

Sandon Business & Enterprise College
Being YOU and Achieving YOUR Potential
Days

Boys Day
Stoke City Football Club

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Sandon Business & Enterprise College
Being YOU and Achieving YOUR Potential Days

Boys Day
Stoke City Football Club



Photo – 'Current and future STARS'!

Commissioned by

Sandon Business & Enterprise College

Delivered by

Wider Impact Consultancy (www.widerimpact.com)

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Appendix A – Student Evaluation Form

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2.0 Introduction

2.1 Introduction

Wider Impact Consultancy has been commissioned by Sandon Business and Enterprise College to deliver an **innovative** day for **male Year 11 students**, who the College believe are potentially likely to under achieve at forthcoming GCSE examinations, due to a lack of commitment in areas associated with research and analysis. In addition to the objectives and aims outlined below, our brief was to make the day '**exciting and challenging**' for the boys.

2.2 Objectives

Objectives of the day included developing personal skills and abilities to enable a 'can do' and confident approach in tackling key areas such as research, analysis, presentation skills, confidence, self-esteem, communication skills, presentation skills, body language, motivation and career options.

2.3 Aims

Aims of the day included encouraging students to work as individuals and in teams, taking advantage of opportunities available in the form of workshops and presentations, delivered by local business experts, in partnership with **Stoke City Football Club**, who will support them in understanding that they have the opportunity to develop the skills and confidence required to achieve their full potential.

2.4 Format of the Day

In agreement with the College, arrangements were made for the pupils and tutors to attend Stoke City Football Club for a full 'school day', **Tuesday 15 March**, commencing at **9.30am** and ending at **3.15pm**. The day was titled '**A day as a journalist within an Aspirational sporting environment**'. The following format was agreed with the Community Development Team at the football club:

- **Guided tour of SCFC**
- **Journalism Workshop** - aimed at understanding the importance of research and analysis
- **Interviewing key people within SCFC** – linked to individual team 'assignments'
- **Meet the Players / Manager / Support Team**
- **Preparation** – for presentations
- **Presentations** – in the form of '**News Reports**'
- **Goal setting** – setting realistic **personal goals** and **ambitions**
- **Award Ceremony** – recognising the days '**Outstanding Achievers**'

- **Completion of 'Self Review' evaluation sheets**

2.5 Preparation for the Day

Prior to the day, Wider Impact Consultancy Director **Edwin Lewis** met with the pupils and their tutors. Aims and objectives were outlined and the pupils were invited to form into 4 teams. Each of the teams was invited to enter a 'draw' to obtain their 'assignments':

- 1. *The role of SCFC within the local community?***
- 2. *What makes a really successful footballer – is it just about scoring goals?***
- 3. *What are the different career choices within football?***
- 4. *Career choices after football – what next for a professional footballer?***

It was explained to students that 'prizes', (which later included a signed players' shirt, a 'match' ball and various signed 'goodies') were to be awarded to the most successful teams and individuals, and made clear to them that it would be beneficial to them if they carried out **advanced research** into their individual assignments. Students were also invited to select the food / menu options for the day, to fit with their achieving deadlines and a full working day.

2.6 Delivery of the Day

Whilst tutors and school staff joined the students, Wider Impact Consultancy Director **Edwin Lewis** directly managed delivery of the day, and was assisted by a business associate (**Mandi Elkin – *Nice to be Kneaded***), a volunteer Assistant (**Olivia Thackstone**) and members of the **Stoke City Football Club Community Development Team**.

This was a deliberate strategy, to enable students to gain an understanding of how 'business people' work, and for tutors and school staff to relax a little, enabling students to hopefully see them in a 'different light'.

Whilst the day was 'informal', it was delivered to a tight timetable, and students were encouraged to act as 'delegates' at a 'business seminar' delivered within a busy, 'dynamic business environment'. Students attended in full uniform, and were reminded that they were guests of the football club and representatives of their school. Students were issued with note books and encouraged to observe, research and ask questions of anyone they came in touch with.

