.
- Pupils are fully involved in the design, development and running of the activities.
- Opportunities are provided for pupils' achievements to be recognised and celebrated.

OwnZone could be your first step towards offering 8–6 provision.

On the next few pages you will find an outline of the different zones, along with an explanation of how OwnZone works.



The Hub

Because OwnZone offers an element of 'childcare', it is essential that you know where everyone is at any one time, and that pupils sign in and out of OwnZone and of the activities that they are attending. Throughout this guide, we refer to the area where this happens as 'the Hub'.

Ideally, the Hub should be a dedicated area where OwnZone information can be displayed. But it does not need to be a large space, as it is primarily somewhere that students will pass through at various times during the session. If space is really limited, you could just have a desk, and a person who is responsible for registration, in each zone. Find out what registration procedures are being used in your existing study support/oshl provision and aim to build on existing models that work. Remember, though, that OwnZone is offering childcare rather than just study support, so members will also need to sign out when they leave.

Key characteristics

- Pupils can find out about the activities that are running on the night that they are there, and also about any special events planned for the future.
- Pupils record their attendance at different OwnZone activities.
- Display boards or a photo album recording previous activities in OwnZone are on show – this gives a sense of pride and ownership.

Top tips!

- You can use mobile display boards to make different spaces available for the Hub.
- Promote responsibility by asking older OwnZone members to 'staff' the Hub. Remember to give them some reward or acknowledgement for taking on this role.



The ChillZone

This is an essential feature of OwnZone. Because you are providing a regular, safe place where pupils can go after school, it is really important that they have somewhere welcoming and informal to relax, chat with friends, listen to music and read magazines. The ChillZone can also provide an area where issues or problems can be shared, perhaps by involving older pupils or staff or peer mentors from the school.

Key characteristics

- Spaces to relax are provided, with easy chairs, cushions and/or bean bags.
- Pupils can play music if they choose.
- There is a range of magazines for young people to read.
- People are available to act as mentors if a pupil wishes to discuss any issues or problems that are facing them.
- Pupils can have a snack and drink.

Top tip!

With the support of your senior management team, approach your local FE college to find out whether it runs courses in youth work. If so, you could invite students to volunteer at OwnZone. You will need to consider child protection issues, and appropriate training for the students. Your pupils will appreciate having an older role model whom they may feel able to talk to more openly. The volunteers benefit by gaining an understanding of the school system, as well as valuable experience in working with young people.

Setting up

If you think creatively, there are probably a number of spaces around the school, such as empty classrooms, the canteen or the sixth form centre, that could be used as the ChillZone. If there is an unused area within the school that could be used, get pupils to redesign or redecorate, however they want. Pupils could even be responsible for raising funds to support the redecoration.

But, wherever you have your ChillZone, make sure that you involve pupils as fully as possible in deciding what will go into it to make the Zone distinct from the rest of the school and somewhere that they want to go.

Top tips!

- Think about how you can create a relaxed environment through table layout and the use of lighting.
- Use decorations and music to alter the environment from how it is during the normal school day. The decorations could be made during craft sessions in the club, run by a parent or a teacher.
- Providing snacks, drinks and a specific activity at the start of the session will make a clear break between the school day and after-school provision.

The SkillZone

The SkillZone will incorporate two elements:

- existing study support/oshl activities, normally finishing before the end of OwnZone, but brought under the SkillZone banner, such as language, science, reading, sports, music or arts clubs
- new activities that extend study support provision to the end of the OwnZone period. Ideally, this will include some activities that young people would not normally have access to within the school or the local community, such as training for babysitting, sign language or DJ skills.

This guidance focuses on the provision of new and additional activities in the SkillZone.

Key characteristics

- Activities are run after the majority of the school's existing study support/oshl provision ends (at 4.30pm, for example).
- Skills that pupils have developed through designing, setting up, running or completing courses are acknowledged and celebrated.

- Activities aim to build on existing skills or offer practical or unusual skills not normally offered as part of study support/oshl provision, such as self-defence, first aid or bike maintenance.
- Pupils are fully involved in deciding what skills activities are offered.
- Wherever possible, activities draw on expertise from the local community – try to find out what local charities, parents and other schools can offer in terms of skills.

You should aim to offer a good mix of activities to help attract students who may not normally take part in existing activities. This offers all pupils the chance to develop skills, self-esteem and confidence, which feed back into their achievements and attainments. Have a look at the sheet 'Things to do at OwnZone' for some starter ideas that pupils might be interested in.

Top tips!

- Carry out a skills audit of staff and older students who could run OwnZone – they may well be able to lead or help to lead some of the activities, so that you don't have to rely on or pay external providers for all activities.
- Get in touch with your local volunteer bureau or CVS to help identify volunteers who can help you to deliver OwnZone.
- Invite external providers to offer taster sessions for OwnZone students, to help identify what activities members want to participate in.
- If existing oshl sports clubs are over-subscribed and tend to favour the 'best' pupils, think about offering a further session for those who may not qualify for the school team. They will appreciate the opportunity to join in, as well as the chance to develop other roles and skills such as being referees or line judges.

Setting up

There are a number of steps that you should take before you extend your existing study support/oshl provision.

- Check what study support/oshl activities are currently available in the school and the local area during the course of the year. The sample questionnaires on pages 29 and 30 might help you with this.
- Ask potential members what additional skills they would like to develop – help them to understand and develop those skills by asking some of the questions on the sheet 'Getting involved in OwnZone'.
- Identify how you intend to resource the activity – for example, through using the skills of local community members, or obtaining local sponsorship (see the section 'Show me the money!').
- Shortlist proposed activities that it is practical to run within the space and budget available, and get students to tell you which they would prefer.

The LearnZone

Having the LearnZone as a regular, focused space where students can study or complete homework is an essential feature of OwnZone.

As well as providing daily opportunities for quiet study or homework, you should also aim to offer a range of support during the school year, such as revision sessions, and coursework or project support that is tied into the coursework timetable. LearnZone is also an ideal informal setting for introducing students to different learning techniques and for encouraging older pupils to offer support to younger ones. The older pupils should receive some kind of recognition or accreditation for this.

Providing regular, structured support for study through OwnZone can:

- help motivate pupils to get their homework done
 - improve the amount and quality of homework completed
 - improve pupils' confidence in specific subject areas
- make extra assistance available to those who need it, but who might not normally have access to it
 - help raise pupils' attainments and achievements
 - support the development of different relationships between teaching and non-teaching staff
 - provide professional development for non-teaching staff.

Key characteristics

- It consists of a quiet area with tables and chairs, which has good lighting on dark nights.
- It gives easy access to a range of resources – books and computers.
- Staff or other pupils are available to provide support with completing homework and developing new skills.
- Quiet talk about learning is encouraged – silence is not the rule.
- Pupils are supported to take control of their own learning and to help develop the provision.

Setting up

There will probably already be some homework or subject support on offer in your school. You can use OwnZone to signpost students to use these existing facilities as part of the club experience, as well as to develop and enhance this provision. Talk to other school staff, such as department heads, learning support assistants and the school librarian, to help identify what OwnZone can add to existing provision. You might want to provide exam revision, coursework classes, study clubs or accelerated learning sessions.

These questions will help you to work out what to offer in your LearnZone:

- How often and at what time is support available for pupils?
 - Where does it happen?
 - Who runs or supervises it?
 - What other provision is available through local partners such as libraries, community centres or youth clubs?
 - What is the timetable for completion of coursework?
- Could OwnZone be used as an umbrella to develop specific support for subjects that aren't already provided for?

It will be important to have the right people around to support learning and study sessions. One great way to do this can be to involve peer tutors. The University of the First Age has developed a recognised peer tutoring programme.

Top tips!

- Use OwnZone as an opportunity to try out new approaches, such as accelerated learning techniques. If they are successful, you may be able to integrate them into curriculum-based teaching and learning strategies.
- Linking up with local adult education classes could bring an added dimension to what you are able to offer.

How OwnZone might work in your school

The Hub

When the school day finishes, OwnZone members go to the Hub, located in the ChillZone, to sign in, so that staff know how many pupils, and which pupils, are staying until 6pm.

The ChillZone

The ChillZone runs from the end of school until 6pm, and is held in the same classroom each evening. Pupils have a rota for setting up the ChillZone – doing things like getting out the bean bags and magazines, and setting up a music system. One of the Year 12 pupils oversees the Hub and the ChillZone each night after school and is paid £5 per hour to do this.

The LearnZone

The LearnZone runs from the end of school until 5.30pm and takes place in the learning resource centre. It is staffed by the school librarian and other teaching staff. Pupils can drop into this provision throughout the session. Special sessions are organised from time to time during the term to provide specific support for coursework or help with revision techniques.

The SkillZone

The SkillZone runs from the end of school until 5.45pm. For the first hour or so, existing study support opportunities such as sports, arts and music are provided, as before. After this, OwnZone members get the chance to develop new skills, with a different activity each evening, such as yoga, first aid or computer games.



Getting OwnZone up and running

The nature of OwnZone means that it raises a number of issues that will probably seem more daunting than they would if you were running a single study support/oshl club once a week.

This section aims to help you to find your way through those issues, and to signpost you to further advice and information where necessary.

Remember, though, that the best way of developing a successful and sustainable OwnZone is to build it on the solid foundations of existing study support provision and partnerships. Set realistic targets for how many members you can expect to have in the first term, and the first year, and for how many pupils you can expect to return to OwnZone from one term to another. Clearly defined targets such as these should help you to manage your staff, resources and budget, and lead to a much easier life!

To help you, as you begin planning how to set up OwnZone, we have developed a checklist of questions you need to ask yourself. This 'OwnZone planning guide', on pages 22–23, refers you to the pages in this booklet where each topic is covered.

The practical stuff How can you involve students?

It's important to involve OwnZone members actively in all aspects of club life. This can happen on a number of levels. As a minimum, you should aim to ask students their views on what they want to do at OwnZone.

As pupils become more involved, OwnZone can move from being a club led by adults to one in which young people themselves have a greater say. To begin this process, start by giving students responsibility for organising a one-off, special event. As they develop more confidence and skills, they can take responsibility for ongoing tasks, such as peer mentoring and planning activities, and they can tackle more complex projects. The questions on the sheet 'Getting involved in OwnZone' (see page 24) will help students to plan what they want to do and how they are going to do it. At the end of each project, make sure that you recognise students' efforts by giving them a certificate or some other acknowledgement of what they have done. An example of this is given on page 25.

Members' advisory group

Ultimately you should aim to set up a members' advisory group to oversee the development of OwnZone activities. This group will be responsible for representing the views of OwnZone members, for managing the development process for new activities and for contributing to monitoring and evaluation.

A members' advisory group should be representative of the young people who attend OwnZone, with the group including both boys and girls, and young people of different ages, ethnic backgrounds, and interests. The size of the group will vary. Key roles include Chair, secretary, treasurer and steering group representative. You will need to consider how these roles are allocated and rotated.

The members' advisory group will need to decide how often it should meet and what its main remit will be. It will also need to work out how it will communicate with other OwnZone members and how the steering group representative will ensure that the views of the two groups are represented to each other.

Although a members' advisory group may not seem like a priority at the start of your planning, if it is built up gradually, it will ease the pressure on club co-ordinators and on the main steering group. In addition, it will make your OwnZone more successful and popular among its members, as they will feel that their opinions are valued and that they have greater ownership of what happens there.

