

On Track To Achieve For Education End of Programme Report August 2019

Glebe School, West Wickham, Kent

About Us

Double Olympic champion Dame Kelly Holmes founded our charity in 2008 with a passion to support disadvantaged, marginalised and vulnerable young people lead more positive and healthy lives. Every year we get thousands of young lives back on track by training and developing world class athletes to mentor young people facing disadvantage.

Our personal, social and emotional development programmes are proven to have a lasting impact on the lives of young people, enabling them to become healthy, achieve in education, enjoy career success, and take part in meaningful activities.

Glebe's aims

The school main aim is to help our students to achieve and succeed in dealing effectively with any obstacles to learning. The other important priority, of the school is to give to the young people the skills they require to lead as independent a life as possible once they have left.



On Track to Achieve for Education

Project aim – supporting the school to increase protective factors against the students who are facing many barriers including:

- Lack of access to pro-social, community activities, to training and future opportunities
- Low self-esteem, low resilience
- Looked after children, and those who have experienced being in care

This project aims to strengthen the protective factors that can help the young people avoid risky behaviours outside of school and in their communities. These protective factors include:

- Increasing positive support networks and social connections
- Providing additional positive role models in the form of athlete mentors
- Increasing young people’s coping skills (interpersonal skills), confidence and resilience
- Increasing peer support
- Supporting academic achievement, and reducing negative, risky behaviours.

Over the course of the six to seven-month programme, young people will have the opportunity to:

- Work with an athlete mentor to define and achieve their personal goals and targets
- Keep an up to date account that reflects their development, activities undertaken and celebrate their achievements.
- Develop team working and communication skills by working with other young people from the school and local community.
- Deliver a social action project that will make a difference to their local community

Social Action Project in Action

The social action project encourages and enables each young person to make a positive change in their local community, encouraging young people to excel in school life beyond the taught curriculum and seek opportunities to further their learning.

The students wanted to facilitate a sports day at a local primary school. They discussed and designed the structure of the day, for example what exercises the students would take part in, they also liaised with teachers at the primary school to establish what equipment would be available to them. From here they planned everyone’s roles and responsibilities would be on the day based on skill set and the timings for each activity, and the project overall.

On the day of the project three students executed their plan. They also managed to find time to include a parents’ race! The sports day lasted three hours in total, with one hour set up, an hour and a half hours delivery and half an hour to pack down. With the sport’s day impacting most of the school- around 300 students in total.



“Working with the school was eye opening, together we understood that no one is the complete package and we all have a different set of skills, including myself that we can bring to the group. What was key to the success of the programme was understanding the narrative and what we expected from one another.”

Rion Pierre, Athlete

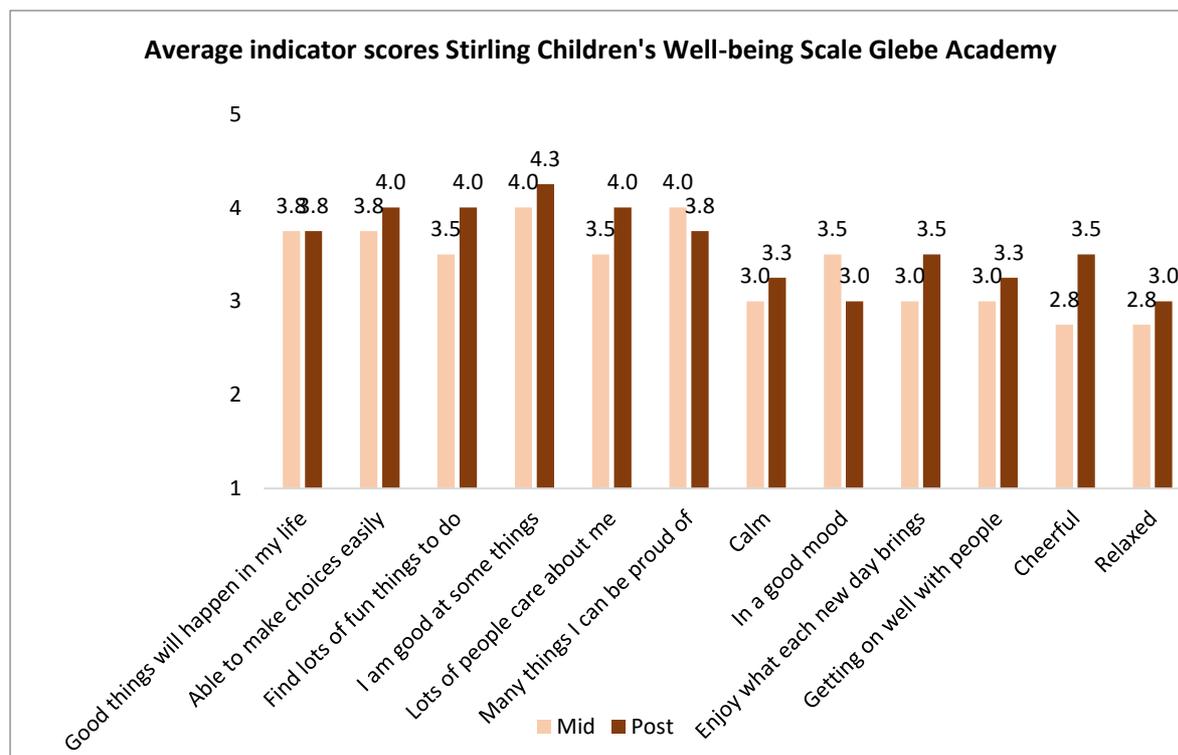
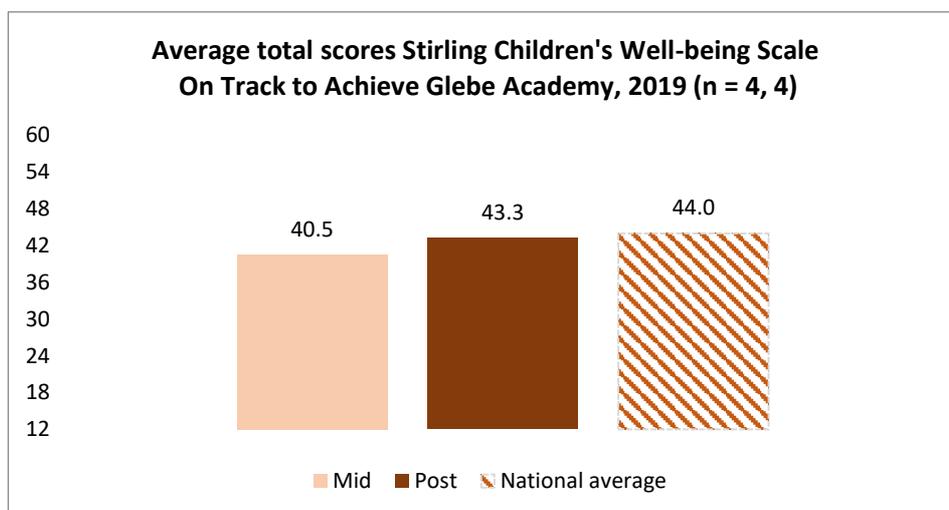
Monitoring and Evaluation

