

# REPORT



## **Schools and volunteers** **- a good practice guide to** **using volunteers after school**

**December 1998**



Education Extra

*the foundation for after-school activities*

17 Old Ford Road, London E2 9PL

telephone 0181 983 1061

fax 0181 981 9698

Registered charity 1025548

Company limited by guarantee 2841302

**education** **extra**

# CONTENTS

|                                                                  |           |
|------------------------------------------------------------------|-----------|
| <b>Foreword</b>                                                  | <b>03</b> |
| <b>Introduction</b>                                              | <b>04</b> |
| <b>Executive Summary</b>                                         | <b>05</b> |
| <br>                                                             |           |
| <b>Part One: Organising and Managing Volunteers After School</b> |           |
| <b>Ways of involving volunteers</b>                              | <b>09</b> |
| <b>Recruitment</b>                                               | <b>09</b> |
| <b>Checking (or ‘vetting’)</b>                                   | <b>11</b> |
| <b>Induction and Integration</b>                                 | <b>11</b> |
| <b>Supervision</b>                                               | <b>12</b> |
| <b>Training</b>                                                  | <b>12</b> |
| <b>Qualifications and Accreditation</b>                          | <b>13</b> |
| <b>Payments and Expenses</b>                                     | <b>14</b> |
| <br>                                                             |           |
| <b>Part Two: Volunteers in Action</b>                            |           |
| <b>Parents</b>                                                   | <b>17</b> |
| <b>Non-teaching Staff</b>                                        | <b>18</b> |
| <b>Older Pupils</b>                                              | <b>18</b> |
| <b>Pupils From Other Schools</b>                                 | <b>21</b> |
| <b>Students in the Community</b>                                 | <b>22</b> |
| <b>Local Business/Enterprise</b>                                 | <b>23</b> |
| <b>Sports Teams and Clubs</b>                                    | <b>25</b> |
| <b>Artists in the Community</b>                                  | <b>26</b> |
| <b>Voluntary Organisations</b>                                   | <b>26</b> |
| <b>Community Volunteers</b>                                      | <b>27</b> |
| <b>Conclusion</b>                                                | <b>29</b> |
| <br>                                                             |           |
| <b>Part Three: Good Practice</b>                                 |           |
| <b>Why Volunteers are Valuable</b>                               | <b>33</b> |
| <b>General Pointers to Success</b>                               | <b>33</b> |
| <b>Planning for Success</b>                                      | <b>34</b> |
| <b>The Future</b>                                                | <b>35</b> |
| <br>                                                             |           |
| <b>Part Four: The Survey Results</b>                             |           |
| <b>1. What Type of Volunteers are Involved</b>                   | <b>39</b> |
| <b>2. Numbers of Volunteers in the Programme</b>                 | <b>40</b> |
| <b>3. Types of Clubs Volunteers are Involved With</b>            | <b>40</b> |
| <b>4. Type of Support</b>                                        | <b>41</b> |
| <b>5. Benefits of Involving Volunteers</b>                       | <b>41</b> |
| <b>6. Management of Volunteers</b>                               | <b>42</b> |
| <b>7. The Future</b>                                             | <b>44</b> |
| <br>                                                             |           |
| <b>List of Contacts</b>                                          | <b>45</b> |



## FOREWORD

Volunteering has been a vital and distinctive part of national life for many years. The potential which it holds for the individual and the community is now being extended through the Millennium Volunteer Programme. This report, which looks at the contribution which volunteers can make to schools - particularly to after-school programmes - reflects that tradition and also anticipates some of the new and exciting ways in which schools can benefit in the future.

Of the many changes schools have made in recent years, one of the most significant has been an increase in the involvement of volunteers as part of the learning team both within the school day and after-school. Parents, members of the community, work experience students, older pupils, local business personnel etc, are all, in growing numbers, contributing to and benefiting from the life of their local schools.

The growth of what might be called the volunteer sector in schools has been generated in the main by the growth in out-of-school and extra-curricular initiatives. Volunteers have been invited to support a vast array of new activities after school. This in turn has led to an increase in volunteers supporting teachers in the classroom also.

After-school initiatives are expanding in quantity and quality - not least as the result of the effective campaign which has been led by Education Extra, since its formation in 1992, to place a higher value on out-of-school learning. The role of these activities in the drive to improve pupil motivation and raise achievement (and to encourage new attitudes to lifelong learning fitting for the next millennium) has at last been widely recognised. Another driving force in the extension of expectation about what schools deliver to pupils, has been the Out-

of-School Childcare Initiative which, by 1997, had led to the creation of 74,000 new childcare places for school-age children.

The New Opportunities Fund (NOF) will be giving its first grants in 1999. They will be used for initiatives in health, education and the environment, with £200 million ear-marked for education. It is intended that out-of-school hours learning activities will be established in a quarter of all primary schools and half of all secondary schools by 2001. This expanded programme will be led by teachers, but many other adults and volunteers will have a crucial role to play.

The purpose of this report is to encourage more schools to consider how best volunteers can be recruited and involved within an expanding, extra-curricular programme. We aim, through this guide, to help schools think about good practice, how to avoid pitfalls, and the extent to which the right volunteers can enrich the life, the capacity and the success of the school.

We would like to thank all the schools who replied to our research survey requesting information about how they involved volunteers after school. Thank you to all the teachers, volunteers and pupils who gave time to us, and thank you to the Lloyds TSB Foundation for funding the research. We hope it will succeed in firing enthusiasm for the growing partnerships between communities and their schools in providing out-of-school learning and enjoyment to this and successive generations of schoolchildren.

**Dr Kay Andrews**  
Director of Education Extra

**'For the individual, voluntary work can be extremely valuable in promoting citizenship, and activity as a volunteer can enhance a young person's development. It can boost self-esteem and self confidence, develop skills and make people more employable; and it can be enormously rewarding and great fun ... volunteers can safeguard services that people value in the community, such as out of school hours learning.'**

**DfEE report 'Extending opportunity: a national framework for study support'**

**'Volunteers are a breath of fresh air to the staff ...'**

**This report shows how volunteers can help to enrich the life of the school and transform the provision of study support activities.**

## INTRODUCTION

The report is the result of a research project conducted by Education Extra, with funding from Lloyds TSB Foundation. The research was designed to investigate 'good practice' in involving volunteers in extra-curricular programmes. Through a comprehensive survey, visits and interviews covering a broad spectrum of schools and schemes, a picture emerged of how and why schools employ volunteers, and of the elements of 'good practice' which make volunteer programmes successful.

The statistical results of this survey are summarised in Part 4 of this report. As far as we are aware, no other research of this scope has been conducted before.

The overwhelming view from schools was that volunteers bring great benefits to the school through their creativity and enthusiasm. The volunteers said that volunteering in schools was an enriching and pleasurable part of their lives.

We found a glorious array of activities either set up by, or supported and run by, volunteers. For example, we found: dancing, gymnastics, music, coarse fishing, Morris dancing, flower arranging, guitar club, theatre visits, ceramics, Spanish, football teams, mentoring, teaching traditional games to younger children, and much more.

### Main findings of research

The main findings of the research are as follows:

- There are many different types of volunteers: parents are involved in 80 per cent of schools, pupil volunteers in 40 per cent and support staff in 56 per cent. Nearly a third of schools host volunteers from local business, whilst a significant number involve unemployed individuals,

pensioners, voluntary agencies and students from local colleges.

- Volunteer programmes range in size from less than 5 volunteers to over 50.
- Volunteers are involved across a whole spectrum of clubs comprising after-school care, study support, mentoring, art/drama/music, sport, reading/literacy, etc.
- A wide range of roles and responsibilities: involvement ranges from basic support to supervision and the provision of expertise.
- Checking (or 'vetting') is invariably carried out, although the degree of formality varies from informal school checks (references) to police/LEA checks.
- Supervision is carefully managed by most schools and new volunteers tend to work alongside experienced members of staff.
- Training programmes are variable with some schools offering formal induction training and written guidelines whilst others rely on 'on the job' training.
- Few schools have accreditation systems although some offer more in the way of appreciation, expenses and references.

Perhaps most significant of all, nearly 90 per cent of schools indicated their intention to increase their pool of volunteers.

With this level of dependence and regard for volunteers, and with the prospect of many new projects being initiated as a result of the New Opportunities Fund, this report will help schools develop their volunteer resource and active learning programmes.

In the following pages we will look at:

- organising and managing volunteers
- volunteers in action - how schools involve volunteers
- pointers to good practice
- a summary of the research results.

This report illustrates the benefits of involving volunteers in extending the after-school curriculum and how to take advantage of these benefits through good organisation and management.

## EXECUTIVE SUMMARY

Volunteers are valuable to schools because they offer:

- additional skills and experience
- good adult role models
- an extra pair of hands
- improved adult to child ratios
- help with fundraising
- a broader range of clubs and activities
- enhancement of staff/parent/community relations.

Managing a good volunteer programme requires close attention to the following areas:

- realistic goals
- allocating specific tasks
- working with the community
- staff responsibilities
- recruitment and checking
- induction training
- integration and supervision
- sustaining through reward and training.

Some important pointers for success are:

- getting staff support
- an effective recruitment strategy
- well planned supervision
- maintaining interest.





## PART ONE

# ORGANISING AND MANAGING VOLUNTEERS AFTER SCHOOL





## WAYS OF INVOLVING VOLUNTEERS

There are many different ways in which schools involve volunteers, particularly parents, after-school. For example:

**As experts** - a volunteer with a particular skill or experience may support an existing activity or start a new club. A parent with footballing skills or dancing may offer coaching, retired engineers from the community may help with a science club, employees from local businesses may help with reading.

**To run clubs themselves** - a volunteer with the necessary experience and qualifications may be solely responsible for running a club or activity eg. as a sports coach or running an after-school care club.

**To support the running of clubs** - a volunteer may act in a supportive capacity to a member of staff or more experienced volunteer, perhaps to provide transportation, refreshments, support performances, or as an extra pair of hands in after-school care.

**As mentors** - a volunteer may act in a mentoring capacity to students or pupils in the school, perhaps supporting their transition from school to work, helping with homework, study support, IT, summer literacy, clubs, etc.

Involving volunteers undoubtedly offers many advantages to schools. As well as the 'extra pair of hands' and additional skills and experience, volunteers help to improve adult/child ratios, provide different adult role models, enhance school/community links, and - often - help to raise much needed money for extras.

With all these potential advantages, it is well worth the Headteacher and senior staff putting some thought into how best to

recruit, manage and organise volunteers so that they become part of the life of the school and offer maximum benefit for minimum effort. The number of volunteers you are likely to need will clearly depend on a number of factors such as:

- the school size / roll
- the number of extra-curricular activities
- your links with the community
- the strength of links with pupils' parents
- your culture - the extent to which you and your staff want the benefits of a volunteer programme and the extent to which you can offer positive experiences for potential volunteers.

It is more effective for a school to have a small number of volunteers who are actively involved rather than an excess of willing helpers who cannot be given the necessary support from staff. Clearly, the larger the number of volunteers, the more necessary it will be to have a clearly defined management structure and perhaps a co-ordinator with overall responsibility.

## RECRUITMENT

In the research survey carried out by Education Extra (see Part 4 for a summary of the results), many schools listed 'access to volunteers' as one of their aspirations and concerns. Recruitment requires a commitment of time for proper planning and organisation to ensure that the school reaches and attracts the 'right' volunteers.

**Parents** are probably the easiest volunteers to recruit since their children provide the obvious link. However, even though parents are easily accessible, schools can encounter difficulties if insufficient thought is put into how to identify the parents it wants and how to attract them. Many schools start out with a survey to discover what parents' particular skills and talents are and what they may be willing to do.

