

Insight driving innovation and impact

# Set for Success Case Study: Bulwell Academy

Improving the behaviour and communication skills for young people at risk.

December 2021

**Believing** in every child's future

## Introduction

Bulwell Academy is a secondary school located in Nottingham. Its mission is to discover and unleash the potential of every child.

In 2020, Bulwell Academy joined Set for Success, a two-year youth leadership initiative that aimed to provide young people from disadvantaged backgrounds with the opportunity to develop valuable life and leadership skills through mentoring sessions delivered by inspirational athletes. Set for Success is funded by the Wimbledon Foundation and delivered by the Youth Sport Trust (YST).

## Background

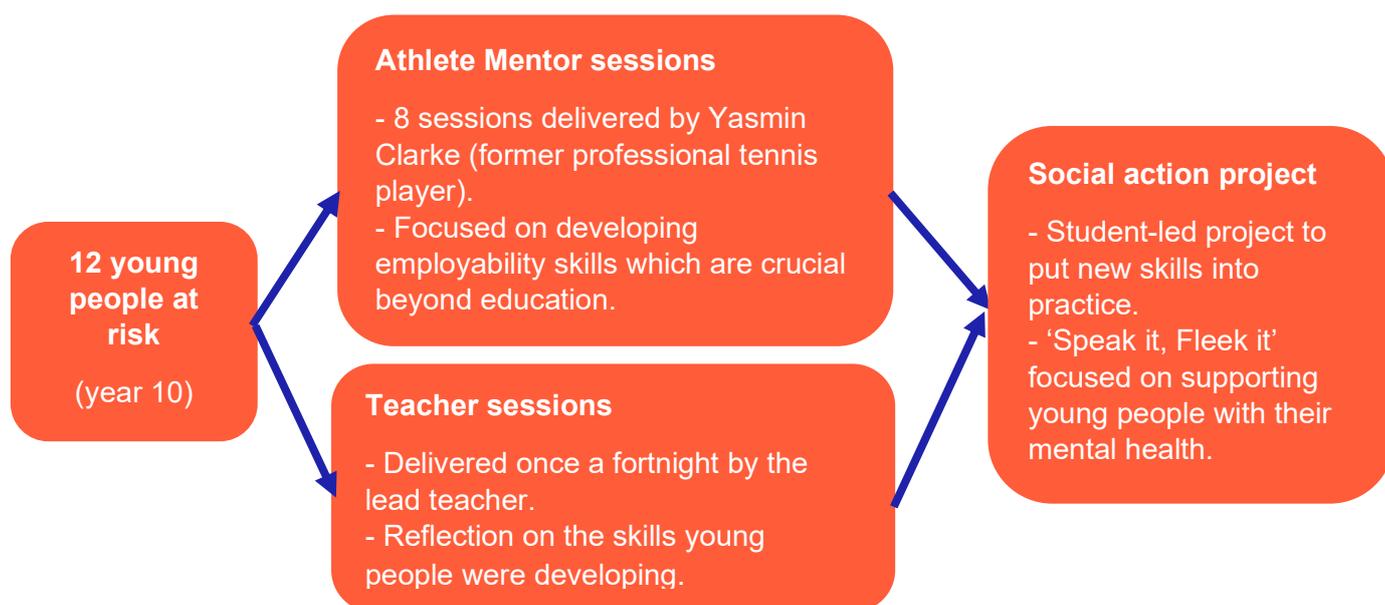
Set for Success offered a valuable opportunity for Bulwell Academy to offer extra support to young people at risk, notably those who were at risk of being not in employment education or training (NEETs) or those that would benefit from extra support to improve their behaviour. The Set for Success model also gave students the opportunity to 'belong' to something and to work with positive role models. Developing young people's life skills and their engagement in physical activity and sport were also important drivers for taking part.

