

## Campsmount Academy - Evaluation of the Programme

### Aim of the project

Due to the impacts of Covid 19, many students struggled with the lack of routine and found home learning a challenge. When schools re-opened, the behaviour and conduct of some students was challenging. Therefore, Campsmount identified a project to support both school and home with a resilience programme to support mental health, sleep hygiene, anger management and behaviour.

### Project impact

The project was initially aimed at a group of Year 10 students. This cohort were selected due to them being the hardest group to reach in terms of behaviour. The sessions ran for a few weeks and then due to lots of resistance from the group to adhere to the rules and safety surrounding martial arts, it was decided that an alternative cohort should be selected.

A group of 12 Year 8 students were then selected to continue the resilience programme. All students were receptive and enjoyed the sessions each week.



The feedback through student voice was that they felt *'it gave them more discipline and made them think about choices they were making'*.

The programme was welcomed by school and will be returning to the Academy to work with another cohort.

### Lessons learnt

Key areas of learning have been:

- The most appropriate cohorts to access this programme are KS2/KS3
- The students really enjoyed the Tae-kwon-do sessions and it was a pleasure to watch them take part and learn new skills
- Students started to trust in the coaches and listen to their advice and guidance.
- Students clearly demonstrated perseverance, determination and pride.



### Challenges

As identified above, the original cohort selection was incorrect. The impacts of COVID 19 posed problems for both students and coaches and isolation period had to be taken into account. Also due to Covid restrictions, parents were not permitted into the building. Therefore, parents were not able to come in for the celebratory event.

### Next steps in parental engagement

Campsmount Academy will build on the impact of this project by inviting Second Chance Team back into school in September 2021 to work with another cohort.

Our plan is to invite parents back into school for face to face meetings; attend parents evenings and other celebratory events once COVID-19 restrictions are fully lifted. We aim to utilise our parent room to offer sanctuary and support to our families when they need it most



## Campsmount Academy - Case Study

### Introduction

Campsmount Academy decided to run a resilience and anger management programme in school to further promote positive parental engagement through improvement of behaviour of students both at home and in school. Initially, the cohort selected for this was Year 10 due to their challenging behaviours following the periods of lockdown due to the pandemic.

The Academy arranged for an external company 'Second Chance Team' to go into school and deliver the bespoke programme for 12 students for a period of 12 weeks. The aims of the project were to improve behaviour, attendance, and students' attitude to learning, whilst instilling moral values and the value of team work. Other aims were to increase parental engagement by ensuring a collaborative approach to learning and education as a whole.

### The Project

The project started on the 15<sup>th</sup> April and ran for 5 weeks. The Year 10 students accessed the Tae-Kwon-Do session followed by a classroom based session afterwards which was to include: Mental Health and well-being; mindfulness; sleep hygiene; and positive mental attitude. However, the selected cohort were not able to access the project effectively and unfortunately another cohort had to be selected to replace them. Therefore this posed problematic as the initial introductions, purpose of the project and group relationships had to be re-discovered.

An alternative cohort of 12 Year 8 students was identified and selected to take part for the remaining weeks. Although Year 8 parents were notified of their child being selected, many were not forthcoming in offering further support in relation to parental engagement to either acknowledge the selection or enquire further. Parents failed to share their thoughts views and opinions in the family questionnaire

that was sent out. However, an initial questionnaire was given to the students to gain their voice in relation to their attitude to learning, behaviour, attendance, self-esteem and confidence. This project then ran for 5 weeks when unfortunately due to identified positive Covid 19 cases within the group, week 11 was cancelled and a period of isolation commenced for both coaches and the whole group.

There was a marginal increase of student attendance since the start of the project with several of the students also improving their attitude to learning. Figure 4 represents the changes in attitude to learning across the five week period for each of the 11 remaining participants. As can be seen 72.73% of students improved their ATL scores by between 0.23 and 0.67. Those that didn't improve generally saw much smaller reductions. Only one student experienced a large drop in his ATL score and this is due to his current family circumstances.