Top tip!

Encourage members to think about whether activities they have taken part in turned out the way they expected. What worked well and what didn't? How can they use this knowledge to help plan future sessions? What lessons have they learnt?

How can you link with formal systems of accreditation?

OwnZone provides a range of opportunities to accredit and recognise pupils' participation in SkillZone activities and/or their role on the members' advisory group.

When you are planning OwnZone activities, consider how you could link these with existing schemes that recognise and support young people's learning, such as Duke of Edinburgh, ASDAN, Sports Leaders UK or the Young People's Arts Award. See the 'Finding out more' section for more details.

The Active Citizens in School programme provides a framework for acknowledging the citizenship skills of young people.

A document from the National Youth Agency, called *National framework of awards in non-formal education settings*, shows how a variety of different forms of accreditation correspond with National Qualification Framework levels.

What kind of staff will you need?

There are several roles in developing a successful OwnZone programme. You will need:

- a steering group to support and advise you on the development of your club
- an appointed co-ordinator to oversee the development and management of OwnZone

- volunteer, paid and expert staff drawn from the school and the wider community.

You will find more detailed guidance on the people you will need to help you develop OwnZone in the section 'Who's going to run OwnZone?'

How much space will you need?

The organisation of the different areas needed for OwnZone is flexible and will vary from school to school, depending on the activities currently on offer and the space available.

There are creative ways of making the model work, even if your school is not very big:

- Audit the space available in the school. Consider how areas close to each other could be used as efficiently as possible. Can the same space be used for different purposes at different times during the course of an evening?
- You could curtain off the stage area of the school hall for the ChillZone and bring in comfy chairs, beanbags and magazines. You could then use the rest of the hall for the sports and games part of the SkillZone.
- You could use partitions to divide the school hall into zones.

- Think about what unused space there is in the school at this time of day, and whether it could be adapted – for example:

- the canteen
- Portakabins
- the school library
- the sixth form centre
- tutor group bases.

Some schools might want to consider using external locations, such as a leisure centre, library or sports ground, for some aspects of OwnZone. If you do this, you will need to ensure both that the club members and staff are safe at the other venue and that they are safely transported to and from the venue. You will have to consider all aspects of health and safety, including adult:child ratios, and you will need to carry out a risk assessment. Additional parental consent may also be required if young people are going off the school site.

Top tip!

Make sure that your OwnZone provision is accessible for pupils or providers with disabilities or special needs.

How should you organise activities?

There are any number of ways that you can structure your OwnZone provision, depending on what you are offering your students. You could consider:

- providing a semi-structured programme with a different specialist activity each night (such as yoga), as well as a range of rolling activities, such as table tennis, art or discussions
- using termly or weekly themes as a way of tackling issues specific to the target groups or the school
- scheduling some activities to tie in with coursework and the curriculum.

Top tip!

The informal atmosphere of OwnZone can make it a good place to tackle social or community issues, such as anti-social behaviour. This can be done through music or other arts activities, as well as through discussions with visiting community members. Have a word with your local youth worker to find out what support they can offer.

Solving transport problems

Transport can be a big issue, particularly in rural areas. You will need to consider:

- where your potential club members travel from and how they get to and from school
- whether you need to make new arrangements for pupils who use the school bus – you may be able to negotiate with the local authority transport service
- whether you can use the school minibus to resolve any transport problems
- whether you can use OwnZone activities to reinforce ‘keeping safe’ messages about walking or cycling home after dark.

Should you charge for OwnZone?

You will need to decide at an early stage whether you intend to charge for OwnZone. It is unlikely that you will be able to fund provision entirely from grants, school budgets and goodwill (for more information see the section ‘Show me the money!’). Because OwnZone is probably extending your existing provision, you could consider charging for the ‘care’ aspect.

Top tip!

If you don’t get as many pupils attending as you were expecting, you may struggle to cover your costs. You may need to consider whether your charges are deterring some families from joining the scheme. You could take a gamble and try reducing the daily charge – this will often result in better attendance, which means that you will recoup your costs more efficiently (but make sure that you are still covering the additional hidden costs of more students, in terms of more staff, more refreshments and so on).

If you do decide to charge, you will need to consult with the students you hope will use OwnZone, and with their families, and then use these findings to help you agree on a charging policy with your senior management team and the steering group. Don’t leave this to the last minute!

Depending on whether you decide to operate OwnZone on a drop-in basis or by asking pupils to book in advance, you could consider:

- charging a small amount each time a student attends OwnZone
- charging a membership fee
- requiring pupils to book and pay in advance on a half-termly basis.

Other things to consider include:

- whether you will offer discounts for brothers and sisters
- whether you can afford to subsidise families on low incomes
- whether families can claim charges back from the childcare element of Working Tax Credits (see below)
- whether it is appropriate to charge for different activities, such as those delivered by external providers – and, if so, what level is sustainable.

What are Working Tax Credits?

The tax credits system is an important issue for all schools providing childcare for children aged 0 to 15 (up to 16 for children with special needs). The childcare element of the Working Tax Credit (WTC) gives working parents support with childcare costs.

This means that schools can charge for out-of-hours childcare at a level that parents can afford.

This applies to activities run by a school on school premises, or by a local authority. Care provided to a child of any age up to 15 (16 if they have special needs) by a study support/oshl club is eligible for the purposes of the childcare element of the WTC. When setting up OwnZone, it is important to make parents and carers aware of the WTC and to offer support to enable them to claim it.

For further information and application forms, contact the Inland Revenue on 0845 300 3900 or download the Inland Revenue booklet *WTC5 Help with the costs of childcare – information for parents and childcare providers* from www.hmrc.gov.uk/leaflets/credit.htm.

Top tips!

- If the childcare provision is not registered, the school's DfES number needs to be given in the space on the application form which asks for the childcare provider's registration number.
- You could run a session with parents which takes them through the application process for Working Tax Credits.

How should the booking system for OwnZone work?

You need to think carefully about how you will manage your OwnZone booking system. All the options have implications for space, staffing, resources and financial management. Here are three possible options:

- All places have to be booked and paid for in advance – this makes staffing and managing funds far easier. Families have the reassurance that they have a guaranteed place when they need it.
- OwnZone places are offered on a drop-in basis, so students can just turn up. While this is a flexible option for families, it can cause problems with the management of staff, resources and funds.
- You could offer a combined form of access – with booking in advance for families who need to use OwnZone regularly, but a number of drop-in places also being available.

Agreeing a code of conduct

Although OwnZone offers childcare to parents, students will not be supervised as they move between activities and zones. It is therefore essential that you are able to trust pupils to be responsible about checking in at the Hub as they move from one activity to another.

Therefore, all members must agree right from the beginning on a code of conduct between themselves and the staff. An effective code of conduct clearly states what forms of behaviour and what kinds of language are and are not acceptable, and what is expected of everyone involved in OwnZone, whether they are a club member or a member of staff. You can build on similar codes that other study support clubs are already using.

While you should aim to involve pupils in drawing up the club's code of conduct, you would do well to try to tie this in with the school's general procedures. Before you commit anything to paper, try to speak to a range of teaching and non-teaching staff about what works most effectively with these pupils. As a minimum, you should aim to cover the following areas:

- showing respect to others – respecting diversity, listening to others, using respectful language and tone, not shouting, not bullying
- practical issues and health and safety, relating to areas that pupils are allowed into, moving around the different zones, signing in and out, the use of doors, where they are allowed to eat and drink
- the club's ethos and image
- behaviour and discipline – what will happen if students do not stick to the code of conduct
- a policy about visitors and special guests.

Keeping families involved

You will need to let families know exactly what is on offer and what they are signing up to. You should give them information about:

- the activity programme for the term
- what the costs are and when these should be paid
- how you expect pupils to behave in OwnZone
- what opportunities there are for them to get involved in OwnZone
- what the emergency procedures are.

It would be good practice to ask parents to sign a form acknowledging that they understand the code of conduct and agreeing that their children have a responsibility to behave accordingly. On this form you could also ask parents to tell you whether their children have any known allergies, and whether they will be collected at the end of the day or go home on their own.

The legal stuff

The information given here is for guidance only and is correct at the time of going to press. You will need to refer to current legislation and guidance on these matters.

Childcare and inspection

Advice on whether your club will need to be inspected should be sought from your local authority and/or from Estyn. Further guidance about this is likely to be forthcoming, since childcare provision takes place both within and outside the development of community focused schools.

The decision about whether the Care Standards Inspectorate for Wales

(CSIW) should inspect a particular facility or not is made on the basis of whether it provides mainly care or mainly education. Currently, if the activity is organised by a school as an out-of-hours activity, and is usually run by teachers, it is not subject to inspection by CSIW. Activities of this type are looked at during school inspections to see what impact they have on standards. However, activities that may be considered as play scheme or youth club provision, because they take place on Saturdays or during school holidays and are not run by teachers, are treated differently. Such clubs may come into the category of 'care' and would therefore be inspected by CSIW.

School governing bodies can now offer 'wraparound care', which may include provision before and after the school day and during holidays. Such care provision is seen as being distinct from school clubs. It is usually run by non-teachers and families pay for using it. Because the legislation on this is very recent, CSIW has not yet inspected any provision of this kind.

Clybiau Plant Cymru may be able to offer advice on this matter.

Child protection

Where adults are 'regularly caring for, training, supervising or being in sole charge of children under 18 years of age or vulnerable adults' you will need to ensure that standard school vetting procedures with the Criminal Records Bureau are undertaken. You should also ensure that adequate staffing arrangements are in place so that students are not left unsupervised.

You must consider what level of child protection training staff will require, appropriate to their role in OwnZone. For example, permanent staff who may develop relationships of trust with OwnZone members should know how to deal with any child protection issues or concerns that they may become aware of through their duties. You need to decide what the arrangements will be for reporting on child protection concerns, as the school's nominated child protection staff may not be on site when OwnZone is running.

Health and safety

Your school will have a comprehensive health and safety policy that already covers arrangements for existing study support/oshl provision.

But, since OwnZone is a new programme of activities, you should undertake appropriate risk assessments of all aspects of the provision of childcare, food and drink, the use of electrical equipment, premises and other equipment, and the use of external providers. A copy of the health and safety policy should ideally be displayed or available in the Hub.

This review of health and safety should be an ongoing process, where risk assessments are done each time a new activity is introduced to the OwnZone programme. The assessment should gauge the level of risk to students, staff, visitors and premises. Risk is often measured as 'low', 'medium', 'high' or 'significant hazard'. The assessment should record how you will minimise the risk, demonstrating the reasonable precautions that you have taken.

You should also review first-aid arrangements, making sure that appropriately trained staff are in situ at all times.

Your health and safety arrangements should also cover fire safety.

Further guidance can be found at www.teachernet.gov.uk/wholeschool/extendedschools/detailedguidance/practicalities, and in the comprehensive DfES health and safety good practice guide *Safe keeping*, which can be downloaded from www.standards.dfes.gov.uk/studysupport/docs. For further advice on health and safety arrangements in your school, contact your local authority.

Insurance

Because each OwnZone is different, and the insurance arrangements in each school will be different, it is not possible to give definitive guidance on insurance cover for OwnZone.

To ensure that adequate cover is in place, you should speak to your local authority or school insurance company to discuss the activities that you intend to offer at OwnZone.

