



Young people building better futures

Coaching for Success Programme

National Challenge Final Report

November 2011

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1. Background

Youth at Risk received funding through the Department for Children, Schools and Families (DCSF) to deliver the National Challenge Coaching for Success Programme (CFS) run in conjunction with National Challenge Schools in England. This report evaluates the impact of the National Challenge CFS programme in National Challenge schools in the Academic School Years 2009 – 2011.

Schools were deemed eligible for inclusion in the National Challenge programme where less than 30% of pupils were achieving 5 A* to C grades including maths and English. Thus, the principle aim of the Coaching for Success programme was to support underachieving pupils achieve their full academic potential by transforming a range of personal skills and critical faculties. Pupils attend a two and a half day training, followed by a six month period of one-to-one coaching from a Youth at Risk trained volunteer or teacher.

2. Coaching for Success Programme Objectives:

For pupils: *to increase learning standards reflected in raised academic performance, aspiration, leadership and interpersonal skills.*

For staff: *to increase the impact of their work through the development of performance coaching skills, and enhanced effective relationships with pupils.*

For school partnerships: *creating a change in the level of relationships and sharing of good practice across clusters of schools.*

For schools: *creating a change in the learning environment of the school - increasing success and motivation levels within it on a long-term basis.*

3. Programme Activity

Table 1 - School cohorts participating in the programme by Academic Year.

School	Local Authority	Academic School Year
Hastingsbury Business and Enterprise College	Bedfordshire	Yr 10-11
DACA	Blackburn	Yr 10-11
Winton School	Hampshire	Yr 10-11
Ellington & Hereson School	Kent	Yr 10-11
Charles Dickens	Kent	Yr 10-11
Dover Christ Church Academy	Kent	Yr 10-11
King Ethelbert	Kent	Yr 10-11
Marsh Academy	Kent	Yr 10-11
Meopham Kent	Kent	Yr 10-11
Northfleet Technology College	Kent	Yr 10-11
Pent Valley	Kent	Yr 09-10
Portland	Kent	Yr 10-11
St Edmund's Catholic School	Kent	Yr 10-11
St George's Church of England, Thanet	Kent	Yr 10-11
Thamesview School	Kent	Yr 10-11
The Astor of Hever Community School	Kent	Yr 10-11
The Community College, Whitstable	Kent	Yr 10-11
Christ the King	Knowsley	Yr 09-10
Huyton Arts and Sports College	Knowsley	Yr 09-10
Kirkby Sports College	Knowsley	Yr 09-10
Knowsley Park	Knowsley	Yr 09-10
St Michael's and St Angels Academy	Southwark	Yr 10-11
Farrington Community Sports College	Sunderland	Yr 09-10
Red House	Sunderland	Yr 10-11
Grays School, Media & Arts College	Thurrock	Yr 09-10
Ormiston Park Academy	Thurrock	Yr 10-11
Arrow Vale	Worcester	Yr 09-10
Baxter School	Worcester	Yr 09-10

Table 2 - Number of Workshops delivered by Academic Year

	2009-2010	2010-2011
Staff Training	11	20
Volunteer Trainings	5	0
Pupil Intensives	9	25
Follow Up sessions	10	27
Completion Sessions	1	16

Table 3 - Number of Participants by Academic Year

	2009-2010	2010-2011
Staff Trainings	149	151
Volunteer Trainings	61	0
Pupil Trainings	230	929

Programme Delivery and Participant Numbers

In the academic year **2009-2010** we delivered:

- **9** Personal transformation workshops in **9** National Challenge Schools working with **230** students
- **11** Staff Trainings to prepare staff for supporting and coaching the students in **11** schools working with **149** staff in schools.
- **59** volunteers became performance coaches to pupils in **5** schools, giving coaching sessions weekly or fortnightly up to the programme's completion. All of these volunteers attended 2 days of intensive training as well as a matching session on the school site.

In the academic year **2010-2011** we delivered:

- **25** Personal transformation workshops in **19** National Challenge Schools working with **929** students
- **19** Staff Trainings to prepare staff for supporting and coaching the students in **21** schools working with **151** staff in schools. All staff completed 2 days of personal development and coaching training enabling them to impact their classroom practice and shift their mind-sets with regards creating change for their young people.
- **21** Follow up sessions in the second year and **16** Completion sessions

4. Young People

Selection

Pupils offered places on Coaching for Success met one or more of the following criteria:

- Underachieving, lack of other opportunities available or degree of disadvantage
- At risk of exclusion or whose attitude/behaviour was inhibiting them from achieving their full potential.
- With particularly low aspirations due to family history and other factors
- Those on the C/D borderline, whose behaviour wasn't a particular issue but were quietly underachieving due to lack of self-confidence, lack of motivation and other factors.
- In the second year many schools were able to hand-pick pupils who would most benefit from the programme

Pupil Intensive

Pupils, supported by the staff team that were trained from their school, engaged with an initial intensive training (half-day enrolment followed by two long off-site days).The initial training was designed to:

- Enable pupils to take more responsibility for their own results from education;
- Increase the pupils' receptivity to the curriculum and support available to them at school – enhancing their educational potential;
- Empower the pupils to make powerful choices in their behaviours;
- Provide training in responsibility, self awareness and relationship building for the participants;

- Enhance the relationships between staff and the pupils.