Put thought into how to recruit, manage and organise volunteers so that they become part of the life of the school and offer maximum benefit for minimum effort.

This can certainly be a useful first step as long as you are prepared to follow this up by contacting some of the parents and letting all the parents know what action you are taking as a result. To conduct a survey and then not utilise it may mean that you create a disincentive to previously willing parents.

**School support staff** - eg caretakers, playground, catering and administrative staff, midday super-visors etc - are another source of volunteers. There are many excellent examples of support staff helping out with extra-curricular activities and the contribution which support staff make was often acknowledged and praised in the replies we received to our survey about volunteers.

Another accessible pool of potential volunteers is **older pupils**. Older pupils can be particularly useful in a mentoring role and for conflict resolution. Older pupils can often be extremely valuable in supporting younger, more vulnerable children and for providing good role models for younger or less able children.

**Ex-pupils** are another useful asset in some schools. These former pupils come back either to support an activity or to offer their expertise in a domain they have become proficient in (such as sport or music perhaps). Ex-pupils can benefit from their involvement by acquiring useful skills and experience and enjoying a sense of achievement in being able to pass on their skills to others for the first time.

Involving pupils or **students from other schools** and colleges as volunteers is something that primary schools are increasingly endeavouring to do. Most primary schools have links established with local secondary schools - not necessarily just those they feed to - as well as with local colleges and universities. These links are worth tapping into to recruit good students to help out with extra-curricular provision, again in a

way that is mutually beneficial to the older students as well as your own pupils.

Looking to **the local community** for volunteers offers a hugely rich pool of potential helpers - the challenge is to put sufficient thinking time into a strategy for recruiting those people who could be of greatest benefit to the school. Local business people, sportsmen and women, artists, musicians, those who work for voluntary organisations and the church and other religious organisations, the police, retired people, councillors, park rangers etc - all have experiences and skills which can be used to enrich and extend the curriculum after-school.

It is important for schools to prioritise issues in the context of the school development plan and to think about how the after-school curriculum can contribute to the achievement of SDP objectives. This will help to formulate which types of expertise and which role models are required and therefore which volunteers would complement the range of experience offered by the teaching staff. This will enable the school to develop additional strategies to extend, enhance and enrich the curriculum through the after-school context with support from the right calibre of volunteers.

The pitfalls which schools can sometimes encounter such as ...

- unreliability/lack of commitment
- lack of confidence
- unsuitability or conflict of ethics/approach
- concerns about confidentiality
- individual skill base
- insurance (lack of a qualified member of staff to supervise)

... can all be avoided with a little care and attention given to planning, supervision and, above all, careful recruiting. Like all aspects of management, you will reap what you sow! If you take too many short-cuts

Prioritise issues in the context of the SDP -this will help to formulate which volunteers would complement the experience offered by the teaching staff.

and recruit anyone who offers to help, difficulties may arise which then take an inordinate amount of time and patience to rectify.

Approach the recruitment of volunteers in a similar way to the recruitment of paid staff: with high expectations and a clear idea of what role needs to be filled and the skills required. Then you will be sure to recruit suitable people.

## CHECKING (or 'vetting')

It is certainly advisable to conduct an independent check on all potential volunteers before confirming any arrangements with them. All LEAs have a policy on the use of police checks for staff and many schools will want to extend this checking procedure automatically to parents and other potential volunteers. Most people nowadays understand the need for child protection safeguards and, provided this is treated sensitively, are usually quite happy to be checked.

Ask your LEA to see whether they have a policy in place to cover the checking of volunteers. Those LEAs who require police checks of all adults working with children at school will usually pay the cost (in some areas there is no charge, in other areas, each check is £12).

Police checks are not normally necessary for volunteers who come in infrequently to give talks or demonstrations. Once their role becomes more committed however, then vetting becomes more appropriate.

If you are recruiting volunteers from outside organisations such as local professional football or basketball clubs, ensure that they operate appropriate recruitment and selection procedures and check that appropriate arrangements will be in place to ensure the safety and welfare of pupils.

Melanie Elkan of Community Service Volunteers in Education suggests that: 'it is necessary for schools to have a recognised structure and, when starting up new schemes, to treat everyone in the same way as regards vetting, etc'. In CSV projects, references are always checked and volunteers have a formal interview and sign a contract.

Many of the schools who responded to our survey stressed the importance of involving volunteers who are known within the school or local community. It is certainly advisable to seek references for those volunteers not previously known or connected with the school.

## INDUCTION AND INTEGRATION

The extent to which volunteers are welcomed and integrated into the school community will be an important factor in determining how successful the volunteer programme will be and how long your volunteers are likely to stay.

A good induction programme will give the volunteer a detailed grasp of the organisation and ethos of the school and a clear picture of their role and responsibilities. The more thought you put into this, the more quickly you are going to enable your new volunteers to become useful members of the school team. All new volunteers should be provided with an induction pack and written guidelines, giving them adequate information about the school, its policies and procedures.

Part of the secret of good induction is clearly the extent to which you have convinced staff who are going to be working with the new volunteers that these helpers have got the right skills, experience and attitudes to make a valuable contribution. If you have recruited well and

The extent to which volunteers are welcomed and integrated into the school community will be an important factor in determining how successful the volunteer programme will be.

'We do not segregate helpers/ volunteers - we look upon them as being equals in that without their help/ assistance we could not provide such a wide range of activities. We would hope that they would be permanent and would give continuous support.'  
(Guilsfield Primary, Powys)

communicated with staff well, this confidence will soon rub off onto staff and you can be sure that your new helpers will have a good welcome and introduction to the procedures of the school. In this way, you will quickly gain the benefits of having the additional help.

Since volunteers are able to support so many activities which could not otherwise take place at all, it is worth recognising the value of this resource and ensuring that the induction process is a thorough one.

## SUPERVISION

All volunteers - no matter what their background or credentials - should be supervised by a staff member. Of course, some volunteers have had years of experience working with children and it is perfectly appropriate for them to run clubs by themselves. Some monitoring should still take place however and the Headteacher or a designated member of staff should have the responsibility for doing this. Occasionally, it may be appropriate for external volunteer co-ordinators to be put in charge of volunteers.

Most volunteers will be expected to work alongside a qualified person who will always be there and will have overall responsibility for the children. Whether children should be left alone with volunteers is a sensitive area and one where the school, and in particular the Headteacher, must exercise discretion.

Some LEAs have a policy which requires volunteers to remain within sight of a class teacher at all times but in other areas, there is more flexibility to supervise to the extent which the school feels is appropriate and to enable a gradual increase of independence.

It is advisable to give volunteers clear guide-

lines regarding their limitations and boundaries. Not only will this give the volunteer the confidence of knowing precisely what their role is, it will also clarify lines of communication with regard to supervision, responsibilities and the ironing out of difficulties.

## TRAINING

Training is an important part of effective volunteer management. This can range from an induction programme, supervision and mentoring, to school courses and to external certificate courses. The amount of training provided is clearly going to affect the extent to which volunteers will feel valued and how much a part of the school team they are made to be. Training enables volunteers to become better skilled and, therefore, more able within the school.

Many schools devise their own training and, particularly with parents in mind, run courses covering such things as help with homework, supporting teenagers, etc. Remember to involve your volunteers in any appropriate sessions aimed at parents.

Offering training can be a way of rewarding volunteers' hard and usually unpaid work. It can be a powerful and effective way to raise their self-esteem, motivation, commitment and career expectations. Whilst qualified sports coaches for example may not need much formal training, the effort the school makes to inform new coaches about the school - and to keep them informed of school plans - will affect the commitment of those volunteers. Close communication and contact between volunteer sports coaches and the school staff will also facilitate pupils in the transfer of their achievements back into the classroom.

Many schools develop 'apprenticeships', whereby a new volunteer is teamed with an existing volunteer or a member of staff.

Having invested time into providing volunteers with a good introduction and ‘apprenticeship’, you are in business and can feel satisfied that you have made a good start. However, you may well need to provide some follow-up or developmental training, not least to maintain the interest of people you want to keep as volunteers and as a way of rewarding their hard work.

This is where external courses - particularly those which offer accreditation - can be very useful. Many schools are now considering accreditation and are thinking about how to build this into their schemes. Many schools offer their own ‘Volunteer Certificates’ - to recognise time devoted, skills developed, etc - but increasingly, schools are looking for ways of accrediting their volunteers’ input at a national level.

## QUALIFICATIONS AND ACCREDITATION

The key to providing qualifications and accreditation is to use training in line with national frameworks which have accepted currency. RSA, EdExcel, City and Guilds, Open College among others, offer a range of possible routes.

There are a number of NVQs - National Vocational Qualifications (or SVQ in Scotland) - which may be relevant to school volunteers. For example:

- Playwork (levels 2, 3 and 4) (eg, offered by the Royal Society of Arts, City & Guilds and BTEC).
- Sport and Recreation - Coaching and Activity Delivery - Children (levels 2 and 3) (offered by RSA, C&G, BTEC)
- Child Care and Education (levels 2 and 3) (offered by BTEC, CACHE, C&G)
- Information and Library Service (levels 2, 3 and 4) (offered, eg, by the RSA).

It is advisable to contact your local Training and Enterprise Council, Education Business Partnership and local college to see what support/funding may be available for training volunteers for nationally recognised qualifications.

The National School Associated Programme (NSAP) also offers formal training and accreditation to adult volunteers who work in education. One of its objectives is to give reward to volunteers in support of lifelong learning and professional development initiatives. This programme has now accredited 1,000 School Associates from 350 different organisations around the country. As examples, NSAP has accredited a chemical engineer working with a local primary school on basic science projects, a retail manager working with business students and a young woman returning to work who was doing reading support in a primary school.

‘Older pupils are given two, one-hour training sessions, and this year will receive an intensive weekend training. These pupils will then act as ‘tutors’ to the next ‘generation’ of pupil partners (older students). Parents will also be invited to an afternoon’s training which will be built into the weekly study.’  
(Collegiate High School, Lancashire)

‘Mentoring training is provided for us by the Education Business Partnership.’  
(Wodensborough Community College, West Midlands)

## PAYMENTS AND EXPENSES

The Personal Development Unit at the University of Wales at Lampeter runs a number of accredited distance learning programmes suitable for volunteers. They vary from a basic Certificate in Interpersonal Skills for Volunteers to a 'Degree in Voluntary Studies'.

The Certificate for Literacy and Numeracy Support Assistants (CLANSA) has been developed for 'classroom assistants, parents, tutors, support staff and volunteers' and is accredited by the National Open College Network. City & Guilds Certificates in communication skills or learning support may be helpful for classroom assistants and parent helpers.

There are many sport-specific qualifications which may be relevant to volunteers who are coaching. For information about these qualifications, contact your LEA's Sports Development Team in the first instance.

The Government's 'Millennium Volunteer Programme' is likely to bring many more young volunteers into schools. All of these volunteers will be expected to receive a nationally recognised and validated certificate recording what they have done.

There are other ways of course, apart from training and certification, to acknowledge and sustain the motivation of volunteers. Not all volunteers will want to take on formal training. In fact, undue 'encouragement' could frighten them off! Tokens of appreciation and gratitude, giving good references, remembering to thank at presentation evenings, all play their part in good volunteer management.