**“Our students are crying out for positive role models”**

**MR ELLAND, LEAD TEACHER, BULWELL ACADEMY**

## Activities

Covid-19 led to delays to delivery at the start, so the programme activities were extended into the 2021/22 academic year. The key activities that had been delivered at the time of writing this case study are highlighted in the diagram below.



Due to Covid-19, the first [Athlete Mentor session](#) was attended by some young people virtually, whilst others attended face to face at school. The remaining sessions were all delivered face to face; these were more effective at engaging the students. Importantly, having an Athlete Mentor as part of the programme supported buy-in from the students and provided a positive role model for them. It did, however, take time to build trust among the young people. One student highlighted that their favourite part of the programme was the practical Athlete Mentor sessions. The Athlete Mentor was perceived as helpful and informative, and they appreciated learning about new sports they had not tried before.

**“My favourite thing about the programme was the practical sessions, it’s an eye opener to what other sports there are”**  
**YEAR 11 STUDENT**

Another key advantage of the programme was that it enabled a member of staff to dedicate time to supporting the young people on the programme. At Bulwell Academy, the students had a two-week timetable, so the group of students was split into two smaller groups that met with the [lead teacher](#) once a fortnight; the lead teacher highlighted that this had worked well.

Through their [social action project](#), the young people spoke at assemblies in primary schools, printed and distributed leaflets in the community, delivered open mic sessions in the playground to raise awareness of mental health, and interviewed a local boxer about his mental health and shared his story on social media. Without Set for Success, the lead teacher believes that this project would not have happened.

**“It [the social action project] could be something that grows into something quite incredible.”**  
**MR ELLAND, LEAD TEACHER, BULWELL ACADEMY**

# Benefits

## Benefits to young people

The key benefits to the young people were as follows:



**Increased communication skills and confidence to speak out**

The programme gave the young people a platform to speak out themselves about issues that are important to them, as well as their own struggles. One young person highlighted that the social action project had ignited a real passion for the topic among them. The lead teacher also emphasized that, over time, the young people have come out of their shells and their confidence to speak out has grown. Since being involved in Set for Success, one of the young people has also been put forward to become a teenage ambassador for mental health in the local area.

**“I definitely developed my communication and confidence skills. I have been more confident talking about certain topics now.”**

**YEAR 11 STUDENT**

Some of the young people used to have challenging behaviour but the programme has helped them to become more focused and increased their ability to set goals. One young person struggled with punctuality at school, which was linked to poor sleep patterns; Set for Success helped them to set new goals to tackle these challenges. Having a dedicated member of staff to support the young people on the programme has been very valuable, and the young people have become more willing to approach the staff member for support now.



**Improved attendance and behaviour**

**“One of my challenges was fixing my sleep schedule and punctuality. Last year, I was a bit late to school, but I have been on time this year. And I sorted out my sleep schedule so I’m not tired for school and more energised.”**

**YEAR 11 STUDENT**



### Increased accountability and ownership

The social action project, in particular, has given the young people a real sense of ownership. Many young people involved in the programme lacked stability in their lives and the social action project gave them something that was all theirs. It also helped them to become more accountable; to recognize and take responsibility for issues that were important to them. One young person highlighted that the social action project had also encouraged them to consider a career in psychiatry or physical health.

### Benefits to the school

The programme has given the school the opportunity to dedicate time to working with young people at risk. As a result, the lead teacher has reported improvements in attendance and behaviour among the young people at school. What is more, the programme has also raised the morale of the lead teacher himself.

### Future

From the start of 2022, Bulwell Academy is delivering Set for Success with a new cohort of young people in year 10. The young people that have already been involved in the programme will play a mentoring role to the new cohort. The young people are also keen to develop their social action project further and would like to stay involved in the project when they leave school.

### Top Tips

- ✓ Use the first Athlete Mentor session to inspire and engage young people in the programme; this is critical to the successful delivery of future activities.
- ✓ Follow the programme structure and guidance in the logbook to help facilitate valuable discussions with the young people.
- ✓ Ensure there is a dedicated member of staff to support the young people on the programme – *“the students mimic what you give them”*.
- ✓ Give the young people ownership of their social action project, but with advice, guidance, and support from the lead teacher.

