



# **The Greenside Studio: A classroom in the community**

## **RESEARCH PROJECT REPORT**

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## Introduction

Greenside School caters for 116 pupils aged 2 to 19 years with a range of complex needs which include severe and profound learning difficulties. The school also has specialist provision for pupils with Autistic Spectrum Condition.

This report describes The Greenside Studio initiative and seeks to evaluate the first year of this social enterprise and community learning initiative through research with some of the stakeholders – students, teachers, teaching assistants, parents and governors. The focus is mainly on the educational ‘side’ of the enterprise, the learning opportunities and outcomes and potential developments.

The Greenside Studio is a physical place and space in a shopping precinct local to the school. The space (see figure 1) incorporates:

- an ‘old fashioned’ sweet shop with shelves of sweets in jars;
- a classroom/ceramics area with tables and chairs and shelves of fired ceramic ornaments and figures, ready for painting;
- a small storage area and an accessible toilet;
- a kitchen diner/work area with hob, microwaves and a sink on one side and two computers and the CCTV camera screen for the shop entrance on the other side;
- a kiln room – large electric kiln and clay drying area, storage of potter’s wheel;
- a storage room for ceramic bisques.

It is described by the school as follows:

The Greenside Studio is a specialist, vocational teaching resource, based within the heart of the school’s local community. A ‘living classroom’, this local shop premises provides young people who have severe or profound learning difficulties with exceptional opportunities to undertake work related learning, including vocational courses designed to develop communication, social-interaction and independence skills.

(Greenside School website

<http://www.greenside.herts.sch.uk/Greenside%20Studio/Greenside%20Studio.html> 24-7-13)

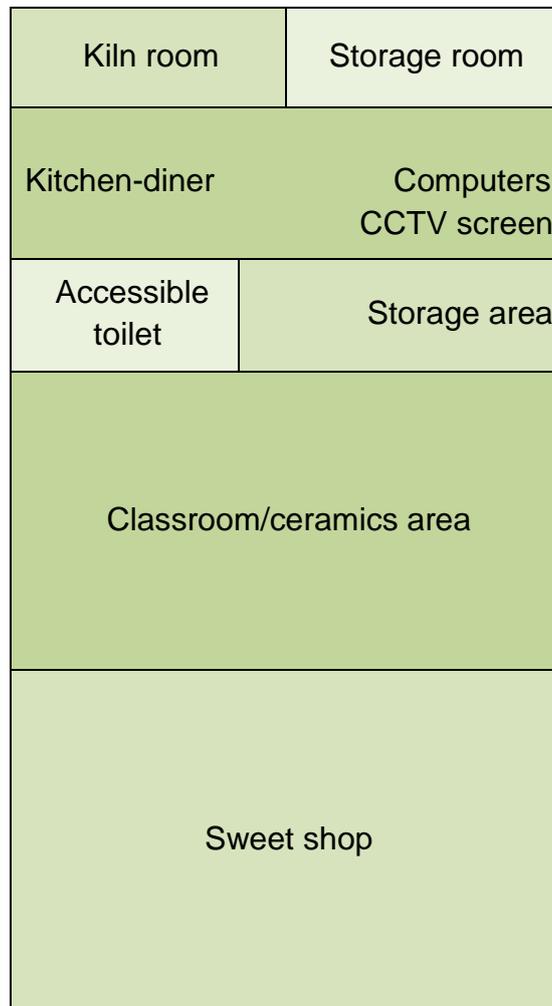


Figure 1: Plan of The Greenside Studio

It is mainly, but not entirely, used by students in the Post 16 Department. The Post 16 Prospectus suggests six main learning opportunities associated with The Studio:

- Retail: Through the selling of loose sweets (offering opportunities to develop practical measuring skills), greeting cards, gifts and crafts.
- Creative arts and crafts: Through the design, manufacture and packaging of products (including greeting cards, gifts and crafts).
- Extended work experience: The Studio is used as a base from which work experience placements in neighbouring shops can be supported by staff from Greenside School.
- Travel training: The Studio is used as a base from which young people are able to learn how to travel within the local community.
- Ceramics and pottery: This has a dual purpose - to support the development of ceramic and pottery skills, as well as offering opportunities for young people with special needs to work alongside and support members of the public who wish use The Studio.
- Cookery and self-help skills: The resource features a kitchen diner, which the young people use to develop self-help and independence skills.

Possible learning outcomes are also indicated:

Through this project young people with complex learning difficulties will:

- Learn skills to enable them to gain some form of employment, suited to their interests, skills and experience;
- Develop interpersonal and communication skills through working with members of the public; they will gain greater confidence and further their self-esteem;
- Gain accredited qualifications in vocational skills;
- Transform expectations, their own, those of their family and those of the general public;
- Provide opportunities for progression to pursue employment that reflects their interests, skills and ambitions.

The Greenside Studio opened in September 2012 and this research project was carried out between January and July 2013.

Prior to detailing the research project and its findings, Dave Victor, Headteacher, presents a background context and rationale to development of The Studio and Jill Smith, Assistant Headteacher and Post 16 Coordinator reflects on the first year of the initiative in terms of student learning.

## **The Greenside Studio: Background context and rationale**

### **Dave Victor, Headteacher, Greenside School**

I have taught pupils who have severe learning difficulties (SLD) for over 30 years. During my career I have seen a huge transformation in resources and the curriculum, as well as the quality of teaching practice. However, opportunities for individual students when they finally leave education appear, for the most part, to have remained unchanged.

When I entered the profession back in the early seventies there was little expectation that employment would be a viable option for the vast majority of youngsters attending the SLD phase of education and despite all the developments that have taken place, such ambitions continue to be regarded by many as unrealistic. Yet, in my experience many young people who have severe learning difficulties aspire to work and have skills, talents and attributes that are of value. These young people understand that it is through some form of employment, be it voluntary, supported or fully paid work, that they are able to gain a greater sense of contribution, self-worth and fulfilment.

In 2006, the then Head of the Post 16 Department at Greenside School, Colin Gladstone, conducted a piece of research that investigated the experiences of young people five years after they had left their special school. The study was entitled "where are they now?" The findings identified that the majority of young people were disappointed that they had not been offered some form of work; most were spending the majority of their week at home.

As a result of the findings of this study, Greenside extended the range of work related learning opportunities. These developments included a partnership with a community cafe, as well as other local businesses including supermarkets, hairdressers and a farm. The school also established an allotment and invested in a barrow market stall to sell our produce. These initiatives were of particular value for higher attaining students; as a result, one gained paid employment at a warehouse. However, the majority of our students required a much higher level of structure in order to support their learning which was difficult to provide even within the most understanding and flexible of businesses.

Greenside is a school that has actively sought to gain an international perspective. Participation in a range of European projects through the Comenius programme provided staff and students opportunities to see provision in other countries at first hand. The emphasis on employment for young people with similar learning difficulties to those attending Greenside challenged our perceptions of what was possible. Visits to supported employment programmes in Melbourne, New York and Los Angeles transformed expectations of what could and should be achieved and fostered our ambition to develop work related learning provision. Successful grant applications provided the start-up funding needed for our venture, which we call "The Greenside Studio". Our vision was to provide a 'living classroom' that enables learning to be based within the wider community.

Our social enterprise is open throughout the year from 10 to 5 and only closes on Sundays and bank holidays. This has enabled the school to extend learning, with students working at The Studio after school at weekends and in the holidays. Young people who have left Greenside are also given opportunities to work at The Studio.

After taking more than a year to prepare the premises, which are located in a small shopping centre approximately half a mile from the school, The Greenside Studio opened in September 2012; staff and students have been on a sharp learning curve ever since.

### **The first year: Learning at The Greenside Studio** **Jill Smith, Assistant Headteacher, Post 16 Coordinator**

*Functional skills are practical skills in English, mathematics, and ICT which allow individuals to work confidently, effectively and independently in life. Functional skills are not simply about knowledge in these subjects but about knowing when and how to use this knowledge and these skills in real life contexts. In developing functional skills, learners can adapt and apply what they have learned to suit different situations that they face. They reinforce skills in communication, problem solving, listening and time management.*  
(DCSF, 2009:4)

The Studio offers an excellent resource for the practice of these functional skills. It provides a real life context where challenging targets can be set. Students are faced with real life situations which gives them the opportunities to adapt and apply their functional skills.

### **Developments over 2012-13**

During the academic year, students in our Post 16 Department (23 students) have had the opportunity to use 'The Greenside Studio' as a teaching resource. If teachers of classes of other age groups within the school wanted to use The Studio to enhance or consolidate the learning in their lessons this was organised on an occasional basis. The way in which these opportunities have been presented to the students has depended on their individual needs.

During the first term students used The Studio in different ways. For some it was experience of working in a traditional old fashioned sweet shop, for others it was experience of working in a creative area, for making and painting items for Christmas which could be sold in the shop or taken home. The students also used The Studio as a base from which to work in the community, finding out about local shops and facilities etc. One group also went to local schools, day centres and respite homes to research the possibility of taking baskets of bagged sweets into the community to sell.

Three mornings a week the same group of four students went to The Studio and made their lunch. This involved meal planning, budgeting, and shopping as well as cooking, eating and washing up after themselves. One morning a week these students had their speech therapy at The Studio and on that day the students would have a take away from the 'chip shop' where they learned to order and pay for their lunch. A different group also cooked lunch on a different morning, but caught a bus to town to shop and did more travel training.

In the spring and summer terms we were able to bring in the specialist services of one of our Creative partners and were able to offer pottery lessons. Students have had the opportunity of making bisques using moulds. These are fired in the kiln room, and later glazed/painted. Students have also produced some interesting clay pots using the potter's wheel.

When Post 16 students had their PE morning, this meant that The Studio was not being used, and enabled a key stage 4 class to hold their Italian cookery session there with the help of our Italian Commenius assistant. (We only have 2 cookers for the whole of school to use at Greenside; so the kitchen at The Studio gave us more flexibility at school for Food Technology lessons).

In the spring term we also took a look at the number of students in the Post 16 Department who had not had access to The Studio and tried to use every available session. This proved to be quite a juggle with other timetabling restraints, such as students going to college, and swimming and PE sessions being immovable. However, we were able to make it possible for all students to have a lesson there and this included our students with profound and multiple difficulties.

During the summer term, we were able to offer some of our students an extended day in the form of additional work experience at The Studio after school until it closed at 5.00pm. This gave them the additional experience of interacting with the pupils from the local schools as they came in to buy their sweets after school.

