

Evaluation of the Children's University™ 2010

Professor John MacBeath



Third Report to the CU Trust
January 2011



Key Findings

1. Being in the Children's University significantly improves school attendance.
2. Achievement is significantly better at Key Stages 1 to 3 for children who participate in Children's University compared with non-attenders.
3. The further children engage with Children's University, the better their attendance and achievement.
4. Children's University provides an environment for self-driven, confident and collegial learning.
5. Children's University provides a safe haven and models positive relationships.
6. Pupils and teachers testify to life changing experiences.
7. 'Opportunity costs' are high for children in disadvantaged areas who do not attend Children's University.
8. Certificates, credits, Passports To Learning and graduations are valued incentives and rewards.
9. University settings help to inspire and raise aspirations for children, and their parents.
10. Children's University has helped to *"make learning a reality beyond academic studies."*

Evaluation of the Children's University™ 2010
is published on behalf of CU Trust by the national
Children's University

ISBN: 978-0-9561319-4-2

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About the author



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John MacBeath is Professor Emeritus at the University of Cambridge where he held the Chair of Educational Leadership from 2000 to 2008. He is currently Projects Director for the Commonwealth Centre in Education.

From 1997 to 2001 he was a member of the Tony Blair's Task Force on Standards and in that same year he received the OBE for services to education.

For two decades he has researched learning in and out of school, learning in museums, study support and since 2007 has worked with the Children's University in both a consultancy and evaluation capacity.



The evaluation

This third evaluation has gone further than its predecessors by seeking evidence of value-added not only in terms of the Children's University experience itself but in respect of attainment in core curriculum subjects. While these measures do not get to the heart of what the Children's University is about they are, for Government and for funding bodies, important indicators. For young people themselves they are a passport to further and higher education, complementing the Children's University Passports To Learning which attest to learning in destinations other than school.

The headline findings are hugely encouraging. Children's University pupils attend better by virtue of the activities which enhance their school experience. Children's University pupils achieve better by virtue of renewed self-confidence in their own potential. Children's University pupils enjoy learning more because they extend their repertoire of interests and see learning in a new light.

Perhaps most powerful of all in the data which follow are the testimonies of young people whose enthusiasm and total commitment shine through and offer evidence of the most direct and infectious kind. It is, ultimately, about the lives and futures of children.



Acknowledgements

I would like to express sincere thanks to the local Children's University centres and managers and to the schools and children who participated in this evaluation and gave their time to the demands of data, questionnaire administration, to arranging school visits and interviews.

Chesterfield

Springwell Community College
Heath Primary School
Brimington Junior School
Pilsley Primary School
Woodthorpe Primary School

Havant

Front Lawn Junior School
St Thomas More's Catholic Primary School
Horndean Junior School

Leicester

The Samworth Enterprise Academy

Sheffield

Chaucer Business & Enterprise College
Firth Park Performing Art College
Yewlands Technology College

Warwickshire

Michael Drayton Junior School
St Paul's CE Primary School - Leamington
Wembrook Primary School
Hartshill School

West London

West London Academy

Sincere thanks too to the inimitable national Children's University team at the centre who played a major role in organising the evaluation, selecting and liaising with schools and with the Fischer Family Trust - Ger Graus, Peter Eavers, Andrea Wood and Triinu Onton.

And finally a very large 'thank you' for help given by Dr Mike Treadaway, Director of Research of the Fischer Family Trust to make the analysis happen and the hours devoted to data analysis.



Foreword

The lives of children

Children and young people live nested lives, so that when classrooms do not function as we want them to, we go to work on improving them. Those classrooms are in schools, so when we decide that those schools are not performing appropriately, we go to work on improving them, as well. But those young people are also situated in families, in neighbourhoods, in peer groups who shape attitudes and aspirations often more powerfully than their parents or teachers.

David Berliner, 2005

The signal failure of the educational system in many countries of the world, as David Berliner argues, has been its inability to get to grips with the nesting of children's learning. The failure of schooling has been not to build on and extend informal, spontaneous and lifelong learning. The failure of assessment systems has been to measure what has been taught and not what has been learned, what Paolo Freire described as the banking concept of education. Teachers bank information and later withdraw it but very rarely with interest. Getting half back is taken as a measure of success.

One definition of insanity is 'to go on doing the same thing and expecting different results'. This is particularly applicable to children and young people who have failed and failed again in school and have lowered both their expectations and their own sense of self efficacy. Failure acts as a vicious self perpetuating cycle from which it is difficult for some young people to escape. Stephen Pinker has described the curriculum as 'ruthlessly cumulative'. It moves on in graduated steps and in a lockstep system of grade progression which may never offer the opportunity for children to catch up. This may be exacerbated by the context of learning which itself can act as a powerful disincentive – entering a classroom which is

saturated with memories and painful associations. In its extreme form it produced a phobia which prevents children crossing the threshold in a literal and physical sense as well as an intellectual sense. Context matters. Loris Malaguzzi (quoted at the national Children's University 2nd Annual Conference, December 2009) reframes the nature of teaching in these terms. *"The aim of teaching is not to produce learning but to produce the conditions for learning."*

This is why we need to be constantly reminded of the Children's University's 5 Ws plus H framework of learning¹, and to apply it in evaluating conditions – the *when*, the *where*, the *what*, the *who* with, the *why* and the *how*.

The genius of the Children's University has been to recognise the nesting of children's experiences, to explore creative ways of addressing the central issue and to offer an alternative, or complementary, set of 'construction sites'². It has been a continuous quest to identify the places, activities and relationships which can offer extended time and individual pacing of learning; which stimulate new interests; which present new challenges and skills in problem solving; which provide relaxed and informal relationships with peers, teachers and other adults.

¹ 'Planning for Learning – A National Framework for Validating Learning', by John MacBeath, University of Cambridge and Ger Graus, Children's University, 2008 (ISBN 978-0-9561319-0-4)

² Weiss and Fine's term for places in which child 'construct' their intelligence



Introduction

“Nobody ever failed a museum”. The statement from Frank Oppenheimer (also quoted at the national Children’s University 2nd Annual Conference, December 2009) says something important about learning in low risk environments and learning without limits of time or age, without sanctions or inducements, without norms and comparative measures. This does not imply, however, that museums or other potential construction sites should not be challenging and fulfilling experiences intellectually and emotionally. Intelligence, which we commonly assume is something residing in our own individual heads, also lies between people and can be built into physical settings themselves – intelligent places. In this respect, the creation and development of learning destinations as an integral element of the Children’s University assumes particular significance.

Challenges to learning in and out of school

- The new economic landscape and the rapid growth of knowledge intensive service economies
- Widening divides between affluence and poverty, exacerbated by populations on the move, creating new diversities of languages, religions, lifestyles and values and in communities
- Transformative technologies which are not only proliferating exponentially but which assume new constellations of information, the users creating the content
- Changing social connections and values, with less social interaction, diminishing social trust and new complex configurations of home life

Connect, extend and challenge

The Children’s University (CU) is not an alternative to school. Its essential purpose is to *connect* with the learning that takes place in classrooms, to *extend* its range and repertoire, and to offer children opportunities to reflect on and to *challenge* themselves and their learning. These are, suggests Harvard professor David Perkins, the three litmus tests for any educational experience. The simple formula of connect, extend and challenge is captured by 3 key questions:

1. How does this experience connect with what you already know or can do?
2. How does it extend your knowledge of skills?
3. How does it challenge what you knew (or thought you knew) or what you could do (or thought you could do)?

These 3 questions go to the heart of the CU experience and offer a measure of its impact.

The impact equation

‘Impact’ is a complex and slippery concept. How is it to be gauged, or ‘measured’ in a way that does not destroy what it is we seek to find out? Testing has an unhappy history of diminishing the breadth and richness of learning, reducing it to measurable test scores, the impatience of politicians forcing teachers into the pursuit of short term outcomes which tell too simple and too partial a story.

The UNESCO document (2008) *An overview of child well-being in rich countries* is a reminder of where our priorities should lie. It is also a



reminder of the much quoted aphorism ‘we must learn to measure what we value rather than valuing what we can easily measure’.

The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which are born (p.3).

This statement is a counsel for us to stand back: to keep in the forefront the vision that inspired the Children's University and the large body of evidence on which that vision rested. The UNESCO publication is a seminal document because its starting point is not with school nor with attainment scores but with children's well-being, their sense of self and their own power to act on their environment rather than being acted on.

In what is a politicised and competitive enterprise, evaluation of impact has to be demonstrated using two proxies which ‘stand in’ for learning - normative attainment on the one hand, and attitudes on the other. These are evidenced by 1) pupil scores on attainment tests and 2) pupils’ self-ratings on attitude scales. Both have to be attended by health warnings and complemented by, often much more powerful, 3) personal accounts from the young people themselves. In evaluating the impact of the Children's University we have drawn on these 3 primary sources and attempt to tease out the inter-relationships among them.

In a policy climate, the most persuasive of these 3 sources of impact measures are raised attainment on national Key Stage tests for children aged 7, 11 and 14. These are the currency of international comparison and are closely scrutinised by politicians and policy makers internationally. They provide ‘high stakes’ indicators but have been subject to extensive critique as narrowing the focus of learning.