Pupil Follow Through

- Pupils then received a programme of coaching and support for the following four to six months which began with being allocated an ‘Education Performance Coach’ – a trained member of the staff team who worked with them to accomplish their self-set goals and the academic targets agreed between themselves and their teachers.
- The school staff who participated with the programme also supported the coaches and pupils throughout the intensives and the follow through sessions. During this time there were two sessions run by YaR trainers which pupils and coaches attended together to review their progress, undertake additional training and handle breakdowns and accomplishments.
- A celebratory completion evening was held at the programme end to which parents, governors, staff, coaches, pupils and YaR representatives were invited. Pupils designed these evening and prepared speeches, performances, created DVDs, gave presentations to reflect the distance travelled during their engagement with the programme.

Profile of pupils on the programme

1038 young people attended an enrolment workshop of which 62% were male and 38% were female. Around 85% described themselves as ‘White British.’

854 (82%) progressed to begin the intensive phase. 710 completed the intensive, that is 82% of those who began it. Of these 695, that is 83% completed the coaching phase.

At the start of the training the young people completed questionnaires asking them to self assess their ‘at risk’ behaviour. The results can be seen in Table 4.

Table 4 – Pupil Needs at Start of the Training

	All	Non-whites	Male	Female
Behavioural, Social and Emotional Problems	65%	55%	56%	79%
Gang Culture	29%	23%	29%	29%
Gun and Knife Culture	15%	15%	22%	5%
Substance Misuse	21%	13%	40%	22%
Offending	36%	29%	21%	30%

The most significant ‘at risk’ factors were behavioural, emotional and social problems (65% of pupils) but it is noteworthy that offending behaviour (36%) and involvement in gang culture (29%) were also major factors.

Interestingly the proportion of males and females involved with gangs was the same. Females were much more likely (over 20%) to report having social and emotional problems or have exhibited offending behaviour while more males were much more likely (again, in the region of 20%) to report involvement in gun and knife crime or substance misuse.

‘Non-white’ participants tended to have less risk factors, most notably behavioural, social and emotional problems being 10% less than ‘white’ participants.

Impact on critical awareness and empowering pupils to change

Evidence of impact is generated through self completion questionnaires that the pupils complete on the last day of their two and a half day intensive training. The questionnaires ask pupils to report on their behaviour as well as feedback on the training and support.

Graph 1 and Table 5 illustrate how the critical awareness of the vast majority of pupils was raised. Thus **92%** reported having greater understanding of what it takes to keep their word, **91%** being more comfortable with receiving feedback and **87%** becoming more focused on the future. There was little significant variation of impact across the sexes but the impact on 'non-white' young people was greater across all of the measures.

Graph 1 – Impact of the training: raising critical awareness

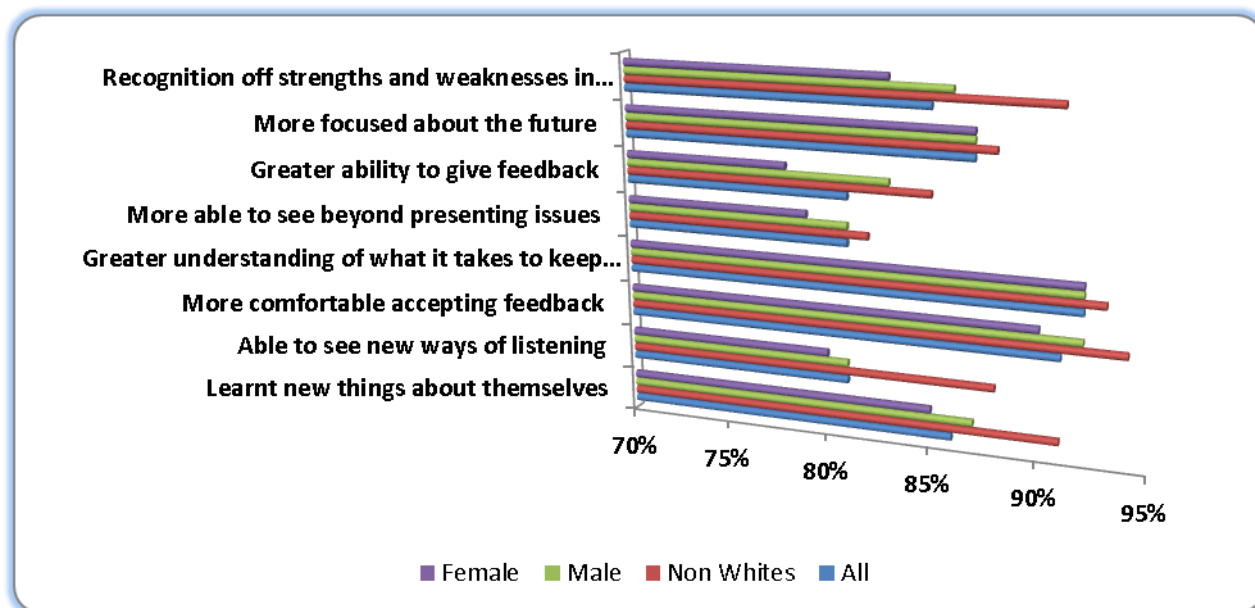


Table 5 – Impact of the training raising critical awareness

Impact	All	Non Whites	Male	Female
Learnt new things about themselves	86%	91%	87%	85%
Able to see new ways of listening	81%	88%	81%	80%
More comfortable accepting feedback	91%	94%	92%	90%
Greater understanding of what it takes to keep their word	92%	93%	92%	92%
More able to see beyond presenting issues	81%	82%	81%	79%
Greater ability to give feedback	81%	85%	83%	78%
More focused about the future	87%	88%	87%	87%
Recognition off strengths and weaknesses in leadership skills	85%	91%	86%	83%

Table 6 shows how the increasing of critical awareness empowered the young people to change. Well **over 80%**, for example, learnt new ways of communicating or felt more confident in their ability to create new opportunities. Males were a little more likely to feel more empowered with around 5% more feeling more confident in a range of areas and, following on from increased critical awareness, the proportion of 'non-whites' feeling more empowered is greater.