## PAYMENTS AND EXPENSES

Volunteers are classified as 'volunteers' as long as they do not earn more than £60 per week. The majority of volunteers of course,

are not paid anything, apart from reimbursement of any expenses incurred. Where there is an external agency involved - such as Age Concern for example - the travelling and other expenses incurred by volunteers may be borne by them

Whilst many Headteachers and staff probably feel that if only they had the money, they would prefer to pay people rather than involve volunteers, volunteers can often form the life-blood of after-school activities and the very fact that the work is voluntary, makes the activities special - particularly for the pupils involved. The voluntary nature of much of the extra-curricular work which takes place in schools is something to be valued rather than regretted.

Some schools, anxious about losing volunteers in the long run, set up a system whereby volunteers initially work for nothing but then, having proved their commitment and competence, are paid (as in Hazel School and Community Centre in Leicester) or progress to become paid youth leaders (as in Rowley Fields Community College in Leicester for example).

There are also payments in kind which can be useful. Where there is a charge for clubs for example, free admission for the children of volunteer parents can be a useful incentive for volunteering. Older students might be pleased to help out on trips for the price of their entrance fee and a free lunch. We have already spoken of other tokens of appreciation which can offer incentives and recognition.

It is important to reiterate however, that most parents and community members offer their services without expectation of any financial gain. Community volunteers who do sometimes get payment include coaches, instructors and tutors in sports or arts although, even here, the payments are minimal.

At Eardley Primary School, LB Wandsworth, the after-school scheme - 'Trojans' - won a Whitbread Volunteer Action Award of Merit in 1997 for the breadth and quality of their volunteer involvement.

Initially set up by the Headteacher and PTA, the scheme now has a host of volunteers who are involved in every facet of the after-school and holiday programme. Activities include puppet design, marital arts, line dancing, computer club, mask making, etc and many of the clubs could not be run without the skills which the volunteers bring.

Eardley offers access to training for volunteers and this has produced some great results. One volunteer for example, attended a skipping course and then organised an after-school skipping club. The children subsequently trained with the national skipping team.

The Trojans is run by a committee of volunteers, mostly from the local community. New recruits are 'vetted' through the school, by police checks or with KCN, and through references.

Induction on health and safety, equal opportunities, guidelines for behaviour and other policies and procedures are provided. New volunteers shadow other, experienced volunteers and the full time paid staff. The supervision policy is such that two adults must be together at all times with the volunteers although Jackie Nunns distinguishes between the 'core' volunteers who have staff status in decision making and the 'casual' volunteers who do not.

'If a scheme is run only by volunteers you are a hostage to that. It couldn't run without volunteers but is held together by the driver and the small team.'

(Jackie Nunns, Manager of Trojans)



# PART TWO

## VOLUNTEERS IN ACTION





## PARENTS

Headteachers from both primary and secondary schools, have identified the benefits of involving parents as volunteers after-school as follows:

- provision of good parental role models
- improved communication between home and school
- increased pool of skills
- parents develop their own skills and self-esteem
- provides more one-to-one attention for pupils and makes them feel special
- another pair of hands to organise and arrange
- wider variety of after-school activities available.

Significantly, our research has shown that volunteer parents are just as likely to be active in secondary schools as they are in primary schools.

Many schools have made allusions to the pool of skills, talents and experience which are offered by parents, and stress how these are invaluable resources for schools to use within the extra-curricular programme, whether this be for fishing, literacy, dance, philosophy, football, religion, bird-watching or multi-cultural cuisine.

Parents are involved at all levels with many different types of clubs in an administrative/supportive role and - perhaps most importantly - in a pedagogic role. Parents are often involved in helping to run reading, literacy, library and mentoring clubs for example.

Schools with active PTAs will have a ready source of parent volunteers at their fingertips - or at least a team who can assist in linking new parents to the school. PTAs can be the lynch-pin in terms of parents helping to manage and run activities but there are also many other avenues to reach the parents you need.

**Weston All Saints Primary School in Bath has parents helping in extra-curricular provision. One parent interested in the environment, has helped organise a wild /environment area in the school grounds with 10 children helping with planting and general upkeep. Two fathers, both keen footballers, come in weekly to coach and support the junior football club and have helped raise the standard of the team. In dance and drama, a parent comes in to teach children the steps for their production of 'River Dance'. In other areas such as choreography, acting and art/design, parents have worked alongside teachers.**

**Parents offer skills that teachers do not necessarily possess: the school has a list of talented parents in their staff room who they call upon to complement teachers' expertise. The school also organises 'Volunteer Saturdays' where parents come in and help with DIY in the school. One father comes in and helps build fences, lays concrete, paints, and has helped build a hearing impairment base at the school. The Deputy Headteacher Paul Falkus refers to his team of parents as a 'task force'.**

**'[Volunteering] raises the self esteem of many parents who are in the poverty trap and feel worthless.'**  
(Derwendeg Primary)

**'I started by volunteering one night a week ... but I liked it so much that I signed on for the other three nights. It's given me confidence.'**

**St Joan of Arc RC Primary School in Merseyside involves volunteers, most of whom are parents. Over the last 8 years, parents' involvement has increased in activities such as sport, art and music where teaching staff are reinforced by parents' support and assistance. This school, like many others, refers to the drive to encourage parents to help and to how parents' talents need to be identified and enhanced. They have worked with Merseyside Open College to obtain accreditation for parents' work through a Parents as Educators course. Much of this ethos is concerned with raising the skills and qualification of parents and the local community, in an area where only 1% of parents have a higher qualification and where male unemployment is as high as 34%. The purpose of parental involvement centres around empowerment, self-esteem, enhancement and skills training, which in turn affects their children's achievement.**

**Many of the pupils' parents have had negative experiences of schooling and this programme engages them in learning and, in particular, in their child's education. The school induction programme starts with home visits when children are in nursery school and this helps to get parents interested from the beginning. The school has an active PTA and a parents group which is involved with management and out-of-school and community activities. During the holidays, the school runs holiday 'family days out' called 'Widen your Horizon Days' where children and parents join in subsidised activities organised by the school.**

**'The school even has its own Code of Practice for Parents and Volunteers that was worked out and agreed with wide consultation.'** (Steve Sanderson, Headteacher)

## NON-TEACHING STAFF

Besides the teaching staff, non-teaching staff are an invaluable asset in supporting after-school activities. Staff such as midday assistants, caretakers, librarians, cleaning staff, administrative, technical staff, are often happy to support extension activities - sometimes they just need to be asked! Don't forget school governors either - they can sometimes provide excellent additional support of just the right kind.

Certainly many schools succeed in making non-teaching staff an integral part of the volunteer programme. The obvious advantage of using non-teaching staff in addition to external volunteers is their knowledge and familiarity with the school, the pupils and school systems. Their voluntary support may help their own professional development and will make them an even more valuable part of the school team.

**At Melcombe Primary School in LB Fulham, school caretaker Dougie Bristow decided to set up a football club. Having started on one night per week, it now runs for three nights a week with two teams which have won 'loads of cups'. Their strip is sponsored by Chelsea Football Club.**

**The club has encouraged a greater community effort in school with fundraising efforts raising £2,500 for a pitch surface in the playground. The club continues to expand and now runs over the summer holidays with a homework club set up to run alongside!**

**'I get the pleasure of doing it. I'm not paid and money would take the beauty out of being a volunteer. We're getting respect because we're here for three nights a week because we want to do it. And now the kids are winning and listening.'**

**(Dougie Bristow, caretaker)**

**Beside the teaching staff, non-teaching staff are an invaluable asset in supporting after-school activities.**

## OLDER PUPILS

Older pupils are increasingly volunteering in secondary and community schools, both to support extra-curricular activities and as mentors. Their roles and levels of responsibility vary and encompass a whole range of tasks and activities. Mentoring is becoming increasingly popular because of the benefits it brings to both the older and the younger pupil.

The benefits of getting older pupils involved as volunteers can be identified as follows:

- The older pupils are learning invaluable life skills through mentoring younger pupils, organising and running a club, or supporting an adult. They are also developing useful experience which could enhance their further education and career prospects.
- The younger pupils are developing their skills, knowledge and experience through a different source - a fellow pupil rather than the typical adult. This change can be refreshing to those children who find older pupils more accessible than adults.
- The importance of role-models should not be under-estimated - working with older pupils who are channelling their energies in a positive and constructive way can act as a powerful incentive for younger pupils.
- It encourages the development of social, leadership and management skills.
- Volunteering can foster and improve self esteem.
- It can improve staff-pupil relations.
- Mentoring in particular can encourage the development of good (ie supportive) and genuine friendships amongst pupils.
- Volunteering may contribute to changing older pupils' career aspirations.
- The involvement of older pupils can lead to higher expectations and increased attainment in school by both the volunteers and the younger pupils.

The relaxed and informal atmosphere of after-school clubs lends itself to the effective use of mentoring programmes and the involvement of volunteers. There are many examples of older pupils supporting all types of extra-curricular activities - child care, sports, arts, music and drama. With regard to study support and homework, older pupils can be a particularly good foil and support to teaching staff, given their accessibility to younger pupils.

Below are just a few examples of the ways schools are using older pupils as volunteers.

Sixth form pupils run a 'Welcome Club' for Year 7 intake pupils every Thursday after school for the first half term.  
**St Peter's Collegiate School,** Wolverhampton.

Older pupils are involved in paired reading and spelling for younger pupils and attend a weekend training session in mentoring and the teaching of basic skills.  
**Collegiate High School,** Lancashire.

Year 11 pupils (60 of them) are trained to work with pupils from any year (up to four at a time) to listen to, and discuss issues troubling younger pupils.  
**Heathfield Community School,** Somerset.

Sixth form pupils from a local independent school have been trained in Success Maker learning basic skills programmes and helping Year 7 pupils with this and relevant word processing skills.  
**West Gate Community College,** Newcastle

Older students run a range of homework clubs (such as language clubs, drama, design and technology, geography). Some students who help others in the school with ICT receive a certificate in computing from the National Interaction Computer Award Scheme (NICAS).  
**Hampstead Secondary,** LB Camden.

Sixth form students run a social area with games, reading, music, videos, etc, during lunchtime. The facility is for younger students in the school. Older pupils are also involved in peer tutoring the younger ones.  
**Knightswood Secondary,** Glasgow.

Older pupils preparing for Youth Leadership qualifications or GNVQ Leisure and Tourism help with extra-curricular activities to obtain course-work credits.  
**Portway Community School,** Bristol.

**At Counthill Secondary School in Oldham, a learning resource centre is run by a member of staff with one adult assistant together with a large team of pupils from Years 9, 10 and 11. The older pupils help with the library resources which include books, careers information, TV/Teletext, video and audio equipment, talking books, videos, computers, CD roms and both Internet and E Mail facilities. The scheme runs before school, at lunch-times and after school. It allows all pupils to work on homework in a range of subject areas.**

**The older pupils' involvement with this facility has been excellent. Pupils learn by relating to other pupils as they work with them, establishing a friendly relationship in their own language. They learn by training and shadowing others. One Year 11 helper, Adib, has been working in the Learning Resource Centre for four years and began as a supervisor's support in organising the books before progressing to the computers and internet where he has become very competent and skilful. Another helper in Year 9, who works with the books and computers, says that his reasons for doing so are because he has 'nothing to do in the morning before school', and it makes him 'happy to be involved'.**

Older pupils are increasingly volunteering in secondary and community schools, both to support extra-curricular activities and as mentors.

## OLDER PUPILS (continued)

At Benjamin Brittan High School in Lowestoft, Suffolk, the school has developed a project in which older pupils in Year 12 set up a 'listening ear and information service'. This project is situated in the community wing of the school and has links to the town and to other schools. It has proved more successful than a school-run anti-bullying and befriending project

The sixth formers discussed what was needed and, with the help of a grant from Barclays New Futures, they set up a service where (for three evenings a week) pupils can browse through information on sports, careers, health, employment, justice system, sex, etc:

'it helps protect those 9 - 13 year olds who are lost in the evenings with nothing to do and nowhere to go'.  
(Geoff Young, Community tutor).