3.0 Outcomes

3.1 Introduction

We have utilised a number of 'tools' to assess outcomes:

- Observations
- Scoring sheets (Student presentations)
- Student evaluation forms
- Photographs

3.2 Observations

It became immediately clear that on arrival, students were looking forward to the day. They were smart, extremely well behaved from the start, **attentive** and **interested**. Such levels of attentiveness and interest were in contrast to our first meeting with the students, when opportunity was taken to outline the day. On that occasion they appeared **de-motivated**, **quiet** and **suspicious** of what was being offered to them.



From the start of the day they were operating as 'teams', and it was apparent that they had carried out degrees of preparation prior to attending. They were clearly excited about being at the football club. This was however 'held in check', and we did not notice any occasion when a member of school staff had to correct any poor behaviour.

Photo – 'Reporters for the day'

All students were extremely respectful and polite to the Wider Impact Consultancy team, teachers and representatives of the football club.

We noted that teachers and other school staff were also enjoying the day, and it was pleasing to note teachers as '*excited as students*', when they met with, and lined up for interviews and autographs with 'star' players. Students and staff were clearly relaxed in each others' company.

Opportunities to prepare for 'News Reports' at the end of the day were taken extremely seriously by students, and no time was wasted. We noted positive evidence of 'team working' and it was pleasing to note tutors and staff supporting and encouraging the students.

3.3 Scoring sheets (Student Presentations)

As outlined at [Section 2.4](#), students were invited to deliver a number of '**News Reports**', directly linked to 'assignments' (See [Section 2.5](#)).



Opportunity was taken to utilise the football club's Media Suite, and students were given a maximum of **8 minutes** to deliver their reports to their peers and an **independent judging panel**, comprising of a member of Wider Impact Consultancy, a member of Stoke City Football Club's Community Development Team and a member of the school staff (not a class Tutor).

Photo – 'The pressure is on'

The overall quality of the presentations was high, and we utilised formal scoring sheets to 'judge' the teams and assess how well they had responded to the **key objective** of tackling key areas such as **research, analysis**, presentation skills, confidence, self-esteem, communication skills, presentation skills, body language, motivation and career options. Scoring sheets focussed on **5 key areas**:

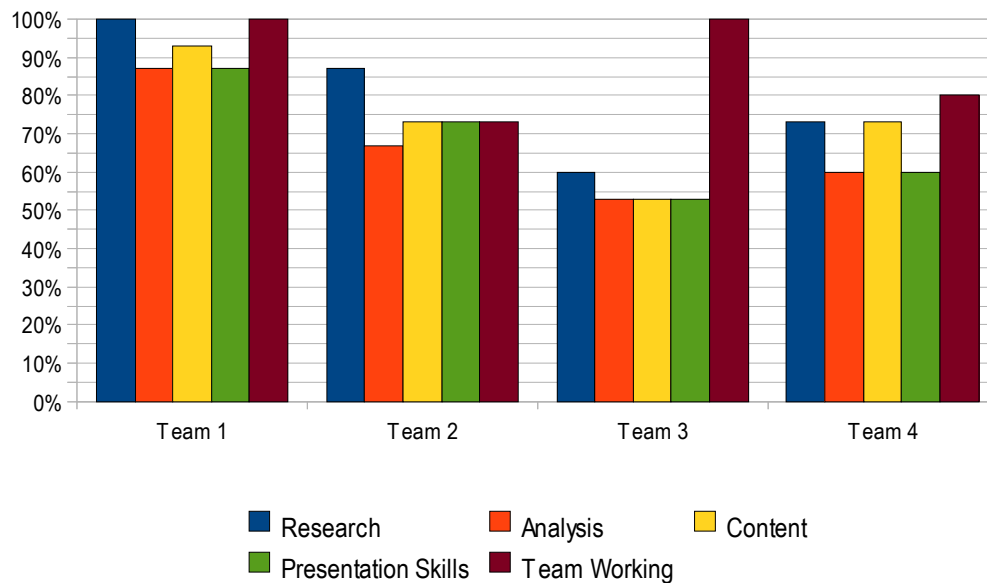
- **Research**
- **Analysis**
- **Content**
- **Presentation Skills**
- **Team Working**

Each judge was able to allocate a maximum of **5 points** to each team in each of the key area (**1** – low; **5** high).