Measurement of attitudes through surveys and questionnaires is the very stuff of opinion polls. These are taken very seriously by governments, in part due to their high media profile, yet tend not to be treated as ‘hard’ data. Personal testimonies tend also to be treated with some ambivalence as they are too individual to be quantified, yet, ironically they are what the media, and politicians too, are most likely to draw on to make a case, or to headline good or bad practice.

In this report we start with an indicator of pupil attainment data as measured by Key Stage testing. We then examine the data from the attitudinal survey and what it tells us and doesn't tell us, and draw on interviews with young people to amplify those findings and to furnish us with case stories of personal impact.

‘Indicators’ is a term with various meanings but in a policy context is taken as a pointer to something significant for intervention, further development and/or funding. For schools, and for researchers, indicators provide ‘tin openers’, that is, a spur to further inquiry and exploration of causes and correlates.



Sampling the offer

The Leadership for Learning team of the University of Cambridge were tasked with evaluating whether or not the Children's University has an impact on pupils' attainment, attendance and attitudes towards learning.

Building on previous evaluations³, this research gathered the following data:

- Analysis by the Fischer Family Trust⁴ of comparative attendance data from almost 3,000 children in 16 local CUs, disaggregated by Neighbourhood Renewal Unit (NRU) area and non-NRU area⁵.
- Analysis of attainment data in 2007/8 and in 2008/09 at Key Stage 1 for children aged 7 (1,273 pupils), Key Stage 2 for children aged 11 (1,489 pupils) and in 2007/8, 2008/9 and 2009/10 at Key Stage 3 for children aged 14 (99 pupils), with disaggregation by gender, ethnicity, Free School Meals entitlement, NRU and non-NRU areas.
- Questionnaires to 248 CU participants from 17 schools in 6 local CU centres and to 8 local CU centre managers or coordinators.
- Follow-up interviews with 60 children and 5 local CU managers in 3 CU sites (and 5 schools) – Sheffield, Warwickshire and West London.

³ 'Evaluation of the Children's University – First Report', 2008 and 'Evaluation of the Children's University – Second Report', 2009, Professor John MacBeath and Joanne Waterhouse, University of Cambridge.

⁴ The Fischer Family Trust (FFT) data examines both authorised and unauthorised absences and disaggregates them by Neighbourhood Renewal Unit (NRU) area and non-NRU. Attendance data for pupils in the Children's University are then compared with attendance figures data for non-participants in the same school and the same year group nationally.

⁵ A National Strategy for Neighbourhood Renewal to narrow the gap between outcomes in deprived areas and the rest. There are 86 Neighbourhood Renewal Unit (NRU) areas in England.



Executive summary

Background

The Leadership for Learning team of the University of Cambridge were tasked with evaluating whether or not the Children's University (CU) has an impact on pupils' attainment, attendance and attitudes towards learning.

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- Analysis of attainment data in 2007/8 and in 2008/09 at Key Stage 1 for children aged 7 (1,273 pupils), Key Stage 2 for children aged 11 (1,489 pupils) and in 2007/8, 2008/9 and 2009/10 at Key Stage 3 for children aged 14 (99 pupils), with disaggregation by gender, ethnicity, Free School Meals entitlement, NRU and non-NRU areas.
- Questionnaires to 248 CU participants from 17 schools in 6 local CU centres and to 8 local CU centre managers or coordinators.
- Follow-up interviews with 60 children and 5 local CU managers in 3 CU sites (and 5 schools) – Sheffield, Warwickshire and West London.

Key findings

The following are 10 key findings from this study.

1. Being in the Children's University significantly improves school attendance.

Pupils' attendance data were examined over 9 school terms in 16 local Children's University centres from 2006/07 to 2008/2009. Overall there are significant differences in authorised and unauthorised absences between the two groups in favour of CU participants. Interviews with children and young people offer explanations for better attendance:

"Even if I'm not feeling very well I'll still come into school because I don't want to miss after school activities."

"What we do in Children's University means a lot to me. It makes me want to come to school more even when I'm not, like, really into the subjects that we are doing that day."

Better school attendance is also a consequence of children and young people saying they feel more confident about themselves and are better equipped to meet the challenges of class work. Responses to the questionnaire items produced the following statistics in the categories 'Always true/True most of the time': 'I now feel much more confident about my class work' (83%) and 'Being in the CU has made me more confident about myself' (82%).



2. Achievement is significantly better at Key Stages 1 to 3 for children who participate in the Children's University compared with non-attenders.

Comparison of achievement on 12-13 indicators (Levels in English, Reading, Writing, Mathematics and Science) for Children's University participants compared with their non-CU peers found that:

- At KS1 for children aged 7, achievement on all of the 12 indicators is significantly better than that of children from the same school who are not involved in CU activities.
- Comparing these CU participants with children nationally also showed that on every indicator they were doing significantly better, with particularly strong value-added in Maths.
- At Key Stage 2 for children aged 11, there was evidence of significant added value on 9 of the 13 indicators. For girls there was evidence of value-added on 10 of 13 indicators. For boys it was 8 of the 13.
- At Key Stage 3 for children aged 14, across 4 local CU sites, there was evidence of significant gains for CU participants across all 13 measures.

3. The further children engage with Children's University, the better their attendance and achievement.

There is confirmation for the data from Local Authorities and schools which have conducted their own local, internal evaluations. Sheffield provides one example. At Key Stage 2, CU participants with 30+ hours perform significantly

better than their non-CU counterparts, most noticeably in Maths (82% achieving Level 4+ as against 75% for non-CU pupils). Achievement differences become greater by the amount of CU learning children engage in. This is illustrated by one Sheffield primary school.

KS2 Level 4+	Non-CU	30-100 CU hours	100+ CU hours
English	34%	45%	76%
Maths	35%	63%	100%

Levels of attendance across Sheffield Local Authority also show improvements by levels of engagement with Children's University activities, rising from 93.6% for non-participants to 94.1% (0-10 hours of CU participation), to 94.7% (10-30 hours of CU participation), 94.9% (30-100 hours of CU participation) and 95.5% (100+ hours of CU participation).

4. Children's University provides an environment for self-driven, confident and collegial learning.

Learning new things with uninterrupted time, trying things out without anxiety over failure, getting help when you need it, working with friends, taking responsibility for your own learning and growing confidence, all rated highly as the best of current practice, and define the nature of the Children's University learning environment. It is collegial, unhurried, low risk, supportive and self-determining. Gaining credits and being eligible to graduate is a less intrinsic benefit but also a unique selling point of the Children's University. As one CU manager put it:



"It's the enthusiasm and delight children get from doing things and learning things they had never thought of before, exploring new areas, new ways of learning. Yes, there is a lot of learning out there beyond the classroom walls."

5. Children's University provides a safe haven and models positive relationships.

There is consistent consensus from interviews with young people and school staff that the ethos of the Children's University is one which encourages self-help, support for others and does not tolerate discrimination or bullying. One 14 year old girl spoke tearfully about erratic attendance because of being constantly bullied, but said that the Children's University had been a lifeline for her, as her friends were quick to point out:

"No one ever bullies you in CU. It just wouldn't be what CU is like. It is a safe place as well as fun place."

6. Pupils and teachers testify to life changing experiences.

Follow-up interviews to pupil questionnaires found repeated accounts of 'life changing experiences'. These were confirmed by teachers and CU managers who commented on changes in children's behaviour, on attitudes to school and application in class.

"He's just a different person now, puts up his hand, joins in, volunteers to help, brims with a confidence that was never there before."

7. 'Opportunity costs' are high for children in disadvantaged areas who do not attend Children's University.

"I would just play on my Xbox all the time if I didn't go to CU."

The evidence from Baroness Greenfield's studies of 10 and 11 year olds who spend an average of 1,500 hours annually on games and virtual reality sites has found serious adverse impacts on cognitive and emotional functioning as well as on social skills. As well as the addictive effects of PC gaming on concentration and motivation in class, teachers point to the high costs, personal and financial, for young people who do not attend Children's University activities, who then simply 'hang out' and get into trouble with the police and shopkeepers.

"I go [to CU] every night of the week. It's mad man, 'cos if I wasn't, I would be just hanging out at the shops with the lads who just want to cause trouble."

8. Certificates, credits, Passports To Learning and graduation are valued incentives and rewards.

Gaining credits proves both a powerful motivator and, for young people, added value over and above the enjoyment of Children's University activities and the pride in 'graduation'. Where Passports To Learning were in current use, the extent to which they were prized by children came as a welcome surprise to teachers. Early fears that they would be lost were dispelled.



"No, they haven't lost it and they said they keep it so safe, one of them actually said to me she kept it in her bed, under her pillow! So it really means a lot to them because they're really trying to get it filled in because they know that it's going to mean something so to them it's really, really important."

9. University settings help to inspire and raise aspirations for children and their parents.

"Children just walking through the University in this huge grounds and obviously I was with my own son and he was absolutely in awe, he could not believe it and there were students milling around and he said you know why are they here and just that whole thing about being on this big campus and that will be their dream. Matthew actually said, "Wow!" - you could see his little mind ticking over and I just think it was an amazing feeling for everybody."