The group of about 7 pupils has also been involved in Personal and Social Education (PSE) lessons, have run assemblies and have just produced a leaflet on examination stress. Geoff Young, the community tutor attached to the school, says the project is deliberately low key and informal, although this brings with it the difficulty of publicising the service effectively.

There is also an after-school sports project where sixth formers help to run the clubs and work for their Sports Leader awards. School students help to run computer training programmes for people from the local community. In June 1998, the school achieved technology status.

Rosecroft Secondary School in Cleveland involves some Year 10 and 11 pupils in its study support centre. They applied for the advertised posts of peer tutor and were interviewed. Successful pupils took part in a residential training course and now provide assistance in an informal setting at the Study Support Centre. The involvement of older pupils has helped to project a positive image of learning to other pupils and has been acknowledged by staff as contributing to an improvement in the overall school ethos. In Key Stage 3, more pupils are now able to work independently as a result of their use of the Study Support Centre. The benefits are carried back into the classroom. This has resulted in higher expectations and improved SATs results at Key Stage 3.

The involvement of older pupils has helped to project a positive image of learning to other pupils and has been acknowledged by staff as contributing to an improvement in the overall school ethos.

## PUPILS FROM OTHER SCHOOLS

Pupils in secondary schools are increasingly being involved in a mentoring capacity for those in primary schools. Many schools place great emphasis on role model work of this kind.

Secondary school pupils are involved in working with younger pupils - with study support, in after-school activities and to help gain credits for their own qualifications such as Duke of Edinburgh awards.

For example:

Students from a local comprehensive school run a gym club together with the PE co-ordinator at **Goldington Green Lower School in Bedford**.

Sixth form students from the local comprehensive school run a netball club at **Pensilva County Primary School, Cornwall**.

Students from local secondary schools come in when studies permit to help both with the last hour or so of the school day and with an after-school play scheme at **St. James' and St Michael's Primary Schools** in LB Westminster.

Students from a local high school support after-school activities at **Billinge Chapel End Primary School** in Merseyside as part of their community service for their Duke of Edinburgh awards.

**Hazel Street Primary School** in Leicester have student volunteers from several secondary schools in the locality including a moderate learning difficulty school where students with special education needs come to help both during and after school.

**Firs Firm Primary School in LB Enfield** has for the last five years, run a 'Triangle Club' where students from local secondary schools come in to support and mentor targeted 'vulnerable' pupils in Year 6 before they move on to secondary school (ie, those with particular behavioural problems, special needs, poor attendance or those with little confidence). The scheme has proved successful and has now received a Princes Trust Award.

The secondary school in **Lower Edmonton** provides a good stream of dedicated mentors who each work with approximately two students. The current system has been mutually beneficial to both the mentors and younger students. The mentors gain great experience and references before going onto further education. The structure of the 'Triangle Club' sessions are varied including literary/academic tasks, outdoor games, practical tasks in addition to the more analytical/mentoring work where the primary school pupils are taught by the mentors to think about the transition to secondary school. It has proved useful in terms of positive role modelling, particularly amongst those from ethnic backgrounds.

**Lewis Girls' Comprehensive School** in Caerphilly has started working with local primary schools. Cath Rogerson, Deputy Headteacher of the school says:

'We were very concerned that younger children didn't know how to play traditional games any more. As Head of the VIth form, I felt that work experience in local primary schools could be really beneficial. The younger children were watching too many programmes on TV like Power Rangers, and the way they were playing was becoming quite violent.

The school therefore, with the help of an £8000 grant from Barclays New Futures, organised courses in 'play-ground games' in which 45 girls and midday assistants from the primary schools took part. A five year scheme is now underway. Year 12 girls go regularly to local primary and infant schools and play hopscotch, skipping, oranges and lemons, hide and seek.

One pupil, Laura Richards, who goes into the local primary once a week said: "We had to study how the children played in the first couple of weeks and there was a real difference in how the children reacted to each other over a period. At the beginning, they were just fighting each other - by the end they were playing with each other once we had showed them the kinds of things they might enjoy."

The project has already widened to take in grandparents and parents - days when they could come into schools and teach the games they had once played.'

## STUDENTS IN THE COMMUNITY

There are other opportunities to get students involved in volunteering in your school. Former pupils, students on their gap year and students from further education colleges and universities, either on an organised placement or not - can all provide an invaluable resource for schools. Many students are required to do some form of volunteer work experience as part of a college course.

Many schools encourage ex-pupils to return - perhaps to help with extra-curricular activities, for work experience, special events or to get credits for professional training, or just to offer expertise in an area they are proficient in (such as sport and music).

The University of the First Age (UFA), an innovative scheme in inner-city Birmingham, which focuses on creating new learning opportunities and fostering a 'learning for life' culture, involves volunteer peer motivators/tutors, recruited from secondary schools (Years 11 and 12) in their broad range of courses which are open to 11 - 14 year-olds. Their tasks vary according to their involvement but all receive induction training encapsulating the UFA's philosophy of developing young people's self-esteem, motivation and autonomy, asking effective questions and dealing with the unexpected.

Catherington Special School in West Sussex has several ex-pupils who regularly come back and help pupils in the nursery by playing and running individual programmes with those who have learning disabilities. In addition, the school has links with local colleges where students come in, especially during the holidays, to help out with the clubs. Sixth form students give up their time willingly for what they see as something worthwhile, useful and enjoyable. Students from Crawley College, doing nursery nurse or other child care courses, are also useful contributors to the holiday clubs where they enable better adult to child ratios.

'We find that the student helpers are sensitive, understanding and never let anything get on top of them. ....'  
(David Reid, Headteacher)

Former pupils, students from colleges and universities - can all provide an invaluable resource for schools.



## LOCAL BUSINESS/ ENTERPRISE

Many schools involve local business and enterprise in a variety of ways, often as a result of the links made by local Education Business Partnerships. Many commercial and industrial organisations provide sponsorship and resources to support schools. Schools are also increasingly encouraging businesses to provide volunteers - as experts, as mentors or as organisers of extra-curricular clubs. Rich benefits can be reaped from local industry and enterprise in this way and they are often more accessible and approachable than many schools realise.

Some schools have formed a particular link with a local company or business which supports the school in a variety of ways ranging from basic funding and provision of resources to much more active involvement in the form of business mentoring, or through employees supporting an extra-curricular activity. These schools prefer to establish a solid relationship with one, or in some cases two, businesses which play an active and diverse role in the school.

Mentoring schemes in secondary schools using local business employees can be highly rewarding for the employees. For pupils who are reaching the important transition stage between school and the workplace, such mentoring can be invaluable. Guidance from business mentors rather than school staff is in many ways a stimulating and innovative means to motivate. Since business has a vested interest in the next generation of employees, they are often only too happy to help pupils at this critical stage in their lives where they need to make decisions around their education and career.

Mentoring for younger pupils can also be effective and some primary schools (such as Swanlea School in LB Tower Hamlets) have

established highly effective schemes whereby employees offer one-to-one support in reading for pupils who are struggling with literacy.

The more active the role of businesses in mentoring and activity support, the more wide ranging and long term the impact on pupils' perceptions can be. One of the main purposes of involvement like this is that businesses can communicate the qualities and key skills they are looking for in future employees - ICT skills, self confidence, team-working and communication skills, problem solving, reliability, etc.

In some schools, local business and enterprise help with running clubs and activities. Below are just a few examples:

Industrialists from Cadbury support the Young Enterprise group at **Turves Green Girls' School** in Birmingham. The Young Enterprise club at **Dyke House School**, Hartlepool, calls on local nuclear electric engineers for support.

Employees from a local construction company, ROOPE, help youngsters read after school at **Brampton Manor School**, LB Newham.

Experts in the field of textiles came into **Franchise First School**, Worcestershire, to give advice and guidance on a wall hanging the pupils were producing as part of a Textiles Partnership Project.

Local engineers and technicians support extra-curricular activities such as engineering and science clubs at **Bexhill High School**, East Sussex and **Thomas Alleyne's High School** in Staffordshire.

Retired engineers help with the science club at **Colfox Secondary School**, Dorset.

Rich benefits can be reaped from tapping local industry and enterprise - they are often more approachable than many schools realise.

## LOCAL BUSINESS (continued)

A physicist and a SATRO volunteer work with **Brownsover Community First School's** technology club in Warwickshire.

**Hampstead School**, LB Camden, benefits from the expertise of a company called ORT which has helped set up the modems and internet equipment for bilingual students. The company has also helped develop an English programme for bilingual learners.

Local business people come to **Leytonstone Secondary School**, LB Waltham Forest, to give every student in Year 11 a mock interview for a college position or a job.

**Heathfield Community School** in Somerset has had an Education Business Development Group for the last three years, and people from 26 different firms have become involved with the school. The group meets each month to discuss areas of interest such as training, education, the curriculum and ICT.

Last year, as part of a 'World at Work' project, Marks and Spencers worked with the school looking at business differences between England and France - this included preparation for a trip to Strasbourg in France.

Business mentoring is also part of the school's programme and individuals from both the public and private sectors offer students interviews and add a new perspective for them on their careers and further study. This is part of the national COMPACT programme and has been adapted and incorporated into the school's own structure, adding in facets such as police checks, training and counselling.

**Haggerston Girls School**, LB Hackney has a mentoring scheme for Year 10 girls using the schools' links with three companies - the Financial Times, Bank of Switzerland and Boots. The mentors provide regular interviews and 'counselling' sessions with the students and offer a range of activities with the students such as going out to the theatre or restaurant, and working on specific skills such as teamwork, communication and social skills. The school finds that this scheme is a motivating force and acts as a useful connection with work experience and the adult world. Year 10 Head Liz Veitch believes that 'the more challenging girls are the ones who often turn the corner this way'.

The school involves local business in many other ways - both during and after the normal school day. In arts and crafts for example, many local people come into the school - artists, crafts people, silversmiths, stained glass window artists and other specialists who run or support clubs. There are links with the local Geffrye Museum where a project entitled 'Words into Wood' takes place using local crafts people working with Year 7 pupils.

Many schools involve local business and enterprise as a result of the links made by local EBPs.

## SPORTS TEAMS AND CLUBS

Many schools establish links with sports teams or clubs who can help support after-school sports activities. As with businesses, local sports teams or clubs have a vested interest in the next generation of sportsmen and women, and are often keen to act in a coaching or ancillary capacity.

There are innumerable examples of links with sports teams but the following gives just a flavour of the types of links which schools make:

**Falmer School** in East Sussex has links with Worthing Bears, a basketball team, and the Sussex county cricket team.

At **Connaught School**, the after-school football has been run by a community branch of the Leyton Orient Football Club and at **Firs Farm Primary School**, both Arsenal and more recently Enfield football clubs have helped run extra-curricular football teams.

At **Noadswood School** in Hampshire, Hythe sailing club members are involved in the sailing club.

At **Dolton Primary School** in Devon, a professional golfer is involved in a coaching role.

At **Sir Henry Cooper School**, the Hull rugby team have been involved in coaching rugby after school and at **Counthill Secondary School** in Oldham, coaches from the famous rugby league team in Oldham come to help with training.

**Weston All Saints Primary School** in Bath places considerable emphasis on sports coaching. They have coaches who come from Somerset Cricket Club (for a small fee) and from Bath City Football club (teaching football skills as part of an Outreach project).