"I think this is one of the most inspiring trainings I've participated on. This coming from me means that this was excellent. I have learnt to tell myself the truth and to be myself." Year 10 student

Table 6 – Impact of the training: empowering young people to change

	All	Non White	Male	Female
Learnt new ways of communicating	84%	95%	85%	86%
More confident in ability to set and review goals	85%	92%	86%	85%
More confident in ability to communicate effectively	82%	84%	85%	87%
More confident in ability to create new opportunities	85%	91%	87%	82%
More confident in developing relationships with new people	83%	88%	85%	79%
More confident about communicating in challenging situations	82%	83%	83%	78%
Able to handle mistakes more effectively	82%	87%	81%	83%
More confident speaking in front of others	77%	80%	79%	73%

Pupils, then, came to see in themselves the potential to change and recognise the abilities in themselves to make this change.

"It's been one of the best experiences I've ever had. I've learnt so much about myself"
Year 10 student

Following the intensive training the young people were assigned a coach who was either a volunteer from the local community or trained a member of the school staff. All volunteers undertook Youth at Risk training. The pupils set three goals to work on with their coach and in the follow up training sessions.

Goals included a range of skills developments, improving resilience factors and changes in behaviour as well as ultimate or longer term aims. For example, one young person's set of goals included: (1) Improve Confidence, (2) Achieve Action Steps, (3) Improve Grades and (4) Apply for College. Many goals also demonstrated a focus on improving relationships with parents and teachers.

Pupils made excellent progress towards their goals with **89%** reporting that they were achieving or had made progress against self set goals. Progress was slightly greater in males (91% as against 86%).

"I am so grateful for this opportunity and I'm so glad I participated in it, as I have looked at myself in a new way and have realised things I never would have thought of before" **Year 10 student**

Table 7 shows the significant improvements in key emotional characteristics with **86%** of pupils reporting increased aspirations and motivations, and **84%** more confidence. Once again, progress was slightly greater in males and around 10% greater in 'non-whites'.

Table 7 - Impact: Emotional Characteristics

	All	Non-whites	Male	Female
Being more confident	84%	97%	86%	81%
Increased aspirations and motivations	86%	97%	85%	88%
Improved behaviour	78%	90%	77%	78%
Improved ability to develop relationships with adults	54%	59%	54%	52%
Higher self-esteem	63%	74%	65%	61%

“My self-confidence has improved during this programme. I feel I am in control of what I really want to do in the future after finishing school and going onto college and to become more independent for myself.”

Year 10 student

In table 8 we can see some substantial developments to interpersonal skills made by the young people at the end of the two day intensive. Over 80% reported an improved ability to work with others and over 70% felt better able to deal with challenging situations, set and review goals and speak in front of others.

Table 8 Impact: Interpersonal Skills

	All	Non-whites	Male	Female
Speaking in front of other people	71%	71%	72%	68%
Setting and reviewing goals for the future	73%	81%	71%	78%
Supporting others	70%	74%	67%	87%
Developing positive relationships with new people	69%	76%	66%	73%
Ability to work with others	81%	82%	69%	76%
Developing relationships with adults	66%	76%	66%	65%
Being on time	59%	55%	58%	62%
Handling mistakes	69%	79%	64%	75%
Taking responsibility for your actions	67%	68%	64%	73%
Commitment	70%	79%	68%	73%
Keeping promises	69%	65%	66%	72%
Ability to solve problems	64%	74%	63%	66%
Accepting support	67%	53%	64%	73%
Seeing possibility	68%	70%	66%	70%
Dealing with challenging situations	77%	77%	64%	72%

Interestingly the impact here was markedly greater in females than males. Scoring higher in all but two of the indicators 20% more females felt better able to support others as a result of Coaching for Success, 11% more felt better at handling mistakes and almost 10% more felt better able to take responsibility for their actions and were more accepting of support.

‘Non-whites’ scored higher in most indicators with 10% more developing relationships with adults, being better at handling mistakes and solving problems.

“Since I have started the programme, I have visited the Sixth Form College and I am on track for my grades.”

Year 10 student

Impact on behaviour and attainment

We have indicative and anecdotal data about positive impact of Coaching for Success on pupil attainment.

“Out of the 22 pupils who completed Coaching for Success, 21 students achieved 5 A to C’s, many of which were not predicted to at the start of the programme. These grades had a considerable impact on the overall school % of students who achieved a A* to C in Maths and English”*

Alan Bailey, Deputy Head, Charles Dickens School

However, it has not proved possible to collect sufficient data from schools to robustly evidence this. That said, in our Community Transformation Programme (which ran in parallel with National Challenge) indications show **65% of pupils are likely to have achieved an improvement in their GCSE grades**. At the level of the individual school, for example, in one cohort all of the pupils on reduced timetables at school due to their behaviour were all back full-time and all achieved 5 A*-Cs; in another, all year 11s on the programme improved in at least one grade in one subject and all year 10s improved at least one grade in two subjects.