The pride young people took in graduating was one shared by their parents, some of whom, like their children, had never been inside a university.

"Going to university made me and my parents really proud. Like seeing me in a cap and gown my mum said she never thought she'd see inside a university. It just makes me feel proud."

10. Children's University has helped to "make learning a reality beyond academic studies."

Following the graduation at the University of Warwick in November 2010, a parent's email to the CU manager is reproduced below:

"Children's University has been a fantastic experience for all three of our children. They are,

as you know, three very different characters and Children's University has inspired and challenged them all.

The experience of Children's University has been, for us, a wonderful learning experience, it has made learning a reality beyond the academic studies and given the children a positive outlook to learning and how "... boring ..." skills can be used in real life.

The children have enjoyed team work and friendship during the exploration of different modules. They have tackled subjects they thought they wouldn't be able to do and faced challenges that took them beyond the comfort zone. But we believe that having taken these challenges in safety and with all the fun of Children's University partner events the children have grown in confidence. Confidence that at age 15 saw David going off for a week's course at Imperial College London to join over 200 young people to study Maths and Science. He didn't know anyone but neither had he when attending some Children's University events. It was just like Children's University only bigger and longer.

Knowledge gained in a fun way at Children's University events comes back in study. When looking at food chains in Science, Richard had a light bulb moment: "But that's what we did when we played that game at Ryton Pools...!"

Children's University has helped support our children's learning and widen their world. I wish you all the best for the future and hope that you will be able to support many more children through the experience that is Children's University."



Main report

The attendance data

One potential indicator of impact is whether children and young people engaged in Children's University activities are better attenders at school than their peers. Cause and effect are, of course, difficult to disentangle. Do children attend their local Children's University because they are better attenders or do they become better attenders as a consequence of CU involvement? While these were teased out through interviews, the quantitative data provides the starting point for analysis of impact.

The Fischer Family Trust data examines both authorised and unauthorised absences and disaggregates them by Neighbourhood Renewal Unit and non-NRU. Attendance data for pupils in the Children's University are then compared with attendance figures for non-participants in the same school and the same year group nationally.

The Fischer Family Trust or FFT is the body that is commissioned by Government to hold data on schools and individual pupils and to provide information on attainment and value-added with numerous forms of disaggregation. In this case it distinguishes Neighbourhood Renewal Units (NRU) areas from non-NRUs, the former being one nationally recognised deprivation index.

The cut off point for comparison used by the FFT total absence figure for the CU participants is where this is 2 per cent or more lower than for their non-CU counterparts.

Pupils' attendance data were examined over 9 school terms from 2006/07 to 2008/2009. In every case there are differences in authorised and unauthorised absences between the two groups in favour of CU participants. Figures ranging from 0.4 to 1.9 per cent of difference are not regarded as reaching the level of confidence or statistical significance. Closer inspection does, however, reveal significant differences in some CUs and in some school terms and years. In Canterbury, for

example, differences favour CU pupils in all terms but only in 4 of those terms do these figures meet the significance criteria, with CU/non-CU differences of between 2.3 and 2.9 per cent. In Havant, in 6 of 8 terms the differential figures for CU/non-CU pupils range from 2.0 to 3.8 per cent. In Somerset there are significant differences in 5 of 9 terms (2.0 to 2.7%). In Warwickshire attendance is significantly better in 5 terms out of 9 (2.0 to 3.7%); in Birmingham there is evidence of difference in 1 of 2 terms (2.0%); in Blackpool 7 out of 9 terms (2.5 to 3.4%); in Chesterfield 3 out of 8 terms (2.2 to 3.5%); in Doncaster 4 of 9 terms (2.1 to 3.5%); in Leicester 4 of 8 terms (2.7 to 3.1%); in Sefton 6 of 9 terms (2.1 to 3.1%); in Sheffield 9 out of 9 terms (2.1 to 4.8%) and in Sunderland 3 out of 4 terms (2.1 to 4.2%).

As we are dealing with very large numbers of children, the wide differences between individual CUs has to be taken into account. For example, in Sheffield, data gathered is for over 400 children and young people while in Havant or Canterbury pupil numbers are in the 20s. The time sample is also important to factor into the equation as in the recently re-established Birmingham CU, data are for 2 terms while in well established centres such as Sefton and Doncaster, data cover 9 terms.

Examined CU by CU and term by term, we are presented with a more complex picture. It becomes clear that significant differences are



evident at certain periods of the year and in certain CU schools. Table 1 summarises these data and illustrates differing patterns across local CU centres:

- Length of establishment of given CUs
- Overall CU student numbers by CU
- Growing and diminishing numbers by CU
- Variations in attendance patterns by termly attendance
- Range of difference in significant attendance by CU
- Significant differences in attendance by NRU/non-NRU areas

What lies beneath the complexity of this data is subject to further teasing out but both the quantitative data and the follow-up interviews give us confidence that something important is happening.

Examining significant differences by NRU/non-NRU shows evidence in 8 of the 9 NRU CUs of better attendance, 3 of which (Blackpool, Sefton and Sheffield) appear particularly positive. In the case of the 7 non-NRUs, 4 show evidence of better attendance, 2 of which (Warwickshire and Havant) appear particularly positive.

Interviews in 5 schools (60 children) provide partial explanations for better attendance:

“Even if I’m not feeling very well I’ll still come into school because I don’t want to miss after school activities.”

“What we do in Children’s University means a lot to me. It makes me want to come to school more even when I’m not, like, really into the subjects that we are doing that day.”

Table 1: Attendance data for 16 local CU centres by NRU/Non-NRU

Local CU centre	No. of terms	Nos. of significant terms	Range of pupil numbers over time	NRU/ Non-NRU
Birmingham	2	1	12-13	NRU
Blackpool	9	7	182-350	NRU
Bradford	9	0	148-347	NRU
Canterbury	9	4	13-24	Non-NRU
Chesterfield	8	3	23-99	NRU
Doncaster	9	4	21-11	NRU
Havant	8	6	10-24	Non-NRU
Kent	9	0	207-343	Non-NRU
Leicester	8	4	124-159	NRU
Northamptonshire	9	0	109-201	Non-NRU
Sefton	9	6	340-76	NRU
Sheffield	9	9	376-73	NRU
Somerset	9	5	76-193	Non-NRU
Suffolk	9	0	53-115	Non-NRU
Sunderland	5	3	53-58	NRU
Warwickshire	9	6	508-157	Non-NRU



Better school attendance is also a consequence of children and young people saying they feel more confident about themselves and about meeting the challenges of class work. The evidence from face-to-face interviews is also confirmed by responses to the two statements on the questionnaire 'I now feel much more confident about my class work' and 'Being in the CU has made me more confident about myself'; 83% and 82% of pupils respectively responded in the categories 'Always true/True most of the time'.

One 14 year old girl spoke tearfully about erratic attendance because of being constantly bullied but said that the Children's University had been a lifeline for her, as her friends were quick to point out:

"No one ever bullies you in CU. It just wouldn't be what CU is like. It is a safe place as well as fun place."

The attainment data

Key Stage 1 data (children aged 7) were collected from a sample of 1,273 pupils in both 2007/8 and 2008/09. Key Stage 2 data (children aged 11) were collected from a sample of 1,489 pupils in both of those same years. There were 99 pupils in the Key Stage 3 sample (children aged 14). The measure of achievement for these young people is calculated by examining their predicted and their actual attainment. However, as children who do not participate in Children's University activities may also be gaining beyond prediction, the specific gains for CU children have also been calculated by subtracting the whole school score from the aggregated scores of individual children. Achievement levels in these 12/13 areas were then disaggregated by gender, ethnicity and Free School Meals (FSM).

At Key Stage 1, 12 measures were used and in Key Stage 2 there were 13 indicators, as there were also at Key Stage 3. These Key Stage 1, Key Stage 2 and Key Stage 3 indicator areas are shown below:

Table 2: Indicators for Key Stages 1 to 3

Key Stage 1	Key Stage 2	Key Stage 3
English Level (overall)	English & Maths Level 4+	English & Maths Level 5+
Reading Level 2+	English & Maths Level 5+	English & Maths Level 6+
Reading Level 2B+	English 2 Levels Progress	English 2 Levels Progress
Reading Level 3+	English Level 4+	English L5+
Writing Level 2+	English Level 5+	English L6+
Writing Level 2B+	English Level (overall)	English Level (overall)
Writing Level 3+	Maths 2 Levels Progress	Maths 2 Levels Progress
Maths Level (overall)	Maths Level 4+	Maths Level 5+
Maths Level 2+	Maths Level 5+	Maths Level 6+
Maths Level 2B+	Maths Level (overall)	Maths Level (overall)
Maths Level 3+	Science Level 4+	Science Level 5+
Science Level (overall)	Science Level 5+	Science Level 6+
	Science Level (overall)	Science Level (overall)



Key Stage 1

The headline finding for Key Stage 1 is that achievement in all of the 12 indicators is significantly better than that of children from the same school who are not involved in CU activities. Comparing these CU children with children nationally also showed that on every indicator they were doing significantly better.