## **Activities and learning at The Studio**

Students with profound and multiple difficulties have used The Studio as a place to experience the different smells and tastes and textures of the goodies for sale in the sweet shop. The students also engaged in creative activities, including experiencing using the potter's wheel. They were able to listen to the different voices of the public in the shop. They were also able to use the local shops in the area to buy different foods to explore at The Studio.

Students with severe learning difficulties and autism have used The Studio for work experience. With the help of jigs (templates) the students are able to package sweets such as chocolate 'fish and chips' or 'tools'. The students match the chocolate to the shapes on the laminated paper jig and put them in rows in a transparent bag. These are then all priced and sold in the shop. The number of items on the jig also varies with the ability range of the students. Our students with autism also enjoy repetitive jobs such as stamping our Studio logo onto the large paper carrier bags, and using the pricing up gun.

Groups of students used the Studio to plan cook and eat their lunch and learn retail skills, office skills and independence skills. The groups learned about balanced meals and made decisions about their menus based on what they had learnt and what they agreed as a group. They used symbols on the computer and printed out the shopping list using the IT equipment at The Studio. They also had a budget to work to. Different students each day went to the local supermarket to buy the items needed for lunch. At first they were accompanied by an adult, but this support was gradually withdrawn and by the end of the year, students were able to walk to the supermarket independently, locate the items in the supermarket, pay for the items and return to The Studio (of course they were always shadowed unknowingly). This was a massive step forward for our students and something we would have found geographically difficult to do from school. Students took it in turn to cook lunch for the others and all made progress in their food tech skills. They also learned about how to wash up and clear away after themselves.

Students have also worked in the sweet shop filling up the sweet jars, cleaning, learning about health and safety and weighing out bags of sweets. The students have learned how to talk to customers, and take their money. The students learn about the world of work. They learn about how they have to turn up on time, present themselves in a clean and tidy way, wear an apron and gloves to handle the sweets and other health and safety aspects. They also learned that putting the chocolate Easter eggs in the hot sun melts the chocolate - an 'excellent' learning opportunity!

The Studio now runs an enterprise of delivering baskets of bagged up sweets into selected areas of the community. The students make up the baskets containing 20 bags of sweets, (Maths - counting, ICT- printing labels,) which they then take to local mainstream school, respite homes, day centres, and local shops, They leave the full basket and collect the empty basket plus the money container (communication) and return to The Studio to count the money (more Maths).

Lots of hidden learning has occurred during the course of their time spent at The Studio, mainly linked with problem solving, decision making and the development of thinking skills.

Examples of this may be seen in the report. However, not all students were able to access their learning at The Studio. The venue was sometimes considered to be too stressful a place for some students, away from the regular routines of school, which affected their behaviour and needed their programmes to be reconsidered. Flexible timetabling was quite important during these early stages of our new venture. We needed to cater for the individual needs of all our students.

Students have been able to work on their individual education plan (IEP) targets when using The Studio and have been able to take advantage of the opportunities that it has to offer as a vehicle for the achievement of their goals. Students have also worked on the ASDAN Entry 1 Qualifications in Personal Progress<sup>1</sup> which spans a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of experiences. They were able to achieve units in literacy, numeracy, ICT, independent living skills, personal development, community participation and preparation for work. All of our 'leavers' this year gained either the Award Qualification (8 credits) or the Certificate Qualification (14 credits). PMLD students were also able to work on the achievement of unit certification of the ASDAN Personal Progress awards to recognise achievement.

By working with young people with learning difficulties at The Studio and using the curriculum creatively, we were able to help them improve their learning and access work experience. Students learn best through real life, meaningful experiences; The Studio offers a safe place to learn and for scaffolding to naturally take place within our living classroom.

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<sup>1</sup> ASDAN is a curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life. Personal Progress units are Entry 1 qualifications developed for learners working between P Levels 1-8. [http://www.asdan.org.uk/Qualifications/Personal\\_Progress#](http://www.asdan.org.uk/Qualifications/Personal_Progress#)

## Research project

### Aims

The overall aim of the research project was to evaluate the first year of The Greenside Studio's operation, focusing particularly on students' learning.

The following research questions were designed with reference to the school's purpose for the evaluation and these framed the project:

- How do staff and other stakeholders understand the purpose of The Greenside Studio?
- How is the facility used and how do staff and other stakeholders think it is used?
- Does the facility extend the range of learning opportunities for young people with severe or profound learning difficulties? In what ways?
- How are opportunities tailored to each person's interests, aspirations and abilities?
- How can these learning opportunities and their (possible) success be evaluated?
- What other outcomes are there?
- How can the (possible) success of The Studio be evaluated?
- What other opportunities does the provision afford?

### Research design: Data collection, data analysis and participants

The project included three specific data collection phases as illustrated in table 1.

- On-going data (gathered throughout the year) about The Studio use and student activity/learning/progress:
  - a. documentation about studio use
  - b. focus on five case students
    - time spent at The Studio and activities carried out.
    - learning and progress records
- Online staff survey
- Semi-structured interviews with staff and students

Documentation about The Studio use		
Case students: record of time/activity and learning/progress records		
	Online survey - staff	Semi-structured interviews – staff and students
September 2012	February - March 2013	May - June 2013

Table 1: Design of study and data collection over 2012-13

### **On-going data about The Studio use and student activity/learning/progress**

- a. *documentation about The Studio use – data collection and collation*

The Post 16 Coordinator maintained records over the year of *who spent what time doing what* in The Studio. This provides a record of use in terms of student access and type of

activity. Records of The Studio use were collated according to use by students and by activity.

*b. focus on five case students – data collection and collation*

Five Post 16 students were selected by the Post 16 Coordinator and vocational lead as case students to follow in greater detail. These five (S1 James, S2 Ben, S3 Tom, S7 Jessica and S8 Alice – all pseudonyms) were chosen as their individual profiles and needs are very different (see brief profiles and IEP targets in appendix 1). They were also among the students who used The Studio regularly. Records were gathered over the year by the Post 16 Coordinator and other teaching/ teaching assistant (TA) staff working with the students about the time they spent at The Studio, their learning and progress in relation to their Individual Education Plan targets and accredited ASDAN personal progress units. These records were then collated and summarised.

### **Online staff survey**

#### *Data collection*

A 10 question online survey was constructed based on the research questions. The majority of the questions were open ended and required qualitative responses. A draft version of the questionnaire was sent to the head teacher and the Post 16 Coordinator responsible for The Studio and minor adaptations were made based on their thoughts. The questionnaire asked about respondents' knowledge and use of The Studio, their views about its purpose and value, about student learning and about its potential. (The final version of the questionnaire can be found in appendix 2).

The link to the online questionnaire was forwarded to school staff – to all teaching staff in the school and to teaching staff and TAs in the Post 16 Department (approximately 40 people). It was also sent to the shop manager. Staff were informed about the questionnaire in a staff briefing. The link was live for two weeks; teaching staff were given time in a staff meeting to complete the survey and TAs were given time during the school day.

There were 27 responses to the online survey (18 teachers, four TAs, three members of SMT, the shop manager and a student who was on work experience at the school and had spent time in The Studio), a response rate of approximately 68%.

#### *Data analysis*

Open coding was carried out across the responses, broken down by role (for example, teacher, TA). Each question was then looked at separately, open codes were grouped with similar codes and given category titles. In the research findings section, the categories are reported in order of the number of codes placed in each category, in response to each question asked. Some categories were broken down into sub-categories, for example, in response to the question 'what do you think is the purpose of/ rationale behind The Greenside Studio?' a category name was 'to provide...' which was then broken down into sub-categories according to what was provided, such as 'opportunities', 'an environment' and 'curriculum'. A rating scale was also used for one question where participants were

asked to select a description of their level of knowledge of what goes on at The Greenside Studio. This is reported as a percentage for each type of response.

## Semi-structured interviews

### *Data collection*

These took the form of interview-conversations with various ‘stakeholders’. In the majority of cases this was carried out by the principal investigator over the telephone and audio-recorded. One person chose to respond to the questions via email. Two students were interviewed; these were two of the four students who most regularly used The Studio facilities – S1 James and S2 Ben. They were asked questions by a TA they were familiar with and the TA recorded their answers in writing.

The prepared questions were based on themes arising from the questionnaire findings, along with the research questions; these proposed questions were shared with the senior management team. Student questions were devised by the Post 16 Coordinator based on her knowledge of the students and the research focus. The interview schedules can be found in appendix 3.

21 people (apart from the two students) were approached to participate and a convenient time was arranged for them to be contacted and interviewed – 15 interviews were subsequently carried out, making a total of 17 interviews including the two student interviews. The interview schedule of questions acted as a guide, the researcher conducting the interviews did not necessarily ask them all, nor was the question order adhered to, depending how the conversation developed. The length of the interviews ranged from 7 to 32 minutes with an average length of 17 minutes. Table 2 details the role of the participants who were interviewed and the label used to refer to their data in this report.

<b>Participant</b>	<b>Data label</b>
2 students (facilitated and scribed by TA)	S1/S2
2 parents of Post 16 students who use The Studio	P1/P2
A school governor	Gov
Headteacher	H
Deputy Headteacher	DH
Post 16 Coordinator and vocational lead in Greenside Studio, Assistant Headteacher	AH
4 teachers/tutors who lead groups at The Studio	T1/T2/T3/T4
3 TAs who have worked alongside Post 16 students in The Studio	TA1/TA2/TA3
Creative partner who leads the pottery/ceramic sessions for the school at The Studio	CP
Shop manager	SM

Table 2: Participants and data labels

### *Data analysis*

Initial analysis took the form of the two researchers separately listening to the same four interview recordings (H, P2, TA2 and CP) and examining them for key themes. Emerging themes and key quotes were noted down while listening to the interviews and the researchers independently began to collate the themes into groups. A meeting was held between the researchers to discuss their findings and the emerging themes. Several themes were selected, defined and agreed on and these were then applied to the remaining interviews with each researcher listening to a different set of interviews. Any new emerging themes were also noted, and shared between the researchers. The themes were also applied to the emailed version received from one participant. Student interviews have been used to illustrate themes further.

The findings from the interviews are reported in two ways: firstly, as the interview questions were similar to and built upon the survey questions, interview data are first used in conjunction with, and to elaborate and illustrate, the findings from the questionnaire (p19-29); secondly, the findings are presented as part of discussion of four broader themes which emerged (alternative educational environment, sides, space, community) (p31-34).