As a general rule, however, you should ensure that each external organisation or provider that delivers activities in OwnZone should have sufficient public liability insurance of its own to cover any claims arising from those activities.



OwnZone planning guide

We know that there is a lot to consider when setting up OwnZone, which is why we have developed this checklist to help you on your way. Under each heading you will find a number of questions that you will need to consider during the development of your club, together with page references that signpost you to further guidance within the main resource.

Auditing existing activities

Pages 28–30

- What study support/oshl activities are currently available in your school during the course of the year?
- What current activities could become part of the SkillZone and LearnZone activities for OwnZone members?
- What time do current activities finish?

Involving students

Pages 16–17

- Are students involved in auditing current study support/oshl activities?
- Have you asked students what they want from OwnZone?
- How can you involve students in running OwnZone?
- How can students contribute to developing new activities?

Involving parents

Pages 26–30

- How can you find out what parents want?
- What are parents' views on your charging policy?
- Do parents have skills, experience or contacts that could help you?

Introducing new activities

Pages 26–30

- What gaps are there in current provision?
- What new activities or opportunities could be developed?
- Are there staff with special skills or interests who could lead new activities?
- Are there activities you would like to introduce that would enable pupils to improve their skills in particular areas?
- Who could help to set these up?

Deciding which pupils to target

Pages 7–8

- How will you identify which groups or individuals will benefit from OwnZone?
- How will you encourage them to take part?
- Do you need to approach their parents?

Planning practical aspects

Pages 11–15 and 17–18

- What space is available to use for the Hub and for the different Zones, bearing in mind their specific requirements?
- How will you manage movement between different Zones?
- What equipment will you need?
- How will you set up every day?

Solving transport problems

Page 18

- Is it likely that some students will be unable to attend because they have no means of getting home afterwards?
- If pupils come to school by bus, can you negotiate changes in the timetable with the local authority transport service, so that some buses leave later?
- Might it be possible for parents to collect their children?

Staffing OwnZone

Pages 40–42

- Who is the best person to run OwnZone?
- Who will supervise the different Zones?
- How many staff will you need for each activity?
- Can you use older pupils as peer tutors or to run activities?
- What training and checks do you need to put in place?
- How will you find the right staff?
- How will you reward or pay staff?
- How will you cover for staff who are absent?

Covering the costs

Pages 18 and 48–53

- What are the costs of the different elements of OwnZone:
 - staffing/training?
 - equipment?
 - refreshments?
 - study support/oshl activities?
 - new activities/courses?
- How much will it cost per pupil per evening? (NB This will reduce as more pupils take part.)
- What funding are you eligible to apply for, such as EYDCP grants?
- Will you need to charge parents?
- Will you be able to subsidise families on low income? (Find out about the Childcare Working Tax Credit – this can help families afford childcare.)

Identifying partners

Pages 36–38

- Can existing partners support the introduction of OwnZone – for example, by providing refreshments, or offering you support with planning (help with financial forecasting would be especially valuable)?
- Are there new partners who could play an important role? How will you identify them?

Considering health and safety

Pages 20–21

- Do you have appropriate insurance cover in place? Ask your local authority for help.
- Does your cleaning contract need to be re-negotiated so that OwnZone areas are cleaned after use?
- How can parents contact the adult in charge of OwnZone? (For example, you might have a school mobile phone that could be the contact number.)
- How will the adult in charge have access to a telephone and emergency contact numbers?
- What are the health and safety considerations of OwnZone provision?
- Do you need to undertake a risk assessment?

Promoting OwnZone

Pages 44–47

- How will you attract students to OwnZone?
- How can you give OwnZone its own identity within the school?
- How can you turn OwnZone activities into publicity opportunities for the school?

Setting up a steering group

Page 17

- Do you need a steering group to support the development and management of OwnZone?
- How often should it meet?
- How can responsibilities be shared between members of the steering group?

Keeping OwnZone going

Pages 54–56

- How will you review the success of OwnZone and decide what you need to change to improve it?
- What measures of success, other than attendance, will you use?
- Who will you ask for their views on OwnZone, and how often?
- What will you ask them?
- How will you find out from pupils who stopped attending OwnZone what their reasons were?

Getting involved in OwnZone

Having a say in how OwnZone is designed and run in your school is really important. After all, you are the people it is aiming to attract. As members of the advisory group, it's up to you to work with the staff team to suggest and agree on a range of things, before and after the club doors open.

You will need to talk to the overall club co-ordinator to decide which aspects of the club you will be involved in and when decisions need to be made. Perhaps you could start by reading through all of the questions here, before having a meeting to decide who will do what, by what date and how often.

Teamwork

- What tasks can you do as a team to make sure that OwnZone happens every night (for example, staffing the Hub or welcoming other students)?
- How can you work as a team to introduce new activities or ideas to OwnZone?

Research

- What information do you need before you can turn your ideas for OwnZone into reality?
- What facilities could you use to find out whether your ideas are possible (the school library, the internet or questionnaires, for example)?

Fundraising

- What can you do to raise funds?
- Who could you approach to help fund your activities? How will you approach them?

Negotiation

- How will you agree on what activities you want to do?
- How will you persuade the right people to help you?

Organisation

- Who is going to do the different jobs?
- When do they have to be done?
- What resources or help do you need to carry out the tasks?
- How will you get those resources?

Marketing

- Who do you want to tell about OwnZone?
- How can you promote what you do at OwnZone? (For example, you could use assemblies or displays.)

Planning

- What jobs need to be done, in what order?
- Do some jobs need to be done before others can be started?

Budgeting

- How will you work out how much money you need to run activities?
- Will you need the money all at once at the start, or over the course of the project?
- Where will the money you need come from?

Communication

- How will you make sure everyone involved knows what they are meant to be doing and how things are progressing?
- How will you ask sponsors or partners to support you – will you write to them or phone them?

Evaluation

- How will you know whether your project has been a success?
- If things didn't quite go to plan, how can you work out what to do differently next time to improve things?

Certificate of achievement

Awarded to:

John Smith

for:

*assisting with the Year 6 and 7 drama
transition workshop.*

and for demonstrating the
following skills:

Leadership

Citizenship and pastoral support

Positive team working

Administration

*and for demonstrating a good knowledge
and understanding of how to help with
running a club and how to introduce drama
and theatre skills to younger students.*

Signed:

Sue Brown

Date:

2/07/05



Asking around

The most important feature of a successful OwnZone club is that pupils have a voice in designing and running their OwnZone. When they feel that the club belongs to them, students will be more committed both to attending the club, and to making it a success.

But there are others that you should also speak to when you are planning your OwnZone club, to help you answer the following questions:

- What else is on offer to students?
- What will members enjoy?
- When is the best time to hold OwnZone?
- Who should run it?
- What should the club be trying to achieve?
- How much can families afford to pay?
- Who else might be interested or want to get involved?

Why bother?

An OwnZone programme based on information gathered from students, families, school staff and partners has a much better chance of surviving than one that is based on guesswork. The benefits of consultation are that it helps you to:

- gain some insight into pupils' interests, perspectives and expectations
- identify a suitable target group and likely participants
- identify what students need and set learning objectives for the programme
- identify other activities already taking place
- establish support networks that may be able to provide help with information, resources and, possibly, funding
- ensure that your ideas fit within the strategic plans for your school, local authority and partner organisations
- identify interests and skills that you can draw on in the club.

Who should you consult?

One of the main purposes of OwnZone is to provide a safe place for young people to go after school. Your first port of call for advice and ideas on this aspect of the club should be your local authority, and children's and young people's partnerships.

Under the Education Act 2002, before the governing body of the school provides any community facilities or services, it must consult the local authority, school staff, parents of registered pupils at the school, registered pupils, where this is appropriate, and 'such other persons as the governing body considers appropriate'.

You should also ensure that you gather the opinions of non-teaching staff at the school, and of key partners and anyone else who you think will be involved in or affected by OwnZone in any way.

Top tip!

Don't forget to ask members of the governing body for their views about setting up OwnZone – and to find out if any of them would like to get involved.

How should you consult?

How you consult depends on who you consult. Consultation need not just be about questionnaires and surveys. With some of the interested parties they do not need to be at all formal. The best way of finding out what parents think might be to hold an information evening, but, if you want to discuss your plans with prospective partners, it might be better to approach them individually with a phone call or visit.

Top tips!

- Have a look at 'Engaging young people in evaluation and consultation', found in the general evaluation and research section of the publications pages at www.nof.org.uk.
- For further help with consultation, have a look at www.teachernet.gov.uk/wholeschool/extendedschools/detailedguidance/consultationandplanning.
- Share the responsibility! Don't do it all by yourself. Engage existing club leaders and students in the process.

Make it easy

However you decide to consult people, try to make it easy for everyone to take part, especially those who may be more reluctant to come forward, as they may well be the group you most want to attract. Try to make sure that the timing, format, length and language of the consultation does not put anyone off contributing.

Remember to give feedback to the groups that you consulted, even if you have not been able to act on all the suggestions coming from the consultation.

Top tips!

There are lots of ways that you can make it fun for young people – and others – to give you their views about OwnZone. You could try:

- focus groups
- graffiti walls
- suggestion boxes
- online surveys
- face-to-face meetings
- playground questionnaires
- school gate questionnaires.

What should you ask?

Again, this depends on who you are asking. The main thing is to think as widely as possible and to make the most of the opportunity to get the views of others, without overloading them!

On pages 29 and 30 are some ideas about what you might include in questionnaires for students and for parents. They indicate the main areas you will need to cover and suggest how to customise the questionnaire to fit your own circumstances.

When you are drafting questionnaires, make sure that you leave plenty of room for people to answer each question fully. If you're not sure that a written questionnaire will be successful, you can hold a discussion group instead, at which you go through each of the questions and record people's replies. If you're worried that you won't receive many responses, you could hold a prize draw for the people who have returned questionnaires by your deadline.

When you are consulting students, don't be surprised if their ideas seem a little limited to start with – you could use the sheet 'Things to do at OwnZone' (see page 31) to help get them started. But it's important also to realise that you may need to make it clear to students what is and isn't possible, so that they understand what the practical boundaries are.

Top tips!

- Ask pupils for their views about the timing, format and staffing of the club, and find out about their interests and what other activities they take part in and why.
- Ask community partners how the club's activities will tie in with their own objectives, and what expertise or resources they might be able to offer (this information can also add value to future funding applications!).
- Ask parents and families whether they have any interests, hobbies or skills that they could contribute to the club.

When should you consult people?

Consultation should be an ongoing, two-way process that you start during the planning stage of your club. Get pupils involved from the very start by organising a task force of volunteers to consult with other pupils about what OwnZone should provide and where it could happen.

Don't worry that you won't be able to take on board all the ideas that come from a consultation. You will be able to incorporate at least some of them and adapt others. Or they may stimulate your own ideas. But, providing you give feedback on how you will use the information that is given to you, partners will usually be happy to respond again.

Doing an audit

As part of your research, you will need to undertake an audit of existing provision. Find out what out-of-school activities are already taking place, who they are for, when they happen and what they are designed to achieve. Looking at attendance patterns, club registers and the format of the clubs will give you a starting point by highlighting what has and has not worked in the past. You could also find out what 'childcare' is available for this age group in your area, and what other activities are on offer at local leisure centres, play centres and adventure playgrounds, and what things cost.