Although no pre-analysis was completed by the young people, mid -point and end of programme surveys were completed by six and nine young people who participated in the programme respectively.

Mental wellbeing

Stirling Well-Being Scale

Using the Stirling Well Being Children’s Scale, we measured the well-being of the young people participating in the programme through a positively worded response survey suitable for younger children in schools.



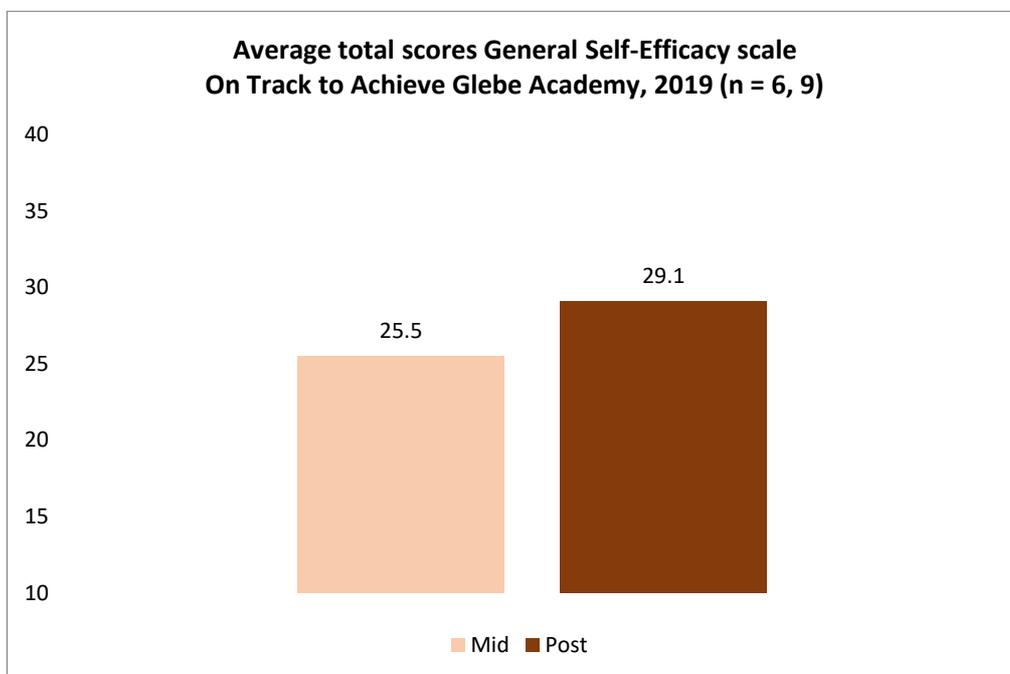
The end of programme survey showed a significant increase from 40.5 to 43.3 in the young people's well-being levels, almost reaching the national average which is impressive in a relatively short amount of time. We wouldn't expect to see more than this as changes in well-being and mental health can be a more gradual longer-term process.