### **Ethics**

The project met the ethical guidelines set out by British Educational Research Association. The school and all participants were provided with information about the project (Appendix 4) and gave their verbal consent. Most participants are anonymised within this report and effort has been made to ensure that students, parents, teachers/tutors and TAs are not easily identifiable. It was indicated to interview participants who are in a very specific role they may be identifiable (for example, headteacher, shop manager, creative partner). Students were informed about the project as far as possible and those who participated in interviews gave verbal consent.

## Research Findings

The research findings are presented in four sections according to the type of data collection: 1) The Studio use - findings from documentation; 2) case students – learning and progress; 3) online survey results and interview findings.

### 1) The Studio use – findings from documentation

The data presented in this section were compiled by Jill Smith, the Post 16 Coordinator and Assistant Headteacher, and further analysed by the researchers.

#### Timetabled use

The Studio opened in September 2012. At the beginning of the school year, student use of the facilities was rather ad hoc. From October 2012 more strategic and planned timetabled use of The Studio was developed and this was continually reviewed over the year (see The Studio timetable in appendix 5).

The timetable is organised by three main hour-long time periods over each day (9.30-10.30, 11.00-12.00 and 1.30-2.30) and by term (autumn, spring and summer), making a total of 45 timetabled slots (3 per day x 5 days x 3 terms). Of course, when students are making their lunch, they also eat and clear up after eating and their time at The Studio extends over the lunch period (12.00-1.30). In addition, the use of The Studio in the afternoon time slot does not always end at 2.30 but often continues until 2.45 or 3.00.

Over each of the three timetabled hour-long periods, there was 80% timetabled usage of The Studio in the autumn 2012 and spring 2013 terms (only three of the 15 timetabled slots were not filled – two on Wednesdays mornings and one on Friday afternoon) and 100% timetabled usage in the summer 2013 term.

#### Activity use

Table 3 illustrates the timetabled use by type of activity, as described on the timetable.

Activity	Group	Autumn term 2012					Spring term 2013					Summer term 2013				
		M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
Work experience	Post 16	III	III	I	III		III	III	I	III		III	II	I	III	
Travel training	Post 16	III	III	I	III	II	III	III	I	III	II	III	II	I	III	II
Planning, shopping, preparing lunch	Post 16	II	II		II	II	II	II		II	II	II	II		II	II
Pottery/ceramics	Post 16												I	I		
PSHE/Citizenship (community use)	Post 16					II					II	I				II
Cooking	KS4													I		
Sensory	Post 16										I					I

Table 3 Timetabled activity use

[based on three, hour-long timetabled sessions a day; a timetabled session may incorporate more than one activity eg travel training, work experience and preparing lunch; **each tally represents one session**]  
 It is clear from table 3 that the main timetabled activities are work experience, travel training (en route to and from The Studio) and preparing lunch.

Tables 4 and 5 show the range of work experience tasks and the activities involved in planning, shopping and preparing lunch respectively – these lists were derived from a description of timetable activities.

Weighing sweets in 100gm bags	Making and printing labels for bags
Filling sweet jars and conical bags	Making items for sale - sweet wreaths for Christmas, painting glass Christmas tree decorations, marbling (also Technology and Art)
Cleaning	Arranging stock
Preparing baskets of sweets for delivery to local community venues with 20 x 100gm bags of sweets and a money collection pot	Delivering baskets to local community venues eg children's centres, schools, pubs, community centres, day centres
Counting money and refilling baskets as necessary	

Table 4 Work experience activities

Choosing lunch	Preparing shopping list on computer, using symbols or words as appropriate and laminating if necessary
Shopping for lunch	Preparing and cooking lunch
Washing up and clearing away	

Table 5 Planning, shopping, preparing lunch activities

The Studio is also used a base for PSHE/Citizenship activities exploring and using facilities in the local community and for sensory sessions for students with profound and multiple learning difficulties. Two timetabled pottery sessions and a key stage (KS) 4 cooking session have been additions in the summer term.

A further use includes an ex-student travelling independently to the shop and carrying out voluntary work one morning a week.

### Student use

As a facility particularly focusing on the Post 16 age group, at some point over the year all 23 Post 16 students have accessed The Studio. Table 6 shows the number of sessions per week per term each Post 16 student accessed and the nature of the timetabled activity.

The range of participation is generally dependent on each student's perceived needs and the apparent benefits for them from the opportunities and experiences available at The Studio. Student participation was continually reviewed and amended over the year. For

example, student S4 started participating in activities at The Studio in the autumn term. However, her behaviour deteriorated and she decided she did not want to co-operate with the planned work experience activities in the sweet shop area. Student S5 left after the spring term and moved to a different area. The hours at The Studio were reduced for Student S10 in the summer term as she was preparing for leaving school and involved in activities in school such as planning for the Leavers' Prom. Student S11's hours were also reduced in the summer term - the sweet shop environment was sometimes difficult for him. In the summer term, on Thursday afternoons, student S17 replaced student S8. Student S8, one of the case students, had spent a considerable amount of time at The Studio over the year and was not always willing to carry out tasks – it was thought she would benefit from a change of activity and venue. Student S17 was preparing to leave school and was scheduled to work at The Studio for one and half days a week in the following year, so preparatory time in The Studio was considered important for her.

Post 16 students	Work experience travel training, preparing lunch (Mon, Tues and Thurs mornings)			Travel training, community use, preparing lunch (Fri morning)			Work experience and travel training (Mon, Tues, Weds, Thurs afternoons)			Pottery/ Ceramics (Tues afternoon, summer term)			Sensory (Fri afternoon)		
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
S1	6	6	6									1			
S2	4	4	4	2	2	2									
S3	6	6	6									1			
S4	6			2	2	2									
S5		4													
S6			4												
S7		2	2				3	3	3			1			
S8				2	2	2	3	3	2						
S9				2	2	2									
S10							2	2	1						
S11							3	3	2						
S12							1	1							
S13							1	1							
S14							1	1							
S15							1	1							
S16												1			
S17									1			1			
S18									2						
S19														1	1
S20														1	1
S21														1	1
S22							1								
S23							1								

Table 6 Student use and activities  
 [Number of hour-long timetable sessions per week per term]

## **2) Case students: learning and progress**

Brief summaries and examples in relation to learning and progress for each of the five case students are presented below. These have been compiled from the students' learning logs and relate to IEP targets, where relevant. Achievement of ASDAN Personal Progress units is also listed<sup>2</sup>. Students have achieved unit accreditation by working on units at school as well as at The Studio, for example, through growing plants and participating in sports.

### **S1 James**

James entered The Studio kitchen one morning asking to make his favourite food for lunch- carbonara. He had become more self-confident as time had passed, began to make his views heard more and of course was well rewarded for his efforts on this occasion by making his favourite lunch.

He learned how to weigh out 100gms of sweets and put them into a bag and label them appropriately. When finishing a job, he would usually wait to be given the next job. However, by the end of the year, when he had finished labelling all his bags of sweets, he went to the counter and asked for more, showing initiative. He had also achieved one of his IEP goals – to initiate conversation.

Another time, without being reminded, he remembered and found the aprons and plastic gloves when Jill had forgotten to put them out one day, thus indicating use of thinking or problem solving skills.

#### *ASDAN Personal Progress Units achieved*

Understanding what money is used for

Planning and preparing food for an event

Engaging in new creative activities

Participating in sporting activities

Developing skills for the workplace: following instructions

Developing skills for the workplace: looking and acting the part

### **S2 Ben**

Ben is obsessed with a desire to constantly tidy up anything which may appear to be out of place. When he started to go to The Studio he could not resist pushing any of the 10 chairs tidily back under The Studio table as he walked past it to go into the kitchen area. As soon as he had finished his lunch, he wanted to start washing up and clearing away, even before the other students had finished eating. However, by the end of the summer term he had learned to sit and wait for everyone to finish eating and learned that he had to take it in turns to carry out the chores. He still wants to push all the chairs under the tables but now lifts his head up to look at the nearest adult to him for approval and can resist the temptation if he gets a disapproving look from the adult! He is showing some decision making / thinking skills.

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<sup>2</sup> James and Tom left Greenside School in at the end of the Summer term 2013. Ben, Jessica and Alice still have another year at school in which to achieve further Personal Progress units.

### *ASDAN Personal Progress Units achieved*

Looking after and caring for animals

Developing community participation skills: getting out and about

Developing skills for the workplace: following instructions

Developing skills for the workplace: health and safety

### **S3 Tom**

Tom has learned to tolerate many everyday changes by going to The Studio three times a week. The routine was not the same every morning as there were a variety of tasks to complete. For example, some days the carrier bags needed stamping with The Studio logo, sometimes it was his turn to cook lunch, or buy the ingredients for lunch. He was able to bag up sweets such as the larger tool-shaped chocolates or pink pigs by counting them out and placing them on a 'jig' on the table in front of him. This consisted of a laminated card with the correct number of life size pictures of the sweets on which to place the sweets. He was then able to put these in a bag and label them.

Prior to experience at The Studio, Tom generally only spoke to answer a question, usually with a one or two word answer. He learned to use his voice when buying ingredients in the supermarket near The Studio and when ordering a take away at the chip shop next door to The Studio. (One day a week the students have speech therapy in the kitchen area of The Studio which means that they do not have enough time to cook their lunch). Tom surprised the school staff one day - in the chip shop he ordered his sausage and chips as usual, but was given a fish cake instead of a sausage. Previously he would have noticed this but accepted it, rather than point it out to the chip shop staff. On this occasion, he shouted out 'No I wanted sausage!' The school staff were absolutely amazed and gave him lots of praise as this showed really good progress for Tom, and in a real life situation. His confidence had grown over the weeks of ordering his lunch.

Another example of Tom's learning was noted in terms of using his initiative and thinking skills. Previously, he had needed explicit step-by-step instructions to complete tasks – for example, to wash the next cup up after washing the first one, or waiting for a door to be opened for him rather than opening it himself. One morning in the summer term, instead of waiting for the first of the doors between The Studio area and the storage area to be opened for him, he was first to get to the door, put his basket down on the table, opened the door, picked his basket up and walked through the door and then repeated the process for the second door to the kitchen area without any prompting.

### *ASDAN Personal Progress Units achieved*

Understanding what money is used for

Planning and preparing food for an event

Engaging in new creative activities

Participating in sporting activities

Developing skills for the workplace: following instructions

Developing skills for the workplace: looking and acting the part

## **S7 Jessica**

Jessica undertook a variety of tasks at The Studio. One of the tasks she learned to carry out was sticking the labels on the sweet bags. One day in the summer term, she was sitting at the table in The Studio on her own, as everyone was busy doing other tasks, when she noticed that she had been given the wrong labels. She called the TA's name quite loudly and told her that she had been given the wrong labels - this showed that she had read the labels and had been concentrating on her task which marked a great achievement for Jessica.