Other sports coaching is part of a BT TOPs programme where coaches and teams go into schools and provide equipment and coaching skills. Relevant teachers attend 'in service' training to enable them to run clubs in school with purchased equipment. The programme is supported by the LEA and many sports are provided including less obvious ones such as table tennis and badminton.

'I am an ex-professional player working with Bath City football club. We want to be involved in the local community creating a footballing link. The benefits are to introduce children to football in a fun way regardless of gender or ability. I want to give staff ideas to keep football alive.'  
(Stuart Naughton, coach, Bath City Outreach)

Sports clubs and teams help support many after-school activities - as with businesses, they have a vested interest in the next generation.

## ARTISTS IN THE COMMUNITY

Community artists can be a valuable asset as some schools have discovered. Some artists - particularly students at Art School - are happy to give their time to running workshops. Perhaps there may be a corner of your school which a local artist or student would be interested in renting cheaply as a studio, in return for giving workshops to the children?

The following are just a few examples:

- chief band instructor and assistant drumming instructor (Acorn After School Club)
- visiting instrumentalists (Parkwood Junior)
- Morris dance teams to help with school's nationally recognised dance teams (Duxford Community)
- artists (Springwell Community School; Childs Hill JMI)
- dancing teacher (Birkdale High School)
- poetry club members (Colfox Primary)
- at Cheetham Community School, an artist has worked with children on an entrance archway to the garden, using examples of children's ceramic work.

Most schools could probably make more use than they currently do of local artists, musicians and voluntary organisations.

**Duxford Primary School in Cambridgeshire has a music club which has been going for about 25 years, initially started by a parent who felt there was not sufficient emphasis on expressive arts. The club ran on Saturday mornings and has run ever since with the same philosophy and purpose - to involve the whole community in appreciating music. Run by a part-time Director Helen Higgins together with 40 volunteers and some professional musicians, nearly 400 people come to the school-based club from a host of other primary schools in the locality.**

**'The club is family-orientated - there are so many activities today where adults and children are segregated. We have all sorts of people - from cleaning ladies learning the recorder, to 80 year olds learning the guitar...'**

**Helen Higgins says that volunteers are found among people who come in to play music. They are found to have other skills - of accountancy, writing, and anything else that could be useful to the club. The success of the club relies heavily on its visionary and determined founder, Jill Sternberg, at that time a mother of three pupils at Duxford Primary School.**

## VOLUNTARY ORGANISATIONS

Most schools could probably enhance their links with local voluntary organisations to encourage support for their after-school activities. The local Council for Voluntary Service for example, may have suitable volunteers able to help.

Some associations regularly offer volunteer support to schools and youth organisations. St. John's Ambulance Association for example, has volunteers who visit schools to teach first aid. Conscious of sensitivities with regard to child protection, they have stringent guidelines which require their members to sign a declaration of offences and state that: 'For members' own protection, under no circumstances should an adult be alone with a child.'

**Heathfield Community School in Somerset works with voluntary agencies like the 'Red Cross' who provide volunteers whom they have trained. A Red Cross volunteer runs a baby-sitting course for example together with an ex-nurse.**

**Heathfield School also works with TIGA (Taunton Interagency Group) who help produce a useful transition handbook for young people in the last year of secondary and first year of college. The group is a joint collaboration between the Citizens Advice Bureau, Heathfield Community College and Richard Huish College.**

## COMMUNITY VOLUNTEERS

Charity 'Kids Company' was set up to address the emotional needs of those children living in deprived inner-city environments. Kids Company work with a number of schools including Winton Primary School in LB Islington. This charity provides volunteers who help teachers set up and run specialist activities (many of which are arts-based) at lunch-times in the school. In Winton Primary School, six volunteers run a variety of clubs every lunch-time - ranging from modelling and puppetry to dance and football. The children help decide the programme with the volunteers. In addition to the clubs, Kids Company also run one-to-one individual therapy sessions which take place during the day for vulnerable children who need more guidance owing to an adverse environment, background or set of circumstances such as a family bereavement.

'The volunteers are a large and diverse team of counsellors, psychotherapists, artists, musicians and sports enthusiasts, who use a range of techniques including drama, play and talking to help motivate the children.'  
(Kids Company)

There are, of course, many others in the community who can be involved to advantage by schools as volunteers, particularly in support of their extra-curricular programmes. Consider, for example, the police, clergy, nurses, councillors, park rangers, local retired and unemployed people and many others besides.

The church is involved in many (non-church) schools. Members of the clergy often take places on the governing body and can be invited to lead school assemblies. Local youth centres connected with the school are also often run by members of the clergy.

The police also get involved with after-school activities, particularly in the summer holidays through SPLASH (Schools and Police Liaison Activities in the Summer Holidays). This scheme offers a service to many young people and their local communities. SPLASH relies on partnerships with statutory and voluntary bodies in local areas to run the programme. It is aimed at reducing the level of youth related crime during the summer by providing activities and stimulation along with positive role models. Their target is to provide 50 per cent of places to young people who might otherwise be getting into trouble during the summer.

In the Bristol area last year, Avon and Somerset Police provided a total of 471 activities, including horse riding, dry slope skiing, Go-Karting, involving 2,500 young people over the four weeks of the scheme. Although the schools' involvement was minimal in Bristol, school premises were used for several activities.

Local unemployed and retired people - recruited through appropriate channels - can also be a useful source of volunteers.

Many individuals in the community - police, clergy, nurses, councillors, park rangers, retired and unemployed people etc - may be potential volunteers.

## COMMUNITY VOLUNTEERS (continued)

Agencies which work to help people find employment can be of assistance in identifying people seeking employment who may either have the right experience or be looking for experience. 'Devon Training for Skills' (part of Devon County Council) for example, places a couple of full time 'volunteers' (or placement students) in Highfield Primary School each year. These 'students' get involved with the school, especially with their huge extra-curricular programme. They do not receive money but they do gain experience and training to help them into the job market. Their training includes First Aid, ICT and behaviour management. They are mentored by an experienced classroom assistant and often help with children with special needs.

There is scope to involve senior citizens in schools - a largely untapped resource. Many local elderly people will have highly specialist skills and wide experience, which they may be willing to apply in a practical and educational context. The RSVP (the Retired and Senior Volunteer Programme, connected with Community Service Volunteers), send volunteers into schools. Both RSVP and CSV provide training and support and can help schools locate local people with the right experience.

Many of the volunteers used by Volunteer Reading Help are senior citizens. They provide volunteers who can give invaluable one-to-one reading support for many schools.

Below are some more examples of the ways in which schools involve various volunteers from the local community:

**Victory Primary School** in LB Southwark welcome their local park rangers who help with the after-school gardening club.

**Central Foundation School for Girls** in LB Tower Hamlets have involved local police, forensic science experts, teachers in self defence and life skills, musicians, drivers and first aid trainers.

At **Counthill Secondary School** in Oldham, a School Police Youth Forum has been set up with links with the local police authority. The forum gives pupils an opportunity to discuss their concerns.

At **Rushden Secondary School** in Northamptonshire, the local police force have assisted with the school's 'Motorbike Project'. Every Thursday night, the school's Head of Technology and local police officers work on old disused bikes with a group of Year 9 and 10 boys at risk of exclusion. This small group of pupils benefit from their involvement and their positive contact with the police.

At **Sneyd High School** in Staffordshire, a Lunch Club is organised by the community co-ordinator in which elderly members of the community teach pupils indoor bowls.

At **Linden Road Primary School**, Manchester, a grandparent - a regular helper - acted as a bereavement councillor to pupils whose mother had died.

At **Coundon Court Community School**, a senior citizen runs a photography club with another staff member, and other senior citizens talk about their experiences during World War II and support after-school activities such as performances and trips.

At **Winton Primary School**, LB Islington, an 82 year old has been coming regularly to help with art, drawing and reading and another elderly person helps with reading, sewing, embroidery and collage.

At **Grangemouth Community School**, Falkirk, team building expeditions for senior pupils are organised. On a recent residential expedition, the staff included a parent (local minister), a chaplain and three community policeman (with outdoors activities and mountain leadership qualifications), as well as former and current pupils. They engage in progressive team building exercises leading to a simulated mountain rescue at the end (pupils are briefed the night before, woken up early and told there is a mountain rescue and are allocated into teams with walkie-talkies and given their roles and tasks).

The activities get progressively harder and at the end of each exercise new targets are set for teams and individuals. The scheme creates a positive climate for Community Police work and gives the Minister an opportunity to work and support young people in a different context.

'The community policeman is perceived differently. Now, they call him Tony and the chaplain Ian.' (Mr Docherty, Headteacher)

## CONCLUSION

The community contains a pool of people with a vast array of skills and talents which schools could benefit from. Although initiating new contacts and projects takes time and effort, there are many benefits which schools can reap, eg:

- pupils working with adults other than teachers and parents
- developing school and community links
- enhancement of social skills
- more work on basic and key skills
- enriching and extending experience
- empowerment
- developmental experiences for volunteers and benefits in terms of career and life skills
- linking business and industry to education
- building citizenship and lifelong learning skills
- giving pupils' insight into the business world and the workplace
- possible financial help through positive relationships with commercial organisations.

The schools in the last two examples in this section, benefit from a range of different volunteers.

**Coundon Court Technology School in Coventry, a large comprehensive with over 1500 students has a variety of volunteers. Parents are actively involved both within school and on trips and visits. Some parents have been coaching children in rugby whilst others run the netball team.**

**In addition to parents, senior citizens, business volunteers, voluntary agencies and support staff are involved. The school play is a good example: at this year's production of 'Grease', the four caretakers created and decorated a car, whilst a number of parents helped**

**with lighting, costumes and electrical equipment.**

**The volunteering ethos is extended to the students and many sixth formers act as mentors both before and after school and assist younger children with reading.**

**'You gain experience, you learn quickly about how to deal with people, helping those who need confidence building ...'**  
(Year 11 student)

**Other students in the school help run sport and arts clubs - one girl gives up three lunch-times per week to train a string ensemble. In total, Headteacher David Kershaw surmised, over a quarter of the sixth formers act in a volunteering capacity out-of-school!**

**Many local business people, some of whom are retired, come in weekly to prepare students for the 'Young Enterprise' competitions. Links are established with other individuals who support extra-curricular clubs alongside teachers - for example, a scientist from National Grid helps in the 'Quest Science' club, a local engineer has helped develop an engineering club.**

**The Headteacher's enthusiasm for community involvement has given the school impetus in its objectives to further its links with parents and the community, in particular with those involved in industry and commerce. All staff members have their own role with regard to extra-curricular activities and some manage volunteers.**

**'The presence of volunteers improves both the quality of teaching and of learning in the school.'** (David Kershaw, Headteacher)

**Franché First School in Kidderminster runs an out-of-school care scheme based at the school for 4 to 13 year olds. The scheme is open 51 weeks of the year from 7am until the school starts and after school until 6pm - hence it is known as 'Franché 726'. Children from 14 different primary schools join in, and the scheme involves between 40 and 50 volunteers. Work experience students, parents, police cadets and volunteers wishing to retrain to work in child care or education, all come in to support the many activities. However, Headteacher Mrs Weddell-Hart believes it is important to have paid staff as well.**

**At Franché First School, the presence of so many volunteers means that a wide range of activities can take place after school including arts and crafts, basketball and a textiles project involving a local business.**

**'Extra-curricular activities develop the whole child and make the school seem and feel like a family.'**

**(Val Weddell-Hart, Headteacher)**





# **PART THREE**

## **GOOD PRACTICE**





## GOOD PRACTICE

This report has illustrated a number of successful volunteer projects in schools. Whilst each school has its own distinct programme, there are similarities and points of commonality which can be identified as giving pointers to successful practice in involving volunteers.

