



Young people building better futures

Coaching for Success Programme
Department for Children Schools and Families
London Challenge Final Report
Year Three

September 2008

Contents

<i>Introduction</i>	<i>p.3</i>
<i>Programme Objectives</i>	<i>p.3</i>
<i>Programme Delivery and Participant Numbers</i>	<i>p.3</i>
<i>Delivery</i>	<i>p.4</i>
<i>Pupil Outcomes</i>	<i>p.6</i>
<i>Pupil Comments</i>	<i>p.7</i>
<i>School Staff and School Partnerships</i>	<i>p.9</i>
<i>Staff Comments and Testimonials</i>	<i>p.9</i>
<i>Volunteers</i>	<i>p.11</i>
<i>Volunteers' comments</i>	<i>p.11</i>
<i>Changes in Year 3</i>	<i>p.13</i>
<i>Key Achievements</i>	<i>p.14</i>
<i>Key Challenges</i>	<i>p.14</i>
<i>Sustainability</i>	<i>p.15</i>
<i>Summary</i>	<i>p.16</i>
<i>Case Studies (Appendix A)</i>	
<i>CfS2 Norwood School</i>	<i>p.17</i>
<i>CfS 2 Bethnal Green Technology College</i>	<i>p.18</i>
<i>CfS 3 Bishopsford Community School</i>	<i>p.19</i>

Tables

<i>1</i>	<i>Participant Numbers for Each Year of YaR CfS London Challenge</i>	<i>p.5</i>
<i>2</i>	<i>Training Outcomes for Pupils 07/08 Cohort</i>	<i>p.6</i>
<i>3</i>	<i>Overall Programme Outcomes for Pupils in 07/08 Cohort</i>	<i>p.7</i>
<i>4</i>	<i>Pupils' Impact Measurements 05/06, 06/07, 07,08</i>	<i>p.7</i>
<i>5</i>	<i>School and Staff Outcomes 07/08</i>	<i>p.9</i>
<i>6</i>	<i>Volunteer Outcomes 07/08</i>	<i>p.11</i>

Youth at Risk – Coaching for Success Programme, DCSF London Challenge Final Report – year three – September 2008

Introduction

This report covers delivery and outcomes for 18 school cohorts that were involved in year three of the Youth at Risk Coaching for Success (CfS) programme run in conjunction with London Challenge, the Department for Children, Schools and Families (DCSF) in the academic year 2007-8. The report also makes reference to the previous two years of delivery on this programme with this (year 3) being the final year under this funding stream.

Programme Objectives:

The London Challenge - School Partnerships: A change in the level of relationships and sharing of good practice across the partnership schools.

The Schools A change in the learning environment of the school - increasing success and motivation levels within it.

The Pupils: Increased learning standards reflected in raised academic performance, aspiration and interpersonal skills.

The staff: An impact on teaching standards through the development of performance coaching skills, and enhanced effective relationships with pupils.

Programme Delivery and participant numbers:

School cohorts participating in the programme:

Abbotsfield School – Hillingdon
Battersea Technology College - Wandsworth
Bethnal Green Technology College – Tower Hamlets
Bishopsford Community College- Merton
Capital City Academy – Brent (continuation from year 2 only)
Crofton School – Lewisham
Greig City Academy – Haringey (continuation from year 2 only)
John Paul II School – Wandsworth
Kelsey Park Sports College - Bromley
Kingsdale School – Southwark
Lilian Baylis yr 9 pupil group – Lambeth
Lilian Baylis yr 10 pupil group - Lambeth
Longford School – Hounslow
Norwood School - Lambeth
Rokeby School - Newham
St. Michaels and All Angels Academy - Southwark
Selsdon High School - Croydon
Southfields School - Wandsworth

Delivery:

Training	Length of Training	Date delivered
Staff Training workshops	3 days for new staff 1 day refresher for returning staff	Sept & Dec 2007 (2 workshops delivered impacting staff from all 18 London School cohorts. Some individual staff briefings were also held on-site for schools with a full team of returning staff)
Initial Pupil Training workshops	2 and ½ days	Sept 07 – March 08 (15 workshops delivered)
Performance Coach Training workshops	2 days	Jan 2008 (1 workshop delivered to train volunteers for 18 schools, refresher training for returning volunteers)
Pupil Follow-up sessions x 2 per school	½ day per session	Nov 07 – July 08 (28 sessions delivered)
Completion events	Evening	Throughout July 07 (16 delivered)