**“It’s been a fun ride, a bumpy one at the start, but it is definitely paying off now.”**

**MR ELLAND, LEAD TEACHER, BULWELL ACADEMY**



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# Set for Success Case Study: Willows High School

Improving aspirations and interpersonal skills of young people at risk.

December 2021

## Introduction

Willows High school is an English-medium mixed secondary school for 586 pupils aged 11 to 16 in the Tremorfa area of Cardiff, Wales.

In 2020, Willows High School joined Set for Success, a two-year youth leadership initiative that aims to provide young people from disadvantaged backgrounds with the opportunity to develop valuable life and leadership skills through mentoring sessions delivered by inspirational athletes. Set for Success is funded by the Wimbledon Foundation and delivered by the Youth Sport Trust (YST).

## Background

Set for Success offered a valuable opportunity for Willows High school to offer extra support to young people at risk, notably those who were at risk of being not in employment education or training (NEETs) or those whose attendance was poor. This was also of particular interest for young people who have low aspirations and self-esteem/confidence or have additional learning needs. The data from an Estyn inspection report showed that 68% of pupils at the school live in the 20% most deprived areas in Wales<sup>1</sup>. Around 44% of the pupils are eligible for free school meals, which is well above the national average of 17%<sup>1</sup>. The percentage of pupils with special educational needs is around 41%, which is also higher than the national average of 22%<sup>1</sup>. The Set for Success model gave students the opportunity to achieve a leadership qualification and develop wider interpersonal and intrapersonal skills.

## Activities

Covid-19 led to delays to delivery at the start, so the programme activities were extended into the 2021/22 academic year. The key activities that had been delivered at the time of writing this case study are highlighted in the diagram below.



<sup>1</sup> Estyn (2018) A report on Willows High School, Willows Avenue Tremorfa. Available at: <https://www.estyn.gov.wales/system/files/2020-08/Willows%2520High%2520School.pdf>

“Thank you to Thomas Haffield for hosting our Inspiration Day, the pupils were fully engaged and asked pertinent questions about your successes, disappointments and you’ve inspired them to aim high, show resilience and follow their dreams.”

**SOURCE: WILLOWS PE TWITTER**

The [inspiration day](#) that was delivered by Thomas Haffield, a former Olympian swimmer, at the start of the programme effectively engaged students across different year groups. The lead teacher stated that you could tell students were engaged due to the questions they asked. They enjoyed Tom’s honest stories about his sporting career.



Thomas Haffield had also 8 [workshops](#) with the young people. The topics of the workshops were centered around developing communication skills, self-belief, self-management, and goal setting. Students also engaged in swimming (a sport they would not normally do at school) and badminton. Having an Athlete Mentor as part of the programme supported buy-in from the students and provided a positive role model for them. The Athlete Mentor sessions were considered to be a strong element of the programme as they were delivered by someone new. The



lead teacher did not believe it would be the same if the programme was purely delivered by school staff. The pupils were excited to have an Athlete Mentor at their school. In particular, they appreciated that Thomas would treat them like “actual adults” and offered honest and direct feedback on how to improve.

“Tom is good at letting the children lead their learning and pupil voice is a positive feature of each session.”

**MISS MOORE, LEAD TEACHER, WILLOWS HIGH SCHOOL**

The young people were already in the process of doing research into youth homelessness for their Welsh baccalaureate. It was decided as a group that their Set for Success [social action project](#) was going to support the Welsh homeless charity Llamau. A PowerPoint presentation was created by the young people, and they were also planning to make a short video and present this at the assembly. The young people also engaged in cake sales and raffles, e-mailing supermarket companies such to ask for donations for recipe ingredients. The Set for Success social action project complemented the Welsh baccalaureate and allowed the pupils to build on their school work and to put their new skills into practice.