Examining gains by prior attainment at Key Stage 1, it was children in the highest scoring group who appeared to benefit most, with evidence of achievement on 9 out of 12. For the lowest performing Key Stage 1 groups the figure was 7 out of 12, and for the middle group 5 out of 12.

8 Of 16 local CUs showed significant contextual 'value-added' achievement. Achievement levels in 7 others did not reach the statistical significance threshold; 1 showed significant lack of relative achievement.

In Table 3 opposite there are 2 measures of significance. The first column shows the value-added (expected vs. achieved) for CU pupils while the second column (school level) shows value-added adjusted to take account of value-added for all pupils in the school. In some cases, such as Leicester for example, the second measure assumes particular significance as it shows that in normative terms CU children in Leicester, while not making great gains, are nonetheless outperforming their school peers on most measures. Suffolk shows a similar pattern.

Table 3: Numbers of significant indicators for each CU centre at individual and school level: Key Stage 1

CU Key Stage 1	Significance	Significance school level
Blackpool	7	5
Bradford	1	5
Canterbury	0	0
Chesterfield	8	3
Doncaster	- 4	- 3
Havant	5	5
Kent	0	0
Leicester	- 1	6
Northamptonshire	0	0
Sefton	4	9
Sheffield	6	11
Somerset	- 2	-1
Suffolk	1	7
Sunderland	- 3	- 4
Warwickshire	9	8
West London	6	6

In which assessment areas is there evidence of the most, and least significant gains? As Table 4 shows there are achievement gains in all areas but particularly significant in Maths, and in English, although slightly less so, and least in Science. Reading and Writing show significant gains for around one third of the 16 CUs except at Reading level 2+ and Writing Level 2+ where value-added is more ambiguous.

Comparing CUs across the 12 indicators in which achievement was below expectation reveals that of the 18 instances in the above table, 15 of these were from CUs in NRU areas while only 3 were from non-NRU areas.



Table 4: Achievements above and below expectation for 12 Key Stage 1 indicator

(n = out of 12)

	Above expectation	Below expectation	Above expectation school level	Below Expectation school level
English Level (overall)	6		8	
Maths Level 2+	4	1	5	1
Maths Level 2B +	6	1	8	1
Maths Level 3+	5	1	6	1
Maths Level (overall)	7		10	
Reading Level 2+	2	3	1	1
Reading Level 2B+	3		5	1
Writing Level 3+	5		6	
Science Level (overall)	4		5	1
Writing Level 2+	5	3	3	
Writing Level 2B+	5	1	4	1
Reading Level 3+	3	1	5	

Key Stage 2

Key Stage 2 data was collected from a sample of 1,489 pupils in both 2007/8 and 2008/09. As with Key Stage 1, the measure of gains for these young people above expectation is calculated by examining their predicted attainment and their actual attainment, and as with Key Stage 1 calculated by subtracting the whole school value-added score from the scores of individual children.

Overall, there was evidence of significant added value on 9 of the 13 indicators when compared with children in the same school and 10 when compared with children nationally. These data were then disaggregated by gender, ethnicity and Free School Meals. Taking girls as a category on their own there was evidence of value-added on 10 of 13 indicators. For boys it was 8 of the 13.

Looking at CUs individually reveals a mixed picture as Table 5 shows. There is evidence of significant gains for CU pupils in Warwickshire and Sefton across a majority of indicators when compared to their peers. Blackpool and Chesterfield show achievement gains on 4 and 3 indicators respectively, while Sheffield has gains in 3 areas but these have to be set against lower comparative achievement on 5 other indicators. All of these except Warwickshire are NRU sites, although we must add a health warning as to designation of NRUs. These are global descriptors which do not differentiate among post codes, some of which, in Warwickshire for example, are markedly disadvantaged.

When disaggregated by FSM - a proxy indicator that has to be treated with some caution - significant gains are made by children not



Table 5: Number of significant indicators (above and below expectation) for 14 CU centres
(n = out of 13)

CU Key Stage 2	Significance above expectation	Significance below expectation	NRU Non-NRU
Birmingham	0	4	NRU
Blackpool	4		NRU
Canterbury	0		Non-NRU
Chesterfield	3		NRU
Doncaster	0		NRU
Kent	1		Non-NRU
Leicester	0	1	NRU
Medway	0		Non-NRU
Northamptonshire	0		Non-NRU
Sefton	7		NRU
Sheffield	3		NRU
Somerset	0	1	Non-NRU
Suffolk	0	1	Non-NRU
Warwickshire	12		Non-NRU

in receipt of FSM – on 11 of 13 indicators. For the FSM group on only one of the 13 is there a significant gain. This may be seen as disappointing as the most disadvantaged group is a primary target for the CU. However, it also provides evidence for follow-up strategies which focus clearly on the needs of this group of children. It must also be borne in mind that this group is, in many cases, making significant gains in other areas which are not measured by national end-of-Key Stage tests as interviews with young people, parents and teachers revealed.

Ethnicity presents such a complex picture that it is difficult to draw definitive conclusions, as in most groups there are too few members to allow

statistical comparison. What can be said however, is that within the largest group, children classed as 'white', the most significant gains occur.

Key Stage 3

At Key Stage 3 across 4 local CU sites there was evidence of significant gains for the Children's University across all 13 measures.

When the 4 local CU sites are examined some differences emerged of significant improvement. In Sheffield there were 4 areas of the 13 which showed significant gains. In Northamptonshire there were 5 (plus 1 area with significant attrition), in Leicester there were 12 such areas, and in Blackpool none reached statistical significance.



Table 6: Areas of significant differences on Key Stage 3 assessments

Indicators	Estimated	Actual	Difference	Significant Difference
English & Maths Level 5+	58.5%	68.7%	9.3%	11.0%
English & Maths Level 6+	20.9%	27.3%	7.9%	9.0%
English 2 Levels Progress	26.0%	32.3%	8.7%	8.6%
English Level 5+	69.6%	76.8%	6.2%	9.6%
English Level 6+	24.6%	31.3%	8.6%	8.1%
English Level (overall)	5.32	5.53	0.23	0.21
Maths 2 Levels Progress	45.5%	58.6%	14.5%	18.2%
Maths Level 5+	70.2%	77.8%	6.9%	9.4%
Maths Level 6+	40.6%	49.5%	8.4%	11.9%
Maths Level (overall)	5.59	5.85	0.25	0.24
Science Level 5+	68.1%	74.7%	6.1%	10.0%
Science Level 6+	28.3%	38.4%	11.9%	13.2%
Science Level (overall)	5.39	5.59	0.21	0.23

Table 7: Number of significant KS3 indicators for 4 CU sites

(n = out of 13)

	Sig +	Sig -	NRU/Non-NRU
Blackpool	0	0	NRU
Leicester	12	0	NRU
Northamptonshire	5	1	Non-NRU
Sheffield	4	0	NRU

Attendance plus performance

Attendance and achievement data taken together across all Key Stages reveal that while a few local CU centres perform significantly well in most areas, most are good in some areas and less good in others. A CU that performs consistently well is Warwickshire, - significant evidence of pupil achievement on 8 of 12 indicators at Key Stage 1, 12 of 13 at Key Stage 2 with comparatively better attendance rates in 6 of 9 school terms. Sheffield is also a consistently high performer with comparatively better attendance rates in 6 of 9 school terms, and significant performance above expectation on 11 school level indicators

at Key Stage 1, on 3 indicators at Key Stage 2 and 4 at Key Stage 3. Sefton performs well at both Key Stage 1 and Key Stage 2 – 9 school level indicators in the former and 7 in the latter. It also does well in respect of attendance which is significantly better for CU children in 6 out of 9 terms. Chesterfield is consistently positive with 3 value-added indicators at Key Stage 1, also 3 at Key Stage 2, and with good attendance in 3 of 8 terms. Leicester provides a more mixed picture, performing exceptionally well at Key Stage 3 (significant on 12 of 13 indicators), without significant gains at Key Stage 2, but doing well on 6 of 12 indicators at Key Stage 1 while attendance is significantly better in 4 of 8 terms. In Blackpool, attendance is significant in 7 of 9 terms. It performs well against 5 of the indicators at Key Stage 1 and against 4 at Key Stage 2, but without apparent significant value-added at Key Stage 3.

There is confirmation for this data from Local Authorities or schools who have conducted their



own local, internal evaluation, without national comparators. Sheffield uses evaluations by Local Authority, by individual school and often by individual activity. At Key Stage 2, CU children with 30+ hours of learning perform significantly better than their non-CU counterparts. This holds true both for test results and for teacher assessments and is most significant for Maths (82% achieving Level 4+ as against 75% for non-CU pupils). Even more significant are achievement differences measured by the number of CU hours of engagement. This is illustrated by one Sheffield primary school.

Key Stage 2

Level 4+	Non-CU	30-100 hours	100+ hours
English	34%	45%	76%
Maths	35%	63%	100%

Levels of attendance across the Local Authority also show improvements by levels of engagement with CU activities, rising from 93.6% for non-participants to 94.1% (0-10 hours), to 94.7% (10-30 hours), 94.9% (30-100 hours) and 95.5% (100+ hours).