- From September 2007 to July 2008 we delivered personal transformation workshops and follow-through programmes to **224** pupils across **17** Keys to Success school cohorts in London. (Please note Southfields pulled out of the programme after staff and volunteer training.¹ Also Greig City and Capital City received only continuation work from year 2 funding as no longer eligible for London Challenge funding due to academy status).
- **54** school staff participated in this year's programme. All staff completed **3** days of personal development and coaching training enabling them to impact their classroom practice and shift their mindsets with regards creating change for their young people. Some staff who had completed this training in year one or two attended refresher training this year or an on-site briefing before re-engaging with the pupil programme.
- **99** volunteers became performance coaches to the pupils, 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. For those who trained with us in year one or two there was refresher training before re-engaging with the programme.

¹ Southfields School engaged with the staff training and volunteers were also recruited and trained for them, however due to their recent outstanding Ofsted the Head Teacher Jacqui Valin felt that they could maintain the momentum of the programme in-house given the number of staff that have now received our training (they also worked with us on another intervention within London Challenge focused on underachieving girls). They chose to go ahead with their own format of programme delivered by school staff so as not to impact so heavily on the need for cover and taking pupils out of lesson time. We encouraged them to move forward with their own model given that one of the key aims of the programme is to have schools sustain the impact in-house when the programme completes. Therefore Southfields statistics will only be included for staff and volunteer training but will not have participants within the pupil cohorts.

Table 1: Participant Numbers for Each Year of YaR CfS London Challenge

Participant numbers	05/06	06/07	07/08	Total
School cohorts completing the programme	12	20	17	49
Pupil participants	211	319	224	754
School staff participants	44	56	54	154
Volunteer (performance coach) participants	61	113	99	273

Pupil outcomes:

A selection of pupils from each of the schools was invited to participate in the programme, which was offered as an investment in them and their future. Pupils were selected based on levels of underachievement and other factors such as lack of other opportunities available and level of disadvantage they encountered. Often schools selected pupils at risk of exclusion or those whose attitude/behaviour was inhibiting them from achieving their full potential. Many schools selected pupils they felt had particularly low aspirations due to family history and other factors, they felt the opportunity to work with those pupils outside the school environment could impact this. Some schools also included pupils on 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. Many schools were now in their third year of working in partnership with us and could see clearly the kinds of pupils who would readily access and benefit from the programme and hand-pick more easily a 'successful' and relevant group for the programme than in year one.

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 the 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.

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 volunteer from local business 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 supported the coaches and pupils throughout the follow-through. During this time there were also two further revision 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.

Table 2: Training Outcomes for Pupils 07/08 Cohort

Pupil training performance indicator 07/08 cohort	% rating good or excellent
Opportunity to see something new about themselves as a result of participating in the training	87
Opportunity to see new choices they could now make as a result of participating in the training	89
Opportunity to learn new skills as a result of participating in the training	87
Overall content of the training they received from Youth at Risk	92
Overall assessment of Youth at Risk trainers	90

The outcomes in table 2 were measured through feedback surveys administered after initial training provided by YaR.

The outcomes in table 3 were measured through feedback surveys administered at the end of the programme, i.e. after a 4-6 month period of training & coaching sessions

Table 3: Overall Programme Outcomes for Pupils in 07/08 Cohort

Pupil programme performance indicator (pupils were asked to rate themselves in the following key areas)	% rating good or excellent
Results they accomplished through participating in this programme	92
Improvement to their attitude/behaviour	85
Improvement in their relationships with others	80
Improvement in their sense of responsibility towards their education	89
Improvement in their ability to focus and ignore distractions	79
Improvement to their motivation levels	76

The outcomes in table 4 are a representation of distance travelled during the course of the programme; they show the percentage of pupils who have shown an improvement in the given category from before to after their participation in the full programme.² Please note that not all pupils needed to improve on all areas.