A thorough initial audit will help you to establish a successful OwnZone. It will help to highlight the potential

strengths, weaknesses, opportunities and threats to the development of a successful club. Therefore, it is important to revisit the process at least once a year. Look at the section 'How are we doing?' for more guidance on monitoring and evaluating your OwnZone. You can also download an example of a needs audit from www.continyou.org.uk/8to6.

How OwnZone might work in your school

Having an OwnZone members' advisory group (see page 16) can be a good way of capturing students' ideas and ensuring that their views really are heard. The SkillZone is one place where it should be fairly easy to begin responding to members' wishes. Once OwnZone is up and running, ask them to think about what they would like to do the following term. They may decide to do something 'useful', such as improving the school grounds in some way. The advisory group could be responsible for liaising with other members to agree on the design of their project, how much it will cost, and how to raise funds for it. Doing this will help them to develop project management skills and an appreciation of the cost of projects, and will give them a great sense of pride when their plans are realised.

Another way of taking things forward might be for the advisory group to identify a number of possible projects, and then to do a survey of parents, to find out whether any of them has skills – in areas such as sports, cookery, the arts, textiles or British Sign Language – that they would be prepared to contribute to a weekly session at the club.

Questionnaire for students

New after-school club – we need your ideas!

We're thinking of setting up a new after-school club. We want the club to be somewhere you can go after school, either on your own or with your friends, to try new activities or to do your homework. It will be a safe place for you to go if there's no one at home. You can make new friends there, as well.

We need your help to make sure that we find the right mix of things for you to do there. You can help us by answering the following questions. Once we have heard from everyone, we'll look at what you've told us and we'll do our best to use as many of your ideas as possible when we set the club up. We'll also try to work out how we can include in our future plans any of your suggestions that we haven't acted on. We'll make sure that we let you know what's going to happen, and keep you involved in the development of the club.

About you

[Ask for general information about pupils that will help you to identify the interests of different groups – for example, whether they are male or female, what year group they are in and whether they have access to ICT at home.]

About what you do after school

- **Do you take part in any after-school activities?** Yes/No

If not, why is this?

[Provide a list of possible reasons, such as 'I have jobs to do at home' or 'I have to go home with my brother/sister' or 'I'm not interested in what's on offer'. Include a space for 'Any other reasons'.]

If yes, which activities do you take part in?

[You will need to provide a list based on what already happens in your school.]

- **When you have finished school or after-school activities, what do you usually do?**

[Include a list that covers the social and childcare options in your area, as well as other possibilities, such as going home to an empty house.]

- **Where do you usually do your homework?**

[Provide a list of options such as at school, in the local library, at home or during breakfast club.]

About what else you could do after school

- **Do you like the idea of having a new place to go after school to relax with your friends?**

Yes No Not sure

If you answered yes, what activities would you like to do there?

[Provide some ideas to get them started.]

If you answered no or not sure, what would make you interested in attending?

- **What would you find useful to help you with your homework and with learning?**

[Provide a list of options, including space, support, resources and equipment.]

Thank you for your help in setting up the new club!

Questionnaire for parents OwnZone – your chance to tell us what you think

We're thinking of setting up a new after-school club called OwnZone. It will give our younger students (in Years 7, 8 and 9) somewhere welcoming to go after school, where they can relax, make new friends, and try new activities or do their homework. It will provide a safe place for students to go after school if there's no one in at home.

We already have an extensive programme of after-school activities, but many of them finish at *[insert time here]*. OwnZone will add to this provision by staying open later. Your son(s)/daughter(s) can still attend any of the existing clubs at school, but they will be also be able to take part in new activities which they will have chosen, planned and arranged, and which will take place each day after school.

We want OwnZone to help families balance their work and family responsibilities. To do that, it is essential that we know what parents and carers think of this idea. You can

help us by filling in and returning the following short questionnaire. We are also asking students for their ideas about OwnZone, to help make sure that we get the right mix of activities.

About you and your family

[Ask for general information about children attending your school, the working patterns of parents, after-school care, transport arrangements, and any other information that helps you to identify needs that might be met through OwnZone.]

• What does your son/daughter usually do at the end of the school day or after-school activities?

[Provide a range of options.]

• Does your child receive regular support with their homework from you and/or another adult?

[You may find it useful to end this section by asking:]

• Are you happy with these arrangements?

Yes Mostly No Not sure

About OwnZone

• Would you be interested in your son/daughter attending the OwnZone club?

Yes No Not sure

Why is this?

If you answered yes:

A) What do you think the main benefits of OwnZone would be for you and your family?

[Provide options such as: support with homework and learning, experiencing new activities, socialising with friends and childcare.]

B) We may need to charge a small amount for the activities and care provided at OwnZone, to help to cover staff costs for the extra hours. How much would you consider paying for each child to attend OwnZone?

[Insert different charging options, including weekly and daily fees.]

C) Would there be regular evenings when you'd like your child to use OwnZone provision, or would you like it to be available as a drop-in service? Please say why.

D) Ideally, what time do you think OwnZone should be open until? Why?

• Would you be interested in being involved in OwnZone?

Here are some of the ways in which you could help:

[Give a list of ways in which parents and carers might be involved, such as volunteering as a helper, leading activities or supporting students' learning.]

If you would like to help us, please give your contact details here:

• Do you have any other comments about OwnZone?

Thank you for your help in setting up this new club!

Things to do at OwnZone

The list of activities that could be offered at your OwnZone club is endless, but here are some ideas to get you going. In addition to activities that continue throughout the year, you could also introduce themes that last for just a week – for example, you could hold an African week or a science week. There could also be general support for pupils – for example, in the form of a revision centre.

Arts and crafts

calligraphy
ceramics
collage
design workshops
fashion
figure painting
glass painting
jewellery making
photography
poetry
toy making
Young People's Arts Award

Games

board games
computer games
Scrabble

Outdoor activities

Duke of Edinburgh Award
gardening
orienteering
trail biking

Performing arts

dance
DJ skills
drama
film club
playing musical instruments
singing
steel band
story telling
video making

Personal development

Active Citizens in Schools programme
leadership activities
peer mentoring
personal safety
volunteering
Young Enterprise

Practical skills

animal care
babysitting training
cookery
debating and public speaking

first aid
motorbike/cycle maintenance
newsletter/newspaper writing and production
pre-driving skills

Sport

aerobics
badminton
fitness
Junior Sports Leadership Award (JSLA)
karate
roller blading
skateboarding
referee/coach training
table tennis
yoga

Topic-based clubs/activities

archaeology
the environment
maths
languages
philosophy
reading/books

Making the case

Why is OwnZone important? What will make people want to support your club, whether financially or in kind? Why should the school's senior management team, the parents and pupils, and people in the community support you and be pleased that you have decided to set up an OwnZone club? How will it tie in with the School Improvement Plan? Where does it fit with your school's development as an extended or community-focused school?

OwnZone offers a model of 'educare' that sits comfortably within the current development of community focused and extended schools. In particular, it will help to achieve the five key outcomes for young people that were identified in *Every child matters*:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic well-being.

It will also contribute to achieving the seven core aims of the Welsh Assembly Government – to ensure that all children:

- have a flying start in life
- have a comprehensive range of education, training and learning opportunities

- enjoy the best possible health, and are free from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to and treated with respect, and have their race and cultural identity recognised
- have a safe home and a community which supports physical and emotional well-being
- are not disadvantaged by poverty.

The tables on page 34 and 35 clearly show the ways in which OwnZone links with some of the key current educational and social policies and initiatives.

These are all important considerations, but what funders, partners, senior managers, parents and policy makers want to know is how OwnZone will link to school improvement and to new school and community priorities.

There is little doubt that a well-designed OwnZone club can extend learning opportunities and levels of achievement for all Key Stage 3 students. OwnZone can support and encourage young people to develop their skills and their interest in learning across a wide range of disciplines and subjects within the curriculum, particularly if it offers

activities that pupils requested during the consultation.

To sum up, OwnZone encourages and enables young people to engage in safe and constructive activities after school. As a result they will:

- be safe and supervised
- be less likely to become involved in anti-social behaviour
- be less likely to be bullied, or to bully others, because there is better communication with other pupils, both within and across age groups
- have opportunities to improve their social skills and to gain confidence in interacting both with adults and with other students
- have opportunities to complete coursework and homework, and to receive help with study skills
- have the chance to build on their existing knowledge and skills
- be able to get involved in developing OwnZone, giving them the chance to learn practical new skills that will boost their confidence and provide them with new opportunities
- improve relationships with members of their family and with people in the wider community.

How OwnZone might work in your school

Many schools are setting up their own radio stations or working in partnership with the local hospital or community radio station to incorporate radio into their after-school provision. Working on technical aspects of production, script writing, programme planning and budgeting can help to bring to life theoretical knowledge that young people have gained during the school day. Pupils can also engage with different types of technology.

You could start small by setting up a sound system to broadcast music, or you could upload small sound files on to the school website. The important thing is that pupils are attracted by the 'buzz' of having their own station. You can then start teaching them radio skills. This can also help disengaged pupils to find their own voice.

Developing links with a radio station can also be a good way to publicise what's happening in the school to the local community. You could even investigate the possibility of building a partnership with a local station, with students having the chance to make a regular broadcast, perhaps once a week. This helps pupils to feel they are an important part of the local community.

For more information and ideas, go to www.radioregen.org, www.allfm.org or www.radiowaves.co.uk



| Initiative | Overview of relevant aspects of this initiative | How OwnZone clubs could complement this |
|--|--|---|
| <p><i>Choice for parents, the best start for children: a ten-year strategy for childcare</i> www.teachernet.gov.uk/educationoverview/briefing/currentstrategy/10yearstrategy</p> | <p>'... by 2010 all secondary schools will be open on weekdays between the hours of 8am to 6pm, all year round, offering a range of activities such as music and sport. By 2008 at least a third of secondary schools will be making this offer, either by themselves or in partnership with the private and voluntary sector.'</p> | <p>OwnZone provides schools with an ideal means of meeting government targets on providing year-round, affordable childcare, as set out in these strategy documents.</p> |
| <p><i>Community focused schools – Guidance circulars, National Assembly for Wales, 2003 and 2005</i></p> | <p>'A community focused school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community. Across Wales many schools already provide some community services including adult education, study support, ICT facilities and community sports programmes.'</p> | |
| <p><i>Children and young people: rights to action, WAG, 2004</i></p> | <p>This includes WAG's <i>A framework for partnership</i> (2000), setting out how services should be planned and delivered so that every child should be able to reach his or her potential.</p> | <p>OwnZone helps to meet aims numbers 2, 4, 5, 6 and 7 of the seven core aims put forward by WAG.</p> |
| <p><i>Every child matters: change for children in schools</i> www.everychildmatters.gov.uk</p> | <p>The Every Child Matters: Change for Children programme is a shared national programme of reform designed to ensure that children's services work better together and with parents and carers, to help give children more opportunities and better support.</p> <p>It focuses on five outcomes that children and young people said were central to their well-being. A series of aims supports each of the outcomes.</p> | <p>As a minimum, a well-run OwnZone club can actively contribute to the Every Child Matters outcomes relating to being healthy, staying safe, enjoying and achieving, and making a positive contribution.</p> |

| Initiative | Overview of relevant aspects of this initiative | How OwnZone clubs could complement this |
|--|---|--|
| <p>DfES Five Year Strategy for Children and Learners www.dfes.gov.uk/publications/5yearstrategy/</p> | <p>The Five Year Strategy offers pupils and parents:</p> <ul style="list-style-type: none"> • An interesting, broad and rich curriculum with more choice and a wider set of out-of-hours opportunities – including sports, clubs and residential activities through school. • Secondary schools at the heart of communities, working well with parents, and forging good partnerships to support vulnerable pupils.' | <p>OwnZone fits well with the objectives of this strategy. OwnZone will extend existing out-of-hours opportunities for students and encourages the involvement of families and local communities. It provides support mechanisms for vulnerable students and those who need it most.</p> |
| <p>Estyn inspection framework</p> | <p>Inspection includes looking at what schools do outside the formal curriculum and with or within their communities.</p> | <p>OwnZone offers an integral approach to oshl, pastoral care and support for families.</p> |
| <p><i>Youth matters</i> – Youth Green Paper www.dfes.gov.uk/publications/youth/</p> | <p>Published in July 2005, <i>Youth matters</i> aims to reshape services for young people radically. It addresses issues relating to how to support and challenge teenagers. It sets out a package of proposals aimed at improving outcomes for all young people, with a particular emphasis on those who are disadvantaged. Proposals include measures aimed at providing young people with more choice and influence over services and facilities that are available to them. Funding proposals will offer local communities 'opportunity funds' to spend on local projects that young people want.</p> | <p>The OwnZone model fits well with the proposals in the <i>Youth matters</i> Green Paper, particularly with its emphasis on the involvement of young people in developing activities that they want to take part in.</p> |