What the children said

Questionnaires were sent to 248 children in 6 CUs to gauge their attitudes to different aspects of Children's University practice and to compare this with what they judged to be of most and least relative importance. The questionnaire is composed of 2 scales and asks for 2 responses to each of 25 statements. The left hand column asks for a response on a 4 point scale from 'Always true' to 'Not true' or from 'Strongly agree' to 'Strongly disagree'. The right hand column (also a 4 point scale) asks for a rating of relative importance from 'Very important' or 'Crucial' to 'Not important' (see Appendix 3).

The tables which follow examine the data from a number of angles in order to tease out patterns of response, to identify priorities in perceptions of practice and importance and to identify where there may be discrepancies between the two – the 'gap measures'.

- A ranking of pupil responses on aspects of current practice (Table 8)
- Comparison of 6 sites in relation to the statement 'In CU we often go on trips to places outside school to learn new things' (Table 9)
- Comparison of 6 sites in relation to the statement 'I have a learning passport and use it a lot' (Table 10)
- Pupil ranking of statements by aspects judged to be important/crucial (Table 11)
- Gap measure: Importance rated higher than current practice (Table 13)
- Gap measure: Current practice rated higher than importance (Table 14)

Learning new things with uninterrupted time, trying things out without anxiety over failure, getting help when you need it, working with friends, taking responsibility for your own learning and growing confidence, all rated highly as the best of current practice, define the nature of the CU learning environment. It is collegial, unhurried, low risk, supportive and self determining. Gaining credits and being eligible to graduate is a less intrinsic benefit but also a unique selling point of the CU. These top nine items in Table 8 (over) are the essential ingredients and primary appeal of CU involvement.



Table 8: Pupil ranking of statements on aspects of current practice by always/usually true

(n = + or – 248)

Rank	Q. no.	Statement	% Always/usually true
1	16	I get help when I'm stuck	93.9
2	19	I love learning new things	93.0
3	18	I get to work with and get help from my friends	89.2
4	21	I'm not afraid to try things out even if I fail	89.1
5	24	It is important to me to get credits so I can take part in graduation	87.3
6	20	I now feel much more confident about my class work	83.1
7	17	I get time to work on something I'm enjoying without interruption	82.4
8	4	Being in the CU has made me more confident about myself	82.0
9	3	In the CU I take responsibility for my own learning	81.1
10	10	I talk to my mum or dad or carer about what I am learning in CU	75.4
11	7	I like CU because I can be good at things I'm not so good at in school	73.3
12	1	I really learn a lot from CU activities	72.1
13	23	We get lots of opportunities to learn in places outside school	70.4
14	22	I pay more attention in class since being in the CU	70.1
15	15	My teachers encourage me to get involved in CU activities	68.2
16	5	Being in the CU has made me more confident about class work	66.7
17	6	In CU I decide what I want to learn	66.2
18	13	In CU I get help in planning the next steps in our learning	63.8
19	25	I am getting better results on tests or exams since being in the CU	63.1
20	11	In CU I assess my own progress	61.6
21	8	In CU I am told how I am doing compared with before	61.3
22	2	Things I learn in CU help me to learn better in class	55.7
23	14	I have a learning passport and use it a lot	50.9
24	12	In CU we often go on trips outside school to learn new things	49.6
25	9	I talk to adults about how, when or where I learn best	48.5

On two statements which are at the core of the CU's future ambitions for wider use of Learning Destinations, their 23rd and 24th rankings on the practice scale must be seen as somewhat disappointing. However, this needs to be seen in the context both of how long these CUs have been in existence and the extent to which

they have encouraged use of the Passports To Learning; the concept of public Learning Destinations is also still in its infancy having been launched only 18 months ago. As Table 9 (opposite) shows, there are wide differences among the 6 individual CUs who provided the information. These data merit closer scrutiny.



Table 9: Pupil responses on trips out of school in 6 CUs

In CU we often go on trips to places outside school to learn new things

	Warwickshire	Leicester	West London	Chesterfield	Havant	Sheffield
Current practice	51.1	43.6	56.4	66.7	27.6	41.7
Importance	74.4	70.3	80.6	70.0	57.1	45.5
Ranking on current practice	23	24=	25	20	24=	16
Ranking on importance	13	10	14=	20	21	14=

For example, while Chesterfield provides the most positive response among 6 sites as to current practice on learning outside school, it still only ranks 20th on both practice and importance scales, a reflection not of its absolute, but of its relative value in the eyes of young people.

There is also some ambiguity in the data as to what the Children's University is, where it begins and where other activities stop, as to what are distinctively Children's University activities. It is difficult for some children to draw a boundary around what is specific to CU. The question in interview *"What is the Children's University?"* promoted a range of responses in different places and for children of different ages. For some children it appeared to be the graduation event. *"I've been there"* said one Year 7 boy,

referring to the university where the graduation took place.

Passports To Learning

On the issue of learning passports, responses from individual CUs show some marked differences (Table 10). Havant and Sheffield sit at opposite ends of the spectrum; Havant as a new CU has fully embraced national practice while Sheffield as a more traditional CU has thus far proved itself somewhat reluctant. The 4 other CUs provide a complex picture in between. However, inferences from these data come with a health warning. In Leicester 16 of 29 pupils responded in the 'don't know' category while the figure in Warwickshire was 13 out of 36. Since, in some cases, passports had not yet been distributed, or had not been distributed to

Table 10: Pupil responses on use of passport in 6 CUs

I have a learning passport and I use it a lot

	Warwickshire	Leicester	West London	Chesterfield	Havant	Sheffield
Current practice	11.1	10.3	79.0	73.3	100.0	0.0
Importance	44.4	52.0	82.9	73.3	82.1	0.0
Ranking on current practice	25	25	18	13	1	25
Ranking on importance	25	10	14	17	3	25



everyone, questions about passports in interview often met with a puzzled response. Pupils' responses therefore often do not reflect the whole story.

Where passports were in current use, as in West London for example, the extent to which they were prized by children came as a welcome surprise to teachers. Early fears that they would be lost were no longer in evidence.

"No, they haven't lost it and they said, they keep it so safe, one of them actually said to me she kept it in her bed, under her pillow! So it really means a lot to them because they're really trying to get it filled in because they know that it's going to mean something so to them it's really, really important."

Another CU manager underlines the importance of ownership and the way in which it creates and endorses a sense of personal responsibility.

"I think it gives them some ownership and also makes them feel important as well because normally at this age they're not allowed to have anything that important that they're allowed to keep that they're responsible for."

Connections

What becomes apparent from these responses is the extent to which the Children's University tends to be seen very much as having its own value and not so much as connected to or enhancing classroom learning. So items ranked relatively low (although still positive) are: 'I am getting better results on tests or exams since being in the CU' (63.1%)

'Things I learn in CU. help me to learn better in class' (55.7%)

These may be measuring perceived 'transfer of learning' and benefit from finer grained inquiry into what aspects of out-of-class learning are being considered. It would appear to be those with an obvious and direct link to curricular subjects so that a visit to a museum (however enjoyable and 'learningful') is not seen as making you any better at Maths.

Interviews with young people throw more light on this issue. It was very clear that Maths was Maths and that whatever you did in CU bore no relation to the Maths class. However, extra or catch-up Maths (which in some places are included as a CU activity) were cited by some children as having a clear and direct effect.

A number of comments reflect this mindset:

"Gym club makes me better at sport."

"Science helps a bit, eco-club."

"ICT club helped me loads. I was really slow at typing and used to get into trouble in class for being so slow. I joined the ICT club and practiced real hard. I got faster and better. We don't have a computer at home but I could take this one home. It really helped me."

However, when it came to testing, national end-of-Key Stage tests (or SATs) and the high stakes core curriculum, pupils identified little apparent spin off:



"SATs are different, reading, writing and Maths. That's not what we do in CU."

"None of the clubs help you with your written work."

Some pupils were, however, aware of indirect effects as illustrated by comments such as these:

"CU helps a bit because it takes the stresses away. Like its fun and helps you to think about something else."

"I'm not so worried about putting my hand up or trying things out in class because that's what you do in CU. Nobody puts you down for trying."

These comments help to explain some of the more puzzling rankings of activities in the above tables. What is clear, both from interview data and from questionnaire responses, is the strong correlation between what actually happens in CU and what is deemed most important. As Table 11 (over) shows, of the top ten statements of importance only two of those perceptions of importance are not in the top ten vis-à-vis current practice. The one statement in top ten where the biggest discrepancy occurs is 'I am getting better results on tests or exams since being in the CU'. While this is placed 10th in importance it ranks 22nd out of 25 in respect of current practice. The pupil comments cited above make clear the perceived disconnect.

While being wary of too easy a generalisation, pupils in the performing arts schools, or at least those engaged in music, drama and production were more likely to be aware of the connections

and able to speak thoughtfully about the confidence it gave them to work with others, the loss of inhibition, the enhancement of their self confidence and the 'feelgood' factor.

"Doing drama and having to get up on stage and speak to a whole lot of people was really scary at first but I now have more confidence to do that and it has helped me a lot in class when before I would never put up my hand or anything."

