

Achieving 'Every Child Matters' outcomes

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Every Child Matters (ECM) aims to ensure that every child and young person has the opportunity to fulfil his or her potential. It has five outcomes for children and young people –

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution, and
- Achieve economic well-being

Schools and colleges are major partners in achieving these outcomes. A community ethos will help schools achieve a number of the educational outcomes.

Most directly, under 'Enjoy & Achieve', where schools and colleges are central to achieving all the national targets and indicators, they can help increase –

"Percentage of 11 year olds achieving L4+ in English and Maths, including floor target",

"Percentage of 14 years olds achieving L5+ in English, Maths, Science & ICT, including floor targets" and

"Percentage of 16 year olds achieving the equivalent of 5 A*-C GCSE, including floor target".

Schools and colleges can also help achieve a number of ECM's other, less directly educational, outcomes. For instance, under 'Enjoy and Achieve', schools are key to increasing the 'Take-up of sporting opportunities by 5 to 16 year olds' (a target of 85% by 2008 and 100% by 2010), while further and higher education colleges are central to 'Take-up of cultural and sporting opportunities among 16+ year olds'.

And, under the 'Achieve Economic Well-Being' outcome, schools and colleges are central to increasing the 'Percentage of 19 year olds achieving L2+ in NVQ2 or equivalent'. For instance, the Arts Award evaluation shows that, by widening pupils' understanding of potential careers, a number of young people decided to pursue further or higher education in the arts.

Secondary schools with sixth forms and further education colleges have been able to provide vocational, work experience and earning opportunities for their students in community sport and arts facility operation. This contributes to the 'Ready for Employment' outcome and its associated PSA indicators and targets. It provides students with qualifications, experience and earnings. It can even help ameliorate the shortage of PE teachers in some areas.

case study: Barking Abbey School, Barking & Dagenham

Barking and Dagenham has difficulties in recruiting PE teachers. To a certain extent this is because of poor external perceptions of the area, partly because – like all London boroughs – housing costs are high. Specialist schools, like Barking Abbey, a specialist sports and humanities college, employ their sixth-formers as part-time or sessional recreation assistants in their sports centre. This suits the students because it earns them money, gives them experience of the sports sector and helps them with their studies. It suits the School because the students have more ownership. It suits the Sports Centre management: they know who they are employing and the students already know the facilities and many of the centre's systems. Some of the School's Academy students go on to scholarships in the USA and Spain; others train as PE teachers in this country. While at university some return for holiday work at the school. One or two are now qualifying as PE teachers and returning to teach in Barking and Dagenham. (Having lived all their lives in the area, they don't share the negative perceptions of the area and, for a while at least, can live with their parents – keeping housing costs to the minimum.) And this suits the local authority. DCMS/DCSF named this school 'School for Sport Champions' in 2006 and again in 2007 in recognition of both its success in sport and its academic improvement.

To find out more, go to www.babbey.bardaglea.org.uk

case study: John Mason Arts College, Oxfordshire

The Art Department at this Specialist Arts College in Abingdon runs an 'Arts Extend' programme using its newly built 'O6' gallery space where year 12 students are trained by staff at Oxford's Modern Art Gallery to set up exhibitions and lead workshops with the community and feeder primaries. The programme is delivered annually and provides skills leading to employment opportunities for school leavers. It forms part of a growing extended schools core offer planned through a partnership of 25 schools in The Abingdon Partnership.

To find out more, go to www.johnmason.oxon.sch.uk

The contribution of sport activities to 'Children and Young People are physically healthy' under 'Be Healthy', is obvious, in particular to helping achieve the PSA target of halting 'The percentage of obese under 11 year olds'.

case study: Mind, Exercise, Nutrition...Do It (MEND)

There has been extensive piloting of 'Healthy Living Clubs' including exercise, diet, nutrition and other activities – for instance in primary schools in Southwark, through the London Sports Action Zone, schools and the PCT. The Big Lottery Fund has now funded a national programme, MEND whose Southwark programme is based in sports and community venues as well as at secondary schools like the Peckham Academy. MEND is a multi-disciplinary programme comprising 18 two-hour sessions, typically run across a nine-week period during a school term. It combines all the elements known to be vital in treating and preventing childhood obesity including family involvement, practical education in nutrition and diet, increasing physical activity and behavioural change.

To find out more, go to www.mend.org.uk

Community sport and arts opportunities can also help reduce levels of offending under the 'Positive Contribution' outcome, e.g. the PSA target to 'Reduce the level of offending'.

Risk and protective factors associated with youth crime and effective interventions to prevent it (Youth Justice Board, 2001) shows that there is a range of risk factors which increase the risk of young people committing crime and a range of protective factors which bolster them against that risk. Community sport and arts opportunities help combat risk factors (e.g. low achievement and truancy) while increasing protective factors (e.g. promoting healthy standards, providing a sense of self-efficacy and a positive disposition amongst pupils).

Thus, many of the young people taking part in the Arts Award initiative have been motivated by their artistic achievements to go back to attending school full time.

The Space for Sport and Arts evaluation and the experience of the New Opportunities for PE and Sport (NOPES) programme also shows that running community sport and arts use in the evenings and at weekends help to decrease vandalism.

Case Study: Toolbox Arts at Ramsey Youth Centre, Cambridge

Dudley, a Bronze Arts Award holder from Cambridgeshire who at the start was attending school part-time only is now a competent drummer as a result of taking the Arts Award. His award adviser, Dibs, says, "He's felt a real sense of achievement and is more motivated to do well again at school".

Manningham Sports Centre, Yorkshire & Humberside

NOPES funding paid for upgrading to a sports hall, new changing rooms and outdoor sports areas including a floodlit synthetic turf pitch and CCTV on a school site in an inner-city area in Bradford. The area had suffered from rioting and the existing outdoor sports pitch at the school was badly vandalised and unused during the evenings and at weekends. The new, upgraded facilities are now being used by more than 1,000 pupils from three adjacent primary schools that have no green space of their own and some 10,000 community visitors a year. The increased use by the local community together with the CCTV has resulted in much reduced vandalism.

To find out more, go to www.biglotteryfund.org.uk