In one Academy over a quarter of all the school pupils and 18 staff took part in the programme. The Director of Inclusion states:

- There had been a transformation in the behaviour of Year 10 pupils within 6 months.
- In one cohort all (100%) of the pupils on reduced timetables at school due to their behaviour were all back full-time and all (100%) achieved 5 A*-Cs
- The school’s fixed-term exclusions reduced by 75% over the last two years and overall attendance figures in the school increase by 6%.

5. School Staff

Training School Staff

“This helped me to evaluate my own situation and future as well as enable me to support young people.”

Staff, Darwin Aldridge Community College

The Youth at Risk approach is designed to integrate with the day-to-day work of the school and the training:

1. Ensures that staff fully understand and engage with the methodology so their work young people fully complements Coaching for Success.
2. Provides a unique and powerful professional development opportunity for the staff. For many it is a re-ignition of a career or a moment of rejuvenation. As figure 4 (below) shows, it often boosts job-satisfaction.
3. It creates a new *coaching* relationship between staff and pupils. A new way of interacting it generates a different relationship and allows each to see the other from a new, insightful and constructive point of view.

A two day staff training consisted of a series modules which included:

- Coaching skills
- New strategies for dealing with difficult situations
- Listening
- Supporting pupils to achieve their own goals
- Delivery of specific modules within the Coaching for Success programme.

In total we trained **238** school staff during the delivery of the programme.

Impact of the Training on School staff

"Fantastic, brilliant, motivating and thought provoking. Looking forward to working with the young people." **Staff, Marsh Academy**

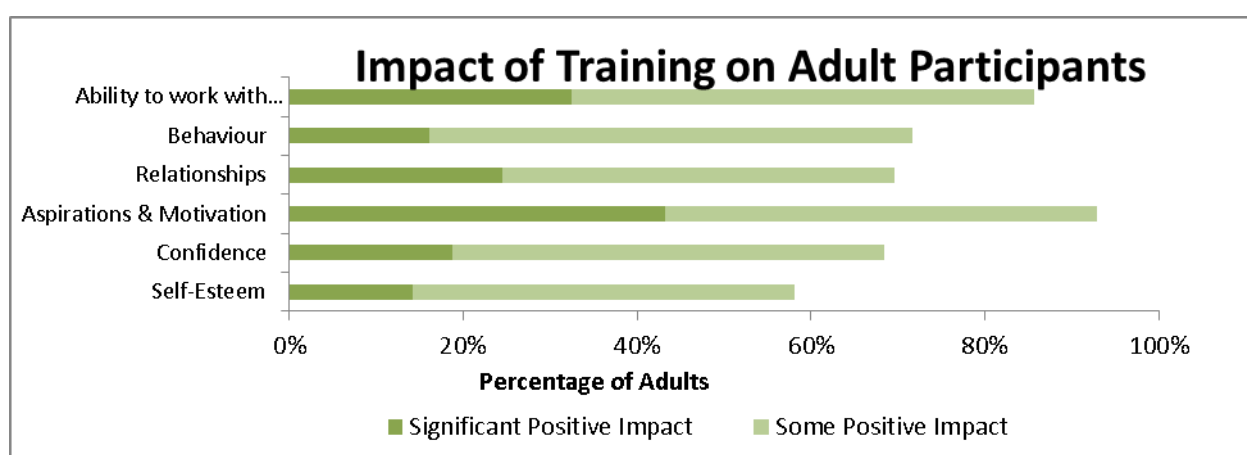
"To see the relationships grow between the coaches and students was great. The students also saw us in a different light."

"I was a little apprehensive about the programme at the start and didn't see where it would end. The programme has given me a positive outlook into my own future and what I can achieve. Great programme."

Staff, Darwin Aldridge Community College

It is clear that the training had a remarkable impact on staff. Aspirations and motivations were raised in **93%** of staff; the ability to work with and coach young people increased in **85%**. **Clearly, too, the training was regarded very highly.** Of the 253 school staff that we worked with **97%** stated that both the content and delivery of the training was either excellent or good.

Graph 2 Impact of the training on Adult School Staff



Staff Comments

"I thought I would just let you know that we had an excellent Coaching for Success session this morning. The students really engaged well and I had a moment where I "welled up"! This was when a student that I have been working with in the LSU and trying to engage in any form of coursework (he is on the CFS programme but not one of my official mentees) was able to explain his five year plan which was something I had been working with him on to try to get him to understand that getting good exam results is important now as he needs these to: get a place at college to train as a mechanic, which will enable him to get himself a job he can stand doing, which will help him earn the money he needs to save, which will enable him to buy and set up his own garage business.

He said he now realised he needed a grade B in English (specifically, and other subjects as well) instead of his predicted D to move forward. I was amazed! Getting him to achieve it will be another thing but I have got him to do two pieces of coursework in recent weeks has been an achievement in itself"

Jeannie Sebell, Assistant Senco, The Astor of Hever Community School

"I wanted to pass on my sincerest thanks to you and your team for the support and guidance with our coaches and students over the last year. I cannot yet measure the impact your team have had in academic terms, but I can demonstrate the impact you have had in personal terms. All, bar none, of the students involved have grown as people and have clear goals and targets in their lives. They have acquired many of the skills needed to go on and be confident and successful learners in the future. I am also confident that your input will be seen in their exam outcomes"

Alan Bailey, Deputy Head teacher The Charles Dickens School

"I just wanted to say that I was really impressed by the year 10's involved in the coaching over the last two days. They were great ambassadors for the school & threw themselves into the activities. I felt the trainers were very good and really pushed the pupils to come out of their shells and to gain more confidence. From what I saw the pupils seemed to gain quite a lot from the whole process and I am really looking forward to working with my coachees"

Mark, Coach, Portland School

6. Volunteers

"I enjoy working with and helping young adults.... Anything that will help me, i.e. information or training, I am grateful for. Thank you" Volunteer

A key part of the Youth at Risk is the use of volunteers from the local community. As a resource additional to the teaching staff volunteers can bring a great variety and wealth of life experience and are usually seen by the young people as being independent of, not allied to, the school, its rules and its teachers. This independence creates in the young people a trust and willingness to listen to the often difficult messages they need to hear as they see through the changes in their lives identified in a Youth at Risk intensive. These messages they would not necessarily accept from a teacher or a parent.