A teacher in West London put the 'feelgood' factor down to a sense of ownership and seeing learning within a wider frame:

"They have a different way to learn because it's not as strict as in a classroom. It's a bit more relaxed. It's much more child led because typically at the start of each club the tutor will ask the children what they would like to learn and they're given a lot more ownership of their own learning."

There was clear evidence in many places that Children's University had a positive impact on pupils' behaviour in the classroom and that this may be attributed in part to the teacher's relationship with children in less pressurised contexts which allows them to see young people in a different light. As one CU manager reported:

"The teacher who took the club used to teach the boys a year or so before and she noticed such a difference in their behaviour and just in how they were. She saw them more as human beings rather than a big challenge which is what they were in the classroom."



Practice and priorities

As Table 11 illustrates, the meeting point of practice and perceived priority is often consonant but with quite large differences in some aspects of CU activity.

Although included in the top ten statement in terms of importance, the statement 'My teachers encourage me to get involved in CU activities' is ranked in 15th in respect of current practice. In interview, pupils

made distinctions between what happened in their primary schools and what happened in secondary. In the secondary context it was said by pupils that with some members of staff the issues of CU never arose and some teachers appeared not to know much about it. This, perhaps, conveys a message that teachers could do more to encourage participation in Children's University activities given its perceived impact on both attendance and self-confidence.

Table 11: Pupil ranking of statements by aspects judged to be important/crucial together with rankings compared to current practice

(n = + or – 248)

Rank Imp	Rank Prac	Statement	% Imp/crucial
1	2	I love learning new things	88.1
2	1	I get help when I'm stuck	85.7
3	5	It is important for me to get credits so I can take part in graduation ceremonies	82.4
4	4=	I'm not afraid to try things out even if I fail	78.4
5	9	In the CU I take responsibility for my own learning	78.4
6	6	I now feel much more confident about my class work	77.9
7	15	My teachers encourage me to get involved in CU activities	77.0
8	8	Being in the CU has made me more confident about myself	76.6
9	7	I get time to work on something I'm enjoying without interruption	75.8
10	22	I am getting better results on tests or exams since being in the CU	75.0
11	3	I get to work with and get help from my friends	74.0
12	17	In CU I decide what I want to learn	73.6
13	16	Being in the CU has made me more confident about class work	72.7
14	21	In CU I am told how I am doing compared with before	70.4
15	24	In CU we often go on trips outside school to learn new things	70.5
16	18	In CU I get help in planning the next steps in our learning	70.3
16	23	I have a learning passport and use it a lot	70.3
18	14	I pay more attention in class since being in the CU	70.1
19	12	I really learn a lot from CU activities	69.8
20	13	We get lots of opportunities to learn in places outside school	69.7
21	11	I like CU because I can be good at things I'm not so good at in school	69.6
22	10	I talk to my mum or dad or carer about what I am learning in CU	68.1
23	20	In CU I assess my own progress	66.8
24	22	Things I learn in CU help me to learn better in class	65.4
25	25	I talk to adults about how, when or where I learn best	62.6



Table 12: Statements ranked 1 and 2 on both scales

(n = + or – 248)

	True of practice	Importance	Ranking	Ranking
I get help when I'm stuck	93.9	85.7	1	2
I love learning new things	93.0	88.1	2	1

Learning new things

When we examine what are judged to be 'crucial' and important two items rank 1 and 2 on both scales – 'I get help when I'm stuck' and 'I love learning new things', although with slightly lower rankings on the importance scale.

Taken together with the relatively low rankings for the CU relationship with testing and exam performance, it is highly significant that importance is given to learning new things, support, lack of risk, self-direction, self-confidence and continuity in learning.

What may seem more puzzling is the statement ranked 25th on both scales – 'I talk to adults about how, when or where I learn best'. While the statement proved to be somewhat ambiguous and open to a variety of interpretations, it indeed appears to reflect a lack of talk about the where, when and how of learning. On the scale of things it is neither judged to be of high priority for young people nor something that occupies their time when they are deeply engaged in doing what they are doing. There is little evidence of a standing back from learning in any systematic way to consider skills involved or potential transfer of skills and knowledge acquired. When this issue was raised with managers they tended to agree that engagement in activities took centre stage and that there could be more of a focus on children's evaluation of the 'how' as well as the 'what' of their own learning.

Measuring the gap

The final exploration of the data using the practice/importance gap as a measure, opens up further questions for policy and practice. The 'gap' is a measure of the difference between perceptions of current practice and what young people deem important/crucial. On 11 of the 25 questions, the gap shows the extent to which practice falls short of what is considered important/crucial. On 13 of the questions the gap works in the other direction, that is, the importance/crucial rating is lower than the satisfaction rating with current practice. In plainer language: *"We enjoy doing this but don't think it is hugely important"*. On one item there is no difference at all – practice and importance coincide.

The largest gaps are in relation to two statements 'In CU we often go on trips to places outside school to learn new things' and 'I have a learning passport and I use it a lot'. Pupils clearly value those two aspects of CU activities (70.5 and 70.3 per cent 'importance/crucial' rating respectively) but are less positive about these as reflecting current practice (49.6 and 50.9 respectively).

Both of these statements may be explained by the time lag in the distribution of passports as well as in building a cadre of Learning Destinations. In some cases, schools were just beginning to pilot the use of passports or were taking a more cautious approach before investing in wholesale purchase. In Sheffield,



Table 13: Gap measure: Importance rated higher than current practice

(n = + or – 248)

Statement	Gap
1 In CU we often go on trips outside school to learn new things	20.9
2 I have a learning passport and use it a lot	19.6
3 I talk to adults about how, when or where I learn best	12.1
4 I am getting better results on tests or exams since being in the CU	11.9
5 Things I learn in CU help me to learn better in class	9.7
6 In CU I am told how I am doing compared with before	9.1
7 My teachers encourage me to get involved in CU activities	8.8
8 In CU I decide what I want to learn	7.4
9 In CU I get help in planning the next steps in our learning	6.5
10 Being in the CU has made me more confident about class work	6.0
11 In CU I assess my own progress	5.2
12 I pay more attention in class since being in the CU	0.0

for example, the strategy was to secure and validate Learning Destinations as a prelude to purchasing passports.

There is also a gap measure in which perceptions of importance are rated as lower than current practice. So, in relation to the item with the largest gap - 'I get

to work with and get help from my friends' - it has to be borne in mind that we are dealing with relative measures of relationships between importance and practice. The numbers in the right hand column, therefore, need to be approached with caution as they are generally very positive and, for the most part, represent very small percentage differences.

Table 14: Gap measure: current practice rated higher than importance

(n = + or – 248)

Statement	Gap
1 I get to work with and get help from my friends	15.2
2 I'm not afraid to try things out even if I fail	11.2
3 I talk to my mum or dad or carer about what I am learning in CU	7.3
4 I get help when I'm stuck	7.2
5 I get time to work on something I'm enjoying without interruption	6.6
6 Being in the CU has made me more confident about myself	5.4
7 I now feel much more confident about my class work	5.2
8 = It is important for me to get credits so I can take part in graduation	4.9
8 = I love learning new things	4.9
10 I like CU because I can be good at things I'm not so good at in school	3.7
11 In the CU I take responsibility for my own learning	2.7
12 I really learn a lot from CU activities	2.3
13 We get lots of opportunities to learn in places outside school	0.7



What the CU managers said

A questionnaire was also sent to the managers and/or coordinators of the 6 CU sites, 8 people in total. The items are shown in Table 15 (see Appendix 2).

Table 15: Questionnaire items for CU managers

1	Children find CU activities engaging and stimulating
2	Continuous efforts are made to make the links between learning in CU and classroom learning
3	In the CU children take responsibility for their own learning
4	CU activities benefit from the strong support of the Headteacher(s)
5	Teachers/tutors modify their practice in the light of what children tell them
6	In CU children decide what they want to learn
7	Success is regularly celebrated in this CU
8	Children get regular feedback in how well they have done in relation to their own previous achievement
9	Children are encouraged to discuss with CU staff ways in which they learn best
10	Children are encouraged to discuss with one another ways in which they learn best
11	Teachers/tutors as well as children learn in the CU
12	Children are helped to assess the quality of their own work
13	Children are helped to plan the next stages in their learning
14	Children have regular opportunities to participate in learning activities in sites other than school or classroom
15	Classroom teachers are keen to be involved in CU activities
16	Self evaluation is used to validate CU provision on a scale of emergent, established and advanced
17	Learning passports are valued and used responsibly by children
18	Monitoring and evaluation are used in CU to ensure progression in children's learning
19	Parents welcome feedback on their children's progress in CU
20	Rewards and incentives are used to encourage children to participate in CU activities

In order to provide comparison with pupils' views, 10 statements taken from the pupil questionnaire asked for two responses from managers – one, as to level of agreement re current practice, and two, vis-à-vis perceived importance.