Table 4: Pupils' Impact Measurements 05/06, 06/07 and 07/08 Cohorts³

Pupils' impact measurement	Percentage of participating pupils who have showed an improvement from before to after the programme		
	05/06 %	06/07 %	07/08 %
Pupils behaviour/attitude improved since participating in the programme	65	67	65
Pupils attendance/punctuality improved since participating in the programme	50	58	41
Pupils expected grades improved since participating in the programme	54	64	59
Pupils relationships with teachers improved since participating in the programme	66	62	66
Pupils self-esteem/ self-confidence improved since participating in the programme	(data not gathered in yr 1)	70	62
Pupil retention rate from initial training to completion of programme	(data not gathered in yr 1)	92	91

Pupil comments:

"I really enjoyed being listened to and not being judged because of the youth I am today."

Year 10 pupil, Battersea Technology College

"The training was useful to me because it allowed me to know myself better ... all teenagers should take part at some point."

Year 10 pupil, Kelsey Park Sports School

"It was fun and exciting. I learned new skills and new choices and found ways to move towards my goals ... I loved it and it has helped me overcome my fears."

Year 10 pupil, Kingsdale School

² Please note only 14 of 20 cohorts for year 2 and 10 of 14 cohorts for year 3 returned this information and not all of those returned it in its entirety.

³ Data such as attendance, punctuality and expected grades are measured in schools already and were noted before and after participation in the programme. Softer measures (ie self-confidence) were based on perceptions of teaching staff).

“The programme has really made a difference to my life and my school work”
Year 10 pupil, Selsdon High School

*“The programme helped me achieve a lot and I can clearly see me improving
in terms of my attitude and dedication.”*
Year 10 pupil, Bethnal Green Technology College

*“It has helped me to find out a lot about myself and the choices I am making
in life.... I learnt to hold my tongue”*
Year 10 pupil, Crofton School

School Staff & School Partnerships:

Our approach is designed to be integrated with the day-to-day work of the school, and as such started with training the staff. Staff who were involved in the programme over the previous two years were invited to attend a refresher training which furthered their skills in facilitating the programme as well as refreshing their way of working with the YaR technology. Some schools that had a full team of returning staff received a staff briefing in-house specifically to meet the needs of the staff team at the particular school. The involvement of the school staff (new and returning) in this way is designed to have a three-fold impact:

- 1) It allows the staff to understand the process the pupils are about to engage with – and support them with implementing what they learn.
- 2) It provides a rare and impacting professional development opportunity for the staff – **85%** of them reported as improving their day-to-day working (and personal) lives.
- 3) It provides a new relationship for the teachers to their jobs, in turn enhancing staff retention and job-satisfaction rates.

Finally, through holding large-scale staff trainings with several schools attending each and a multi-school review meeting at the end of the school year, it continued to enhance and improve the cross-school partnerships. This also supported schools in sharing good practice and learning from each other. Additional to this by adding in the opportunity for schools to receive on-site briefings for full teams of returning staff we were able to offer a flexible approach to meet needs of particular school cohorts and address specific issues for the schools involved.

Staff feedback was gathered throughout the programme. See table 5 for the key indicators.

Table 5: School and Staff Outcomes 07/08

School Staff performance indicator	% rating good or excellent
Overall content of the training they received from Youth at Risk	92
Overall assessment of YaR trainers	95
Experience of the programme	86
Beneficial impact the experience had on them personally and professionally	67
Results achieved for themselves	81

Staff comments and testimonials:

“I think it has benefited the pupils; the coaches have worked well with the pupils and I have seen the benefits of the input that has been made. Continue to do an excellent job in transforming the lives of more young people as the programme goes from strength to strength.”

Paul Smith, Head of Year 10, Selsdon High School

“The children have articulated the most fantastic achievements, personally I’ve learned to focus on the positive and look for opportunities & possibilities where previously there appeared to be none and has taught me how to deal with individual pupils on different levels. Pupils are more confident, have higher self-esteem and are more focussed in lessons. Feedback from

teachers suggests that the participants are more active in their lessons and relationships are better.”

Audrey Morris, staff co-ordinator, Bethnal Green Technology College

“Funded through London Challenge, Abbotsfield School has had a successful working partnership with Youth at Risk for a total of three years and are currently planning Coaching for Success input for the coming academic year. The school recently came out of Special Measures and has now been judged ‘good’ in all categories. It has been part of our strategy to develop close relationships with other agencies and Youth at Risk has played a part in our journey towards improvement, helping our pupils improve both their motivation to succeed and their relationships within the school community. We’ve been very fortunate to have had first class trainers from Youth at Risk working with our Year 10 pupils and are grateful for the support we’ve had from the numerous volunteer coaches who have mentored and made a commitment to our pupils.”