*ASDAN Personal Progress Units achieved*

Developing skills for the workplace: looking and acting the part

Developing skills for the workplace: following instructions.

## **S8 Alice**

Alice was able to carry out a variety of tasks at The Studio such as making a hot drink, cooking, weighing up the sweets and filling up jars of sweets. However, she often found this quite stressful and would pace up and down The Studio, go outside and talk to herself, refusing to join in the activities and shirking off any adult intervention. Although she did manage to complete Personal Progress units related to her work experience at The Studio, her timetable was reduced in the summer term to reduce her stress.

*ASDAN Personal Progress Units achieved*

Developing community participation skills: getting out and about

Developing skills for the workplace: following instructions.

Developing skills for the workplace: health and safety

Engaging in new creative activities

Developing skills for the workplace: growing and caring for plants

Developing skills for the workplace: looking and acting the part.

## **3) Survey and interview findings**

There were 27 respondents to the online questionnaire (18 teachers, four teaching assistants, three members of the Senior Management team, including the headteacher, the shop manager and a student on placement at the school). Of these 27, seven worked with students in KS1 and/or 2, five worked with students in KS3 and/or KS4, seven with Post 16 only students, two with students in KS4 and Post 16, and three with students of all ages. There were 17 interviews as detailed on p12.

Survey and interview data<sup>3</sup> are presented below grouped under the following headings:

- Use
- Purpose and rationale
- Value
- Student learning
- Evaluation and success
- Development and potential

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<sup>3</sup> Double quotation marks signify survey respondents'/interview participants' direct quotes. For interview data participants' data labels are also provided.

## Use of The Studio

*Survey Q3: Have the children you work with used The Greenside Studio? If yes, what for?*

*Survey Q5: Do you know what goes on at The Greenside Studio?*

*Survey Q6: Can you describe what goes on at The Greenside Studio?*

*Related interview questions*

*Staff/parents/governors: What is your experience of The Studio? How are you involved?*

*Can you describe what goes on at The Greenside Studio? Is it relevant for all students?*

*Students: What do you do at The Studio? If you could give yourself a job title what would it be? What goes on at The Studio? What do you like doing best at The Studio? Favourite activity?*

*What goes on at The Studio?*

When asked to rate their knowledge of what goes on at The Studio (Q5), approximately half (13) of the survey respondents selected 'some', seven respondents said 'a lot', seven said 'very little'. No one selected 'nothing at all'.

The majority of uses stated in the survey responses were related to the **development of students' skills**. This included functional skills, particularly in relation to the whole process of preparing meals, for example, making choices about what to eat, identifying and buying ingredients, cooking and washing up. Health and safety was also an aspect of functional skills. Other types of skills listed included: practical skills such as handling money; work skills; travel training skills; independence skills; life skills; communication skills (with peers and the public); literacy and numeracy skills; ICT skills; and problem solving skills.

Perceived skill development was mainly related to **practical activities**, described in the survey and interview responses. Some of these related to "general shop-keeping", such as carrying and storing stock, breaking up boxes, going to the cash and carry warehouse, weighing sweets, refilling jars, shelf filling, stocktaking, cleaning and tidying, serving customers, and using the till. S1 described his job title as 'housekeeper'. Other activities, as previously noted, related to planning and cooking lunch and use of the kitchen facilities. When asked what he did at The Studio S2 included both of these sorts of activities: "I count money. I weigh up sweets and put them into sweet bags. Help people make drinks. Clean kitchen after making lunch."

Broader personal and social skills were also mentioned, though less frequently – developing confidence, "getting them to think for themselves" (TA3), and social skills such as talking with customers and learning how to socialise with the public.

Respondents noted that The Studio was used for the purposes of **curriculum extension**. It was used for creative activities – making clay models, painting, marbling, origami– some of which were new activities and not available at school. Numeracy was extended, especially "practical Maths in real life". Work experience and work related learning was another area of the curriculum extended through this provision.

### *People using The Studio*

The use of The Studio was also described in terms of the people using it. The majority of survey respondents (19) stated that the children they worked with had used The Studio (Q3), five responded that they had not, two were not sure, and one gave no answer.

**Students from the school** were reported to have a “major role” in the use of the studio, being “heavily involved” in a variety of tasks, related to working in the shop, preparing food and having lessons. They have the chance to interact and mix with the public/community.

Its use by particular groups of students was described. The majority of its use was **by Post 16 students** who used it regularly for the development of skills as described above. It was also used by these students as a work experience placement, and to take part in clay/ceramic workshops. Other groups of students in the school, **those from primary and KS3**, used it occasionally: for specific sessions, such as clay/ ceramic workshops; as part of an art project; as a base for a community project; and to visit/experience the shop itself. There was also brief mention of **Post school opportunities** for two former pupils who worked there.

When asked in the interviews about the relevance of The Studio for **all** pupils, some participants suggested there may be some limitations in use, for example, for “the blind or partially hearing” (TA3) and that it may be a “struggle to provide for pupils with profound and multiple learning difficulties” (H). Others noted that some aspects of the Studio are not relevant for all pupils, for example, the shop side. Most participants, however, stated that there was “something there for everyone” (T3), there was “scope for learning for everyone” (CP). The shop manager noted that they “try to cater for students of all different abilities” and gave the example of the recent introduction of “a sensory lesson” (SM). Other participants also mentioned the sensory elements of using clay, “a differentiated substance” (CP), and the possibilities for activities as part of a sensory curriculum (touching, feeling and smelling and tasting sweets, chocolate and popping candy for example). Using The Studio as an “alternative environment” for pupils with PMLD was also mentioned (DH).

The use of The Studio by the **whole school** was also described. It was used as: a class base in the community; a venue for school council meetings; a venue for parents’ evenings; and as a base for product deliveries into the community.

The **public** and **wider community** also have use of The Studio, during school hours as a shop in which to buy sweets. “After school”, “on Saturday” and during “school holidays” it is also open for public use and can be booked for children’s parties or public workshops, ceramic models can be painted and bought. One respondent noted that the public are “encouraged to use The Studio as a ‘living space’”.

## Purpose and rationale

*Survey Q4 and interview question: What do you think is the purpose of/ rationale behind The Greenside Studio?*

*Related student interview questions: Why should we keep coming to the Studio? Why keep the studio?*

An extensive range of purposes and rationales were described, usually preceded by verbs such as - to provide, extend, enable, develop, further build, reduce, advocate, practise, reinforce, resource, introduce, experience, enhance, promote, increase.

The Studio was seen to **provide**:

- **An environment** that is “real”, that is safe. It acts as a “specialist creative, community base”, a “living classroom”, an off-site venue, within the community, that is different to the school environment “which some children may find difficult to access”. It offers an “extended space/ teaching area”, with additional facilities, where food can be prepared. In this environment young people can “practise and acquire skills”, contribute to the workforce, and contribute to their community.
- **A curriculum** where pupils can work on specific subject areas (literacy, numeracy, skills, creativity), as well as life skills and vocational skills. It provides a “21<sup>st</sup> Century curriculum”, with “real-life learning”, and “exciting elements”. This curriculum was seen as part of the provision needed for students up to age 25.
- **Opportunities** for young people with learning difficulties to develop/learn skills in a real environment, to work on specific subjects, and for older pupils to work in a shop. The opportunities also extended to the community, allowing them to be involved with and support the school.
- **Experience** of working in a different environment, a “real world”, authentic working environment, with familiar people and not reliant on employers.
- Education, training and employment as appropriate to individual.
- Work experience (“which is very difficult to find for our students”).
- **A public demonstration** of the qualities, skills and talents of young people with learning difficulties.

A key stated purpose of The Studio was **to develop and reinforce the skills of young people with learning difficulties**, their life skills, work skills, community skills, independence skills, functional skills and to **enable** community based learning, developing students’ integration with the community and providing the opportunity for “children to help in the community”. A related purpose of The Studio is to **develop the wider community’s “positive awareness”** of young people with learning difficulties.

Another purpose of The Studio was **to extend and or enhance**:

- **Learning beyond** the school day, beyond the classroom/school, beyond the age of 19 (enabling provision to age 25) and beyond the traditional school year. The classroom is now extended into the community.
- **Learning in** the community.
- **Opportunities** for learning, particularly for KS4/ Post 16 students.

- **Skills.**
- **Collaboration** with members of the wider community.

This collaboration leads to another stated purpose of The Studio, to **build relationships/ collaboration** between partner agencies, local colleges, and the wider community. Further purposes mentioned were to **advocate** on behalf of young people with special educational needs and to **increase** both the profile of the school and community cohesion.

For some participants the purpose of The Studio was regarded as a bridge, a “stepping stone” (P2), to vocational work, to wider forms of employment, to the next stage of life (for example, college, residential setting) and/or to the “real world”.

### **Student learning**

*Survey Q7 and interview question: What do you think pupils learn through their experience in The Greenside Studio?*

*Related interview questions:*

*Staff/parents/governors: How is this learning the same or different to what they learn in school? How are opportunities tailored to each person’s interests, aspirations and abilities?*

*Students: What do you learn about at The Studio? Why not learn these things in school? What has been the most difficult thing for you to do in The Studio? What other opportunities does The Studio give you?*

Once again student learning was framed mostly around the **learning of key skills**. This includes: general life skills (travelling, cleaning, cooking); shop skills (counting, communication, maths/ numeracy); independence and independent living skills; creative skills; communication and social interaction skills, work skills; literacy skills; skills needed to use shops and “other community facilities”; travel skills; ICT skills; self-help skills; problem solving skills and personal and social development. One student mentioned a wide range of aspects he had learned about - to “count money, make sweet cones, serve sweets to customers, how to make tea, maths, cook jacket potato, coleslaw and tuna.” The Studio was seen to allow for the “transfer of classroom skills”. All these skills could all be encapsulated by one person’s use of the term “skills for the future”.

Another aspect of what students learn relates to **personal and social development** listed as a skill above. This personal development included confidence, self-esteem, a growing self-perception and self-awareness. It was felt to raise students’ aspirations and expectations of themselves/ their future. It also included self-sufficiency, higher levels of independence and decision making and involved development around the area of behaviour, the need to be “kind and polite”, and learning “how to interact with local community appropriately”.

Closely related to this last point is the learning that occurs in The Studio around **relationships with others**. This ranges from working with small groups of **peers**, in small group learning, to connecting with the **community** through meeting the public and interacting with the wider community.

