

Salop Teaching School Alliance Research & Development Bursary Impact Case Study

Project Title	Improving student engagement in leadership opportunities within the school, particularly increasing interest and involvement of boys in upper school.
Teaching School	Salop Teaching School Alliance
Case Study Sections	<i>To help you answer the below sections please see the example of framework questions. These are meant to provide support and structure to your answers. You do not have to answer all of the questions if they are not applicable</i>
Section 1	<p>Purpose and aims</p> <p>What needs addressing?</p> <p>Student leadership opportunity within the school is high. Leadership roles include; form captain, Maths young leaders, PE young leaders, Literacy Leaders, Language leaders, librarians, sports team captains and prefects. Student uptake to these opportunities is good but is very female dominated and few males choose to take on these opportunities.</p> <p>Leadership is important. Establishing leaders at a young age only sets pupils up for success in their future schooling or work environment. Leadership opportunities boost pupil's leadership skills, they require the following fundamental skills; communication, decision-making and organisational skills. These skills are solid foundation to be a good leader but through the opportunities of leadership pupils can gain resilience, emotional intelligence and the ability to work collaboratively.</p> <p>Project Aim</p> <p>The aim of this project is to address the lack of interest from students (in particular boys) in leadership in upper school. To also develop students confidence within these leadership roles. Many students, are not always willing to put themselves forward for the roles of form captain, prefect, and house captain, however if approached by staff they will normally take the opportunity. Over the academic year a student leadership working group was created, and strategies were put in place to address the issue.</p> <p>This project is directly linked to the aims in the school development plan.</p> <p>Intended benefits</p> <p>Through the project we aimed to raise the profile of leadership within the school. Improve the confidence and roles and responsibilities that the pupils gain from leadership and increase the number of boys taking the opportunities to become student leaders.</p> <p>People involved</p> <p>A student leadership working group was created. This included staff from across the school and was led by a member of the senior leadership team.</p> <p>Success of the project</p> <p>Success will be measured by comparing past student leadership numbers with new. Particularly looking at boy girl split.</p>

Section 2

Implementation: innovation, evidence, risks & issues

Project details

The first stage of the project was to create a working group. This was an opportunity for staff to sign up to a chosen working group for the academic year. We met three times during the year.

The first meeting identified what was going well and what was not going well with student leadership at our school. We identified some quick wins, ways to celebrate and challenges we faced.

What was going well?

Amount of opportunity for leadership in the school was extensive and across the school.

What is not going well?

A lack of interest generally with boys, particularly as they get older.

Gender imbalance

Image of leadership

Value of leadership to the pupils – what is in it for me? What is the point of the role?

Pupil perception of leadership

Quick wins

Single gender assemblies to promote role models?

New areas of responsibility

Celebrate

Publicity – acknowledgement for pupils

Headteachers award – writing to parents

Display – pupil leadership groups

Headteachers / SLT Lunch – free lunch or early lunch?

Challenges

All departments becoming involved in new roles/responsibilities

Rewarding on a tight budget

Staff supervising the new roles

Prefects common room – staffing from a distance

Creating an ethos/ culture – reward and loss of responsibility where necessary.

Following this meeting an action plan was created.

The second meeting involved discussions around the roles and responsibility of the student leaders. At this meeting we decided to rebrand the student leadership. Moving away from 'prefect' and introducing 'ambassadors'. The change of name was to try and move away from students' perceptions about prefects and what this involved.

The structure of the student leadership included subject ambassadors, house ambassadors, and school ambassadors. The subject ambassadors were to be nominated by the heads of departments. House ambassadors were to be nominated by the form tutors and the school ambassadors was an opportunity for pupils who had not been selected by staff to apply for the role.

The change of structure, name of ambassador and selection process for ambassadors was fed back to heads of department at a learning leaders meeting. They then took this to their departments for discussion. Feedback was returned to SLT. This ensured all staff were kept informed of the changes and were given the opportunity to express their views or concerns regarding the changes. The biggest concern was that the same pupils would be selected by staff; however, this was not the case.