The young people also took part in a virtual [empowerment event](#), where employers joined the young people with their Athlete Mentors to share information about their career paths. The young people appreciated finding out about the array of careers that were introduced to them, ranging from the film industry to estate agents and the Navy.

Interestingly, the young people mentioned that it was the length of the programme that really supported them to develop their skills. They also appreciated that the sessions were spaced out throughout the terms as it allowed them to think and reflect about what they had learned about.

“When something is drilled into you in one day you won’t retain it like you want to. If it’s over 18 months, multiple times and you’re convinced by the talk and you understand what you’re doing, you will retain that information for life.”

YOUNG PERSON

## Benefits

A clear advantage of having a small group of pupils was that everyone in the group felt comfortable to contribute. According to the lead teacher, some pupils would not have spoken out in bigger groups. Being given the opportunity to flourish in a smaller group setting has led to improved confidence, participation, and engagement in the programme.

“Everything we learned are life skills that we need every day of our life. Communication and teamwork; not only will we need for college when doing group projects and talking to classmates, but there are very few jobs where you’re alone the entire time.”

YOUNG PERSON



Increased communication skills and confidence to speak out



Improved teamwork

The programme also gave the young people a platform to work with people they normally would not work with, which helped to develop their teamwork and communication skills.

The programme also encouraged more conversations surrounding careers that aimed to get students thinking about their future and their transferrable skills that make them more employable. One young person

in particular already knew that he wanted to work as a royal engineer in the Army, but the Set for Success programme changed his mind on how he will enter this career path. The empowerment day, in particular, taught the young people about trial and error and how there is not always a straight path to reach your career goals after school. It also informed them about what kind of qualifications are needed for certain jobs. Importantly, it reinforced the importance of the skills that they had learnt during their Athlete Mentor workshops.



Increased ability to set goals for the future

“The job I want has been the same since I was 8 years old so that wouldn’t have changed but how I am going to go into it changed. I could have gone into the military in year 10 but I chose to stay and get qualifications first. Tom (the Athlete Mentor) in general helped me to make that decision. I was still undecided [about next year] but the night of the empowerment day, I applied to college.”

YOUNG PERSON

## Future

From the start of 2022, Willows High School is delivering Set for Success with a new cohort of young people from year 10.

## Top Tips

- ✓ Consider the group size to maximise benefits; for this school, a smaller group size led to increased participation and engagement.
- ✓ Use the logbook to provide focus for the young people at the start of each session and to help them to understand the bigger picture.
- ✓ Plan the sessions to ensure sufficient time between the Athlete Mentor sessions and teacher sessions to allow young people to reflect upon the progress they are making.
- ✓ Carefully consider the pupils that take part in the programme to ensure the necessary teacher support can be provided; for year 2 of delivery, this school will choose students from the lead teacher’s form.
- ✓ Ensure the Athlete Mentor sessions are spread out across the academic year to allow the young people to reflect on the sessions and to help embed the learning.



**Willows PE**  
@PEWillows

...

Great first session with our Athlete Mentor [@ThomasHaffield](#) to kick start the 'Set for Success' programme [@YouthSportTrust](#) [@WimbledonFdn](#)



**Willows PE**  
@PEWillows

...

Great second session with [@ThomasHaffield](#) on developing communication skills, Da iawn 10Banksy [@YouthSportTrust](#) [@WimbledonFdn](#) #setforsuccess



**Willows PE**  
@PEWillows

...

Fantastic Session 3 [@ThomasHaffield](#) developing self-belief with members of 10BA [@YouthSportTrust](#) [@WimbledonFdn](#)



**Willows PE**  
@PEWillows

...

Session 5 complete with [@ThomasHaffield](#) discussing self-management & goal setting in an open & relaxed learning environment, followed by some competitive badminton [@YouthSportTrust](#) [@WimbledonFdn](#)





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# Set for Success Case Study: St Julian's School

Improving the engagement and teamwork of young people at risk.