On the whole, most schools find volunteers to be an enormous asset to the vitality of the school. Problems can usually be resolved with effective organisation and management and there is no reason why a well-thought through volunteer strategy should not be successful.

In this section, we attempt to encapsulate the points which can be identified as good practice and to recap on the benefits which can be gained through an effective volunteer recruitment programme.

## WHY VOLUNTEERS ARE VALUABLE

As the examples in this report have demonstrated, schools gain many benefits from volunteers. It is worth reminding ourselves that the time and effort needed to run an effective programme for recruiting, organising and supervising volunteers, will be amply rewarded. The volunteers will bring:

**Additional skills and expertise** - Volunteers will bring new skills and expertise to clubs and activities which need this input.

Volunteers are likely to have skills and experience which staff either do not possess or do not have the time to develop.

**Good adult role models** - Volunteer adults and students will bring an enrichment to the school by providing positive and strong role models. This will have a motivational impact on learning. Industry and commerce are keen to involve themselves in

education and schools so there is a real opportunity for pupils to see strong adult figures in the world outside the school. This is particularly relevant to older pupils in secondary schools who have had little exposure to the world of work.

**An extra pair of hands** - Many schools will welcome support and assistance with supervision, administration, transportation, refreshments, or helping an experienced volunteer or teacher in a club.

**Improved adult to child ratios** - The need for pupils to have more individual attention is a constant cry in present-day education circles. Volunteers will be of enormous help in providing more focussed help for children who need it.

**Fundraising** - The success of fundraising events often depends on the hard work of a small number of committed volunteers!

**A broader range of clubs and activities** - Volunteers with particular skills will enable you to run clubs and activities which would otherwise simply not be available.

**Enhance staff/parent/community relations** - Generally speaking, the more volunteers are involved in a school, the better will be the relationships between staff and pupils and the school and community.

## GENERAL POINTERS TO SUCCESS

### Realistic goals

Be realistic about how many volunteers your school needs and how many you or your staff can effectively manage. Over-estimation of numbers can lead to all sorts of difficulties in terms of supervision, quality of volunteer 'recruited', staff morale etc. It is better therefore, to start with just one or two people and gradually increase this as and when appropriate.

There is no reason why a well thought through volunteer strategy should not be successful.

Volunteers have the potential to play a vital role in the enrichment of children's education.

### **Specific tasks**

It is often helpful to employ volunteers on specific projects or for particular tasks rather than just using them in general as ancillary support. Whilst volunteers may have a supporting role to play, they need to have specific responsibilities and clear reporting lines to enable them to be effective and to sustain their motivation.

### **The wider community**

Take the initiative and liaise with local businesses, voluntary organisations, arts/music organisations, the police etc, and you will soon begin to be able to tap the rich pool of resources which local individuals who are experts in their field can offer.

### **Staff responsibility**

Make one staff member or a small number of staff members responsible for the overall management and co-ordination of volunteers out-of-school. The level of commitment and effort put into managing volunteers is intrinsic to the success of the initiative.

### **Part of SDP**

Prioritise plans and issues in the context of the SDP so that you have a clear strategy in terms of the types of expertise and role models you are looking for in new volunteers. You will then have a clear idea of how volunteers fit into your development plans and why they are important.

### **Volunteer recruitment and checking**

Some checking must be carried out for all volunteers, whether by references, recommendations, police checks, interviews, etc. Even for parents known to the school, it is advisable to have a meeting first to assess their suitability and it is important to ensure that volunteers not previously known are well checked in advance.

### **Induction training**

Whatever the volunteer's role and responsibilities may be, the extent to which they

are welcomed and the extent to which they are informed about the school, its plans and their part in it, will determine how quickly they become valuable to you and also, how long they are likely to stay! All new volunteers, as a minimum, should receive written guidelines about the school, its policies and procedures.

### **Integration and supervision**

If your staff are well briefed about the part which volunteers are to play in the school's overall development plans, they will ensure that the new volunteers are quickly integrated into the life of the school and will understand the necessity of appropriate supervision and monitoring. Ensure that volunteers and the staff working with them are clear about lines of communication and limits of responsibility.

### **Sustaining through reward and training**

Most volunteers working for you on a long-term basis will want to feel that they are achieving new skills along the way and that the skills they have are being appreciated. Ensure that you think of rewards, training, certification etc, as part of your planning and monitoring of volunteers. A quick 'thank you' as an after-thought as you rush down the corridor to another meeting will not be enough to maintain the enthusiasm of even the keenest of volunteers.

## **PLANNING FOR SUCCESS**

Schools wanting to reap the benefits from involving more volunteers will need to put thought into their strategy and time into planning. If few volunteers have been involved in the past - or if a volunteer has proved to be unhelpful - there may be resistance to a gung-ho approach! Cultural expectations may need to be shifted. To convert staff to the ethos that volunteers will have a far-reaching, enriching effect on the school, the Headteacher (probably)

must convince colleagues of the benefits which can be gained and that there is an effective management plan in place to ensure that the strategy is implemented and maintained. Staff support is central to beginning to reshape the ethos of the school to allow a more community-oriented perspective in to it.

Asking yourself the following questions will help you to take the appropriate steps in planning and managing a volunteer programme.

#### **Recruitment strategy**

- Where could the school benefit from the involvement of volunteers?
- How will this contribute to the achievement of school targets?
- Which activity would be best to recruit for first? (Start small and demonstrate success before embarking on a major recruitment drive.)
- Who (what type of volunteer) would be best suited to carry out this activity?
- What skills, experience, background do they need and how will this be assessed?
- Should we target parents/students/other adults from within the school or bring in someone from the community?
- How do we contact the right potential volunteers?
- To what extent do their credentials need to be checked in order to ensure that they are able to do the job?
- Do we need a job description?
- Who has done this before and can advise us?

#### **Supervision**

- How can they be welcomed and made to feel part of the team?
- How much will they need to know about school procedures and policies?
- Do we need a written induction programme?
- How much supervision will they require and who is best placed to provide it?
- What potential problems might arise?

- What training can best ensure that they fully understand their role and are able to carry it out confidently?
- How can lines of communication and responsibilities best be clarified and agreed?
- How will they know if they are doing the job well or not - how should they be appraised?
- What do we do if they let us down or cannot fulfil our expectations?

#### **Maintaining interest**

- What tokens of appreciation can be given to ensure that their contribution does not become taken for granted?
- What does the volunteer get out of it - why should they work for nothing and what will make them stay?
- How can their work be acknowledged and valued by the school?
- What development opportunities might there be?
- What happens if a volunteer suddenly leaves - what back-up is there?
- Can a support network be encouraged - is there an opportunity for volunteers to meet?
- How can we ensure we get feedback on their needs?
- How will we monitor and evaluate the programme?

## **THE FUTURE**

Our research has shown that an overwhelming majority of schools want to involve more volunteers. The New Opportunities Fund will open the way for many exciting and innovative after-school study support projects which can be enhanced and enriched by the effective input of volunteers.

As we approach the new millennium, the need for extended learning experiences and a move towards lifelong learning has never been more important. Volunteers have the

potential to play a vital role in enriching the education of children and young people. We hope that this report might encourage more schools to consider the benefits to be gained from enlisting the support of more volunteers, particularly in their growing after-school programmes, to enhance and enrich the life of the school.

**Our research has shown that an overwhelming majority of schools want to involve more volunteers.**



# PART FOUR

## THE SURVEY RESULTS







## THE SURVEY RESULTS

Education Extra carried out a survey of 290 schools throughout the UK - primary, secondary, community and special schools. 120 schools responded - 41 per cent. We have made extensive use of the information these schools gave us in compiling this report.

The survey explored a number of areas:

- types of volunteers involved in extra-curricular programme (both from within the school and in the community)
- whether parents were a useful resource as volunteers
- the size and distribution of volunteers
- in what ways they were best utilised
- the perceived benefits of their involvement (their skills and expertise)
- how they were managed and integrated within the whole school in terms of training, vetting, supervision, accreditation and expenses.

Thirty detailed telephone interviews were carried out and visits were made to 15 schools in order to observe volunteers in action. These visits and interviews have generated the case studies used in this report. Additional informal interviews were conducted with parent volunteers, pupil/student helpers and other community volunteers.

The schools surveyed were drawn from our database of Education Extra members. Schools were selected on the basis that information we held about their extra-curricular activities, indicated significant involvement of volunteers.

A summary of the responses received is shown in this section.

### 1. WHAT TYPE OF VOLUNTEERS ARE INVOLVED

Overall, 80 per cent of schools involved **parents** in extra-curricular activities:

- across primary schools surveyed, nearly 90 per cent did
- across secondary schools surveyed, 65 per cent did
- across community colleges, 93 per cent did.

86 per cent of schools were involving parents to some degree (8 per cent 'a lot', 12 per cent 'quite a lot'). Only 13 per cent had no parental involvement. The figures were slightly higher for primary schools (92 per cent) compared to secondary and community schools (87 and 85 per cent respectively).

Nearly 60 per cent of schools had some PTA involvement (21 per cent actively) whilst 31 per cent had no PTA involvement. There was most PTA involvement in community schools (67 per cent) compared to 63 per cent in primary schools and 44 per cent in secondary schools.

Over 15 per cent of schools had **unemployed** or **job-seekers** as volunteers in some capacity out-of-school: the figures were much higher in primary and community schools with over 20 per cent, whilst in secondary schools, less than 7 per cent.

Over a quarter of schools (26 per cent) included **retired** people as volunteers with over double the number of primary schools involving them compared to secondary.

Less than 20 per cent of all schools involved **voluntary agencies** in their extra-curricular programme. This was more of a feature in secondary and special schools compared with primary schools and community colleges.

Over 80 per cent of schools surveyed, used parents as volunteers in extra-curricular activities.

## THE SURVEY RESULTS

Over half (56 per cent) of schools involved **support staff** within the school.

Nearly one-third (31 per cent) of schools involved **business volunteers**, most commonly in community colleges (43 per cent) and least in primary schools (23 per cent).

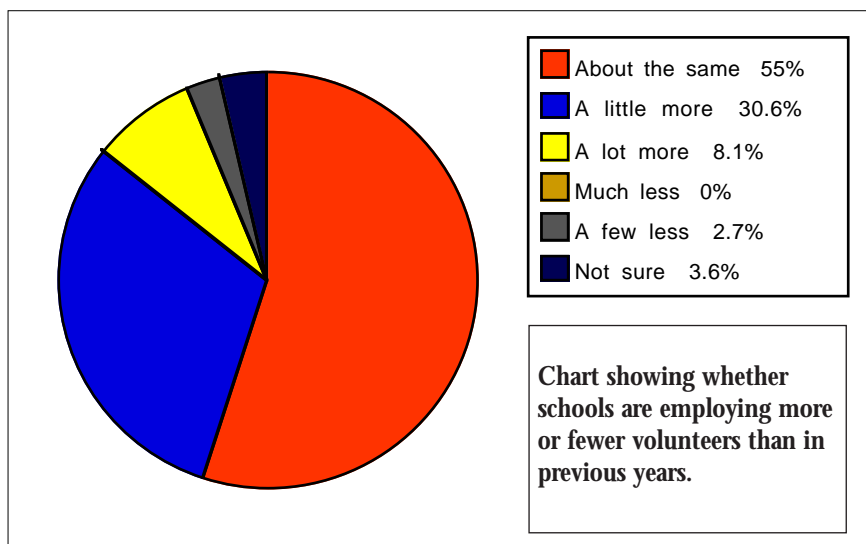
**Pupils and students** were involved across all schools. Generally, around 40 per cent of schools involved either ex-pupils, older pupils or other students in their extra-curricular programme.