Opportunities were provided for judges and peers to ask questions following prepared presentations, and we noted that students responded extremely well to this additional 'challenge'.

Graph 1 highlights the overall % scores for each team in each of the key areas.

Graph 1



As will be noted, no team fell below 50% in any of the key areas, and all teams scored well in the key areas of **research** and **analysis**.

We noted **additional comments** made by judging panel members:

- *Very good research and presentation*
- *Good, excellent research. Lots of examples*
- *Very good. Everyone spoke, interested in what they were saying*
- *Knew their stuff. Very interesting*

3.4 Student 'Self Review' Evaluation Forms

As will be noted at **Appendix A**, each student was provided with a 'Self Review' evaluation form for completion at the end of the day.

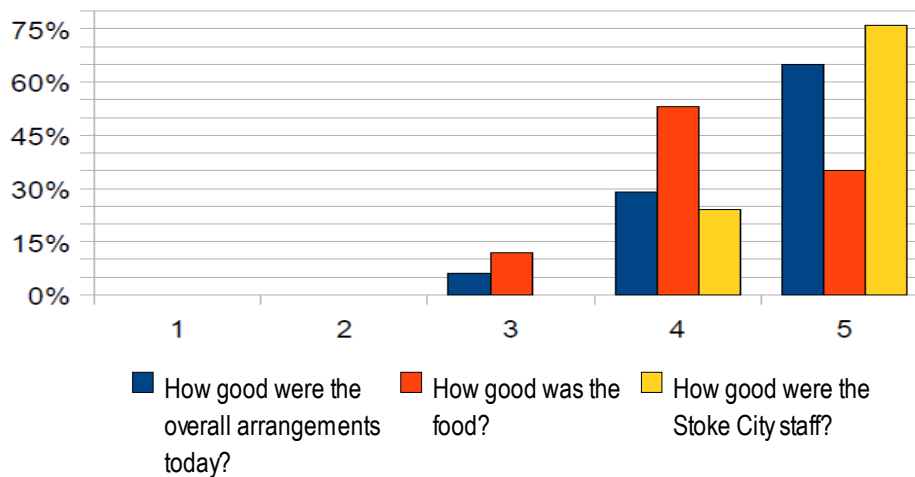
All students completed the forms, and scores were given by the students' on the overall format and outcomes of the day (the highest score possible on each area is **85**). **Table 1** highlights 'scores' for **Section 1** of the evaluation form.

Table 1 (Maximum Possible Score 85)

Question	Scores
<i>How much have you enjoyed your day as a journalist?</i>	80
<i>How good has it been to visit Stoke City Football Club?</i>	80
<i>The importance of carrying out research</i>	66
<i>The need to plan and prepare for presentations</i>	71
<i>The need to present findings clearly</i>	70
<i>How much goes on at a football club</i>	82

Graph 2 highlights the 'scores' for **Section 2** of the evaluation form. (1 – low; 5 high).

Graph 2



As will be noted, overall satisfaction levels of the majority of students are '**high**' – the majority scoring **4** or **5**, with no scores below 3.

Evidence of **enthusiasm for learning** was demonstrated within student 'Self Review' evaluation forms regarding the '*best part of the day*' included: *Meeting the players; Looking after the match ball; Touring the ground; Autographs.*

4.0 Summary

4.1 Introduction

Based on original briefings from teachers about the students, which painted a picture of somewhat '*de-motivated students*', we found noted an immense, positive change in students' attitude for learning. They appeared to gain a great deal from the day in this important area (see [Appendix B - Staff Evaluation](#)).

The contrast to our initial meeting with students, and the students who took part in the day was **stark** and **rewarding** to all involved in the day.

We noted one or two students did not take up the opportunity to attend the day, which seemed to reflect a degree of **de-motivation** and '**suspicion**' noted by us during the introductory meeting with students and staff at the College.