Take your partner

'Partnerships should plan to increase the extent to which services are delivered by multi-disciplinary teams in easily accessible places. Local partnerships are encouraged, in line with policy on community focused schools, to use schools as a base for locally delivered family and child support, health services, youth services and adult education, and to act as a delivery point for provision to those with specialist needs.'

Draft guidance on local co-operation under the Children Act 2004, Welsh Assembly Government

Effective partnerships are essential to successful OwnZone activities. They add value by offering everyone involved opportunities that they might not otherwise have had. The extra help and support you get from a good partnership will help your OwnZone to:

- offer a greater variety of experiences and opportunities to pupils
- become a permanent and valued facility within your community
- receive support in terms of donations, funding, in-kind support and staffing.

Working in partnership and using a joined-up approach are key features of the Children Act 2004 and of government policy. Good partnerships will benefit everyone involved.

Top tip!

Don't think you have to start from scratch. Building on existing partnerships in your school or the local community is a good way of developing your activities.

The benefits for **pupils** can include the chance to:

- experience a wider variety of learning opportunities and techniques
- work with people from a variety of backgrounds, who can become role models
- engage positively with members of the local community
- increase their knowledge of the community, gain an understanding of community issues, develop greater tolerance and learn citizenship skills
- increase their knowledge of other activities available in the area
- use resources, such as ICT equipment, that would not normally be available to them.

The benefits for **schools** can include the chance to:

- acquire new skills, gaining from the professional expertise of others beyond the school
- make the most of community resources
- obtain new equipment or resources that can be adapted for use within the school
- build innovative networks of support
- raise the school's profile within the community
- gain access to new resources and funding opportunities
- build new partnerships with other schools and activity providers in the area.

The benefits for **partners** can include the chance to:

- gain new skills and knowledge by working alongside school staff
- tackle shared agendas
- gain a higher profile in the local community
- achieve a better take-up of local services

- establish better links with a range of other agencies
- gain greater community appreciation of the services they provide.

Top tips!

The most successful partnerships include:

- shared objectives
- a clear rationale for why each partner is involved
- well-led multi-agency teams
- joint planning
- clear communication between all parties
- agreed review and reporting procedures
- sensitivity to staffing and management demands
- awareness of the welfare of young people and the concerns of parents.

Who might be partners in OwnZone?

There is a huge range of individuals and organisations that can offer you support and advice with OwnZone, including those within:

• **statutory organisations:**

- youth services, which can offer advice and support to help you provide an appropriate programme of activities
- other people and departments within your council or local authority who can get pupils involved in ongoing projects or initiatives – for example, one school has linked up with a housing development worker who wished to work with pupils to plan, design and build a skateboarding facility
- local primary schools, which might be willing to share the costs of providing the club – schools that link together can also save costs for training and for setting up projects in areas such as art, sport and music, and they can provide opportunities for staff and pupils to meet and share experiences

- community outreach workers in your local authority (or people in similar roles in other bodies), who can provide information on community links
- primary care trusts, which can provide information on local health issues and advice from the healthy schools co-ordinator
- libraries, which offer homework support facilities, internet access and have a wealth of resources
- Education Business Partnerships (EBPs), which exist in all parts of the UK. EBPs work to link schools and local businesses/commercial organisations and to involve them in issues relating to the local economy.
- **the local community:**
 - local partnerships such as Communities First, community safety partnerships, children's and young people's partnerships, local strategic partnerships, Community Consortia for Education and Training (CCETs) and youth services – your school may already be part of one or more
 - community centres, which may already be running activities such as homework provision

- local sports clubs – amateur and professional clubs can both offer interesting partnership opportunities for schools
- art galleries and museums, which can offer ideas and expertise
- local businesses, which may be prepared to offer mentoring or volunteer support
- colleges, universities and training providers, which may be able to offer expertise, volunteers or support, particularly if they are running courses whose students would benefit from work experience with young people
- voluntary sector organisations such as Age Concern – for example, in one school's OwnZone, older people introduce young people to crafts that are dying out, such as knitting, crochet work and rug making
- families, which may be able to help with ideas, expertise or volunteering support
- religious groups – you could explore ways of working together to meet the needs of young people of particular religious backgrounds, as well as the possibility of sharing space and facilities

- local bodies such as Merched y Wawr, the Women's Institute and parish councils. As well as helping you to find out about local skills, they also offer a way for pupils to get more involved in the life of the local community and develop their political literacy skills.

Top tips!

- When approaching potential partners, emphasise exactly how pupils will benefit from their involvement in the club.
- When you ask for support, don't forget to make it clear how your aims for the club link with the partner's own objectives.
- Maintain regular contact with your partners. Consult them, tell them what you're doing and invite them to events.
- Use the reports and invitations you give your partners as a means of gaining publicity in the local press.

How OwnZone might work in your school

Find out about the programme of leisure activities that is delivered by your local council in partnership with its libraries, arts, museums and sports development services. Find out whether your council wants to develop new services that could be delivered through OwnZone.

Developing an approach that draws on other local provision will give pupils the chance to meet children and adults from other schools and to develop their social skills. This type of OwnZone club would suit you well if your school is working towards extended school status.





Who's going to run OwnZone?

Once you've decided what you want OwnZone to achieve, and how you want to organise it, you will need to think about the best people to run it. There will be a variety of roles that need filling by different people, to make sure that OwnZone runs smoothly. Who those people are will depend on the design of the club and on the number of members.

Strategic support

Having the support of your headteacher and of the governing body is crucial to the success of OwnZone. Experience shows that activities are far more likely to be sustained when the senior management team is fully behind the development. School managers and governors can offer invaluable expertise and may be able to help with:

- finding and securing funding, within and outside school budgets
- incorporating and developing the club within the whole-school ethos
- finding solutions to staffing problems
- promoting the club and giving it credibility.

Setting up a steering group

Because OwnZone is a daily collection of different activities, you need to ensure that all the necessary organisational, legal and safety issues are appropriately dealt with. The best way of managing this is to nominate and appoint a steering group that will give you access to a broader base of advice, information and expertise. It should also be possible to share work between members and it will mean that key stakeholders can be involved in decision making from the beginning.

Keep the group manageable in size. But, to be most effective, try to include a cross-section of stakeholders, including club members, senior school staff, parents who use the provision, a local youth worker, a local authority representative and other partners. Set meeting dates well in advance and make sure that someone takes brief notes of what was said and agreed at the meeting and what action is to be taken and by whom. Make sure that these notes are circulated to everyone involved, whether they attended the meeting or not.

Club co-ordination

It is essential to appoint a co-ordinator who will take responsibility for developing OwnZone as a safe, caring environment, which will help to enrich and extend pupils' learning. A typical co-ordinator will be responsible for overseeing:

- planning activities
- identifying the target group
- staffing
- premises
- marketing and promotion
- reporting to funders
- liaison with the senior management team and governors
- health and safety
- child protection issues
- monitoring and evaluation
- forging appropriate links with the community.

Other roles in OwnZone

You will also need people to take on the following roles:

- **staffing the Hub:** it's important to have continuity in the staffing of this bit of OwnZone – someone that pupils trust, who is there on a regular basis
- **running particular activities:** you may want to use outside experts to run particular skills-based activities, such as sports and arts activities. These don't have to be teachers. Remember your child protection responsibilities (see page 18) when you are bringing people in from outside.
- **giving administrative support:** dealing with monitoring sheets, permissions forms, registrations and so on. This helps the club to run smoothly. Why not support young people to take over the day-to-day running of this aspect of the club? They can also have responsibility for taking money, preparing and clearing away refreshments, and ensuring that equipment is put away after sessions. Don't forget to give recognition to whoever undertakes this important, but often forgotten, support.

- **acting as mentors, buddies and facilitators:** older pupils can help by:
 - passing on their skills to younger pupils
 - giving support with homework
 - welcoming new pupils to the club and showing them how it runs
 - organising their planning and research to support any younger pupils who want to develop a particular activity for the Skill Zone.

Top tip!

Think about the role of those responsible for your premises – the premises manager, caretaker and cleaners. Make sure that you involve them early in the consultation process. Setting up OwnZone will mean that the school buildings are open later – you will need to decide whether you want the cleaners to come in later, or early in the morning.

Who should staff OwnZone?

Study support/oshl is often congratulated on being one of the few settings in which positive relationships can be built between children, young people and adults other than their parents/carers or teachers. Engaging a wide range of staff in your OwnZone will increase the likelihood of all members finding a positive role model from whom to learn.

Here are some initial ideas of people who might be able to run your OwnZone:

- teachers
- teaching assistants
- learning mentors
- parents
- older pupils
- former pupils
- HE/FE students
- youth workers
- lunchtime supervisors
- local employers
- childcare workers
- play workers

- librarians (from the school library, or from the public library service)
- student counsellors
- student teachers
- school keeper/caretaker/premises manager
- catering staff
- local volunteering organisations.

Community members, school staff and pupils can also be encouraged to act as coaches, mentors, leaders and officiators, with opportunities for taking basic qualifications. Their expertise can be drawn upon to enhance and broaden curriculum activities.

Recruiting volunteers

Think carefully about how to identify the parents or other family members you want to involve, and how you will attract them. It's a good idea to start out with a survey to discover what parents' particular skills and talents are and what they might be willing to do – but be prepared to follow it up by contacting some of the parents, and letting them all know what action you are taking as a result.

It's important to approach the recruitment of volunteers in a similar way to that of paid staff – with high expectations and a clear idea of the role to be filled.

If your school has an active PTA, this can be an excellent way of reaching potential parent volunteers.

You could keep a list of volunteers who are able to fill in at short notice – different 'experts' for different activities.