- 21 "I get help when I'm stuck"
- 22 "I get time to work on something I'm enjoying without interruption"
- 23 "I get to work with and get help from my friends"
- 24 "I love learning new things"
- 25 "I now feel much more confident about my class work"
- 26 "I'm not afraid to try things out even if I fail"
- 27 "I pay more attention in class since being in the CU"
- 28 "We get lots of opportunities to learn in places outside school"
- 29 "It is important to me to get credits so I can take part in graduation ceremonies"
30. "I am getting better results on tests or exams since being in the CU"



On 10 of the statements there was complete consensus:

Children find CU activities engaging and stimulating

Teachers/tutors modify their practice in the light of what children tell them

In CU children decide what they want to learn

Success is regularly celebrated in this CU

Teachers/tutors as well as children learn in the CU

Classroom teachers are keen to be involved in CU activities

Self evaluation is used to validate CU provision on a scale of emergent, established and advanced

"I love learning new things"

"We get lots of opportunities to learn in places outside school"

"It is important to me to get credits so I can take part in graduation ceremonies"

Given the very small numbers, responses are not amenable to statistical analysis but some patterns do emerge which deserve comment and further exploration.

On 3 items common to the manager and pupil questionnaire there is close consensus on value and priority given to the statement 'I love learning new things' and also on the item 'It is important to me to get credits so I can take part in graduation ceremonies'.

CU managers described it in these terms:

"It's the enthusiasm and delight children get from doing things and learning things they had never thought of before, exploring new areas, new ways of learning. Yes, there is a lot learning out there."

"Watching the children when we got the graduation last year it just made all the work worthwhile, it was absolutely fantastic, you get such a buzz out of seeing the difference it makes to some of the children."

While there was less agreement on the statement 'We get lots of opportunities to learn in places outside school' (pupils' ranking for this item being 13th out of 25 on current practice), CU managers were often just beginning to open up

opportunities and becoming more adventurous in exploiting potential Learning Destinations.

There was an even split (4 agree, 4 disagree) on the statement 'Learning passports are valued and used responsibly by children'. The negative response in Sheffield and Leicester is consonant with pupil views where it was, in both places, ranked 25th vis-à-vis current practice: simply an acknowledgement that passports were not yet in widespread use.

CU managers' responses also tend to coincide with pupils' views on what might come under the broad categories of learning styles, learning how to learn or metacognitive abilities. Statements such as 'Children are encouraged to discuss with one another ways in which they learn best' and 'Children are encouraged to discuss with CU staff ways in which they learn best' receive ambiguous responses from CU managers. For example on this latter item, CU managers' responses are: strongly agree 0; agree 5; disagree 2; strongly disagree 1. This tends to reinforce pupils' response to the statement 'I talk to adults about how, when or where I learn best', which was ranked 25th on current practice as well as 25th on importance.

Perhaps the most telling response from CU managers is the relatively low ranking (27th out of



30) for the statement 'Continuous efforts are made to make the links between learning in CU and classroom learning'. This tends to align with pupils' responses in which they regard what happens in CU as having little close relationship to mainstream classroom learning and teaching. For example, the statement 'I pay more attention in class since being in the CU' was the lowest ranked item by the CU managers and ranked fairly low in practice and importance by children (14th and 18th respectively).

Among CU managers in the 6 CUs, there were also areas of difference. There was disagreement in relation to the statement 'Rewards and incentives are used to encourage children to participate in CU activities'. Although seen by all as important, 5 CU managers rated it as current practice while 3 disagreed. This touches on a sensitive issue, particularly acute in areas of serious disadvantage. As one CU manager put it:

"We have to be very careful about how we advertise, how we profile or how we persuade our students to become involved. If Children's University is seen as a bit naff or not cool it will put off some of the kids who really want to get involved as there is huge peer group pressure here. I guess it's always a bit softly-softly."

The alternative to CU involvement, as some CU managers pointed out, was 'hanging out' around the shops or bus shelters or going home to your Xbox. A 12 year old girl said that at the weekend she could spend all day Saturday and Sunday on her Xbox (much of it spent killing virtual people) but that during the week the pull of CU activities was even greater. One 14 year old boy who, perhaps unusually, didn't have an interest in video games, said:

"If I go home after school I just sit and wait, sometimes for hours, until my mum comes home. It's just so boring."

When quizzed about why some children didn't get involved in CU, pupils offered three reasons:

- Looking after ill or incapacitated parents or siblings
- Lack of knowledge of CU and misunderstanding of what it is and does
- CU being seen as not 'cool'

In some areas, lone parents and working parents relied on their children to look after younger siblings or to do the domestic chores. This was further exacerbated for parents or a parent who was chronically or intermittently ill, or with sick children who needed looking after by their older brothers or sisters.

CU managers also worried about safety issues such as children going home in the dark on winter evenings. In some areas this could be hazardous, and was especially a concern among protective parents.

Monitoring progress

The statement 'Monitoring and evaluation are used in CU to ensure progression in children's learning' was met with lack of consensus among CU managers with 5 agreeing and 3 disagreeing. In interviews with managers and pupils the clear separation in children's minds between in-class and out-of-class learning was reinforced. Indeed 'learning' itself is so closely associated with what happens in classrooms that fun activities were not necessarily seen as 'learning' nor as having a bearing in formal situations in which learning is seen as the product of teaching. Nonetheless, CU managers were at pains to get across the message to children that whether it is cooking, dancing or football, these are learning activities. They pointed out that why these activities are so conspicuously valued by children is because they are finding out that 'learning' can be fun and that it can be life enhancing.



Most local CUs do carry out their own evaluations in which, quite typically, children are asked explicitly to focus on what they have learned. These evaluations generate differing categories of response. For example:

New insights

How the Tudors lived and what they wore
Mary Queen of Scots was locked up for 14 years
It can be fun learning about the past

New skills

New art skills
How to draw cartoons, people and animals
To draw facial expressions
I learnt to use different tools

Attitudes/dispositions

Patience
How to concentrate better

Team work

How to deal with losing
To compromise
How to work well together
How to help people
Because no-one was left out/everyone got to join in

The following statement from a primary pupil may be seen as an important 'light bulb' moment:

"You don't have to be in school to learn."

What counts as valid CU credit?

Gaining credits, certificates and taking part in graduations are valued aspects of Children's University, although, as many young people point out, not the prime mover in joining or continuing with CU activities. What merits a credit is a question that will continue to exercise CU managers at school, Local Authority and national level. Is attendance itself

enough to gain a credit? Is an hour the appropriate unit of measurement and is there equivalence for an hour of community service, chess, football or drama rehearsal? Is a visit to a museum worth a passport credit or should there be more rigorous demands placed on what young people do, and learn, on such a visit? How does the Children's University 'marry' such generalisations with its aim to recognise and value the individual child and her/his needs?

In interviews there were often surprising discoveries as to what young people did in their own time. Some spoke of self initiated activities such as Taekwondo, dance, music, and hobbies which took place in other community sites. It raised the developmental question as to whether these self-driven activities should also be counted along with those provided by the school? In some cases where a school was aware of a pupils' interest and expertise in an area such as judo, he or she had encouraged those young people to initiate that activity in their own school, engaging others, leading and managing the activity.

Changing lives

Getting credits for participation in CU activities is obviously an incentive but, in interview, virtually all young people said they would participate even if there were no credit accumulation nor graduation but that these were, in the words of one CU manager, *"the icing on the cake"*, as the following caveat from a pupil testifies:

"It [CU] makes you want to go school more. The courses are fun courses... and to get the credits."

CU managers put a lot of store by the university connection because, for many children, aspiration to go to a university had never been within their intellectual or social compass, nor had most ever been inside a university. Entering a new, previously



unseen, world has had a powerful impact on many young people, as one parent described it:

"Children just walking through the University in this huge grounds and obviously I was with my own son and he was absolutely in awe, he could not believe it and there were students milling around and he said you know why are they here and just that whole thing about being on this big campus and that will be their dream. Matthew actually said, "Wow!" - you could see his little mind ticking over and I just think it was an amazing feeling for everybody."

The pride young people took in graduating was one shared by their parents, some of whom, like their children, had never been inside a university.

"Going to university made me and my parents really proud. Like seeing me in a cap and gown my mum said she never thought she'd see inside a university. It just makes me feel proud."

Following the graduation at the University of Warwick in November 2010, a parent's email to the CU manager is reproduced below:

"Children's University has been a fantastic experience for all three of our children. They are, as you know, three very different characters and Children's University has inspired and challenged them all."

The experience of Children's University has been, for us, a wonderful learning experience, it has made learning a reality beyond the academic studies and given the children a positive outlook to learning and how "... boring ..." skills can be used in real life."

The children have enjoyed team work and friendship during the exploration of different modules. They have tackled subjects they thought they wouldn't be able to do and faced challenges that took them beyond the comfort zone. But we believe that having taken these challenges in safety and with all the fun of Children's University partner events the children have grown in confidence. Confidence that at age 15 saw David going off for a week's course at Imperial College London to join over 200 young people to study Maths and Science. He didn't know anyone but neither had he when attending some Children's University events. It was just like Children's University only bigger and longer."

Knowledge gained in a fun way at Children's University events comes back in study. When looking at food chains in Science, Richard had a light bulb moment: "But that's what we did when we played that game at Ryton Pools...!"

Children's University has helped support our children's learning and widen their world. I wish you all the best for the future and hope that you will be able to support many more children through the experience that is Children's University."