Patricia Kelly, Assistant Headteacher, Abbotsfield School for Boys

“Lilian Baylis has worked in partnership with YAR to deliver the CfS course for 3 years. The CfS methodology has been extremely successful in supporting our students take ownership of the issues that they want to tackle and bringing about change. Our Pastoral Team have also benefited through developing a wide range of coaching skills whilst helping to lead the CfS courses. Coaching is different to mentoring and developing coaching skills amongst our staff and students is a whole school priority. The CfS programme has made this possible and in doing so has led to demonstrable improvements in the behaviour and attendance of those taking part in CfS.”

Gary Phillips, Headteacher, Lilian Baylis Technology College

“The coaching training provided by Youth at Risk has allowed our students to investigate different ways of thinking and to consider a whole new approach to resolving issues. In the well planned, safe and supportive environment, students were encouraged to openly and honestly share their goals with the rest of the group. They were challenged in a positive way to consider both their strengths and weaknesses in light of their future goals. Students developed confidence as they worked productively with other members of the group to learn and model what a coaching relationship is. The responsibilities of being a coach are never underestimated and this reinforces the mature and positive attitude that is required for all trainees to be successful. The nature of the training really encourages students to think and question. Consequently, the philosophical aspects of the course can prove an academic and mental challenge to even the brightest student.”

Simon Payne, teacher, Longford Community School

“The benefits to students and the school has been enormous, particularly those who regularly got into trouble with teachers because of their attitude and behaviour. For the majority of the students their behaviour and grades have improved and many of their teachers credit Coaching for Success for this. I can speak to the students about their behaviour and many of them will now accept responsibility for their actions or will find a way to change their behaviour so that they can remain in their lessons. A further positive outcome of CfS is that three of the students who took part have now been selected to become prefects, something which would have been very unlikely at the start of the year.”

Catherine Garnett, Head of Yr 10, Norwood School

Volunteers:

All volunteers recruited for the Coaching for Success London 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.

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. Returning coaches from last year's programme were also able to offer coaching and support to new coaches and were appointed as team leaders where possible. This year due to requests from volunteers and improving our own practice we also offered six-weekly evening refresher training sessions open to all volunteers coaching on the programme – this was an opportunity for them to share best-practice, air concerns and further their own training in the coaching methodology. These sessions were well attended throughout the programme. Also our volunteers were asked to complete a new monthly reporting form to feed back to Youth at Risk on key statistics about number of coaching meetings held and any missed meetings – this constitutes a key improvement to the programme in year three to give us greater access to information and foresee any specific issues before they become concerns.

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

The figures in table 6 relate to coaches views of the initial training (rows 1 & 2) as well as their assessment of the overall programme (rows 3-5).

Table 6: Volunteer Outcomes 07/08

Volunteer coach performance indicator	% rating good or excellent
Overall content of the training they received from Youth at Risk	92
Overall assessment of Youth at Risk trainers	100
Results they achieved for themselves and their pupil from the programme	86
Experience of being a coach	92
Experience of the CfS programme	95

Volunteers' comments:

“The programme is a very powerful tool for change for the young people and the coaches involved. It is a very life affirming experience and has a massive potential to change the lives and aspirations of those involved.”

Performance Coach, Crofton School

“The highlight of the course was seeing [the trainer] in action. He is an absolute inspiration.”

“Training was interesting, motivating and interactive. I enjoyed every session I attended and it was evident that the students were growing because of what they learned.”

“[The trainers] were very inspirational; training had a profound impact on my life and outlook.”
Performance Coaches, Kingsdale School

“Great, keep up the good work. The programme is essential to the development of the young people”
Performance Coach, Lilian Baylis Technology College

“All the trainers are very motivated in this programme; they are a blessing to the kids involved and to us.”