Positive results included an increased feeling that people care about them, feeling cheerful, being good at things and enjoying what each new day brings.

Self-efficacy

The General Self-Efficacy Scale (GSE) has been used to measure self-efficacy amongst the young people. The GSE has 10 statements, with answer categories ranging from 1 (Not true at all) to 4 (Exactly true).

Total scores range between 10 and 40, with higher scores indicating more self-efficacy. It is promising to see that the average overall GSE score went up considerably with a 3.6-point increase from 25.5 to 29.1 by the end of the programme.

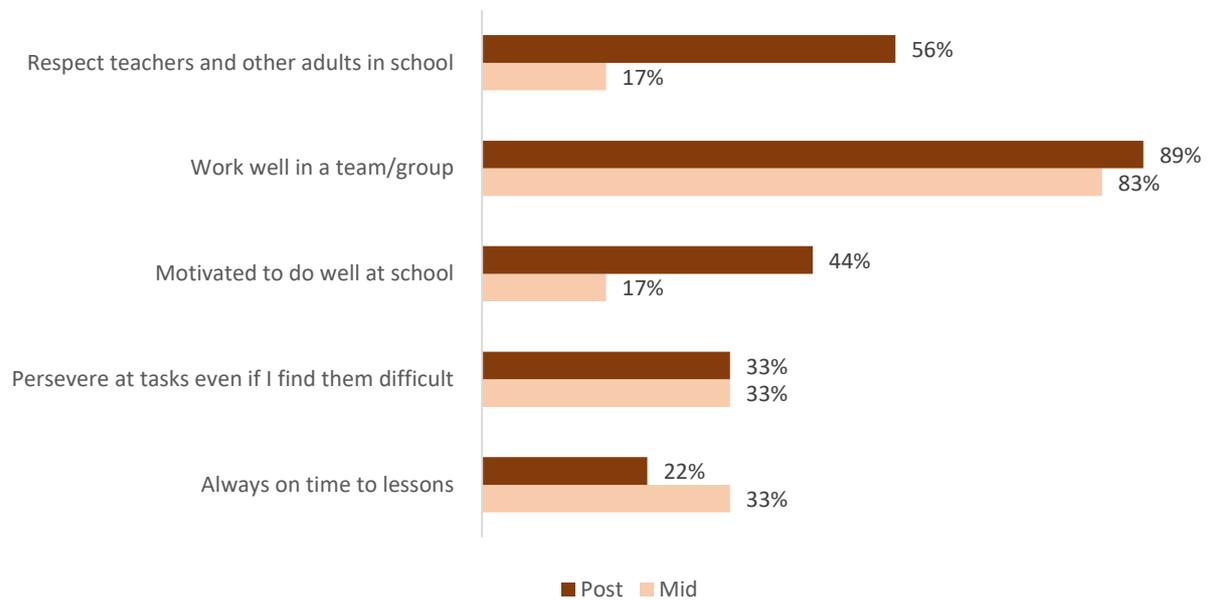


Improvements were seen regarding problem solving, with a 0.5-point increase and a 0.4-point increase in improved resilience, demonstrating a real improvement across the young people's self-belief and a development in the right attitudes for learning.

Teachability

The surveys showed a real improvement overall in the young person's views on themselves within their school environment. Particularly, their increased respect towards teachers and their personal motivation levels to do well in school which are key areas that are focused on within the On Track to Achieve programme with their mentor.

Scores on Teachability metrics according to Young People
 On Track to Achieve Glebe Academy, 2019 (n= 6, 9)
 % of Young People saying 'Strongly agree' or 'Agree'



Confidence

The young people also showed soaring levels of confidence and aspirations which is one of the ultimate aims of the project. Confidence in their own abilities rose from under 50% to a fantastic 89% and specifically their confidence that they will do well in school increased from 33% to a pleasing 67%. These views were also supported by athlete mentor, Rion, in his feedback on the young people. He reflected that levels of perseverance and their ability to see what they start through to completion went from a negative 'disagree' statement to a 'strongly agree' and 'agree' statement respectively.

'[The most useful part of the programme was] being listened to by Rion and not be judged and learning that I can achieve what I want.' **Young Person, Glebe School**

'A couple of the students reevaluated what they have been taught in their sessions throughout the school week which shows they are taking it on board.' **Teacher, Glebe School**

Summary

The young people at Glebe School rose to the challenges set by their athlete mentor, testing their team work and communication skills to ensure they could facilitate a successful social action project that positively impacted the entire school.

We would like to say thank you to Glebe School for allowing Dame Kelly Holmes Trust to support these young people, helping to build their resilience and coping skills as they move through their education and we would be delighted to run an additional programme to support more young people soon.