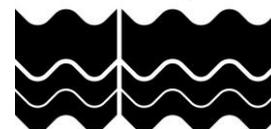


| East Sussex Boys' Achievement Network Impact Narrative Title: Improving Boys' Achievement through a programme of Assertive Mentoring St Richard's Catholic College | |
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| Synopsis | <p><u>School Context</u> St Richard's is an outstanding school, with 76% of pupils achieving five or more A* - C GCSE's including English and Maths in the last academic year, whilst the English department achieved 79% A* - C. Having been teaching in the school for two years, I began to notice slower progress in terms of attainment amongst able KS3 boys compared with girls. After a discussion with my head of department, we decided to make this our area of focus for the Boys Achievement Network.</p> <p><u>Focus Group</u> 8 year 8 boys were targeted. All 8 were behind their target grades and were in danger of not achieving them by the end of year 8. As a result of this, the decision was made to use Assertive Mentoring to focus on overcoming barriers to learning, with the onus on the boys to make independent decisions and targets that would address the problems they had highlighted.</p> <p><u>Main actions included</u></p> <ul style="list-style-type: none"> • Training three other members of staff on how to be assertive mentors • Training on using FFT chances data as a way to move the boys forward • Regular mentor meetings with each individual pupil <p><u>Results</u> The Data (see more detailed results in "Impact" section) indicated an average 2.12 sublevel increase across the focus group. Based on these positive results, supported by both attainment data and anecdotal evidence, the Assertive Mentoring program will be rolled out to remaining staff in the department and be used as a method of early intervention from January 2014.</p> |
| Focus | <ul style="list-style-type: none"> • To boost attainment and independence through Assertive Mentoring. • To enhance engagement in English by giving the boys leadership roles on a specially designed masterclass day. |
| Provision | <ul style="list-style-type: none"> • 3 half day network meetings covering best practice and possible strategies • Guidance for literature review • 1 day's consultancy (planning, coaching or booster teaching) in school • A masterclass day for target students, planned and delivered by SLES and the network of teachers. • Two school places at conference • Supply/ £750 resource funding for each network school |
| Action by the School | <ul style="list-style-type: none"> • Facilitation of the consultant in-school time and teacher attendance at all 3 network meetings • Hosting of the masterclass day, with all food and travel costs provided for through BAN fund. • Implementation of Assertive Mentoring Programme • In school coaching of three other teachers in the English and Drama department |



Impact

Data Evidence

| | Before BAN activity | | | After BAN Test Results | |
|------|---------------------|------------------------------------|----------------------|------------------------|---------------|
| Name | Level | Sublevels behind expected progress | End of year 8 target | Level | Sublevel gain |
| WA | 6c | 3 | 7c | 6a | 2 |
| DD | 5c | 1 | 5b | 5b | 1 |
| TD | 6c | 1 | 6b | 6a | 2 |
| ND | 4a | 2 | 5b | 5b | 2 |
| DL | 6c | 1 | 6b | 6a | 2 |
| HAM | 5c | 4 | 6b | 6b | 4 |
| HM | 5c | 3 | 6c | 5a | 2 |
| JO | 5c | 2 | 5a | 5a | 2 |

- Average raise in sublevel attainment = 2.12
- Lowest increase in sublevel = 1
- Highest increase in sublevel = 4

Anecdotal Evidence

Teacher 1:

“ND has begun to communicate and, I must admit, this has surprised me greatly as out of the two boys he barely says a word in class and is very reticent to get involved – one of the main concerns and reasons he is under-performing. The very fact that he is coming to me to discuss his seating arrangements and work is a huge step forward. He has definitely improved of late and has taken more responsibility for his learning. This has fed into a positive cycle with me being able to praise him which he is responding to very well! It will be hard to maintain this level of momentum though. I do see this as a brilliant system to employ early in the course when issues are first being raised and then after a short period of intervention hopefully things have improved and intervention is no longer required.”

Teacher 2:

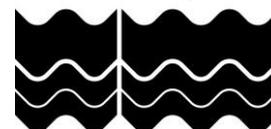
“Really noticeable progress and engagement in HM. Very able student who will finish the year one sub level above target if continues to perform as he is now.”

Teacher 3:

“Clear improvement in terms of engagement. All four seemed to grow in maturity after the masterclass day, and I’m pleased that this filtered into their work. One boy in particular took to the mentoring and began acting independently, even completing extra work outside of lessons in order to practise writing tasks! Witnessing four completely different boys taking part in the programme was very interesting, and made it clear that the system is perfect for some, but not quite so effective for others.”

Analysing the data:

The boys’ attainment grades were used as a measure of their progress. All boys improved their attainment levels whilst taking part, though it is important to note that this is not necessarily surprising. From the date of the masterclass until the time that the data was collected, it would be normal to see a single sublevel of progress being made. However anything above this can be seen as above average progress. The 2.12 average increase is therefore an indication that the programme was a success.



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| | <p><u>Impact on practice and wider impact on department</u></p> <p>My personal practice has certainly evolved to include more “boy friendly” elements. I’ve found the use of data has been particularly helpful. Though the focus was on KS3, I have modified my KS4 approach so that pupils are much more aware of their own data, their attainment results, and what they need to do to improve their chances of achieving their target grade. Sharing this with the whole class and increasing its relevance through seating plans based on attainment has improved focus and resulted in an immediate increase in grades.</p> <p>Because KS3 English classes are mixed ability, I have tried different approaches to engage the class. Some of the methods I now use are:</p> <ul style="list-style-type: none"> • Lots of pace • More independent and choice based activities, allowing for more competitive and unique approaches • More kinesthetic tasks, allowing pupils to move around when appropriate • An approach whereby tools/equipment/cameras/colouring pens etc are earned, and perceived to be beneficial to the task. <p>Having seen these positive results from participation in the Boys Achievement Network, the department intends to use Assertive Mentoring as a method of early intervention from the next academic year. Every teacher in the department will be trained as mentors, and from January 2014, boys who are not achieving their full potential will be picked up and placed on a programme based on the same model.</p> <p><u>Beyond Department</u></p> <p>At this point, impact beyond the English department has not been measured. However, I have spoken to and delivered some training to a member of LMT on the use of the chances data from FFT, and they are considering ways in which this could be incorporated in the existing mentoring system for KS4 pupils.</p> |
| <p>Cost</p> | <ul style="list-style-type: none"> • 3 consultant days • Day and a half meeting attendance • Planning and preparation time embedded in my usual practice • Masterclass day • Travel costs |
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