Volunteers were recruited via the school and local press. All volunteers recruited for the Coaching for Success National Challenge programme attended two days of training before meeting their pupils. This training is an opportunity for the volunteers to develop the skills and qualities which will enable them to make a difference in the educational lives of young people, and to facilitate the use of these skills in their own lives and working environment.

Focusing on leadership and performance coaching the training for volunteer coaches aims to:

- Improve their leadership and interpersonal skills - increasing effectiveness both at work and in relationships with family and friends
- Develop the skills and qualities that enable volunteers to make a difference in the lives of young people
- Create a better understanding of young peoples issues and thinking

The initial intensive is then followed by monthly seminars re-inforcing the learning and supporting the volunteers in their work with the young people.

Coaches are also referenced and CRB checked before attending the final afternoon of the pupils' intensive training to begin work in coaching the pupils on their goals over the next 4-6 months. The training is also an opportunity for coaches to form a support network and create buddying systems in order to continue supporting each other throughout the programme.

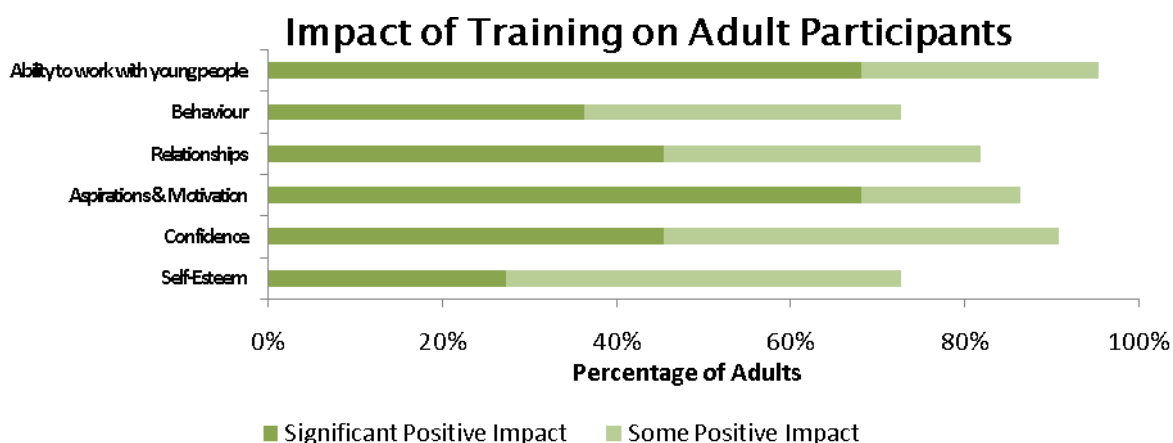
"I really enjoyed the training. It helped me realise a lot of things." Volunteer

Impact of the training on volunteers

Volunteer feedback about the programme was gathered through surveys after the initial training and at the end of the programme.

Graph 3 illustrates the impact of the training on the volunteers. **95%** of volunteers reported that the training had increased their ability to work with young people; **91%** that the training had increased their confidence; and **86%** that the training had increased their aspirations and motivation. The Youth at Risk training clearly impacts people in ways that they had not anticipated, across all areas of their life as well as coaching young person.

Figure 3 Impact of the Training on Volunteers



In addition **95%** of the volunteers rated the training good or excellent.

"I have enjoyed the programme. I look forward to future programmes within the community." **Volunteer**

Impact of the volunteers on young people

59 volunteers were trained to work with pupils in the four schools in the Knowsley area and in Farrington Community Sports College in Sunderland

Table 9 shows that in schools that used volunteers 14% more young people on the programme improved their ability to develop relationships with adults. Curiously, however, 10% **less** had increased aspirations and motivations.

Table 9: Impact on young people in in schools where volunteers were used

	All	Schools using Vols
Being more confident	84	81
Increased aspirations and motivations	86	76
Improved behaviour	78	76
Improved ability to develop relationships with adults	54	68
Higher self-esteem	63	68

Table 10 shows that, in schools that used volunteers, for the majority indicators, a greater percentage of young people had improved interpersonal skills.