Such unsolicited testimony from parents tells a powerful story as to the impact on children but is also hugely gratifying to staff. As a teacher in West London put it, speaking for many of her colleagues:

"I got thirsty for more because I saw what joy, giving up a simple, hour, hour and a half of your time gives to them, it was just amazing and I was reading some of the evaluations and feedback that they'd given from the clubs and it nearly brought a tear to my eye it really did. It's amazing that you just have to spare an hour, an hour and a half of your time and they get so much out of it it's unbelievable you know, it changes their lives, it really, really does change their lives."



Summary of findings and recommendations

Key findings

What emerges clearly from this evaluation are the following generalisations. In most cases there needs to be the caveat that these apply differentially from one local Children's University to another, and that these 10 statements may also be taken as aspirations for local CU centres which can not as yet meet all of the criteria below.

1. Being in the Children's University significantly improves school attendance.
2. Achievement is significantly better at Key Stages 1 to 3 for children who participate in Children's University compared with non-attenders.
3. The further children engage with Children's University, the better their attendance and achievement.
4. Children's University provides an environment for self-driven, confident and collegial learning.
5. Children's University provides a safe haven and models positive relationships
6. Pupils and teachers testify to life changing experiences.
7. 'Opportunity costs' are high for children in disadvantaged areas who do not attend Children's University.
8. Certificates, credits, Passports To Learning and graduations are valued incentives and rewards.
9. University settings help to inspire and raise aspirations for children, and their parents.
10. Children's University has helped to *"make learning a reality beyond academic studies"*.



Recommendations for future consideration

1. More could be done locally to explore the range of options for Learning Destinations beyond the school. Young people should be encouraged and supported in taking the initiative to identify potential learning sites and exercising leadership in taking good ideas forward. The Passport To Learning will assist in the realisation of this.
2. Building capacity within and across CUs is most likely to take place when successful initiatives are shared and there is ongoing networking and learning exchanges among schools and CU centres.
3. A key priority is to clarify the links between the learning that takes place within CU activities and the learning that takes place in classrooms. This means making space to discuss the 'how' of learning so that what young people are able to transfer from one context to another is not only greater self-confidence but also a better repertoire of *learning how to learn* skills and techniques.
4. As testimony from some parents shows, keeping them informed and connected is critical, particularly in situations where parents may misunderstand, or place little value on CU involvement. This could be helped by seeking out and disseminating creative approaches to parental participation.
5. Consideration should be given to how CU credit might be given to participation in activities not provided by the Local Authority or the school and of which CU managers may be unaware. Whether and how such a scheme might be put in place could be a topic for discussion with young people. The Passport To Learning should increasingly be viewed as the vehicle to encourage this 'self-initiated' and 'self-directed' learning.
6. The very substantial demand for the Passports To Learning – 73,500 are in use in England since their launch in June 2009 - underlines the need for their potential uses to be subject to extensive, systematic planning and ongoing monitoring and evaluation at local, regional and national levels.
7. Where there are perceived safety concerns that may occasionally inhibit children's attendance after school, consultation and solution focused workshops with young people, and possibly parents as well, could be used to identify a range of possible practical strategies.



Appendices

Appendix 1: Table ranking statements in order of perceptions of current practice, plus importance ratings and gap measure

(n = 248)

Q. no.	Statement	% Practice	% Import	Gap/ Diff
16	I get help when I'm stuck	93.9	85.7	- 7.2
19	I love learning new things	93.0	88.1	4.9
18	I get to work with and get help from my friends	89.2	74.0	- 15.2
21	I'm not afraid to try things out even if I fail	89.1	78.4	11.2
24	It is important to me to get credits so I can take part in graduation ceremonies	87.3	82.4	2.9
20	I now feel much more confident about my class work	83.1	77.9	- 5.2
17	I get time to work on something I'm enjoying without interruption	82.4	75.8	- 6.6
5	Being in the CU has made me more confident about class work	66.7	72.7	6.0
3	In the CU I take responsibility for my own learning	81.1	78.4	- 2.7
10	I talk to my mum or dad or carer about what I am learning in CU	75.4	68.1	- 7.3
7	I like CU because I can be good at things I'm not so good at in school	73.3	69.6	- 3.7
1	I really learn a lot from CU activities	72.1	69.8	- 2.3
23	We get lots of opportunities to learn in places outside school	70.4	69.7	- 0.7
22	I pay more attention in class since being in the CU	70.1	70.1	0.0
15	My teachers encourage me to get involved in CU activities	68.2	77.0	8.8
5	Being in the CU has made me more confident about class work	66.7	72.7	6.0
6	In CU I decide what I want to learn	66.2	73.6	7.4
13	In CU I get help in planning the next steps in our learning	63.8	70.3	6.5
25	I am getting better results on tests or exams since being in the CU	63.1	75.0	11.9
11	In CU I assess my own progress	61.6	66.8	5.2
8	In CU I am told how I am doing compared with before	61.3	70.4	9.1
2	Things I learn in CU help me to learn better in class	55.7	65.4	9.7
14	I have a learning passport and use it a lot	50.9	70.3	19.6
12	In CU we often go on trips to places outside school to learn new things	49.6	70.5	20.9
9	I talk to adults about how, when or where I learn best	48.5	62.6	12.1



Appendix 2: Questionnaire for CU Coordinators/Managers

Statement	To what extent is the statement on the left always, mostly, sometimes or never true?					How do you rate the importance of each statement?			
	1. Always true	2. True most of the time	3. Sometimes true	4. Not true	5. Don't know	1. Not important	2. Quite important	3. Very important	4. Critical
1. Children find CU activities engaging and stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Continuous efforts are made to make the links between learning in CU and classroom learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In the CU children take responsibility for their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. CU activities benefit from the strong support of the Headteacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Teachers/tutors modify their practice in the light of what children tell them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In CU children decide what they want to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Success is regularly celebrated in this CU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Children get regular feedback in how well they have done in relation to their own previous achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Children are encouraged to discuss with CU staff ways in which they learn best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Children are encouraged to discuss with one another ways in which they learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Teachers/tutors as well as children learn in the CU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Children are helped to assess the quality of their own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Children are helped to plan the next stages in their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Children have regular opportunities to participate in learning activities in sites other than school or classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Classroom teachers are keen to be involved in CU activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Self evaluation is used to validate CU provision on a scale of emergent, established and advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Passports To Learning are valued and used responsibly by children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Monitoring and evaluation are used in CU to ensure progression in children's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Parents welcome feedback on their children's progress in C.U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Rewards and incentives are used to encourage children to participate in CU activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statement	To what extent do these children's statements reflect practice in your own C.U.?					How do you rate the importance of each statement?			
In the Children's University	1. Strongly agree	2. Agree	3. Disagree	4. Strongly disagree	5. Don't know	1. Not important	2. Quite important	3. Very important	4. Critical
21. "I get help when I'm stuck"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. "I get time to work on something I'm enjoying without interruption"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. "I get to work with and get help from my friends"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. "I love learning new things"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. "I now feel much more confident about my class work"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. "I'm not afraid to try things out even if I fail"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. "I pay more attention in class since being in the C.U."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. "We get lots of opportunities to learn in places outside school"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. "It is important to me to get credits so I can take part in graduation ceremonies"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. "I am getting better results on tests or exams since being in the C.U."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much!



Appendix 3: CU Attitude Survey – Children

	1. Always true	2. Fairly true (a lot)	3. Sometimes true	4. Not true	5. Don't know	1. Not important	2. Quite important	3. Very important	4. Very, very important
1. My school has lots of CU activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now start here. You're on your own

Statement	For you, is this true always, most of the time, just sometimes or never?					How important is this for you?			
	1. Always true	2. Fairly true (a lot)	3. Sometimes true	4. Not true	5. Don't know	1. Not important	2. Quite important	3. Very important	4. Very, very important
1. I really learn a lot from CU activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Things I learn in CU help me to learn better in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In the CU I take responsibility for my own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Being in the CU has made me more confident about myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Being in the CU has made me more confident about class work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In CU I decide what I want to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I like CU because I can be good at things I'm not so good at in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. In CU I am told how I am doing compared with before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I talk to adults about how, when or where I learn best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I talk to my mum or dad or carer about what I am learning in CU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. In CU I assess my own progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. In CU we often go on trips to places outside school to learn new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. In CU I get help in planning the next steps in our learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I have a learning passport and use it a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My teachers encourage me to get involved in CU activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statement In the Children's University	Do you agree with what some children have said about the C.U.?					For you how important are these things?			
	1. Strongly agree	2. Agree	3. Disagree	4. Strongly disagree	5. Don't know	1. Not important at all	2. Quite important	3. Very important	4. Essential
16. "I get help when I'm stuck"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. "I get time to work on something I'm enjoying without interruption"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. "I get to work with and get help from my friends"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. "I love learning new things"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. "I now feel much more confident about my class work"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. "I'm not afraid to try things out even if I fail"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. "I pay more attention in class since being in the C.U."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. "We get lots of opportunities to learn in places outside school"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. "It is important to me to get credits so I can take part in graduation ceremonies"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. "I am getting better results on tests or exams since being in the C.U."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you very much!



Notes:



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ISBN: 978-0-9561319-4-2