“This programme is very positive and I believe the kids help us too. I am more motivated in life because of them and seeing how they glow when they see we care”
Performance Coaches, Selsdon High School

Changes in Year 3

As we develop our partnership with the Keys to Success schools we have been able to tailor what we offer to suit the needs of specific schools increasingly throughout the three years. We have also taken on feedback from school debrief meetings, volunteers and pupils and used this as a tool to improve the running of the programme to best impact and benefit these groups. Examples of these changes/improvements are:

- Longford School chose to adapt the delivery to target potential leaders in the school. They requested that we supported them in embedding their school culture around student voice and coaching. We designed - in partnership with their senior team - a personal development programme to impact year 11 students in taking on the role of Student Coaches to younger pupils in the school. We continue to support those student coaches through follow-up sessions to design and run a coaching system for year 7.
- Greig City Academy and Capital City Academy were 2 of the academies no longer eligible for funding who chose to have us run continuation work with their previous participants. These schools received 2 training sessions each to this end. Greig City Academy also chose to buy in our programme for their current year tens and to contract us to deliver work during their summer school and with their parents.
- Schools with a full team of returning staff facilitators requested that we offer them training specific to furthering their skills and increasing their facilitation role in the delivery of the programme. We delivered on-site training to these schools (Southfields, Bethnal Green, Crofton) to work with them on the specific needs of their pupils, furthering their understanding of the methodology and setting up the way they would work in partnership with our delivery team. In addition to this we also ran our large scale 3-day professionals training workshop and our cross-programme refresher sessions for repeating staff.
- Several volunteers repeated their coaching role throughout all three years of our work with the Keys to Success schools and gave useful feedback requesting the opportunity to stay connected across the programmes and to further their own development with the coaching technology. We ran six-weekly refresher sessions in the evenings for all volunteers on this programme, each session was themed and designed to allow volunteers the opportunity to share best practice, solve problems, air concerns and re-engage with particular training conversations to further their understanding of the Youth at Risk methodology. These sessions were well attended and volunteers fed back that they made a difference to their sense of belonging within the programme.
- We created a new monthly reporting system for volunteers to feed back monthly key statistics re contact with the school co-ordinator, number of coaching sessions taken place, number of missed sessions and any concerns. This came through feed back at the end of year two highlighting that there were instances where coaching

relationships deteriorated through communication problems and the issue was only picked up after the event. Schools were not always aware of when pupils were missing sessions and it was essential to us to gather this information so that interventions could be made to resurrect relationships before they lost their connection through missed sessions or failure to communicate. The monthly reports were effective in flagging these issues.

Key Achievements:

The programme has progressed considerably since its pilot year in 05/06. There is a strong sense of partnership particularly with the schools that have been working with us for all three years of the programme. Also we have created strong relationships with Battersea Technology College and Rokeby School – the two new schools joining the programme this year in place of the academies. We have an open dialogue with the senior teams in the schools we operate in and held debrief meetings at the majority of the schools involved. At the 11 schools where debrief meetings were held all 11 expressed a strong request for continued work with Youth at Risk, 3 of these schools have requested that we work with two cohorts of pupils in the next academic year. 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).

The statistics reflect that we have been able to make a considerable impact with staff, pupils and volunteers. Hard outcomes for Pupils' Impact Measurements – Table 4 - (charting improvements to behaviour, expected grades, relationship, self-esteem and retention) show a significant impact is made on participating 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 potentially continue that trajectory into their futures in education or the world of work.

Additional to these statistics our Client Management was rated as good or excellent across **all** areas (information, communication, delivery) by **all** participating schools.

Key Challenges:

The programme has run very smoothly in its third and final year, those schools completing their third year of partnership have taken more ownership of the running of the programme, those in their first year have been able to learn from more experienced co-ordinators and launch the programme successfully. However challenges have included:

Turnover of staff in schools – in some of the schools our original co-ordinator left the school part-way through the programme and the responsibility was handed on to another staff member who may or may not have attended the original training. In this instance we lose a valuable asset on the ground in the school and someone who champions the programme 'on the ground'. There is little that can be done to avoid this pitfall and any serious implications were avoided by involving the senior team in the handover to the new co-ordinator, however it still makes an impact on the smooth running of the programme.

Communication between school staff and volunteers – although the communication structure between YaR and the volunteer coaches has improved greatly it remains a challenge to support school staff in effectively creating and maintaining a successful communication system with volunteers. Often volunteers are keen to gain extra information about the pupils they are coaching and get personalised feedback from staff involved in the programme about how their pupils are progressing on a weekly basis. This isn't always realistic in terms of the teaching commitments of the staff team and the time they have assigned to them to participate in the Coaching for Success programme. Volunteers can feel frustrated when messages don't seem to be passed on effectively and staff (at times) frustrated by the demands of the volunteers. However this is against a backdrop of very successful school/coach relationships in which the contribution the volunteers make is highly valued by the participating schools. One of the challenges for some Keys to Success Schools lies in establishing and maintaining effective links with outside organisations and overcoming the challenges outlined above contributes to schools having greater access to the support offered by their local business community.