Table 10 - Impact: Interpersonal Skills young people in in schools where volunteers were used

	All	Schools using Vols
Speaking in front of other people	71%	68%
Setting and reviewing goals for the future	73%	73%
Supporting others	70%	73%
Developing positive relationships with new people	69%	73%
Ability to work with others	81%	81%
Developing relationships with adults	66%	77%
Being on time	59%	59%
Handling mistakes	69%	73%
Taking responsibility for your actions	67%	73%
Commitment	70%	73%
Keeping promises	69%	73%
Ability to solve problems	64%	73%
Accepting support	67%	73%
Seeing possibility	68%	68%
Dealing with challenging situations	77%	82%

Table 11 shows that, in schools that used volunteers, there was a significant increase in the progress young people made towards achieving their goals. Indeed, 15% more achieved them and no young people failed to make any progress towards their goals (as opposed to 11% of young people across the programme as a whole

Table 11 - Progress towards goals

Goals	All	Schools using Vols
Achieved	42%	57%
Made Progress	46%	43%
Haven't Made Progress	11%	0%

7. Issues and Challenges

Staff Turnover

In some of the schools the designated Programme co-ordinator left part-way through the programme and responsibility was handed on to another staff member who had not always attended the original training. The impact of losing a champion in a school champ was usually mitigated to some degree by ensuring the senior school team formally handed over the role to the new Co-ordinator but, given the key role of school staff in the delivery of the programme, there was inevitably an impact on the smooth running of the programme.

Communication between school staff and volunteers

In schools that used volunteer coaches the contribution made by volunteers was valued very highly by staff and the relationship between volunteer and school was generally very successful. However, there tended to be a mismatch between the expectations of volunteers (keen to get additional information about the pupils they are coaching and weekly updates on how individual pupils are progressing) and the time that busy staff are able to devote to the programme on top of their teaching commitments. Volunteers can feel frustrated when messages do not seem to have been passed on effectively and staff (at times) can feel frustrated by the demands of the volunteers.

The establishment of more structured, formal working mechanisms between schools and volunteers would clearly be very advantageous.

8. Meeting and Sustaining Coaching for Success Objectives

Pupils

The data shows that Coaching for Success was statistically able to make a considerable impact on staff and pupils. The range of impacts also signifies that in working with attitudinal change the pupils are able to make improvements across all areas of their educational lives and Youth at Risk longitudinal research suggests the impact on individual pupils will continue well into adulthood.

Schools and Staff

As we developed our partnership with the National Challenge schools over the two years of the programme we have been able to tailor the Youth at Risk offer to suit the needs of individual schools. We have used feedback from school debrief meetings, volunteers and pupils to develop the programme.

One school, for example, chose to adapt extend the delivery of Youth at Risk training beyond staff coaches into the wider staff team. More staff have been using Youth at Risk tools and techniques creating a shift in culture across the whole school. As a result the impact of Youth at Risk work has been felt by pupils not directly involved in the programme. In addition a member of the staff team gone on a Youth at Risk *Transformational Coaching School* course and is now championing the methodology in the school, helping sustain the impact of our work by extending it to be used in the risk of exclusion students.

Several schools have adapted Youth at Risk tools and techniques for different groups of pupils. One has developed a model for use with year sevens and eights while another is particularly keen on working with pupils at risk of exclusion. Together we created a programme that specifically met these additional, specific needs of the school. These are clear examples of how Coaching for Success can be adapted and extended as needs and priorities change.

There is a strong sense of partnership with Youth at Risk and the majority of the schools that have been working with us. Out of the 28 schools 21 have asked to work with us again.

We developed a particularly strong relationship with Kent County Council (KCC), working with 13 schools across the county. Our relationship has continued with many of those schools and we continue to explore opportunities with KCC for further work across the county.

Several schools have fed back to us on an informal level that the programme has impacted their pupils with greater intensity and success than any other interventions they have experienced (see staff testimonials). Staff report that the programme has had an impact on their classroom practice as well as improving their relationships with the specific pupils on the programme.

School Partnerships

The large-scale advanced staff training in March 2011 provided an excellent networking opportunity for staff from across the programme. As well as sessions of more advanced Youth at Risk methodologies school staff shared best practice of the implementation of Coaching for Success from their schools, what sort of students had benefited most and how challenges had been overcome.

In some areas schools have combined Youth at Risk staff training workshops enabling them to support one another and share best practice. Issues discussed included which year groups were best placed to benefit from the programme, what criteria were used in selecting students (for example, low attainment, little or no home support, the most disruptive), how the programme has been staffed and general resource issues, and overcoming the reluctance of some colleagues to fully embrace the programme.

9. Summary

It is clear that the programme had significant, measurable impact on pupil's aspirations, leadership and, interpersonal skills which is likely to lead to and increased attainment. . Further, several schools reported informally that Coaching for Success has had an impact on their pupils of greater intensity and success than any other interventions they have experienced. The testimonials of staff bear witness to this.

In addition, some other trends emerged.

At the beginning of the programme we saw a sharp contrast in need between the sexes. 79% of females reported social and emotional problems, over 20% more than for the males. Males were 17% likely to be involved in gun and knife crime and 18% more likely to be involved in substance misuse.

Males were marginally more empowered to change by the programme with around 5% more feeling more confident in a range of areas and more made progress towards their goals (91% as against 86% females).

Conversely the impact on interpersonal skills was greater in females than males. Females scored higher in 13 of the 15 indicators and 20% more females felt better able to support others (87% as opposed to 67% of males).

Contrasts between young people describing themselves as 'white British' and all other, non-white, participants are also marked. While non-white participants tended to report less 'at risk' they seem to have benefited more from the programme: the impact on their critical awareness, the proportion feeling more empowered to change, improvements in their interpersonal skills and improvements in emotional characteristics were all greater, sometimes significantly.

In schools where volunteers took part in the programme pupils reported an increased to develop relationships with adults and all of the pupils made progress towards their goals in schools where volunteers did not take part 11% of pupils made no significant progress towards goals).