The Studio experience was also seen as acting as an **introduction to the world of work**. Students learn about the world at work and gain work experience, “in the real world”, in an environment outside of school, involving, for example, serving the public, undertaking stock checks and carrying out surveys of what sells. This was seen by some as “context specific learning”. When asked what they had learned at The Studio, one student mentioned “working” in addition to the specific skills of tidying and cooking.

Another aspect of learning through experience at The Studio was work on students’ IEPs, their personal targets. ASDAN Personal Progress units also formed a framework for learning in addition to accreditation.

One respondent stated that students learn in the same way in The Studio as they would in the school environment.

Participants were asked how the opportunities afforded by The Studio were tailored to individuals. DH reported that individual students were selected to participate based on their interest, their need for a different experience and if they are perceived to have “outgrown what’s available at school”. Whilst participants generally felt that The Studio provided relevant opportunities for all students (see p21), there was a sense that the “more able students go to The Studio” (P1). TA3 stated that most students she accompanied “are quite able”; another TA suggested that the four students they accompany are “the same and they can do the same work”. However, as there are a wide range of opportunities and a variety of different jobs, many participants emphasised the capacity to match activities to the needs and abilities of the student. One TA mentioned that they adapt themselves to the students. AH explained that students work on different ASDAN Personal Progress units, according to their needs – ranging from, for example, ‘developing skills for the workplace’, ‘getting out and about’ or ‘encountering experiences’ and ‘being part of things’.

### **Value of The Greenside Studio**

*Survey Q8: What is the VALUE of The Greenside Studio? For whom?*

*Related interview questions:*

*Staff/parents/governors: What is the potential value of The Greenside Studio? For whom?*

*What potential benefits are there for the community?*

*Students: Why keep The Studio? What do you like doing best at the Studio? Favourite activity? How do you think everyone else in the community benefits from The Studio?*

The Greenside Studio was felt to be of value to several groups of people. It was mainly seen as having value to the **students from the school**. Its main value was in the provision of “real life experiences” with “real customers, real money [and a] real situation” (DH), outside of a school environment, “that maybe they would not be able to achieve otherwise”. The different environment was considered to be “motivating”, students enjoyed it, and it ensured “experience [of] wider educational aspects in [the] context of a shop setting”. The value of The Studio in **increasing independence** was seen, as students are allowed to deal with tasks in their own way (with support if required). It had value for these students as a **venue for work experience**, “especially for those who may not experience

conventional work experience". It had value in its role as a setting for the **development of skills**, and also acted as a "**specialist base for the creative arts**".

It was seen of being of particular benefit to particular groups of students or for individual students:

- "Very useful for **more independent students** in gaining work experience and understanding"
- "work experience for **those who have previously been failed by the system**"
- "Use for extended education by **past pupils**"
- "opportunities to generalise skills learnt at school (especially for students with ASD [autistic spectrum disorder])"
- "Individual students - for some (four since September) it has transformed what has been possible to achieve in terms of independence in shopping and cooking. Students are demonstrating pride in The Studio - they recognise that it is for real and they respond by displaying higher levels of maturity". One parent commented that the value for her son was that "he's doing something, he's part of a business", adding that "he sees it as some kind of work" (P1).
- A specific example was provided about one pupil who exhibits behaviour difficulties. His involvement with The Studio, accompanying the headteacher to the warehouse to purchase and collect stock for the shop, meant that he was no longer restricted to the school environment and is in "the real world" being observed by members of the public. Different expectations then apply and it provides the student an opportunity to behave differently in the community than he might do within a special school.

Activities and experiences provided through The Studio therefore allow students to "meet and work with a much wider range of people/ beyond a familiar setting"; T3 noted that this involves social interaction with people who are less practised in communicating with people with learning difficulties than staff members at the school. Other aspects of value relevant to all students who use The Studio are that: it makes them more aware of "opportunities for post 19 work experience"; and allows students to gain hope, understanding and pride. A final aspect is its value for students in giving them a "sense of belonging to [a] wider community group", and being "valued for who they are in the community".

The Studio was also seen as having value to the **general public/ community**. This was on a **basic level** such as a "new/different retail outlet" (S2 stated that "it looks good"); a "venue for workshops/ parties"; a "safe convenient place to visit". However, its value was also seen in allowing the "interaction with **public and school students**" and **building of "community/ school relations"**. This acted on a range of levels – it achieved "the presence of people with disabilities within the local community", allowing the community to "see the difficulties [young people with disabilities] face" and to raise awareness of the abilities and capabilities of the students, causing them to "understand and appreciate" students from the school. It leads to a "public understanding of [the] school and ethos" and "an open dialogue with the local community".

It had value to the **school** itself, offering “a venue beyond what available in school” and an “extended curriculum” in an “alternative/ **additional learning environment**”. It is a “**safe, convenient place to visit**”. It also had value in the sense it was seen as **raising the positive profile** of the school, enhancing community school relations.

The Studio had value for **other educational providers** as it provided **an alternative learning environment**; a place to **learn work skills**. Value was also seen in the potential for integration opportunities with the special school, and links with local colleges.

The Studio was seen to have value for the **parents** of the children who used it as they “feel children are engaged in something worthwhile”. It was also felt to offer hope, in the awareness of opportunities for post 19 work experience.

It was of value to the **staff** in the school as it raised their excitement and interest, and provided other work opportunities for some staff.

General value was seen in the uniqueness of the Studio.

### **Evaluation and success of The Greenside Studio**

*Interview question for staff/parents/governors: How can these learning opportunities and their (possible) success be evaluated? How can we evaluate children’s learning? Has The Studio been successful? How can we evaluate the success of The Studio? What other outcomes are there (beyond the possible extension of learning opportunities)? What are the main problematic/difficult issues/challenges around the use of The Studio?*

Interview participants were asked about the success of The Studio and how success could be evaluated. All indicated that it had been successful in its first year although there was some caution about how success could be measured and that the initiative needed time to “bed down” (T3). Three main aspects of success and areas for evaluation were mentioned:

- **Student learning/progress** - participants reported that success is indicated because students have developed in terms of independence; they have **learned, achieved and progressed**. “If students continue to make progress it’s a successful project” (P2). TA3 commented that, in the area of life skills, the students “can do things they could not do before”, for example, making tea.

Success is also indicated in more personal, social and emotional ways because the **students are happy and enjoy themselves and there is a difference in their behaviour**. A parent recounted that, in being given greater responsibility and being able to be “more his own person”, her son’s behaviour had changed substantially over the year such that the class teacher had told the parent, “I know a different person now” (P1). It was noted that some such aspects of success, for example, “trust, confidence, self-esteem” (H) are difficult to quantify.

- **Community use, interest and involvement** – the degree and quality of community use of and involvement with The Studio was also suggested as an indicator of success, that the Studio was valued within the community, involved members of the

public, and was used by local people. The shop manager stated that there was “constantly ... people showing interest in involving us with different community projects” and he also noted that there was “a lot of positive feedback through our website and Facebook page from people who have visited us” (SM). One of the TAs interviewed lives in the locality of The Studio and mentioned the atmosphere in The Studio – “kids in the street love it – they go in there and chat and everything...the community enjoy it and think it’s a good idea” (TA2).

Community interest was also mentioned in relation to public awareness about the school and about young people with learning difficulties. “If people know about the shop and when they talk about the shop, they talk about the school, they talk about the types of kids that it services, then I think it will have had a good social role in creating links with the local community and raising the status of kids with learning difficulties in Stevenage” (CP).

- **Profitable shop** – success was also interpreted as the shop being profitable.

**Methods of evaluation** suggested with regard to student learning included the keeping of learning logs – showing what students have done and what they are capable of doing (TA2). One participant stated that keeping learning logs enabled them to “pick up what students struggle with” and “what they find easy”; they noted that it “can be a surprise” and that learning logs provide “something to focus on” (TA1). Learning logs are already in use but one participant suggested they could be further developed and it was mentioned that it can be hard to assess the learning of some “non-verbal students”. External accreditation (ASDAN Personal Progress Units) and progress against IEP targets were also mentioned (AH and T4) as methods of evaluating student learning. Further ideas included filming/videoing and discussing with students, tracking student activity over time, using iPads to record work, and keeping portfolios.

It was noted that evaluation should involve discussion with a number of people – students, parents, staff.

When asked about challenges over the first year, various comments were made. One person said they had not heard of any challenges. The main stated challenges can be grouped as below:

- **Timetabling** – participants noted that the Post 16 timetable is very **complex** and that it had taken time for the timetable to settle, working out which groups of students and staff should attend, and then for slots to be found for creative sessions. The Studio is now **heavily timetabled** - some people are pleased that each session is now filled, others are frustrated by that (one person commented that a lot of students will not therefore be able to access The Studio).
- **Student behaviour** – this was seen as a challenge for some students (for example, one student locked all the doors) but also as a strength of The Studio environment for others.
- **Facilities** – it was mentioned that the kitchen is rather small and needs more cupboards, although as group sizes are generally small, the size of the space was

not seen as problematic for another member of staff. It was noted that there had been a lack of use of some facilities, for example, the kiln.

- **Time pressures v independence** – pressure on the time available for activities was mentioned: walking to and from the shop took valuable time; there was a lot to fit in and facilitate in a short space of time; there needs to be a balance with regard to outside deliveries of sweets within short time frames. These pressures led to a perceived tension in relation to the desire and goal for the students to have less support and be more independent.
- **Community acceptance** – it was commented that it takes times for the shop and the students to be accepted and for The Studio to be used by the community. Some shopkeepers, it was noted, are wary.

Other challenges mentioned include: learning about the “legal world of retail”; being late in opening; balancing capacity, curriculum and student needs; the difficulty of being a ‘charity’ shop; and delays in updating student communication aids with relevant vocabulary.

### Development and potential of The Greenside Studio

*Survey Q9: What ideas do you have for extending/developing its use? (For example, how could your class, or specific children, use the facility?)*

*Survey Q10: What is the possible long term potential of The Greenside Studio?*

*Related interview question for staff/parents/governors: What is the future potential of The Greenside Studio? What other opportunities does the provision afford?*

Survey Q9 asked respondents to list their ideas for extending or developing the use of The Studio. Table 7 groups the responses.