Building on success into next year – for the majority of schools it presents a challenge that the system for receiving this kind of intervention has changed, although they see the long-term benefits of tendering out KTS interventions to Education London it can seem to represent an interruption in the successful programme they have piloted and maintained over the past three years. We have addressed this by holding debrief meetings with the participating schools and supporting them in accessing the continued support that is available to them for the cohort of pupils CfS has targeted. In our partnership with Education London we have worked to make the way forward as seamless as possible for those schools involved.

Sustainability

It is always our intention in working in partnership with schools that we build capacity within the school such that the expertise in the methodology and experience of running the programme allows participating staff to bring elements of the work into all areas of their professional lives. Staff report that the programme impacts their classroom practice as well as improving their relationships with the specific pupils on the programme.

Several schools have developed tailored models as they move forwards in their partnership with us – Southfields (as mentioned earlier) chose not to receive the pupil training from us this year as they felt the training received so far for their staff team in participating in two Youth at Risk programmes was enough for them to move forward with their own adaptation of the programme.

Longford Community School is another successful example of a long-term partnership allowing for a more targeted approach that we look to sustain into the next three academic years. It is a sign of the strength of the partnership that we were able to create, jointly, a programme that specifically met the changing needs of the school and the new targets they were working towards. Sustainability is of great importance to us in our work with schools and in each of the schools involved in the programme we have built in a model of how the programme will progress from here and what the long-term picture for the target pupil group will involve.

Summary:

In summary the final year of our Coaching for Success – London Challenge programme has been very successful on many levels. We have worked with 17 school cohorts 11 of whom have already requested a continued partnership beyond the original agreement of three years.

The outcomes/impact detailed in the report show a significant and tangible difference being made to the lives of the young people (and adults) participating in this programme, beyond what was considered predictable for them before their participation. Furthermore, due to the nature of the training and the focus on shifting mindset/attitude it is likely that these changes can continue beyond this academic year into their future lives.

We are greatly looking forward to continuing this programme through our partnership with Education London and look forward to also impacting new Keys to Success schools where a need has been identified.

Case Studies (Appendix A):

Programme: CfS2 Norwood School

Contact:

Catherine Garnett, Head of Year 10
Tel: 020 8670 9382

School:

Norwood is a small girls' comprehensive located in Norwood, London. From September 2007 it began to admit boys thus becoming a co-educational school. The school was awarded specialist college status in performing and visual arts in September 2005. The percentage of pupils eligible for free school meals is higher than the national average. The proportion of pupils from minority ethnic groups is also higher than average as is the percentage of pupils whose first language is not English. The percentage of pupils with special educational needs is well above average, however those requiring statements is average. Pupils enter the school with standards that are below average. They go on to achieve standards in Year 9 national assessments and in GCSE examinations that are below average and have been for a number of years. However, standards attained by pupils are improving.

Results:

- **21** pupils, **4** school staff, **6** volunteers (Performance Coaches) participated in the CfS2 Norwood school programme (Norwood begun the programme in year 2 of our funding from DCSF). **20** pupils completed the programme.

Of those who participated in the programme:

- **100%** of staff rated the beneficial impact on pupils as good or excellent
- **90%** of pupils have improved their behaviour/attitude during the year
- **33%** of pupils have improved their attendance/punctuality
- **90%** of pupils have improved self-confidence/self-esteem
- **90%** of pupils have improved their expected grades
- **80%** of pupils have improved their relationship with teachers

Client Feedback:

Catherine Garnett, Staff Co-ordinator

"For myself the initial 3 day training was very useful, also the fact that we had run the programme in the school the year before as this helped decide which students to select – I would suggest that if schools were running it for the first time they meet with programme leaders from other schools to help identify which students would most benefit (I would be happy to do this). The pupils enjoyed the training sessions with Will and found the coaching sessions extremely useful."

Future:

The school have requested to continue their partnership with us and would like us to work with two 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.