Staff reported that the programme has had an impact on their classroom practice as well as improving their relationships with the specific pupils on the programme. 85% felt that the training had made them better able to coach and work with young people and 93% felt the training had an impact on their aspirations and motivations. This change in the school staff attitude and behaviours is indicative of a long term change in the learning environment of the school and likely to increase a school's success rates over the long term.

10. CASE STUDY - Ormiston Park Academy

Background: The school had become an Academy and there was a very keen focus on improving performance. CFS was considered to be an opportunity to provide additional support to pupils.

26 pupils and **7** school staff (Staff Facilitators and Performance Coaches) participated in the CfS Ormiston Park Academy in Sept 2010 (the school joined the programme in year 2 of our funding). **24** pupils completed the programme.

Impact on Pupils

The Director of Inclusion reports that there have been significant results for both the young people directly involved and the school as a whole. He noted how there had been a transformation in the behaviour of Year 10 pupils within six months, that pupils felt more valued and the discipline and attitude in school had improved. The school's fixed-term exclusions reduced by 75% over the last two years.

Graph 3 Impact of the training on Ormiston Park Academy Pupils

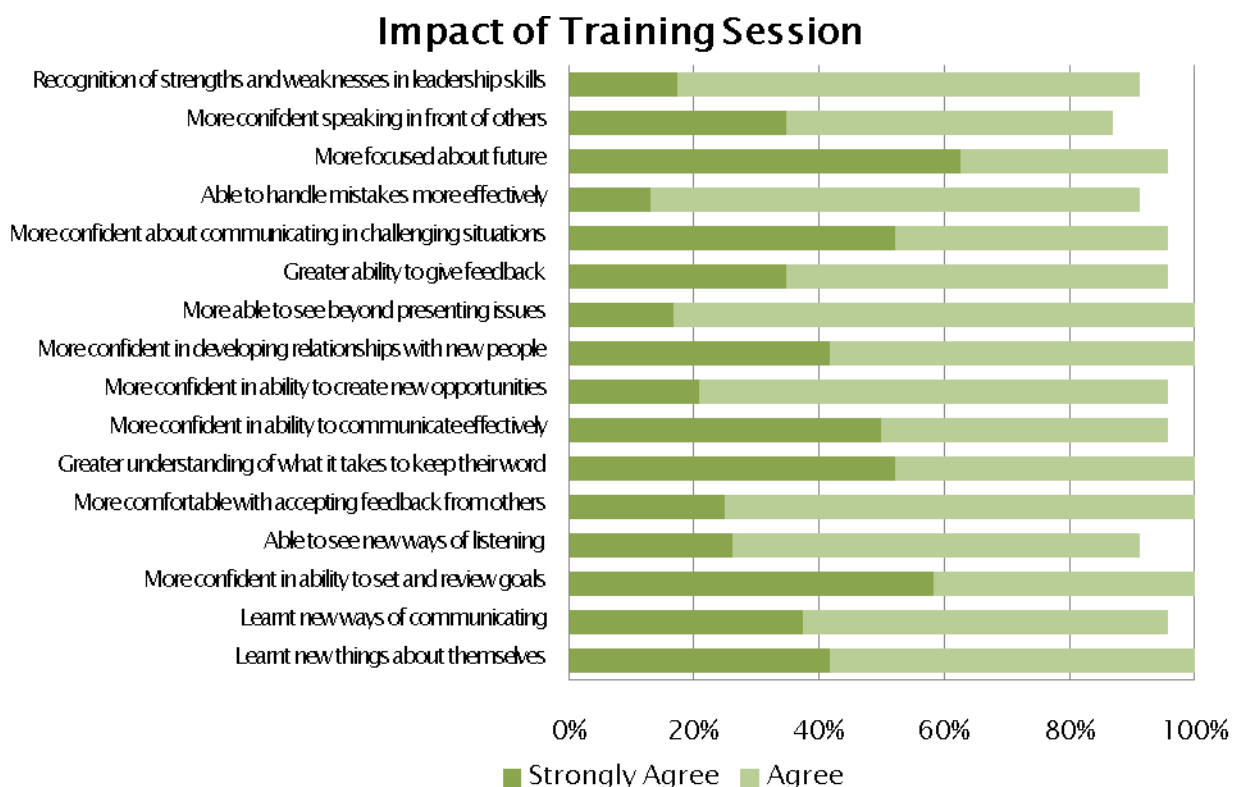


Figure 6 shows the three areas of greatest impact made by pupils include:

- Learnt new things about themselves (100%);
- Greater understanding of what it takes to keep their word (100%);
- More able to see beyond presenting issues (100%).

Coaching for Success was very well received by pupils.

- 96% of the students reported that content of the training session as excellent or good
- 100% of the students reported that the trainers were excellent or good

"This has given me the purpose of learning to get to where I want to be in life."

"It makes you think about your future and ways to progress."

"It was a different experience and I thoroughly enjoyed it."

"Thank you for making me realise that everyone can be successful in life."

It was great fun and I have spoken to people that I never knew before."

"This has given me the purpose of learning to get to where I want to be in life."

"Nothing else to say except from thank you for your help. I have learnt a lot over the two days and I am prepared to get to my goal."

Year 10 Students, Ormiston Park Academy

Impact on the School

:

The Youth At Risk training helped raise teacher's aspirations of what can be achieved and helped forge a stronger understanding of the young people, the motivations and behaviour. This enabled them to be more empathetic and provided them with stronger strategies to work with the young people. They have also begun a Personal Development Programme for Years 7 and 8 that is based around YaR principles – focusing on goal setting and handling mistakes.