Older pupils, often in mentoring capacities, were involved much more in secondary and community schools (57 and 64 per cent respectively) compared with primary schools (15 per cent).

Other students from other schools or colleges were much more frequently involved in primary schools (52 per cent) compared to secondary (24 per cent).

In primary schools, less than 15 per cent had this number of volunteers compared with 24 per cent and 29 per cent respectively in secondary and community schools - a difference largely attributable to the smaller school rolls in primary schools.

management: it was rare for schools to take on more volunteers than they could work with. The differences were minimal, with community colleges increasing volunteers most. The only schools to have decreased numbers were secondary comprehensives.



### 2. NUMBERS OF VOLUNTEERS IN THE PROGRAMME

See pie chart below. Nearly a quarter of all schools surveyed were involving more than 20 volunteers in their extra-curricular programme.

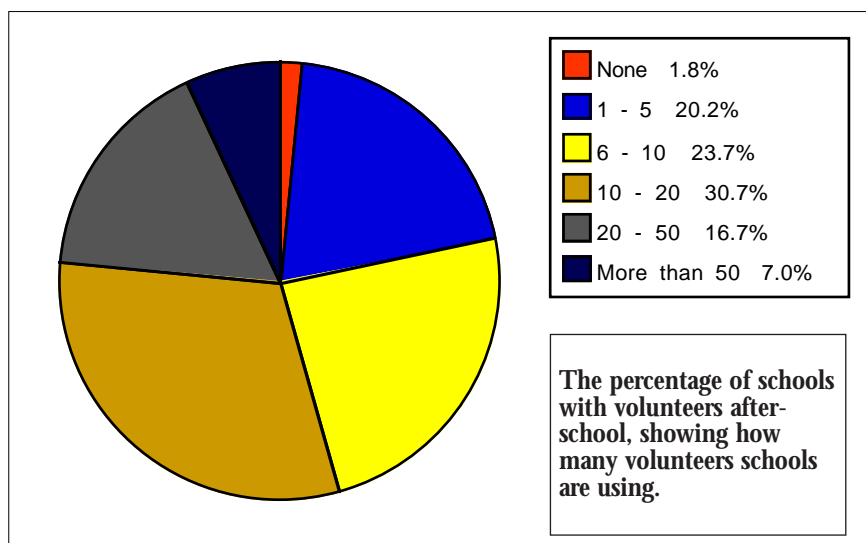
Over 50 per cent of schools surveyed had approximately the same number of volunteers as previous years. Just under 40 per cent were increasing the numbers of volunteers, whereas less than 3 per cent had fewer volunteers than before.

This clearly shows the success of volunteer

### 3. TYPES OF CLUBS VOLUNTEERS ARE INVOLVED WITH

The most popular activity for volunteer involvement was sports where 52 per cent of schools involved volunteers and 39 per cent involved parents in a particular capacity. Involvement in this area was greatest in primary schools (65 per cent and 54 per cent for non-parents and parents respectively) and least in secondary comprehensives (39 per cent and 38 per cent for non-parents and parents respectively).

Music activities were an area where non-parent volunteers were involved in 32 per cent of schools although parents were less involved in this domain (18 per cent of schools). Generally, volunteers were more involved in primary schools compared to other types of schools. However, parents tended to be more active in music programmes in community schools (39 per cent).



For art activities, non-parent volunteers were involved in about 21 per cent of schools although parents were less involved in just over 10 per cent of schools. Volunteers were much more likely to be involved in primary schools.

About 14 per cent of schools involved volunteers for after-school care clubs. Across primary schools, this figure was significantly higher at about 22 per cent. Although after-school care was absent in secondary schools, some community schools had volunteers in this capacity.

For homework clubs, a quarter of schools included non-parent volunteers whilst half that amount had parent volunteers. They were both much more likely to be involved in both secondary and community schools where homework provision was more commonplace.

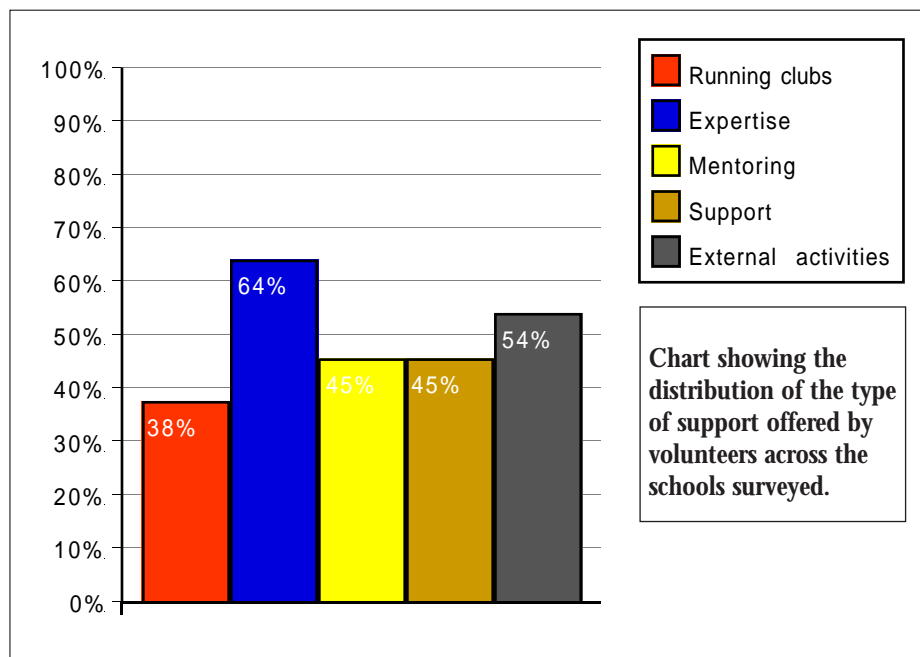
Volunteers' input into reading projects took place in between a fifth and a quarter of schools, again with it being much more common in secondary and community schools (34 per cent) compared to primary schools (12 per cent).

It was rare for volunteers to be involved in breakfast clubs before school - 5 per cent of schools, nearly all of which were primary schools.

**4. TYPE OF SUPPORT**

The chart above shows the distribution of the type of support offered by volunteers across all schools surveyed.

The most common capacity in which they were involved was in providing expertise/ special knowledge or tuition in a particular area or club. Assistance with external activities such as visits or trips were also a common domain in which volunteers got involved. The least common capacity in



which volunteers were involved was to run clubs although 38 per cent of schools did do this.

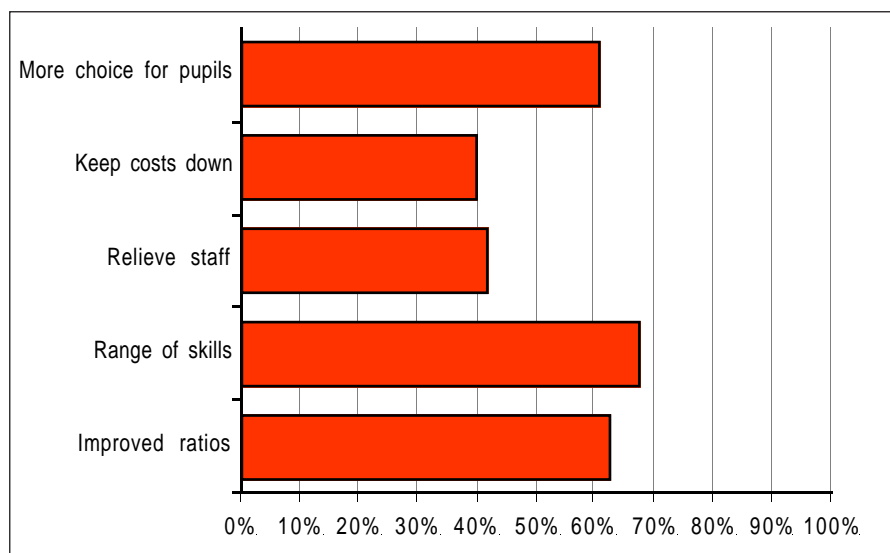
There were a few differences across schools with external activities almost twice as common for volunteers in primary schools and community schools. There were great differences where volunteers were involved in a mentoring capacity (27 per cent primary, 57 per cent secondary, 79 per cent community).

**5. BENEFITS OF INVOLVING VOLUNTEERS**

See diagram below.

A wide variety of benefits were referred to by schools. Overall, the most common benefit from the survey was the increased skills and talent pool from volunteers and parents (over two-thirds of schools). In addition, many schools (over 60 per cent) referred to the reduced adult to child ratios from increasing the numbers of volunteers available.

The increased choice for the pupils/participants was a factor cited by 60 per cent of schools. Less common were the relief of work for teaching staff (42 per cent) and the reduced costs/finances from enlisting volunteers (40 per cent).



## THE SURVEY RESULTS

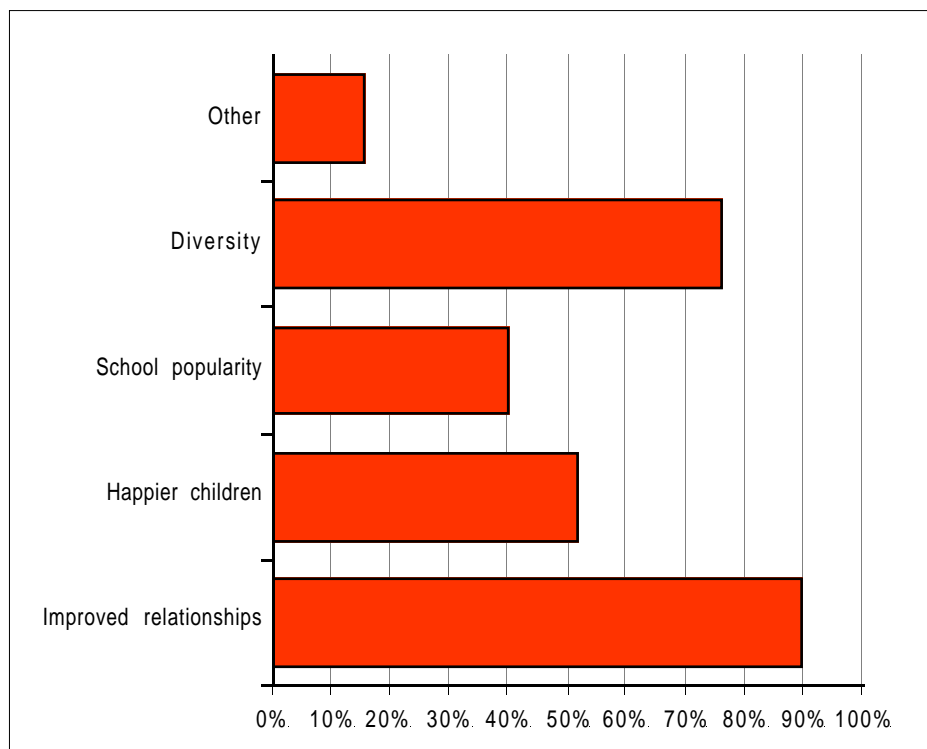
The benefits which schools identified from having parents as volunteers, are illustrated in the graph on the right.

90 per cent of schools reported improved relationships between parents and the school.

Over three-quarters of schools believed that parents' involvement in ECAs meant that they could run more diverse programmes of activities.

Over half of schools believed that the children were happier as a result of parental involvement.

40 per cent of schools believed that their popularity had increased from involving parents.