Programme: CfS 2 Bethnal Green Technology College

Contact:

Audrey Morris
Tel: 020 7920 7900 x155

School background information:

Bethnal Green Technology College is a smaller than average mixed 11-16 comprehensive school which is undersubscribed. Less than one third of students are girls. The proportions of students who are entitled to free school meals, are from an ethnic minority background or for whom English is not their first language are very high. Most students come from Weavers and Spitalfields, two of the most deprived wards in the country. The number of students with special educational needs including statements is above the national average. Half the students are Bangladeshi and the second largest ethnic group is of Black Caribbean and African background. A high proportion of students in Years 8 to 11 join the school after the start of the school year. Many students have joined the school from the neighbouring borough as a result of school closures. The school is a specialist technology college in mathematics, science and technology. A new headteacher began work in June 2006. Since then there have been substantial changes to the senior leadership team.

Results:

- 6 pupils, 4 school staff, 5 volunteers (Performance Coaches) participated in the CfS2 Bethnal Green TC programme (the school joined the programme in year 2 of our funding). 6 pupils completed the programme.

Of those who participated in the programme:

- 83% of pupils rated the opportunity to see something new about themselves through their participation in the programme as good or excellent
- 100% of pupils rated the Coaching for Success trainers as good or excellent
- 100% of pupils rated the content of the CfS intensive training as good or excellent
- 100% of staff rated the beneficial impact on pupils as good or excellent
- 100% of pupils have improved their behaviour/attitude during the year
- 83% of pupils have improved their attendance/punctuality
- 100% of pupils have improved self-confidence/self-esteem
- 83% of pupils have improved their expected grades
- 83% of pupils have improved their relationship with teachers

Client Feedback:

Audrey Morris, Staff Co-ordinator

"The pupils have learnt how to interact socially in their groups and through meeting with their coaches. It has taught me how to deal with individual pupils on different levels. Feedback from teachers suggests that the participants are more active in their lessons and relationships are better.."

Future:

Bethnal Green TC have requested to continue the programme with a new cohort of year 10 students, they are already in communication with Education London and Youth at Risk about putting this in place. They would like to build in more frequent training and coaching sessions in the new academic year as they felt that the impact of the sessions was significant and more frequent intervention would suit their pupil cohort.

Programme: CfS 3 Bishopsford Community School

Contact:

Marie Valenti

Tel: 020 8687 1157

School background information:

Bishopsford is a specialist Arts College that mainly serves students from the local area, where there are some pockets of social and economic disadvantage. About two-thirds of students are of White British origin, and the remainder come from a wide variety of ethnic backgrounds. About a tenth are at the early stages of learning English. The number of students with learning difficulties and/or disabilities, including those with a statement of special educational needs, is much higher than typically found nationally. High numbers of students either leave or join during the school year. The school has faced difficulties in recruiting permanent staff. When the school was inspected in November 2006 it was judged to require a notice to improve, because it was performing significantly less well than in all the circumstances it could reasonably be expected to perform. Significant improvement was required in relation to the pupils' overall achievement and the quality and consistency of teaching and learning. Inspectors subsequently visited the school in June 2007 to monitor its progress. At that time the school was making good progress in addressing the issues for improvement and in raising the students' achievements.

Results:

- 11 pupils, 3 school staff, 6 volunteers (Performance Coaches) participated in the CfS3 Bishopsford programme. 11 pupils completed the programme.

Of those who participated in the programme:

- 90% of pupils have improved their behaviour/attitude during the year
- 80% of pupils have improved their attendance/punctuality
- 80% of pupils have improved self-confidence/self-esteem
- 70% of pupils have improved their expected grades
- 90% of pupils have improved their relationship with teachers

Client Feedback:

Marie Valenti, Staff Co-ordinator:

"The training sessions delivered had a significant impact on the students, particularly the activities where they had to share personal experiences. The students that too part in the scheme this year have now formed a good friendship support group for each other. Some of our volunteers were amazing. One of the students has used his coach's focussing techniques to further his golfing career and has won 3 tournaments in the past 5 months. Most of the students have improved their attitude in school and have managed to increase their grades in at least 2 subjects."

Future:

We are now in conversation with Rita Rogerson, Deputy Head at Bishopsford, about our continued involvement which she is keen to maintain. The school found it challenging to find staff time to run the programme, therefore in planning future intervention we are looking to find support for them in moving forwards without undue demand on an already overloaded team. The school is positive about the impact and the future of the partnership.