<i>Creative</i>	Use kiln Clay work Photography section Design bags for shops Storytelling afternoons Visiting speakers/ artists Buy small potters’ wheel
<i>Integration groups</i>	With mainstream schools With community “inclusive, creative workshops” After school activities for people with disabilities, or people with mixed abilities Students with SEN work with mainstream peers “support co-location”
<i>Skills development</i>	Practical money skills Base for trips to shops Transferable skills Life skills Travel training Enable students to be more important in the running of The Studio
<i>Curriculum</i>	Extend use to other subjects – such as base for local area history/ geography Art/ technology – look at kiln, how things are made Use by younger pupils for Maths modules/ art modules

<i>Products/ services</i>	Sell veg boxes Making selling jewellery/cushions/bags/packaging/party bags/wedding favours Sell more items the students have made Extend shop online – ebay (pupils responsible for packaging/ delivery via post office) After school club Children’s parties Ceramic lessons
<i>Community</i>	Coffee mornings Storytelling afternoons Visiting speakers/ artists Open to other community groups such as Brownies, Cubs, Guides A base for students who have left school
<i>Work (experience)</i>	Beyond school age Use till Extend work experience to neighbouring businesses Job provision for leavers – paid part time jobs
<i>Enterprise/ work related learning</i>	Young enterprise activities Customer/student survey Decide on new lines to sell
<i>Advertising</i>	To increase footfall
<i>Use of space</i>	Extend opening times to evenings Use for meetings – parents meetings, school council meetings
	My class could use it if it wasn't so full and tempting!

Table 7 Ideas for extending/developing the use of The Greenside Studio

Survey Q10 asked respondents about the possible long term potential of The Studio. Table 8 lists and groups the respondents’ ideas. There are four main groups of ideas: for The Studio to be a profitable, developing business, with the potential for it to be emulated; to provide work experience opportunities; to be a base for teaching and learning activities; and to develop relationships and partnerships.

<i>Developing the business</i>	A community shop Use as a business model Bigger premises Become part of a chain Be used as a “creative showcase” Develop “other enterprises” with community bases eg where greater physical activity is required, perhaps, horticulture/gardening (allotment, hanging baskets, Xmas baskets), wellness centres with alternative therapists and sensory areas.
<i>Profit making</i>	Sustainability Fundraising, a source of revenue Independent business (one respondent unsure of possibilities/ constraints of financial position)
<i>Work experience/ opportunities</i>	Staffed by students from school, and other young people with disabilities Regular work Opportunities after leaving school, for ex-pupils (paid or voluntary) Gain experience of working life
<i>Teaching and learning</i>	Community experience for students Skills development for students Be integral part of teaching and learning A natural learning environment Enhancing learning opportunities for Post 16 and beyond

<i>Relationships</i>	Greenside pupils become part of local community More positive relationships between a range of young people (with and without disabilities) The Studio becomes an integral part of community
<i>Offer inclusive activities</i>	Inclusive courses for broad range of young people Hub for inclusive community activities
<i>Partnership</i>	Link to/with other schools/education providers (including other special schools). Other schools could use the facilities too. Links with community
<i>Extend</i>	To all students in the school
<i>Other</i>	"become famous" "as transition to adult services" "Whatever the staff who use the studio make of it".

Table 8 Ideas for the possible long term potential of The Greenside Studio

## Discussion of main themes

A number of themes arose across the data which enable discussions at a broader level. Four themes are presented and discussed below: alternative educational environment, sides, space and community.

### **Alternative educational environment**

The Studio is regarded as being an extension to school yet also a very different environment to school: “It’s lovely to be going somewhere that is by extension part of the school and yet so completely different” (T3).

The school environment is a safe, controlled, perhaps rather insular, environment where everyone is very aware of the boundaries, a very particular environment (CP). One parent noted, “He’s been at his special needs school since the age of five and it’s a very protected environment” (P2).

The Studio offers a different environment. Experiences at The Studio are seen as “real”, a “realistic working environment” (T1) (you can see stock going in and going out, the effect of sales). There is opportunity for communicating and mixing with different people, different members of the public, whereas in school “everybody’s the same” (TA3).

The atmosphere is considered to be more informal than school (CP), a more relaxed environment, quieter than school with fewer distractions (AH). It was suggested that students “react differently in their group when they are down there than how they do in school” (T1) and there are not so many people watching over them. Students are treated more as equals - “we let them be adults down there” (TA2) and students “want to be treated independently, they want to be treated as a grown up, it’s an opportunity for them to try it” (T1).

The smaller group size, often groups of three or four Post 16 students, instead of classes of eight to ten, was mentioned by a number of participants in relation to enhancing the experience. One parent noticed that this enabled her son to put his view forward and have his opinion valued (P1).

### **‘Sides’**

The Studio, its purpose, use and potential, seem to be regarded differently by different types of stakeholder. For example, the school senior managers and the shop manager emphasise work experience, teachers and tutors focus on curriculum and “getting the best out of it educationally”, parents express greater interest in the personal and social aspects, and TAs are often focussed on the day-to-day activity level. Perhaps this is to be expected, as people are working at different levels (for example, strategic and operational) and have different expectations, roles and experiences - a simple comparison between the TAs’ and the senior management teams’ survey responses indicates that the TA view is not different, but tends to reflect only **part** of the SMT’s vision. An interesting observation is

that TAs are frequently residents of the local community and, therefore, seem to emphasise mixing with the public and the community.

Another way of expressing and perhaps visualising this is the notion of 'sides', a term used by the Assistant Headteacher. Different 'sides' to The Studio's operation can be identified:

- the educational side - ensuring the school is getting the best out of the shop as far as education is concerned (AH);
- the creative side;
- the business side - running of shop, getting customers in, finance;
- the vocational side - providing relevant work experience (H), "primarily a work experience programme for some of the students of Greenside school" (SM), "the shop, the actual selling of the sweets is not...a priority; the priority is what the students are getting out of it" (TA1);
- the community side – being positioned in, being part of and being used by the community and also having a role in 'educating' the community.

Interpretations of success also seem to be linked to the different 'sides' and the different type of stakeholder. Indicators of success, as described on p27-28, were variously related to

- student learning – the educational side (perhaps, also, the vocational side)
- community participation and community learning – the community side
- profit – the business side

The perception and use of The Studio is mediated through the environment it is seen to provide, and the affordances of this environment. It may be regarded, for example, as a sweet shop and ceramic studio, a real life work environment, a classroom, a creative space, or a base within the community.

### **'Space'**

The Studio is often referred to in terms of 'space'. The school is considered to be cramped for space so The Studio adds to the amount of classroom space available, partially compensating for this perceived shortage of space in school. In relation to school it also provides a "different space" (T3), a "better space" which is quiet with fewer distractions (AH), a more informal space, a classroom space in the heart of the community (H, T3), a "creative space" (CP), a more relaxed space, a space for a base. It provides space and facilities for cooking which are seen to be unsatisfactory in school. As The Studio incorporates a number of different areas (see Figure 1 on p3), it is seen as both a flexible and inflexible space. On the one hand, several small groups of students can use The Studio at the same time for different purposes (T1), and the tables can be moved around to make the space more suitable (T2). On the other hand, the space is considered by one participant as being insufficiently flexible for a whole class to use. It is also regarded as a "special" space – this makes it exciting and motivating for students and staff to use, in the short term at least.

## Community

The notion and importance of 'community' is prominent in many responses. The meaning of community, however, how it is referred to, the prepositions used, and how this positions The Studio and the students seems interesting and conveys more about understandings of community.

It has **physical geographical** connotations – some people talk about the 'local' community in terms of proximity – for example, one parent commented that The Studio "is not publicised beyond the immediate locality" (P1). It is used to refer to the wider community as a broader geographical area within and around Stevenage where baskets of sweets are delivered for selling (AH).

Participants talk about **using the community** as a geographical place – The Studio is viewed as "a really good way of using our community" (T1), students use the local shops, they meet the public and see people passing by and coming into the shop.

Students and the school are seen, in a more social sense, as **being part of the community**, being based and spending time in the community. The Studio is seen as a project in the heart of the community (T3), being "a really good opportunity for us to integrate out in the community more" (T1). Students become familiar with people in the shops and vice versa, speaking to each other, "having a laugh" (TA2) and people in the adjacent shops are "really good, really understanding" (T1). There is "a nice communal link" (T1), a reciprocal community. It is "a low key way of supporting our kids to be alongside and with members of the community in a safe way" (DH).

In addition, the Studio provides a **community presence**, raising the visibility of students with learning difficulties, who otherwise may be "shut away behind the gates of the special school" (T3) and enhancing the community's awareness of the abilities and capabilities of students from the school (AH). That The Studio "is in the community, and they are in the community themselves is an important game changer" (H).

There are perceived **benefits to the community** in terms of the use of the facilities by people and in the provision of services (sweets, ceramics, delivery). "We have been surprised by the interest of different support groups and local youth organisations that want to use the facility" (SM).

There are, therefore, different ways 'community' is interpreted. 'Community' is generally interpreted as a positive entity, but it was pointed out that some shop keepers are wary, and did not want to be involved (T4) and that the area "has a large youth population which ... can be quite intimidating for some" (SM).

There are also, of course, multiple communities; Greenside School may be viewed as a community in itself. At times, though, 'community' seems to be interpreted as something 'other' to the students – for example, "supporting the students to be alongside and with members of the community", or "being embraced by the community" as if the students are

not existing members of the community. Different prepositions used in responses may also indicate differing understandings and interpretations of community:

- enhancing learning **in** the community (AH)
- providing a classroom **in** the community (H)
- integrating **out in** the community more (T1)
- being embraced **by** the community (P1)
- making school **part of** the community
- using **our** community (T1)
- the children are part of **our** community (TA3)
- interacting **in and with** the community (AH)
- **meet** the community (P1)
- to be **alongside and with** members of the community (DH)
- it is of value **to** the community (DH)



This is not necessarily problematic, but would seem to be an interesting starting point for discussing the notion of community and examining and determining what interpretations of community may be relevant for the project. One participant, for example, suggested an image of a modular hive as a means of illustrating and locating The Studio and the school in the community.

## Summary of findings

A summary of the findings is presented in relation to the research questions.

- **How do staff and other stakeholders understand the purpose of The Greenside Studio?**

Staff throughout the school who responded to the survey all had ideas about its purpose. The Studio is seen as providing: a 'real', safe environment outside of the school environment and situated in the community; a curriculum; opportunities for different skill development; experience of working in an authentic working environment; and a public demonstration of the qualities, skills and talents of young people with learning difficulties. Purposes are for students, in terms of skills development, work experience and community based learning. Purposes also relate to the community in terms of developing awareness of the school and young people with learning difficulties.