Recognising commitment

Whoever is involved in running your OwnZone club, don't forget to spend time acknowledging their contribution. Staff will feel far happier about putting in extra time if their effort is genuinely and demonstratively valued.

If you are involving school staff, you may need to consider how they are reimbursed for their time. Some will be happy to provide their time voluntarily, but you may need to pay for certain activities, or find some other way of recognising a person's contribution. You will obviously need

to discuss the possibilities with the headteacher. You might want to see whether there is scope for using directed time, or giving time off in lieu. Whatever method you decide on, aim to be consistent.

For further detailed information on paying and rewarding school staff, look at www.teachernet.gov.uk/management/Payandperformance/pay/2004/Pay_Publication_2004

Top tips!

- Get club members to write personal letters of thanks and to design reward and recognition systems.
- Ask pupils to organise an end of scheme celebration/thank you party.

How OwnZone might work in your school

The more you involve students in planning your club, the more successful it is likely to be. The enthusiasm of students who play a part in choosing and running activities will rub off on others, resulting in good attendance and a lively and positive atmosphere.

The students of St Benedict's College in Essex play a large part in determining how their after-school and extra-curricular activities are run. Through weekly meetings and feedback, members of the Student Council make suggestions about what clubs and activities they would like to have, and then take responsibility for researching their viability and deciding which can realistically be offered. Students tackle issues that are important to them as a group, such as democracy and young people's voice, and fair trade and other international issues. They even get involved in fundraising and in evaluating club activities. Each year they raise over £5,000 through a sponsored walk. This money is theirs, to spend as they please.

Through being involved in the decision making process in this way, council members have gained in self-esteem and confidence, and have learnt skills such as minute taking, negotiating and team building.

The school has also benefited from hearing young people's voices, as four of the students serve as associate members of the school's governing body. Governors and staff now have a far better understanding of students' perspectives, which has led them to tackle issues and problems in new ways. The school's academic record has also improved, with the number of students gaining five A* to C grades at GCSE going up from 37 per cent to 81 per cent. Principal Alan Whelan believes this has only come about because students feel empowered to play a strong role in shaping their own destiny.





Hear all about it!

'We want to see a much closer relationship between schools and the communities they serve. We want schools to act as a community resource – not just in school hours but out of hours and in vacations as well.'

The learning country: a paving document, National Assembly for Wales, 2001

There will be times throughout the life of OwnZone when you will want to tell others about the club and what's been happening.

Promoting your club effectively will help to attract pupils and raise the profile of the club and the school within the community. This will also establish confidence with funders, the school's senior management team/governing body, and the local authority.

What's the message?

It's not easy to find a single sentence that will readily convey the essence of OwnZone to other people. OwnZone works on a number of levels, bringing benefits to pupils, schools, families and communities, so there's a lot that you could say about it. What you should try to get across is that OwnZone aims to involve pupils in developing enjoyable learning opportunities in a safe and secure

environment. The underlying purposes of this are to help to raise individual and school standards and to help families manage the work/life balance.

Getting started

Before deciding how you want to publicise OwnZone, ask yourself the following questions:

- Why do you want to tell people about OwnZone?
- Who needs to know about it?
- What do they need to know?
- What else can be gained from publicising the club?
- How can you involve the club members?
- How can you build on any partnerships that you have developed through OwnZone (with bodies such as libraries, leisure services or other schools) to support your marketing?

Top tip!

Club members are your most effective marketing tool. Their enthusiasm will be the most convincing way of telling others what you are achieving and of persuading them to support the club. You could ask them to make presentations or displays to record what they do at the club and what they think of it. You could then use these to promote the club through:

- assemblies
- form periods
- the school's website and/or intranet
- school noticeboards and newsletters
- parents' evenings
- places in the local community, such as public libraries
- events for Year 6 pupils moving up from primary school.

Involving students

Depending on who you want to reach and why, you could try a number of different ways of promoting OwnZone. You will need to bear in mind how much money you have and what support you can expect from your partners. Students should play a central part in the decision making and fundraising. Here are some of the things they might do:

- devise a catchy logo for the club
- produce club badges, caps or t-shirts
- produce membership cards promoting the ethos/aims of the club
- provide certificates of achievement
- produce flyers and posters to put up round the school
- publicise OwnZone in the local media
- produce flyers or newsletters, or run information events, for parents and families
- put on performances, presentations and displays
- contribute articles to local authority or governors' newsletters.

Top tips!

- Encourage members to keep a group folder of plans, pictures, videos, posters, presentations and other items they have produced, charting the progress they have made in projects and activities. This is an important tool to help pupils reflect on their experiences and their learning. Pupils should choose the format most appropriate for them.
- Pupils could put up a display or write a news sheet about their activity or project. As well as telling other people about what they have been doing, this also give them a chance to develop new skills.

Press releases

Here are some golden rules for writing a good press release:

- Newspaper editors cut copy from the bottom up – get your message across in the first paragraph. Make sure that it covers all the basic information: who, why, when, where and how.
- Avoid self-praise.
- Keep it punchy and factual. Don't use flowery language. Present only information that is correct and that cannot be misinterpreted.
- Remember to date your press release and to send it on headed paper with a large 'Press release' heading at the top.
- If you would like the media to visit your club or attend a related event, or if you are offering a photo opportunity, aim to send your press release to the media at least two weeks in advance.
- If you have high-quality photos that you can offer the media, then include that information in the press release, preferably under the 'Notes to editors' section.

- Always follow up your press release with a 'ring round' to the people you sent it to, to make sure that they have received it and to get an idea of who might be interested in covering the story.

Top tips!

- Developing longer-term links with your local newspaper can also bring benefits. Pupils could work alongside journalists, designers and editors to produce a special supplement. This is good publicity for the school and pupils gain valuable work-based experience.
- Remember, you don't always need to have a big news story to get a mention in the local paper. A photo opportunity such as an end-of-term party, a special visitor or a trip can be all you need to attract interest.

You will find a sample press release on page 46. For further advice and information, see www.press-release-writing.com or www.PR4everyone.com.

Press release

Bedford school sets up exciting new club

Littleton High School, Bedford, has just set up an after-school club with a difference. The activities on offer at the OwnZone Club have been designed by the students, and give them the opportunity not only to 'hang out' with their friends in a safe environment, but also to try their hand at new activities such as hula-hooping or bike maintenance.

Speaking on the first night, OwnZone co-ordinator Matt Richards said: 'Many of our students and their families were unhappy about them going home to an empty house at the end of the day. We could see that this boredom and frustration might lead to trouble, so we decided to offer an alternative. Plus it gives families peace of mind to know that their youngsters have somewhere safe to go after school.'

There is a wide choice of activities on offer for those attending the club. If they just want to switch off, they can go to the ChillZone and read magazines, play games, listen to music or chat. Those wanting to get involved in learning something new will find there's lots of fun and practical courses on offer, including learning DJ and babysitting skills and sign language. In addition, students can use the excellent facilities in the library and ICT suite to study and do homework.

Matt Richards said: 'We asked parents and pupils what they wanted from an after-school club and that helped to shape what we now offer. A student committee will

organise new activities, ensuring that OwnZone stays fresh and offers what the kids want. Some exciting community partnerships will lead to great new opportunities for our pupils in the future. If the OwnZone Club is a hit, we will open every night.'

OwnZone is currently open on Tuesdays, Wednesdays and Thursdays from 3.30pm until 6pm. A small fee is charged to cover costs. Together with the daily breakfast club, OwnZone offers the parents of pupils at Littleton High School affordable and reliable care for their children, leaving them free to go to work.

For further information regarding the OwnZone Club, contact Matt Richards on 01234 567890.

Notes to editors

Photos taken at the OwnZone Club are available from Matt Richards on request.

OwnZone is a flexible and unique mode for study support/out-of-school-hours learning, designed by education charity ContinYou to help schools provide:

- after-school care and learning opportunities for 11 to 14 year olds
- pupil involvement in the design and running of activities
- activities that can be delivered within the 8-6 extended school model.

How OwnZone might work in your school

You could market OwnZone to Year 7 pupils in particular. Use existing links with local primary schools and invite Year 6 pupils to try the OwnZone club before they start in September. You could use a buddying system, matching each child with a pupil already at the school, who will welcome them, spend some time doing activities with them, and generally be a friendly face.

You could also hold a small number of 'open' sessions for new parents, so that they can come and see what provision is on offer and satisfy themselves that their children will be safe and well cared for.

In this way, you can sell the concept of OwnZone to both students and parents before they join the school, and you can help to ease the transition process. As part of this, you could also work with local primary schools to identify pupils who would benefit most from mentoring or other additional support before they join the school in Year 7.



Show me the money!

Once you have decided what you want from OwnZone, the next thing is to work out how are you going to pay for it. Getting funding together can seem daunting, but it needn't be. Once you've audited what activities and initiatives are already in place and you realise which of these are funded from school budgets or other sources, you may find that you don't need as much money as you thought.

If you are going to charge a fee for attending the club, you will need to work out how much income you can expect from this. Then, in consultation with the headteacher and the school's senior management team, you can identify what additional funding or resources you need to look for.

This section will provide you with some hints on writing a successful funding application, with ideas about who to approach for support and with some top tips on managing the funds once you've got them.

Where do I start?

If this is your first attempt at applying for funding, remember the golden rule: keep your proposal as simple as possible. You can always build on a successful base in the future.

Start by preparing your answers to the questions listed on this page and the next. They will provide you with the basis for any funding application form, letter or interview. Not only will you feel more confident when approaching funders, but the more thoroughly an idea is thought through, the more likely it is to be successful. If you find as you go through that you need to answer the questions differently for different zones, it may help to consider each zone separately.

Who?

- Who is OwnZone for? (Is there a specific target group? Will there be open access?)
- Who is responsible for the planning, staffing, running and development of OwnZone?
- Who else can help? (partners? volunteers?)

Why?

- Why are you setting it up? (For example, is it to meet childcare needs after school, to enhance the school's 8–6 provision or to improve community links?)
- Why will it be different from 'normal' lessons? (For example, because pupils will have a chance to build relationships with different staff members and with peer tutors.)

Where?

- Where will it take place? (each of the different zones)
- Where will you recruit staff, emergency cover and volunteers from? (For example, from among older pupils, community members, existing school staff, university and FE students.)
- Where will you find out about recruitment, police checks, health and safety and other requirements?

When?

- When are you going to start and end OwnZone? (times and dates)
- When will you hear back from the funders you have approached?
- When will you tell people about OwnZone?

What?

- What paperwork do you need to complete or to get copies of? (Think of things like health and safety documents, questionnaires, photo consent forms, and codes of conduct.)
- What are you going to do if too many or too few pupils want to take part in OwnZone?

How?

- How are existing study support activities funded?
- How will you know whether OwnZone has been a success?
- How will you report your progress to funders?
- How will you get key partners on board?

- How much is it going to cost? (Research this fully and break down your costs in all your paperwork – but it's most important to do this in your funding applications.)
- How are you going to establish the rules for OwnZone? (For example, you could set up a task force of pupils and ask them to draw up a contract.)
- How are you going to promote and reward good attendance? (For example, you could use OwnZone certificates, badges or stickers.)
- How will you keep going after your initial or current funding runs out?

Once you have the answers to all these questions, you can decide on the best way to gain financial and material support for your club.