December 2021

**Believing** in every child's future

## Introduction

St Julian's School is a secondary school located in Newport, South Wales. Its mission is to ensure everyone succeeds by providing an all-round education where students learn effectively, develop and experience.

In 2020, St Julian's School joined Set for Success, a two-year youth leadership initiative that aims to provide young people from disadvantaged backgrounds with the opportunity to develop valuable life and leadership skills through mentoring sessions delivered by inspirational athletes. Set for Success is funded by the Wimbledon Foundation and delivered by the Youth Sport Trust (YST).

## Background

Set for Success offered a valuable opportunity for St Julian's to offer extra support to young people who struggled with their attendance and engagement. The Set for Success model appealed to St Julian's as it aimed to re-engage young people in a different way. In particular, the balance between discussion work and physical activity and sport was seen as an important benefit of taking part, along with having the Athlete Mentor to support the young people. Having a recognized qualification at the end of the programme was also an important element. The school had not previously been engaged with anything similar so were excited at the gap in provision that this programme could fill.

**“We were quite impressed with the set-up and what it offers disengaged students - it's niche. It ticked boxes to support students in different ways to help re-engage successfully.”**

**LEAD TEACHER, ST JULIAN'S SCHOOL**

## Activities

Covid-19 led to delays to delivery at the start, so the programme activities were extended into the 2021/22 academic year. The key activities that had been delivered at the time of writing this case study are highlighted in the diagram below.



“They [the teacher sessions] were good. We had to break some things down, but they were easy enough to consolidate. With the way the logbook was structured, it was quite easy to follow.”

LEAD TEACHER, ST JULIAN'S SCHOOL

The **teacher-led sessions** were delivered during tutorial time to reduce pressure on staff capacity and to avoid students missing any lessons. The logbook that was part of the programme was effective in helping the teacher to structure these sessions.

A **social action project** had also been planned as part of the programme to enable the young people to put their new skills into practice. However, this had not been delivered yet. A Year 11 student at the school was recently involved in an accident, so the group planned to organise a day to raise awareness of the charity that the student was supported by.

## Benefits

### Benefits to young people

The key benefits to the young people are as follows:



**Increased communication skills and confidence**

The programme has had a positive impact on two introverted boys in particular who lacked in confidence; during the programme they came out of their shell. The fact that it was a small group, and they did not know everyone in the group, helped them to open up more. The lead teacher noticed this increase in confidence particularly with the lesser confident students.

“We have one boy who is an asylum seeker from Syria with behaviour issues who lacked confidence, it worked wonders for him.”

LEAD TEACHER, ST JULIAN'S SCHOOL

The programme gave the young people a chance to work in a small group with other pupils who they would not normally speak to. The physical activity and sport part of the programme, in particular, helped the students to all “have a laugh” together and speak together even though they did not know each other prior to the programme.



**Improved teamwork**

“The programme brought together groups of students who would never come together. They are a difficult bunch but we got them in the same room together and they worked together.”

LEAD TEACHER, ST JULIAN'S SCHOOL

## Future

From the start of 2022, St Julian's is delivering Set for Success with a new cohort of young people in year 9. The young people that have already been involved in the programme will work towards a qualification as part of Set for Success and play a mentoring role to the new cohort.

## Top Tips

- ✓ Carefully select the right students to be part of the programme; for St Julian's, this meant selecting year 9 students instead of year 10 as they have fewer academic pressures. It also meant choosing the students who were not at the extreme end of disengagement.
- ✓ Follow the guidance in the logbook to facilitate valuable discussions with the young people – break-down the content if needed.
- ✓ Celebrate the programme, for example through social media and telling parents more about it - everyone should know that the programme is happening.



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# Set for Success Case Study: Redwood Park Academy

Enhancing the employability skills of young people with special educational needs (SEN).