- **How is the facility used and how do staff and other stakeholders think it is used?**

Over the year the timetabled use and possibilities of use have developed such that by the end of the year The Studio was fully timetabled. The main use as stated on the timetable is for work experience, travel training and preparing lunch. The majority of The Studio's use is by Post 16 students and all Post 16 students have accessed The Studio to varying extents – ranging from one afternoon session a week for the summer term to three mornings a week all year.

Staff throughout the school who responded to the survey all had some awareness of The Studio and the activities it supported. More tangible functional and practical skills (for example, shopping, handling money, shelf filling) were mentioned far more than less measurable aspects (for example, developing confidence, learning to interact with the public).

- **Does the facility extend the range of learning opportunities for young people with severe or profound learning difficulties? In what ways?**

For most of the Post 16 students who use The Studio regularly, the different environment was seen to provide opportunities beyond school which have enabled learning of practical work tasks (for example, weighing sweets, serving customers), supported students in meeting their IEP targets and also led to unintended learning outcomes (for example, speaking up for yourself).

The Studio was seen to extend school provision in a number of ways: providing similar learning opportunities to school but in a different context (for example, literacy and numeracy activities); providing different learning opportunities (such as work-related tasks and creative activities); extending the range of facilities (kitchen, kiln); extending the number and type of people the students work with; and, for some students, extending the school day.

- **How are opportunities tailored to each person's interests, aspirations and abilities?**

The Studio was considered by most respondents as having 'scope for learning for everyone', if only as an alternative environment, though being particularly used by 'the more able' and by Post 16 students. Examples were given of how tasks were differentiated for example, providing a jig template, shadowing) and TAs mentioned how they adapted themselves to the students. There was considered to be a wide range of opportunities and tasks so that activities can be matched to the needs, interests and abilities of students.

- **How can these learning opportunities and their (possible) success be evaluated?**
- **What other outcomes are there?**
- **How can the (possible) success of The Studio be evaluated?**

Success was regarded in a number of ways, in terms of: student learning; student behaviour and happiness; community use, interest and involvement; and a profitable shop. Methods of evaluation put forward included those techniques already used (learning logs and external accreditation); few suggestions were made about ways to develop these or for alternative means.

Challenges mentioned about the first year's operation of The Studio included timetabling, student behaviour, lack of (use of) facilities, time pressures and community acceptance.

- **What other opportunities does the provision afford?**

The Studio was seen as providing value to students, to the school and to the community.

Staff suggested a range of ideas for extending or developing the use of The Studio: carrying out more creative activities; mixing with different groups of pupils/people; developing more products or services; extending the use to other areas of the curriculum; extending the use to other community groups; extending work experience opportunities; and using the space for other school purposes, for instance, meetings.

Ideas around the long term potential of The Studio formed four main groups: for The Studio to be a profitable, developing business, with the potential for it to be emulated; to provide work experience and opportunities; to be a base for teaching and learning activities; and to develop relationships and partnerships.

## **Themes**

Four 'across data' themes also emerged:

- **Alternative educational environment** – The Studio is regarded as an extension to school yet also as a very different environment to school;
- **Sides** – different sides to The Studio can be identified: educational, creative, business, vocational, community; these affect different stakeholders' perceptions;
- **Space** – The Studio adds to space available in school, and is seen as a different space which is, in turns, both flexible and inflexible;
- **Community** – different interpretations of community exist and may relate to views around the extent to which students are already members of 'the community'.

## Emerging questions

A number of questions and tensions arise from the research project which might support future discussions around the development of The Greenside Studio and other related initiatives. These are grouped under different headings below; there is inevitably some overlap.

### **Purpose**

A number of purposes were identified – for example, providing a real life work environment, developing students' life and community skills, extending learning, increasing the profile of the school.

- How do different purposes compete? Which are prioritised?
- Does the rapid development of the business mitigate against greater student independence?
- Does The Studio prepare students for 'life after school'? If so, how? If not, how can this be achieved?
- Is it intended to be a bridge between school and 'life after school'? Or a bridge between school and employment? (Is the latter realistic? Does The Studio help make this more realistic?)

### **Use of The Studio**

The Studio has different affordances in terms of space and different opportunities and possibilities for different students (and for the public).

- What is the best use of The Studio in terms of use of the different spaces (kitchen, shop, ceramics, community base)?
- What is the best use of The Studio in terms of different activities? What sort of balance should there be between different opportunities?
- How can flexibility be maintained whilst still ensuring full use of facilities?
- Who should use The Studio? Specific Post 16 students? All Post 16 students? Other students in the school?
- Who decides who uses The Studio? Is student choice possible?
- How much should notions of equity inform decisions around who uses The Studio?
- Is there a point at which the use becomes tokenistic?
- How can the use of The Studio be extended for other school purposes? Or for the public?

### **Student involvement and aspirations**

Students are involved in some day-to-day decisions in The Studio environment, for example, around choices for lunch. There seems to be a danger, perhaps, that busy-ness, time constraints and working to deadlines limits opportunities for student independence, decision making and control.

- How can students be more involved in higher-level decisions? Have greater control in running The Studio? Could there be a Studio Council, perhaps, which involves/is run by/is chaired by students?
- How can students' aspirations be sought and understood?

## **Support mechanisms – developing independence**

- What sort of ‘support mechanisms’ are used to support students (for example, shadowing, prompting, pictorial instructions, having a mobile phone contact)? Some of these may be more subtle, for example, a ‘look’.
- Should support approaches look different to that in school? Most staff come from a school background – how does this influence their relationships with, their expectations of, and the way they support students? Is there a place for training staff to work in a different way?
- Can these be examined in greater depth to understand in more detail the ways in which students can be supported, with an intention to gradually reduce support for students?
- Is there a place for deliberate ‘sabotage’? (a number of learning episodes have been recounted where unintended or ‘hidden’ learning has occurred because something has gone wrong).

## **Learning outcomes**

A range of learning outcomes, intended and unintended/hidden, were noted in the research findings.

- Should there be a balance between focus on ‘curriculum’ learning (basic functional skills, numeracy, literacy, travel, lunch preparation, practical work skills) and ‘personal’ learning (self-esteem, behaviour, overcoming shyness, modifying behaviour in front of others so as not to stand out, being out of one’s comfort zone, having the opportunity to prove themselves)? The Post 16 Prospectus highlights the development of ‘softer’ skills ‘to develop interpersonal and communication skills through working with members of the public; they will gain greater confidence and further their self-esteem’ (see p4). How can the development of these ‘softer’ skills be measured?
- Does learning occur in a similar way to learning at school, albeit in a different community context, or is there a different way of learning?
- How much should and do the ASDAN accreditation units frame/control the intended learning outcomes?
- What learning possibilities are as yet untapped? Is there a danger of limiting opportunities to ‘traditional’ practical life/independence skills learning?
- How can different types of learning be planned for, recorded and evaluated? Is there a tendency to focus on recording the more measurable practical skills at the expense of the less tangible?
- How can the students have greater involvement in planning for and evaluating their own learning? (eg maintaining own electronic learning logs, using video, photographs as well as text, developing stories of learning).
- One of the learning outcomes indicated in the Post 16 Prospectus is to transform expectations (see p4) – how can this be further enabled?

## **Routes to employment**

One of the learning outcomes mentioned in the Post 16 Prospectus states that The Studio ‘provides opportunities for progression to pursue employment that reflects their interests,

skills and ambitions' and supports students 'to learn skills to enable them to gain some form of employment' (see p4).

- Is The Studio a bridge between school and employment? Is this realistic? Does The Studio help make this more realistic?
- How can work in the Studio be 'captured' to add to students' CVs?
- Can The Studio be used as a base for supporting young people for writing job applications/ CVs?
- Can an exit route to paid employment be developed?
- How can the initiative support 'mainstream' employers to adapt their working practices and cultures?

### **Community**

- How much is the initiative about making Greenside students/young people with learning difficulties visible in the community and how much is it for the students/young people themselves? What should the balance be?
- How can the studio be used to 'educate' the community about young people with learning difficulties? Should this be a purpose?
- What notions of community are important?

### **Evaluation**

Different indicators of success were mentioned in the research: student learning/progress/happiness; community use/interest/involvement; profit.

- What measures of success are important?
- How can each be evaluated? Over what time scales?
- How can students be involved in evaluations? (eg video diaries; video interviews with other shopkeepers, members of the public, each other; market research with public).
- Can 'stories of learning' be developed with students?

### **Development and potential**

- In what ways should The Studio be developed? Wider activities? Wider range of students? Other groups? Other products and services? Extension to other curriculum areas?

## Concluding comments

### Further areas for investigation

This research project has provided initial evaluation of The Greenside Studio as a social enterprise initiative after one academic year. Inevitably, the project has limitations and further areas and methods of investigation are suggested.

*Student led research* – there was unfortunately limited involvement and participation of students in this project. Students could be supported in developing their own research study.

*Wider range of participants* – the survey was completed by staff across the school (more teachers than TAs) and the interviews were mainly with Post 16 staff, SMT and/or those staff who used the facilities. Research could include more staff and students from different areas of the school, other shopkeepers, The Studio users.

*Different research methods* – within the time scale extensive data were gathered. However, there are possibilities for: more participative methods for including students; follow up, more in-depth, focussed interviews, for example, exploring specific areas such as 'curriculum' or 'success'.

### Dissemination

Two further publications are planned:

- Jill Smith, Hazel Lawson and Alison Black – *Functional skills in the living classroom* (provisional title) to be submitted to *SLD Experience*
- Alison Black, Hazel Lawson and Jill Smith – *Exploring a social enterprise and community learning initiative: 'A stepping stone to...' what?* (provisional title) to be submitted to *British Journal of Special Education*

The research project indicates that The Greenside Studio social enterprise and community learning initiative has had a successful first year. The 'learning curve' for all involved has been immense – in terms of understanding a retail business environment, incorporating educational curricula within this, developing the business (and deciding how far, and how, to develop the business), and managing the complex timetabling and travel logistics of staff and students.

The Studio offers a specific bespoke provision which is located within the local community. Many Greenside students attend the school from the age of five years or earlier and the needs of these students have become increasingly complex and more severe. The Studio provides a 'half-way' environment between the structures and systems and order of school and 'life after school'. It provides work experience which is not otherwise easily available for young people with severe learning difficulties. All six of the learning opportunities outlined in the Post 16 Prospectus (see p3) are evidently developing.