Broadly speaking, there are four main types of funding available:

- corporate sponsorship/donations
- statutory funding streams
- grants from charitable trusts
- donated resources/funding in kind.

Top tips!

Corporate sponsorship

- Approach local branches of bigger organisations before you approach the 'parent' company – they are more likely to appreciate the local benefit of supporting your club.
- Consider what advertising benefits OwnZone could offer to local sponsoring organisations, such as posters, press coverage and events.
- Address your letters to a particular person – not just 'Dear Sir', or 'To whom it may concern'. In your letter you could offer to meet the person to discuss the project and its potential impact.
- To find out more about large organisations, get copies of annual reports and investigate their corporate social responsibility (CSR) policy, which will tell you how much money they donate to charities and community groups every year.
- Approach your local Education Business Partnership to see what support it can provide – see www.nebpn.org

- Business in the Community has links with companies throughout the country and can put schools in contact with local businesses. Further details can be obtained from their website www.bitc.org.uk

Charitable trusts

- It can often take up to three months for trust fund applications to be approved – think ahead and build enough time for this into your planning.
- If the guidance says 'call before application', do so. If it says 'written requests only', then don't ring them up!
- The remits and aims of trust funds are usually quite specific, so make sure that you read all accompanying literature before you complete a bid.
- Be creative! If a funder only supports new projects, don't think you have to start again from scratch. Changing one aspect of the design of OwnZone, such as the target group or its theme, may be enough for it to qualify.

Donations

- If you need computer hardware, visit www.donateapc.org.uk.

General

- Find out whether school governors or members of the parent teacher association (PTA) can obtain donations or resources to support the club from their employers.
- If the PTA is a registered charity, you could piggy-back on this status to gain access to funding.

- Speak to local authority advisers to link your plans with other local authority or school initiatives.
- Look at the government website providing information on grants available from five government departments in the UK – see www.governmentfunding.org.uk.
- If you are interested in becoming a voluntary organisation or would like to register for charitable status, log on to www.nacvs.org.uk/cvsdir/ to find out how to contact your local Council for Voluntary Service.



Who's got the money?

There are many organisations from which you can obtain money if you have the time to devote to fundraising. Listed below are some of the main sources that might help and that may be relevant to the key characteristics of OwnZone.

For OwnZone (overall)

The Welsh Assembly Government is making funding available to all local authorities from 2005 to 2008. Contact your local authority for information.

BBC Children In Need: supports activities for disadvantaged children and young people, including staffing and equipment costs. Applications are likely to be more successful if they are made in the name of the PTA. Ring 0208 576 7788 or see www.bbc.co.uk/pudsey/grants/

Community police services: if you are setting up OwnZone in an area where crime or anti-social behaviour is a problem, it would be worth talking to your local community police officer or town centre manager, who might be able to add support to your funding application or might have access to funds that the club would be eligible for.

Communities First areas may be interested in OwnZone development.

For the ChillZone

Charging: because you are providing childcare within OwnZone, you should consider charging for attendance. This could provide an important source of income to support the club's running costs and activities. You will need to make sure that your fees are manageable for the majority of families who want to use OwnZone, while ensuring that the income covers whatever costs you have identified. You could consider a sliding scale of fees for those on low incomes, and perhaps a 'family' rate to reduce costs for families with two or more children. Don't forget that families can get back up to 70 per cent of costs through the childcare element of the Working Tax Credit, if they are eligible (for more information about this, see page 16 in the section 'Getting OwnZone up and running').

For the LearnZone

It's likely that your school already runs some kind of study support/oshl provision. If this is funded through existing school budgets, you may only need to consider the costs of the enhancements that you make to existing provision.

School budgets can be used to support the learning of pupils outside the school day.

For the SkillZone

How you fund the range of SkillZone activities will depend on what types of activities you run. The suggestions below cover general activities, but there are other possible sources of funding, such as trusts or local businesses, that support specific types of activities, such as sports or the arts. For further ideas, have a look at ContinYou's website: www.continyou.org.uk.

Awards for All funds projects that enable people to take part in art, sport, heritage and community activities, as well as projects that promote education, the environment and health in the local community. Visit www.awardsforall.org.uk or telephone 0845 600 2040 for a grant application pack.

The Community Foundation

Network is responsible for administering £70m of the Children's Fund. In addition, community foundations administer a wide range of region-specific charitable funds across the UK. Many of these funds will support study support/oshl activities. Visit www.communityfoundations.org.uk.

For pupil involvement

Involving pupils in the development and running of activities is a key part of OwnZone. As children's and young people's participation in decision making is currently high on the political agenda, there are various potential funding avenues:

- The **Big Lottery Fund**: one part of this is the Young People's Fund (YPF). This is relevant to OwnZone because, to be eligible for this funding, young people aged 11–18 must be fully involved in planning and carrying out projects. Age groups and priorities are different for Scotland, Wales and Northern Ireland. Information about these is available through the website. For more information, visit www.biglotteryfund.org.uk/programmes/ypf/.

- The **Local Network Fund for Children and Young People** provides grants to small, local community groups to support vulnerable children and young people. The project must fit at least one of four themes, which include children's voices. Applications should be made by the school's PTA or an associated charity. Ring 0845 113 0161.
- The **National Youth Agency** can provide a range of support and advice on developing youth work activities. For further information about organisations providing funding for youth work activities, visit www.fundinginformation.org.

Some useful funding resources

Two useful websites are:

- **FunderFinder**: this develops and distributes software to help individuals and not-for-profit organisations in the UK to identify charitable trusts – www.funderfinder.org.uk
- **UK Fundraising**: this provides fundraising information and resources for fundraisers – www.fundraising.co.uk.

The following publications are available by mail order from the Directory of Social Change. Telephone 020 7209 5151 or visit their website: www.dsc.org.uk/acatalog/catalogbody.html):

- *Effective fundraising* – an informal guide to getting donations and grants. Price: £9.95
- *Schools funding guide* – this includes 200 possible sources of funding/support, covering companies, regional and central government, the National Lottery, grant-making trusts and foundations and European bodies. Price: £16.95 (+ £2.50 p&p)
- *Guide to UK company giving* – a guide profiling more than 500 companies' community support, including cash donations and gifts in kind, to voluntary and community organisations. Price: £25.00
- *Directory of grant-making trusts* – this comprehensive reference work covers 2,500 grant-making trusts, each with the potential to give at least £20,000 a year. ISBN: 1 903991 33 1 Price: £80.00

Top tips

- Consider what income you could bring in from allowing outside groups to hire rooms in school.
- If you ask parents to pay in advance, this means you don't need to chase invoices.
- You could charge each young person a registration fee and issue them with an ID card. Parents could be invoiced termly.
- You could offer a proportion of free or subsidised places.

Looking after the pennies

Wherever your OwnZone funding comes from, you will need to account for how it is spent. This means keeping detailed records of income and expenditure. Keeping financial records up to date will allow you to monitor the progress of your programme and to be sure that resources for future activities will be available when they are needed. Activities will adapt and change as the club develops. Being in control of your financial records will mean that your budget and financial management processes can support this.

Top tips!

- Your school's bursar/finance person will be able to help you to plan your budget and set up simple systems for recording income and expenditure.
- Think of everything you may need when you plan your budget and make sure your costings are realistic.
- Consider the funder's requirements when setting up financial systems – this will make it easier to submit monitoring and financial information on time and will avoid delays in funding being released.
- Keep expenditure headings as simple as possible, as this will give you plenty of flexibility.
- Keep a cash book at the club to record cash expenditure. Keep copies of all receipts and invoices. They may be needed to validate your spending.
- Review planned and actual expenditure against your budget on a regular basis.
- Make sure you involve the right people at the right time if you are making changes to your budget.

How OwnZone might work in your school

Make sure that you get the support of your senior management team and bursar early on in the development of your OwnZone provision. Ask for the opportunity to make a presentation to the school's governing body and PTA, and ask what help they can offer you with gaining access to support, resources or funding. Because OwnZone is so diverse, you will almost certainly need to mix and match your funding. Be creative with the funding that is already coming into your school. Depending on what you offer, you may be able to use money from school budgets, as outlined above, as well as gaining local business sponsorship.





How are we doing?

By now you are hopefully feeling confident about getting started with OwnZone. But before you open your doors you need know how you will be able to tell whether your club is a success or not. Monitoring what happens and evaluating what this means is often left until the last minute, but this is as much an essential part of planning as deciding what will happen at OwnZone.

Monitoring and evaluation are essential to ensure the long-term sustainability of OwnZone.

Here are twelve good reasons for monitoring what's going on:

- You can tell whether you are making progress towards achieving your aims.
- You can tell whether you are reaching your target group.
- It is usually a funding requirement.
- You can make sure you are meeting the needs of the target group.
- You can identify whether you need to make changes to how the club is run, such as its timing or location.
- You can tell whether you are meeting members' expectations.

- You can find out whether club members enjoy what they do at the club.
- You can identify individual members' achievements and celebrate them.
- You can celebrate the success of your club within the school and the community.
- You will have evidence to support future funding applications.
- You can share good practice with other clubs.
- You can show what impact OwnZone has had on the learning and personal development of club members since they joined.

Top tips!

- Don't forget to ask pupils to review and reflect on what they have done. This helps raise awareness of what they have learnt and how they might apply this in other areas.
- Make your systems of monitoring and evaluation as manageable and user friendly as possible.

What do I need to know?

As long as the main aims and objectives agreed by your steering group are specific and measurable, there is no need to feel uncertain about what information to collect or how to analyse it. Remember to ask questions that will provide clear information about whether you are meeting, or exceeding, your targets. Taking time to identify a number of key indicators of success (for example, 60 per cent of members attending three times a week) will really help with this process.

It is also important to find out from the people who are using OwnZone – parents and students – what they think of it.

Outcomes for young people

It is especially important to speak to pupils who have stopped coming, and to find out why. At least twice a year, ask students questions such as:

- Is OwnZone what they expected?
- Do they enjoy coming?
- What do they like most?
- What do they like least?

- Are there any problems that they are aware of?
- Have they got any ideas for making it better or for new activities?

Check with parents at least twice a year as well. Ask them:

- Are they happy with OwnZone?
- Are there any problems that they are aware of?
- Have they got any ideas for making it better or for new activities?
- Might they sometimes be able to help with OwnZone?

You could look at the effect that attending OwnZone has had on young people, especially on their:

- attainment in particular subjects
- behaviour at school
- attendance and punctuality rates
- confidence and self-esteem
- levels of participation in the classroom
- enthusiasm for learning
- sense of security after school
- sense of purpose and satisfaction with what they do after school.

What students gain individually from taking part in OwnZone can vary enormously and is not always

predictable. As a guide, outcomes may fall into one of four types:

- **personal outcomes:** the impact on pupils' attitudes and how they feel about themselves, such as their confidence, self-esteem, ability to learn, creativity and aspirations
- **learning outcomes:** the impact on pupils' knowledge, on their levels of basic thinking and learning skills and on their academic attainment
- **practical outcomes:** the impact on barriers such as access to resources or social barriers such as those associated with transition, and with the integration of pupils with special needs
- **life skills:** the impact on the broader range of social skills that are important in adulthood such as those relating to communication, team working, citizenship and leadership.

Outcomes for families

You could also look at the impact that OwnZone is having on families – they may be able to tell you how OwnZone has affected their:

- ability to work
- ability to undertake training
- views about the school

- child's behaviour at home
- child's feelings about attending school.