December 2021

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## Introduction

Redwood Park Academy is a special school located in Portsmouth for pupils aged 11 to 16 who have complex learning difficulties. They are part of Solent Academies Trust. Some pupils have other needs associated with Autistic Spectrum Disorder, speech, language and communication difficulties and medical conditions.

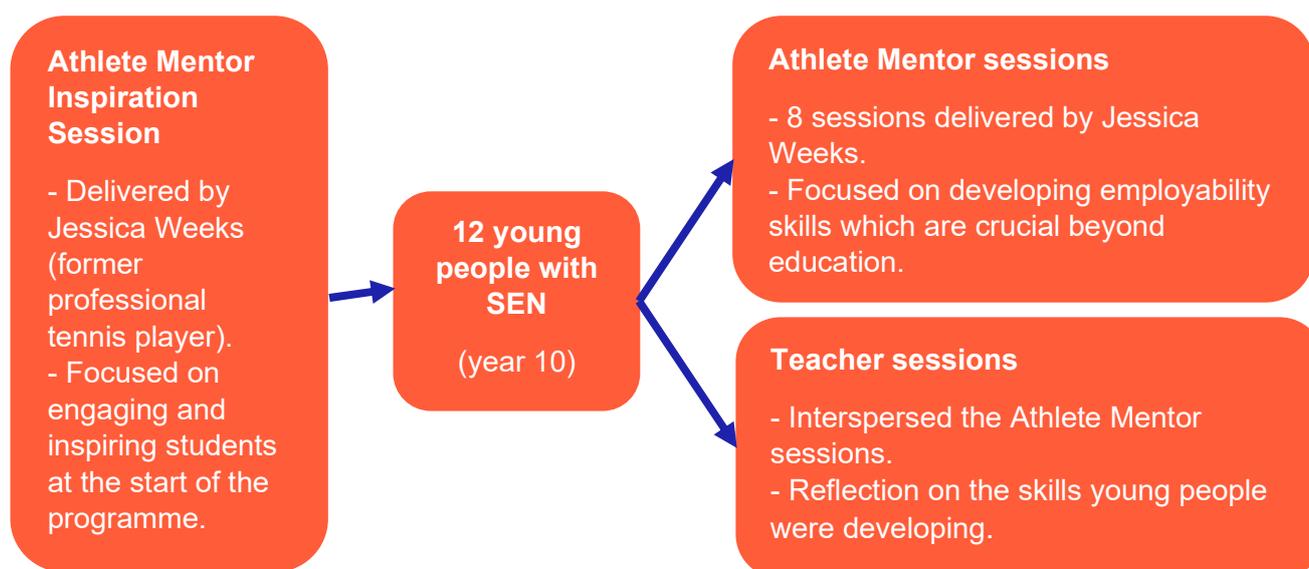
In 2020, Redwood Park Academy joined Set for Success, a two-year youth leadership initiative that aims to provide young people from disadvantaged backgrounds with the opportunity to develop valuable life and leadership skills through mentoring sessions delivered by inspirational athletes. Set for Success is funded by the Wimbledon Foundation and delivered by the Youth Sport Trust (YST).

## Background

Set for Success offered a valuable opportunity for Redwood Park Academy to offer extra support to young people at risk. The Vice Principal at the school highlighted that not enough students with special educational needs (SEN) progress into full time employment<sup>1</sup>, which is an area he is keen to improve. The Set for Success model also gave students the opportunity to develop leadership, resilience and independent skills, which supports the school vision.

## Activities

Covid-19 led to delays to delivery at the start, so the programme activities were extended into the 2021/22 academic year. The key activities that had been delivered at the time of writing this case study are highlighted in the diagram below.



<sup>1</sup> In the 2019-20 financial year, 5.6% of adults with learning disabilities aged 18-64 who were receiving support from social services were in paid employment. (Source: Department for Education (2021) Special educational needs and disability: an analysis and summary of data sources)

The young people that were selected to take part in the programme were chosen on the basis that: they were engaged and could cope with a new person (the Athlete Mentor) coming into the school to deliver the programme; they had leadership potential; and they didn't normally have opportunities to participate in activities like this.