A number of tensions, issues and questions arise which may support discussions around The Studio's development, for example, understanding of community, clarity of purpose and vision, its use as a viable employment facility. The Studio is seen as an exciting place (it is full of sweets!), it is easily accessible and being special motivates staff and students to use it. Some participants in the research note a necessarily tentative start – the potential of The Studio in terms of use of space, activities and learning opportunities has, perhaps, only just been tapped.

## References

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**Appendix 1 Case student profiles and individual education plan targets**

**S1 James**

James is 18 years old. He has Downs Syndrome and is a friendly and sociable young man. He came to Greenside in September 2010 from a local mainstream school. He is very quietly spoken but is able to answer questions. James enjoys most activities at school, particularly PE and drama. He rarely initiates conversation.

<b>Goal 1</b> James will accurately pronounce the targeted 3-4 syllable words.
<b>Goal 2</b> James will look both ways before crossing the road.
<b>Goal 3</b> James will initiate conversation.
<b>Goal 4</b> James will interact with customers at 'The Greenside Studio'.

**S2 Ben**

Ben is 18 years old. He is a lively friendly young man who has ADHD and severe learning difficulties. He is a confident speaker and likes to be the centre of attention. He sometimes needs reminding to speak in a quieter voice. Ben sometimes finds it difficult to share attention. He needs support to interact with peers. He responds well to praise and encouragement. He also has obsessive compulsive disorder and is obsessed with a desire to constantly tidy up anything which may appear to be out of place.

<b>Goal 1</b> Ben will listen carefully to his peers and ask questions to show he has listened.
<b>Goal 2</b> Ben will leave sufficient spacing between words so that all writing is legible.
<b>Goal 3</b> Ben will pay for items in a shop and wait for change.
<b>Goal 4</b> Ben will talk about how he is feeling in situations where behaviour may be improved.

### **S3 Tom**

Tom is 18 years old. He has autism and related communication difficulties. He speaks with a very quiet voice. Tom dislikes loud noises, and copes much better if he is warned in advance of loud noises, or reassured for those unpredictable noises! He is extremely shy.

<b><u>Goal 1</u></b> Tom will initiate a conversation with his friends
<b><u>Goal 2</u></b> Tom will talk to his friends at the Greenside Studio.
<b><u>Goal 3</u></b> Tom will use the toilet at school every day.
<b><u>Goal 4</u></b> Tom will make a snack and drink.

### **Jessica**

S7 Jessica is 18 years old. Jessica is quietly spoken, has difficulties with mobility and uses a foot stool to help her posture whilst sitting. She can be very stubborn but responds to a firm and consistent approach.

<b><u>Goal 1</u></b> Jessica will buy a magazine or snack for the class using the correct change.
<b><u>Goal 2</u></b> Jessica will interact with others in the school shop.
<b><u>Goal 3</u></b> Jessica will improve the formation of the following letters - a b c d g s p q w x z.
<b><u>Goal 4</u></b> Jessica will brush her hair independently

### **S8 Alice**

Alice is 18 years old. She came to Greenside in September 2010 from an MLD school. Her behaviour prevented her from accessing the learning in a classroom at Greenside until the end of the summer term 2011.

<b><u>Goal 1</u></b> Alice will use a word processor to make a shopping list.
<b><u>Goal 2</u></b> Alice will buy a magazine at a corner shop while adult waits at the door.
<b><u>Goal 3</u></b> Alice will make a hot drink.
<b><u>Goal 4</u></b> Alice will play a game with her peers.

## Appendix 2 Online staff questionnaire

This questionnaire asks about your knowledge, understanding and perceptions of The Greenside Studio initiative. You have been selected to fill in this questionnaire as a member of staff at Greenside School.

Any answers you provide will be anonymous; you will not be asked for your name.

Questions relating to the age group of children you teach and your job role are purely for analysis purposes and will not be linked to any specific comments.

Can you please complete the survey by Friday 15th March 2013?

- It will take approximately 10 minutes to complete.
- Please try to complete the survey in one go - you will not be able to save and return to the survey.
- Please only complete one survey per person.

Any questions about this survey can be addressed to the researchers, Dr Hazel Lawson (H.A.Lawson@exeter.ac.uk), or Alison Black (A.E.Black@exeter.ac.uk), at the University of Exeter.

Thank you for your time.

Q1: What is your role within Greenside school?

Q2: What age of children do you work with?

Q3: Have the children you work with used the Greenside Studio? If yes, what for?

Q4: What do you think is the purpose of/ rationale behind Greenside Studio?

Q5: Do you know what goes on at Greenside Studio?

	A lot	Some	Very little	Nothing at all
My knowledge of what goes on at Greenside Studio is				

Q6: Can you describe what goes on at Greenside studio?

Q7: What do you think pupils learn through their experience in the Greenside Studio?

Q8: What is the VALUE of Greenside Studio? For whom?

Q9: What ideas do you have for extending/developing its use? (For example how could your class, or specific children use the facility). Please list your ideas below:

Q10: What is the possible long term potential of Greenside Studio?

## Appendix 3 Interview schedules

### Interview questions for staff, parents and governors

1. What is your experience of the Studio? How are you involved? Your role?
2. Can you describe what goes on at the Greenside Studio?
3. What do you think is the purpose of/ rationale behind Greenside Studio?
4. What is the value of Greenside Studio? For whom? What potential benefits are there for the community?
5. What do you think students/pupils learn through their experience in the Greenside Studio? Which of these is the most important?
6. How is this the same or different to what they learn in school?
7. How are opportunities tailored to each person's interests, aspirations and abilities?
8. Is it relevant for all students?
9. How can these learning opportunities and their (possible) success be evaluated? How can we evaluate children's learning? Has the Studio been successful? How can we evaluate the success of the Studio?
10. What other outcomes are there (beyond the possible extension of learning opportunities)?
11. What are the main problematic/difficult issues/challenges around the use of the Studio?
12. What is the future potential of Greenside Studio? What other opportunities does the provision afford?

### Interview questions for students

1. What do you do at the Studio?
2. If you could give yourself a job title what would it be?
3. What goes on at the Studio?
4. What do you learn about at the Studio?
5. What do you like doing best at the Studio? Favourite activity?
6. How do you think everyone else in the community benefits from the studio?
7. Why should we keep coming to the Studio?
8. Why not learn these things at school?
9. Why keep the Studio?
10. What has been the most difficult thing for you to do in the Studio?
11. What other opportunities does the Studio give you?



## Research project information leaflet for interviewees

### Greenside Studio - A classroom in the community

#### Developing learning within the community: Evaluating outcomes and informing development

This project focuses on the Greenside Studio initiative and seeks to evaluate the first year of this initiative, asking about the learning opportunities, the outcomes of this community facility and considering possible developments.

The research project involves a number of different aspects – an online questionnaire for staff, interview-conversations with various stakeholders, student records, logs and learning outcomes.



As a 'stakeholder' with an interest in the development of the Greenside Studio (parent, senior leader, teacher, teaching assistant, shop manager), **I would like to ask you to take part in a telephone or Skype interview-conversation.** This will be with myself, Hazel Lawson. I am a lecturer at University of Exeter now, but used to work as a teacher at Greenside School in the 1990s!

I anticipate that the conversation will take about 15-20 minutes and I would like to audio record it so we have a record of the information. Questions will be about your own views on the Greenside Studio initiative.

All information will be collated for inclusion in an overall evaluation. This will be in the form of a report for the school and a journal publication (we hope). All participants will be anonymised and effort will be made to ensure participants are not identifiable, though this will be more difficult for those of you in a very specific role (eg headteacher, shop manager).

Please let me know (by email or by phone) that you are happy to take part in this study and whether you would prefer to speak on the telephone or by Skype. I will then contact you to arrange a convenient time.

If you have any further questions, please do not hesitate to be in touch.

*Hazel Lawson*

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[h.a.lawson@exeter.ac.uk](mailto:h.a.lawson@exeter.ac.uk)

## Appendix 5 The Greenside Studio timetable 2012-13

Day	9.30-10.30	11.00-12.00	12.00-1.30	1.30-2.30	2.30-3.10
MON DAY	Autumn Work experience and travel training to include lunch S1 S2 S3 S4 and 3 staff		Lunch and clubs	Work experience and travel training S7 S8 S10 S11 and 3 staff	Tutor group Functional skills Numeracy, Literacy, ICT
	Spring Work experience and travel training to include lunch S1 S2 S3 S5 and 3 staff			Work experience and travel training S7 S8 S10 S11 and 3 staff	
	Summer Work experience and travel training to include S1 S2 S3 S6 and 3 staff			Work experience and travel training S7 S8 S10 S11 and 3 staff	
	PSHE/Citizenship Post 16 class group 3 staff At Greenside Studio 9.30-10.30				
TUES DAY	Autumn Work experience and travel training to include lunch S1 S2 S3 S4 and 3 staff		Lunch and clubs	Work experience and travel training S12 S13 S14 S15 S22 and 3 staff	Tutor group Functional skills Numeracy, Literacy, ICT
	Spring Work experience and travel training to include lunch S1 S2 S3 S5 and 2 staff			Work experience and travel training S12 S13 S14 S15 and 3 staff	
	Summer Work experience and travel training to include lunch S1 S2 S3 S6 and 3 staff			Pottery S1 S3 S7 S16 S17 and 3 staff	
WED NESD AY	Autumn - Not used		Lunch and clubs	Work experience and travel training S7 S8 S10 S11 S23 and 3 staff	Tutor group Functional skills Numeracy, Literacy, ICT
	Spring – Not used			Work experience and travel training S7 S8 S10 S11 and 2 staff	
	Summer Key stage 4 class Italian cookery - 4 staff	Key stage 4 class - pottery - 4 staff		Work experience and travel training S7 S8 S18 and 3 staff	
THUR SDAY	Autumn Work experience and travel training to include S1 S3 S4 and 3 staff		Lunch and clubs	Work experience and travel training S7 S8 S11 and 2 staff	Tutor group Functional skills Numeracy, Literacy, ICT
	Spring Work experience and travel training to include lunch S1 S3 S7 and 2 staff			Work experience and travel training S7 S8 S11 and 2 staff	
	Summer Work experience and travel training to include lunch S1 S3 S7 and 2 staff			Work experience and travel training S7 S11 S17 and 3 staff	
FRI DAY	Autumn, Spring and Summer Travel training, community use, preparing lunch independence opportunities S2 S4 S8 S9 and 3 staff		Lunch and clubs	Spring and Summer - sensory tasting activities S19 S20 S21 and 3 staff	Tutor group Functional skills Numeracy, Literacy, ICT

S1, S2 etc refer to specific students.