Following on from the discussions two subject ambassadors were nominated for by each head of department. A folder was placed in the staff room, it contained a list of all the pupils in the year. Staff had to write the subject next to the pupil they wanted as an ambassador. House ambassadors were nominated for by the form tutors. Letters were sent home to parents congratulating the pupils for being nominated for these roles. A reply slip was

attached with the letter and all reply slips were returned by the deadline and all pupils accepted their role apart from one boy.

One challenge that was faced was that one of the house ambassadors that were nominated was not suitable for the role and this was missed originally. The girl's behaviour around school was not acceptable but this wasn't identified until after she had received the letter and accepted the role. The student in question was told that if her behaviour continued then she risked losing the responsibility. Unfortunately, her behaviour did not improve, and this resulted in her losing the role. In future student's behaviour logs will be checked after staff have nominated.

Students who had not been nominated were then given the opportunity to apply for the school ambassador role. Nine pupils applied for this role.

As with the old system pupils who are ambassadors can apply for the role of head boy and head girl. This is the stage we are currently at.

One of the main goals of student leadership is team building. Team building and student leadership at school shows pupils how to build relationships. A trip to PGL has been organised for the ambassadors to give them a reward but also an opportunity to develop their leadership skills through a team building day. 39 out of 50 ambassadors are going on this trip. The hope is that this trip will help publicise and raise the profile of the ambassador role.

Section 3

Impact of your work

Over the past three years there had been a decline in students wanting to take on the role of prefect and senior prefects. Unfortunately, students who have all the qualities of a good leader did not want to apply for the role of prefect. This resulted in the need for a change. The changes we have made this year have resulted in a reduction of the gender gap. There are still more girls involved than boys, but this gap has diminished this year.

Academic Year	2016-17	2017-18	2018-19	2019-20
Number of prefects	44	59	45	50
% Girls	53%	66%	70%	58%
% Boys	47%	33%	30%	42%

Another positive impact that has been identified is the number of pupils applying for the head boy and head girls' roles.

Academic year	2016	2017	2018	2019
Head Boy Applicants	9	4	4	8
Head Girl Applicants	6	8	12	14
Total number of applicants	15	12	16	22

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If the change from prefect application to ambassador nomination hadn't happened this year there would possibly have been a continued decrease in prefects and leaders within the school.

The ambassador role is sustainable as a system has been put in place that enables teachers to be involved in selecting pupils. Heads of department need to ensure they involve their ambassadors to ensure they feel their worth in this role, next academic year. Rewarding the students who are on the leadership body with trips and headteachers lunch will raise the profile of the role and should ensure growth. Regular publicity of the student

	<p>leadership body in the newsletter and Facebook and twitter will help raise the profile further. With students seeing self-worth, having responsibility and being rewarded for the role this should grow a culture of change and mindset.</p>
Section 4	<p>Disseminating impact & system learning</p> <p>Currently we are happy with the change from prefect to ambassador. All the pupils who have these roles are good students and we have a good quality of head boy and girl applicants.</p> <p>The change has been relatively simple. Staff and pupils have been accepting of the change.</p> <p>Further developments / Next steps</p> <ul style="list-style-type: none"> - Ambassadors notice board - Team building trip to PGL - Rewards lunches - Publicise the Ambassadors in newsletter - Development of ambassadors as Mentors – Develop a peer mentoring system in the school - Pupil questionnaire / voice - Review of ambassador’s role after first term. <p>Challenges that we could face in the future</p> <ul style="list-style-type: none"> - Ambassadors not being used effectively by heads of department - How can we increase number of boys taking leadership opportunities in lower years – maths, languages, literacy and sports leaders. - Nature of future co-horts of pupils <p>Things we have learned</p> <ul style="list-style-type: none"> - Check behaviour logs of pupils selected by staff
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