The programme offered flexibility to allow the school to effectively tailor delivery to meet the needs of its pupils. For example, the school took time to adapt the programme's written materials to ensure accessibility for all students (e.g. use of pictures instead of writing). All sessions were delivered face to face, rather than virtually, as they were seen to be more effective at engaging the students.

The students were positive about the Athlete Mentor sessions, which was supported by the Vice Principal who commented that the young people were really engaged and responded well to the sessions.

**“The pupils like that it is someone else delivering it - Jess (the Athlete Mentor) is very energetic and personable.”**

**DAVE TURNER, VICE PRINCIPAL AT REDWOOD PARK ACADEMY**

The Vice Principal highlighted a positive synergy between the programme's aspirations and the school's values; a lot of the school's values are promoted by the Wimbledon Foundation, which enabled cross-curricula benefits. Set for Success gave pupils at Redwood Park Academy an opportunity to engage with their school's values in a new format through working with an Athlete Mentor. This complemented and reinforced what they do at Redwood, especially as it was delivered by another person and in a new context.

**“The values that Wimbledon are promoting - resilience, communication and independence – is what underpins our whole curriculum, to get them ready for adulthood and employment.”**

**DAVE TURNER, VICE PRINCIPAL AT REDWOOD PARK ACADEMY**

# Benefits

## Benefits to young people

The key benefits to the young people are as follows.



**Increased enjoyment and engagement**

The young people were excited by the Athlete Mentor coming in and they valued the sessions. They were excited about receiving some kit as part of it, and it created a sense of being part of something bigger. The teachers recognise that the pupils' engagement and enjoyment levels have increased, however, more can be done to reinforce this understanding among the pupils themselves.

**“She (the Athlete Mentor) came from being a normal ordinary person to a tennis player; inspires me that you can achieve something.”**  
**YOUNG PERSON**

The young people highlighted that Set for Success had helped them to reinforce and develop their communication skills, particularly learning to listen to others and how to interact with others. They also improved their team-working skills. The physical activities that were led by the Athlete Mentor played a key role in helping to build these skills.



**Improved communication and team-work skills**

**“The first session was a challenge because it was different, but over time the pupils got more resilient to being challenged and led by someone different. That’s a life skill, working with new people.”**  
**DAVE TURNER, VICE PRINCIPAL AT REDWOOD PARK ACADEMY**



**Increased resilience**

Set for Success also helped the young people to build resilience in terms of meeting new people and working in groups that they wouldn't normally.

## Benefits to the school

The Vice Principal emphasised that the programme would support the development of further opportunities on-site and enable them to have more opportunities for social action at the school. The project has also helped to improve their PE and wider school curriculum.

There was also a level of excitement due to Wimbledon being an established brand and associated with tennis stars such as Andy Murray and Emma Raducanu. The Athlete Mentor visits helped to raise the profile of the programme across the school.

## Future

The next step for Set for Success at Redwood Park Academy is for the young people to design and deliver an event as part of a social action project that enables them to put their new skills into practice. From the start of 2022, Redwood Park Academy is also delivering Set for Success with a new cohort of young people.

## Top Tips

- ✓ Be flexible and, if necessary, adapt the delivery style and the resources appropriately to ensure engagement and accessibility for all students.
- ✓ Ensure that there is sufficient teacher time allocated to support the programme.
- ✓ Carefully consider the young people that take part in the programme to maximise the potential benefits.
- ✓ Build in opportunities for cross-curricula benefits by applying the programme values or new skills across other areas of school.
- ✓ If required, consider alternative ways to record young people's progress, such as using photos or teacher feedback.

**“It's (Set for Success) fun, you have a good time, and you keep active.”**

**YOUNG PERSON**



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