## 6. MANAGEMENT OF VOLUNTEERS

### A. Checking

Overall, over 80 per cent of schools checked their volunteers to some degree. 56 per cent always checked volunteers whilst a further 26 per cent checked their volunteers 'sometimes'. Less than 10 per cent never checked their volunteers.

Checking was more common in primary and community schools with around 85 per cent of them using some form or other, although on closer analysis, where secondary and community schools did check, they were far more likely to do so on a regular basis compared with primary schools.

Checking procedures varied considerably ranging from informal discussions, to police or local authority checks. In a quarter of schools, respondents stressed the importance of familiarity in that they chose volunteers who were known within the school or local community. This was even more pronounced in primary schools.

In under a third of schools, police checks were carried out, this also being more

common practice in primary schools. Checks by the local authority were carried out by 15 per cent of schools.

On a more informal level, references were a common checking procedure, used in over a fifth of schools; internal checks within the school (15 per cent); and informal interviews or discussion (9 per cent). Only 1 per cent of schools stated that they did not have any vetting procedure.

### B. Supervision

Supervision of volunteers varied considerably. Although nearly all schools had some level of volunteer supervision, only 39 per cent did so 'always' whilst a further 39 per cent did so 'usually'.

Across schools, the only significant difference was that regular and consistent supervision was much more common in community schools (64 per cent) compared to primary schools and secondary (both 35 per cent).

Actual supervision was rarely carried out by the Headteachers (4 per cent of schools) and tended to be delegated to a range of

senior staff within the school. In only two schools surveyed was an external volunteer co-ordinator put in charge of volunteers.

### C. Expenses

Over a third of schools provided volunteers with expenses to varying degrees, but only 9 per cent did so 'always'. An overwhelming majority of 62 per cent did not provide volunteers with expenses.

50 per cent of community schools gave expenses to volunteers (15 per cent 'always') compared with 31 per cent in primary schools (8 per cent 'always').

### D. Accreditation and recognition

Just over a quarter of schools provided some form of accreditation or certification to volunteers whilst over two-thirds did not. Nevertheless, the whole area of accreditation was one of interest which many schools were starting to address seriously with the intention of incorporating it into future good practice. There was little difference between primary and secondary schools although community colleges were more likely to offer accreditation (36 per cent of such schools).

Forms of accreditation varied greatly ranging from tokens of appreciation and gratitude (5 per cent) to references (3 per cent) to expenses (3 per cent). In 9 per cent of schools, training was offered to volunteers.

### E. Volunteer management

It was most common for volunteers to be managed by members of teaching staff within the school. In a quarter of schools, volunteers were managed by the Headteachers or the Deputy Headteachers or other senior Heads of Year or Subjects, whilst in under one-third of schools other relevant members of the teaching staff were responsible for this.

Interestingly, Headteachers were responsible in 46 per cent of primary schools compared to 9 per cent of secondary schools.

However, amongst Deputy Headteachers and other senior teachers (Heads of Year), only 15 per cent of primary schools were involved compared to 37 per cent of secondary schools. In sum, it seems that Headteachers were not as involved at a managerial level in secondary schools and tended to pass on the responsibility to other teachers.

A co-ordinator was designated this responsibility in about 14 per cent of schools and there were a few other miscellaneous individuals in charge of volunteers in a few other schools.

In over 40 per cent of schools, one person was put in charge of volunteers. In 19 per cent of schools, a small team of individuals was responsible. However, it was clear that the system varied considerably in other (a third of) schools where more than one person was put in charge.

### F. Integral/Permanent Part of the Community

In over half the schools, volunteers were considered to be both an integral and a

permanent part of the school community. This was particularly evident in community schools and more so in primary schools as opposed to secondary schools. In over a fifth of schools, volunteers were considered to be integral but not permanent. 13 per cent of schools did not consider volunteers to be either integral or permanent.

### G. Training and induction

Training and induction for volunteers varied greatly. Formal training was carried out by just over a fifth of schools - more so in secondary schools, whilst formal induction (more common in primary schools) was carried out by 12 per cent of schools.

More informal training which often involved working alongside a member of staff was common in around 17 per cent of schools (25 per cent in primary schools).

Many schools stated that training varied and there was no set agenda or strategy.

A few schools did not offer training or induction - around 14 per cent (5 per cent stressed that there was no need since volunteers were experts in their own field whilst 9 per cent were not specific as to why they had not provided training).

Schools used a wide variety of measures. Simple on-the-job training (working alongside a member of staff) was provided by 13 per cent of schools. In primary schools, this tended to be done by the Headteacher or Deputy Head whilst in secondary schools, other senior or relevant members of teaching staff were involved.

In about one in six schools, a pack or list of guidelines was given to volunteers - more common within primary schools. Other measures included observations, interviews, pre-visits and, in just under 10 per cent of schools, courses or qualifications incorporated within the training and induction.

**In over half the schools, volunteers were considered to be an integral and permanent part of the school community.**

## 7. THE FUTURE?

### A. More volunteers

An overwhelming majority of 87 per cent of schools wanted to involve more non-parent volunteers in the future whilst only 8 per cent wanted to keep the numbers stable rather than increase. Across schools, there were few differences except that the picture was even more optimistic in community schools where every school stated that they wanted to involve more volunteers.

On examining parental involvement separately, a similar pattern to the one above emerges with 86 per cent of schools wanting to increase parental involvement in extra-curricular activities and only 7 per cent not wanting to do so. Similarly, 100 per cent of community schools wanted to increase parental participation and - interestingly - secondary schools were more keen to increase parental roles than primary schools!

Schools were keen to point out the whole variety of ways in which volunteers could be incorporated into after-school activities

ranging from basic support in 22 per cent of schools, enhancing a skills base in 21 per cent of schools, to increasing the variety of clubs in 16 per cent of schools.

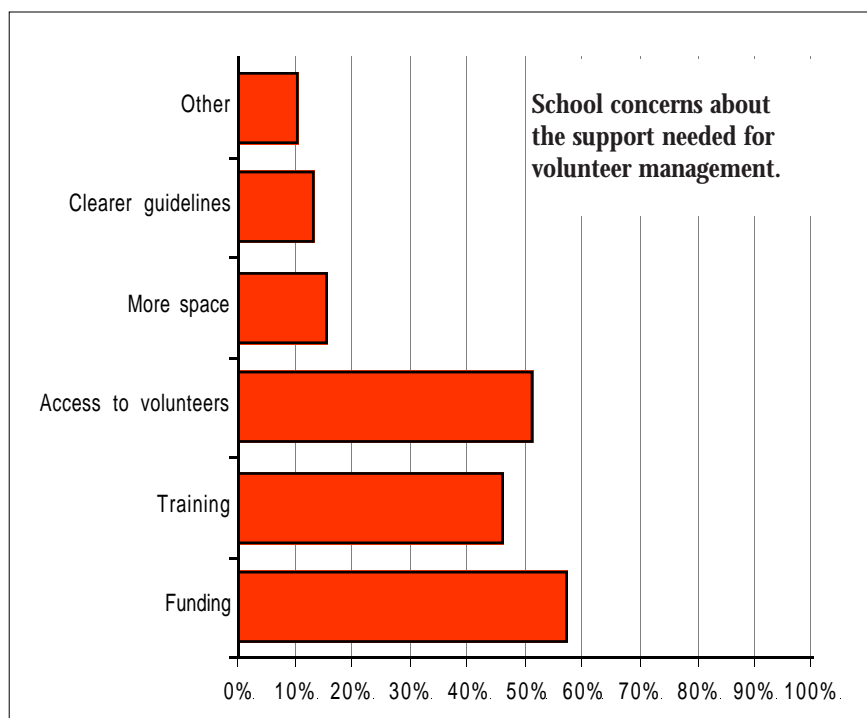
### B. Support for Volunteers

The three most pertinent concerns that schools had when it came to the support necessary for volunteer management were:

- funding (57 per cent)
- access to volunteers (51 per cent)
- training (46 per cent).

The same three things were highlighted in primary, secondary and community schools. Funding was the most pertinent area for secondary and community schools (63 and 71 per cent respectively) whilst access to volunteers was most important for primary schools (48 per cent). Training was also considered more important in secondary and community schools (54 and 64 per cent respectively). As for the less major concerns, clearer guidelines were considered important by community schools (21 per cent).

‘Greater involvement in school based activities can lead to a better understanding of pupil learning needs, school awareness of stakeholder expectations, parental awareness of school issues ... Parents see the difference in education and, having seen their pupils in school, many become learners themselves and go on to do A Levels, GNVQs and degrees.’ (Haggerston Girls School, LB Hackney)



## LIST OF CONTACTS

Basic Skills Agency, The  
Commonwealth House  
1-19 New Oxford Street  
London WC1A 1NU  
Tel: 0171 405 4017

British Red Cross Society, The  
National HQ  
9 Grosvenor Crescent  
London SW1X 7EJ  
Tel: 0171 235 5454

BTEC - Business & Technical Education  
Council  
- now part of the EdExcel Foundation (see  
below)

City & Guilds  
Customer Service Enquiries Unit  
1 Giltspur Street  
London EC1A 9DD  
Tel: 0171 294 2800

Community Service Volunteers  
237 Pentonville Road  
London N1 9NJ  
Tel: 9171 278 6601

Council for Awards in Children's Care &  
Education  
(CACHE)  
8 Chequer Street  
St Albans  
Herts AL1 3XZ  
Tel: 01727 847636

Duke of Edinburgh's Award - London  
150 Brick Lane  
London E1 6RU  
Tel: 0171 377 2449

EdExcel Foundation  
Stewart House  
32 Russell Square  
London WC1B 5DN  
Tel: 0171 393 4516

Kid's Club Network  
Bellerive House  
Muirfield Crescent  
London E14 9SZ  
Tel: 0171 377 1866

Millenium Volunteer Unit  
DfEE  
Room North 2  
Moorfoot  
Sheffield S1 4PQ  
Freephone: 0800 9178185

National Centre for Volunteering  
Regents Wharf  
8 All Saints Street  
London N1 9RL  
Tel: 0171 520 8900

National Open College Network  
[www.locn.org.uk](http://www.locn.org.uk)

National Schools Associated Programme  
PO Box 963  
Oxford OX4 3XL  
Tel: 01865 724335

OCR (Oxford & Cambridge and RSA)  
(for NVQs formerly accredited by the  
Royal Society of Arts)  
Westwood Business Park  
Westwood Way  
Coventry  
CV4 8HS  
Tel: 01203 470 033

The Prince's Trust  
18 Park Sqaure East  
Lodnon NW1 4LH  
Tel: 0171 543 1234

Qualifications and Curriculum Authority  
(formerly NCVQ)  
29 Bolton Street  
London W1Y 7PD  
Tel: 0171 509 5555

RSA Examinations Board  
Westwood Way  
Coventry  
CV4 8HS  
Tel: 01203 470033

St John's Ambulance Association  
1 Grosvenor Crescent  
London SW1X 7EF  
Tel: 0171 235 5231

Scottish Qualifications Authority  
Hanover House  
24 Douglas Street  
Glasgow  
G2 7NQ  
Tel: 0141 248 7900

Voluntary Arts Network  
PO Box 200  
Cardiff CF5 1YH  
Tel: 01222 395395

Volunteer Reading Help  
High Holborn House  
52-54 High Holborn  
London WC1V 6RL  
Tel: 0171 404 6204

## **ACKNOWLEDGEMENTS**

Thank you once again to all the schools who replied to our research survey and to Lloyds TSB Foundation for funding the research.

Thank you also to:

Saul Hillman, Research Assistant for Education Extra;

Lyndsey Mackie, Education Consultant;

Ginny Harris, Publications Officer at Education Extra.