The school received an 'Outstanding' status in their last Ofsted inspection, and the Director believes their work with Youth at Risk played a part in this. Specifically, their grading for behaviour improved from satisfactory to good: *"Students' behaviour in lessons and around the academy was mainly good during the inspection. Their attendance is improving and is broadly average"* (Ofsted Monitoring Visit, 2010). As a result staff morale improved and the Director stated this had improved school performance overall. Other schools are now visiting the Academy to further understand how the Youth at Risk approach has been used to address behaviour.

The school have requested to continue their partnership with us and would like us to work with Yr 11 cohorts of pupils in the next academic year as well as potentially delivering continuation work with this year's cohort. They are keen to look at developing this year's cohort to become student coaches to others in the school.

A Pupil Case Study: Sarah

Background: Sarah is a Year 10 pupil at an academy. Coaching for Success was held at her school and she decided to enrol. At the time, she felt unsupported as she had lost many close relatives through bereavements. She was also lonely as she had to care for her siblings a lot and didn't have time, or the confidence, to spend time with her friends. Her feelings of loneliness and struggles to cope with the bereavements were affecting her school life: she could become angry and be abusive and storm out of lessons. *"She had attitude basically."* (Coach)

Her grades were slipping and she was predicted Es and Fs. She would often turn up to school filthy and unkempt.

Experience of Programme: Sarah attended the training sessions through CfS and found these a lot of fun. She learnt a lot about other people's personalities and how to keep promises and concentrate better at school. She was also assigned a coach, who she would meet for weekly 45-minute sessions. She found the coach filled the gap Sarah felt as a result of her bereavements, and helped her cope with them and support her. They discussed many strategies to help Sarah with her behaviour, including imagining she was in a 'box' during lessons, so others could not distract her.

"She was over the moon to do it and would tell us what she was doing [with her coach]...they really got on well together." (Mother)

Impact: Sarah, her mother and coach all spoke positively of the difference the training and coaching had made to Sarah's life. She learnt to cope with her anger, which enabled her to build better

relationships with teachers. Her behaviour in class improved and she began to stay behind to do extra work, which she hadn't done before. Her grades started to increase as a result, and she was predicted Cs and Ds instead of Es and Fs.

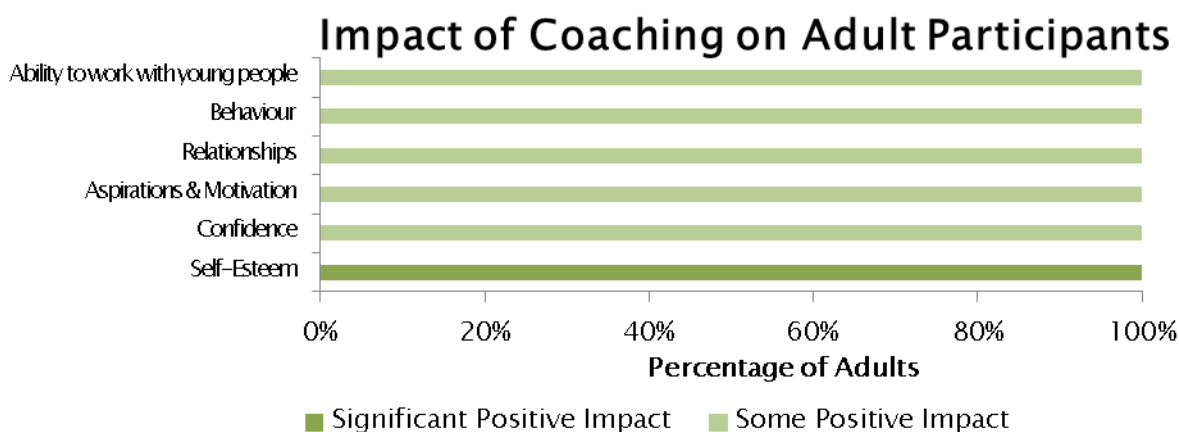
“Week on week she’s improved...she even got the idea of maybe even apologising to teachers [for her behaviour].” Coach

Sarah’s confidence also improved and she began to open up to her mum more, which improved their relationship. Her confidence has also made her more outgoing, and she spends more time with her friends. Overall, therefore, the programme, and particularly the coaching, helped Sarah feel more supported and overcome her difficulties, which in turn improved her behaviour, attainment and relationships with family and friends

Staff as Coaches

All of the 7 school staff stated that the results of the programme were either good or excellent and that the impact of the coaching had a positive effect on all of the programme outcome areas as showed in Graph 4.

Graph 4 Impact of Coaching on School Staff at Ormiston Park Academy



At the end of the coaching programme, **86%** of participants stated that the results of the programme were either good or excellent

Staff Comments

It has been an excellent experience and really easy to run within the school. They have benefitted massively from this programme.”

“I have enjoyed this programme. Helping young people to realise their potential is very rewarding.”

“Really enjoyed it. Has helped me as a person with everyday life.”

Staff Team, Ormiston Park Academy

The achievements of Coaching for Success at Ormiston Park s can be attributed to:

- The high level of staff engagement in the programme throughout the staff body, from the Senior Management Team, through the staff team and support staff

- A clear understanding of the benefits of both the programme and the Youth At Risk approach
- This feeds into a consistent and clear message to the pupils who then have a clear \ understanding of what the programme involves, the reasons that they have been chosen to attend and the benefits that it may have for them
- Following the intensive the performance coaches (school staff) and students have the support, time and resource to take part fully in the coaching sessions which feeds back into the success of the follow up programme, the success of the students and the completion event.