Outcomes for staff

The benefits to staff is another area that it would be useful to look at. For example, you could ask staff involved in OwnZone:

- what new skills they feel they have acquired
- how it has contributed to their continuing professional development.

Other outcomes

In the case of non-teaching staff, you could consider whether it has enabled them to gain further qualifications.

It would also be helpful to monitor the development of your OwnZone club. For example, you could look at changes in:

- the range and number of activities offered
- the number of different activities that individual students take part in
- the number of new partnerships that the school has developed as a result of OwnZone.

Top tips!

- Qualitative data is 'soft' information that is difficult to count or measure, such as anecdotal evidence of improved behaviour or increased confidence.
- Quantitative data is 'hard' information that can be measured with numbers, such as improvements in school achievements.

Collecting monitoring information doesn't have to be difficult. There are lots of different measurement tools that you can use. The most important thing is to keep it relevant, as brief as possible and easy for your group to complete.

For ideas and examples of how to measure progress, take a look at the online reference section of ContinYou's website at www.continyou.org.uk/online reference, and at information on establishing 8–6 provision in your school at www.continyou.org.uk/8to6.

Top tips!

- Keeping a communications book is a practical way of staying in touch with everyone who is involved in OwnZone. Use it to pass on messages to staff, as well as for other people to record issues and exchange information.
- Ask your local authority study support/oshi co-ordinator for help with evaluation, or talk to colleagues running similar clubs in other schools, to find out what works for them.
- Evaluation is most effective when one person is responsible for the whole process of collecting data, analysing the results and ensuring that they have an impact.

Finally, here are a few pointers for making your monitoring and evaluation meaningful:

- Set realistic goals for your club.
 - Know what you want to measure, why you want to measure it and what you are going to do with the information.
 - Decide on how you are going to collect the information before you start.
 - Make sure that what you ask is relevant, and don't ask too many questions!
 - Make the way you collect the information clear, quick and simple – it can even be fun!
 - Collect 'baseline' information when you start the club and as new members join – this gives you something to measure progress against.
 - Think about who will have an opinion: seek the views of a range of people such as club members, teaching staff, partners and parents.
 - Think about how and when you will obtain the information – use a variety of methods to suit the group you are asking.
- Be consistent – use the same measurement 'tool' (such as a survey) each time you ask the same group for information, so that you can compare like with like.
 - Seek information regularly, but not too often – people will soon get bored with responding if they don't see anything happening as a result of their participation.
 - Be aware that other factors beyond participation in the club may have also affected progress toward your target – this means that, although you cannot say that participation caused a particular change, it may have contributed to that change.
 - Sometimes the easiest way to collect feedback on a particular issue is to talk to people informally, at the school gate or over the phone. Make sure that you take notes from these conversations, though, so that you have a record of what people said – it can be useful to be able to quote people's exact words!



Finding out more

So now you know what you have to do, but where do you find the answers to the rest of those practical questions that you need more help with? This section brings together details of some of the other key organisations that you could approach.

Remember, the more groundwork you do now, the more successful and sustainable your club will be. Funders will be more inclined to support you if they can see that you have investigated existing resources and have learnt from previously identified models of good practice.

Think carefully about what are likely to be the most effective ways of getting hold of the information and ideas that you need. There's a lot that you can find out from websites, but try not to get bogged down in internet searches. You can also learn a lot by going directly to other people who are in a similar position to you, but who are a bit further down the line in developing this kind of work. For further information, log on to ContinYou's website. The Extra Time Online Reference section at www.continyou.org.uk/onlinereference brings together key

evidence, policy documents, guidance and other literature to support and steer your work in study support/oshl. At www.continyou.org.uk/8to6 you will find ideas and practical information to help with developing, running and sustaining study support.



Organisations

Arts Council of Wales

Tel: 029 2037 6500

Website: www.artswales.org

The Arts Council of Wales (ACW) is responsible for funding and developing the arts in Wales. ACW is also the distributor of lottery money for the arts in Wales. National Lottery funds are allocated to the ACW by the Department of Culture, Media and Sport (DCMS), based in London.

Chartered Institute of Library and Information Professionals (CILIP)

Tel: 020 7255 0500

Website: www.cilip.org.uk

CILIP works to raise standards of library provision. It has a huge network and lots of contacts. It promotes innovative work with children and organises the Carnegie and Kate Greenaway awards for children's literature.

Children's University in Wales

Website: www.childrensuniversitywales.org

This organisation aims to extend students' learning outside normal teaching hours, by offering a wide range of learning opportunities. It is committed to promoting the engagement of young people with education and advancing the contribution they make to their communities.

Clybiau Plant Cymru Kids' Clubs

Tel: 029 2074 1000

Email: info-sew@clybiauplantcymru.org

Website: www.clybiauplantcymru.org

This is the national organisation for out-of-school childcare clubs in Wales. Its development team can offer support and guidance with the setting up of clubs. This might include help with undertaking market research, developing a business plan, and drawing up policies and procedures, as well as guidance on sources of funding, complying with legislation, recruiting staff and promoting your club.

Diana, Princess of Wales Memorial Award

Tel: 020 8709 9935

Email: awards-info@continyou.org.uk

Website: www.diana-award.org.uk

This award scheme recognises the contribution that young people make to their school, family or community. It celebrates what they have achieved – for example, through acting as peer mentors, young carers, school councillors or sports leaders, or through raising funds or campaigning for a cause they believe in, or simply through overcoming adversity.

Dragon Sport

Website: www.dragon-sport.co.uk

Dragon Sport works to increase children's participation in sport by encouraging them to become involved in a variety of organised sporting activities. At present the scheme uses eight modified sports: rugby, athletics, cricket, football, hockey, netball, tennis and golf. This figure will increase as Dragon Sport develops.

Funky Dragon

Website: www.funkydragon.org

Funky Dragon – the Children and Young People's Assembly for Wales – is a peer-led organisation. Its aim is to give 0–25 year olds the opportunity to get their voices heard on issues that affect them. The opportunity to participate and to be listened to is a fundamental right under the United Nations Convention Rights of the Child. Funky Dragon will try to represent as wide a range as possible and to work with decision makers to achieve change.

National Children's Bureau (NCB)

Tel: 020 7843 6000

Website: www.ncb.org.uk

NCB acts as an umbrella body for the children's sector in England and Northern Ireland. It provides information on policy, research and best practice for members and other partners.

Play Wales

Tel: 01745 851 816

Email: mail@playwales.org.uk

Website: www.playwales.org.uk

This is the national organisation for children's play in Wales. It is an independent charity funded by the Welsh Assembly Government. Its aim is to act as a champion for children's play and to increase awareness and understanding of the critical importance of play in children's development.

Sports Council for Wales

Tel: 0845 045 0904

Email: scw@scw.co.uk

Website: www.sports-council-wales.co.uk

The Sports Council for Wales is the national organisation responsible for developing and promoting sport and recreation. It aims to:

- provide opportunities for everyone to participate in and enjoy the benefits of sport, whatever their background or ability
- develop individuals with potential into competitors who generate national pride through Welsh sporting achievements
- gain international recognition for Wales as a nation with a sporting culture.

Sports Leaders UK

Tel: 01908 689180

Email: info@sportsleaders.org

Website: www.sportsleaders.org

The Sports Leaders UK Young Leaders Award is a programme of leadership training for young people between the ages of 9 and 13 that supports them in working with younger children. It teaches leadership skills through a range of games and activities.

University of the First Age (UFA)

Tel: 0121 202 2345

Email: ufa@aoy.org.uk

Website: www.aoy.org.uk

UFA is a national educational charity that works to develop the confidence,

achievement and potential of young people through extended learning opportunities. UFA has developed a successful peer tutoring scheme, which has been used in schools throughout the UK.

Youth Achievement Awards

Tel: 0117 9411126

Email: info@asdan.co.uk

Website: www.asdan.co.uk

Since 1997 Youth Achievement Awards, together with the awarding body ASDAN, have become recognised as one of the key frameworks enabling young people to:

- develop their personal and social skills
- build a portfolio of evidence based on their voluntary activities in a youth work or informal education setting
- gain nationally recognised accreditation.

Useful websites

Childcare Link

On this website you can find information about the different types of childcare and early education in your area. The site also contains details of local Children's Information Services, which can provide additional help and advice with all aspects of childcare and work with children in the early years.
www.childcarelink.gov.uk

Inland Revenue

For advice and information on working tax credits, go to www.direct.gov.uk/MoneyTaxAndBenefits/BenefitsTaxCreditsAndOtherSupport/TaxCredits or download the Inland Revenue booklet *WTC5 Help with the costs of childcare – information for parents and childcare providers* from www.hmrc.gov.uk/leaflets/credit.htm

Learning Wales

The Welsh Assembly Government's website.
www.learning.wales.gov.uk

Useful documents

Estyn

Annual report, 2003–04

Available online from:

www.estyn.gov.uk/press_releases/Press_release_Annual_report_English.pdf

Evaluation of the out of school hours learning community/transfer project – Symud Ymlaen, 2004

Available online from: www.estyn.gov.uk/publications/Remit_16.pdf

The impact of the PE and school sport initiative on standards in physical education in development centre schools, 2004

Available online from: www.estyn.gov.uk/publications/Remit28.pdf

Moving on: effective transition from Key Stage 2 to Key Stage 3, 2004

Available online from:

www.estyn.gov.uk/publications/Moving_On_Effective_Transition_prim.pdf

National Assembly for Wales

Children and young people: a framework for partnership, 2000

Available online from: www.wales.gov.uk/subchildren/content/partnership/

Community focused schools, 2003 and 2005

Available online from: www.learning.wales.gov.uk/pdfs/c3403-community-focused-schools-e.pdf

Early entitlement: supporting children and families in Wales, 2002

Available online from: www.wales.gov.uk/subchildren/content/partnership/item%20d%20english.pdf

Extending entitlement: creating visions of effective practice for young people in Wales, 2004

Available online from: www.wales.gov.uk

The learning country: a paving document, 2001, HMSO (a comprehensive education and lifelong learning programme to 2010 in Wales)

Available online from: www.wales.gov.uk/subieducationtraining/content/learningcountry/tlccontents-e.html

Narrowing the gap in the performance of schools, 2002

Available online from:

www.wales.gov.uk/subieducationtraining/content/PDF/narrowing-text-e.pdf

Respecting others: anti bullying guidance, 2003

Available online from: www.wales.gov.uk/subieducationtraining/content/circulars/c2303-respecting-others-e.pdf

Well being in Wales, 2002

Available online from:

www.cmo.wales.gov.uk/content/work/wbiw/consultation-document-e.pdf

Big Lottery Fund

Building the future of learning: a guide to sustaining out of school hours learning, 2004

Department for Education and Skills (DfES)

The Children Act, 2004

Available online from: www.hmso.gov.uk/acts/acts2004/20040031.htm

The Education Act, 2002

Available online from: www.hmso.gov.uk/acts/acts2002/20020032.htm

Every child matters, 2004, London, HMSO

Available online from: www.everychildmatters.co.uk

14–19 Education and Skills – White Paper

Available online from: www.dfes.gov.uk/publications/14-19educationandskills/

Please note that ContinYou can only make information-based recommendations. It is not responsible for promoting individual products or services.