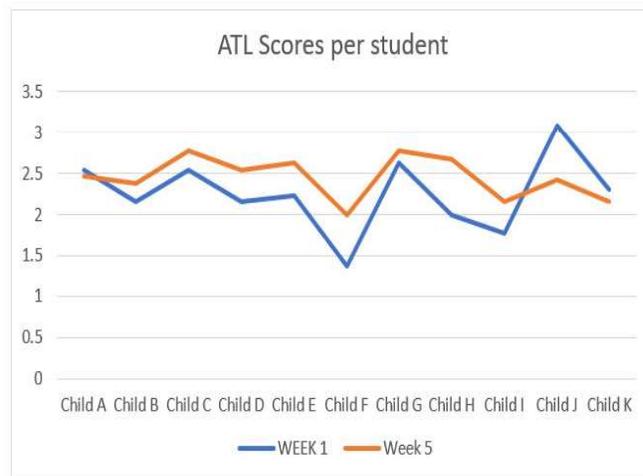


Figure 4 - ATL scores per student

ATL scores weren't the only measure of success and the Academy also considered behavioural incidents; achievement points and stage 2 to stage 4 occurrences. It was important for the Academy to use a multiplicity of measures so as to provide context.

The positive move in ATL scores correlates well with the increase in achievement points with over 50% of students gaining between 3 and 7 points (see figure 5).

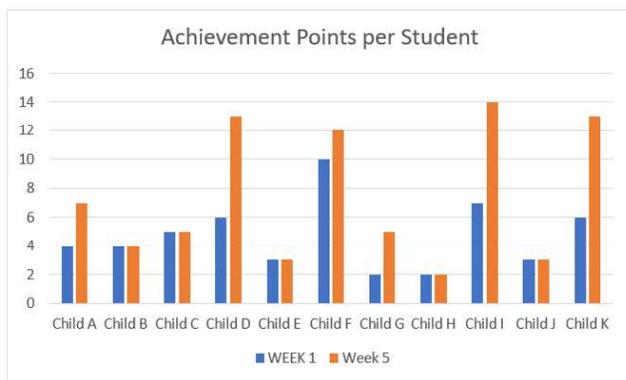


Figure 5 - Achievement points per student

In relation to stage 2 to stage 4 occurrences Campsmount Academy experienced a reduction with 36.36% of the cohort. Importantly the remainder of the cohort remained steady, and across the board there was no increase in stage 2 to stage 4 occurrences (see figure 6).

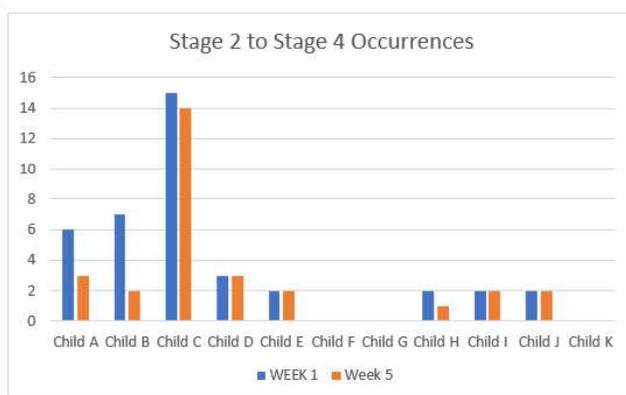


Figure 6 - Stage 2 to Stage 4 Occurrences

Behavioural incidents varied between the start and finish points due to the group dynamics changing week on week because of Covid and the data captured is not considered to be valid.

It is therefore fair to say that the foregoing demonstrates the positive impacts of the

project and how students received the sessions from the coaches. Furthermore, the student voice exit questionnaire reported the following:



### Conclusion

The project had difficulties to start with as the cohort selected was not appropriate. Once the new cohort had been selected, the project started to show improvements in behaviour, attitude to learning and overall mental health and well-being. However, the impact of the spike in Covid 19 cases within Doncaster resulted in the programme ending early. That said, the project did meet our initial aims in that attendance, behaviour and attitude to learning was modified and it is for this reason that the Academy will be running a further programme in September.

Parental Engagement will continue to be a priority for Campsmount and this will be enhanced by communication with Parents more frequently through the SIMS app, social media, school website and face to face contact via parent's evenings (Covid permitting).