4.2 Findings

There can be no doubts that such excellent prizes and opportunities to meet 'heroes' were motivational factors to the success of the day. We do not however feel that these were the **prime motivators**.

Based on our experience, evaluation forms and informal conversations with students and teachers, it was apparent that students' attending the day:

- Benefited from being within a **positive, interesting** and **Aspirational 'business'** environment – what we believe was the **key motivating factor**
- '*Came out of their shells*', and became *the young men they really are!*
- Benefited from being 'off site' and away from the 'normal' day to day school environment
- Responded to being treated as responsible / mature 'delegates'
- Gained value from meeting / interviewing [young] staff at the football club, who 'practically' demonstrated the value of working hard at College and achieving grades that enables access to a wide variety of interesting and worthwhile career choices
- Enjoyed the opportunity to '*mix a little informally with teachers*'
- Relished being **challenged**, and part of a **demanding** timetable of activities
- Quickly understood that they would only '**get out of the day, what they put into it**' – i.e. '*pay attention to details and record / store information received for a future potential question*'
- *Should use what they learnt on the day to improve their performance at forthcoming GCSE examinations*
- *Should use what they learnt of the day to explore future career options*

4.3 Conclusions

Based on evidence presented, we have no doubts that the day has been a success in terms of objectives to *'develop personal skills and abilities to enable a 'can do' and confident approach in tackling key areas such as research, analysis, presentation skills, confidence, self-esteem, communication skills, presentation skills, body language, motivation and career options'*.

As highlighted, we feel students (and staff) benefited from being within a **positive, interesting** and **Aspirational 'business'** environment, which we believe was the **key motivating factor**.

We are confident the format of the day could be repeated, for the benefit of boys **and** girls; and delivered at Stoke City Football Club **and** other Aspirational 'business' venues, linked to for example, local sales, marketing, creative, manufacturing and service industries.

We take opportunity to thank those who contributed to the day, in particular **Stoke City Football Club**, business Associate, Mandi Elkin, and volunteer Assistant Olivia Thackstone.

We wish the students we were privileged to meet and support, well in forthcoming examinations.

Being *YOU* and Achieving *YOUR* Potential

‘A Day as a Journalist within an Aspirational Sporting Environment’

Evaluation Form (1 – low; 5 high)

Section 1

How much have you enjoyed your day as a ‘Journalist?’ 1 2 3 4 5

How good has it been to visit Stoke City Football Club? 1 2 3 4 5

Have you learnt new things by visiting the Club? Yes / No

What are the main things you have learnt?

- ☐ The importance of carrying out research 1 2 3 4 5
- ☐ The need to plan and prepare for presentations 1 2 3 4 5
- ☐ The need to present findings clearly 1 2 3 4 5
- ☐ How much goes on at a football club 1 2 3 4 5
- ☐ Other things (***please list below***)

Section 2

How good were the overall arrangements today? 1 2 3 4 5

How good was the food? 1 2 3 4 5

How good were the staff 1 2 3 4 5

*What has been the best part of the day (***please list below***)*

Name Age

Staff Evaluation (David Walsh) - Boys Intervention Strategy Day

Boys Go For It – Being YOU and achieving YOUR Potential. Tuesday 15th March 2011

Subject	Your Feedback & Comments
<p>Background, Aims & Objectives: Y11 Boys</p> <p>To focus on Y11 boys at risk of underachieving in progress and attainment.</p> <p>Students take on the role of Sports Journalist to boost confidence in the application of literacy skills including research and analysis, communication (verbal and written) within a positive learning environment to enable students realise their potential</p>	<p>Were the overall aims of the course made clear and were they met?</p> <p><i>The overall aims were made explicit to both the staff and boys involved. All of the boys took part as fully as possible as evidenced by the fact that they have not stopped talking about the whole experience since they came back from the Britannia Stadium. Boys who were normally quite reticent have stopped me on the corridors in order to talk about the day and to tell me how much they enjoyed it and that they felt privileged to be involved.</i></p>
<p>Preparation : prior to the day</p> <p>Meeting with Wider Impact, Staff and all students taking part.</p>	<p>Were students prepared for the learning experience? Were any challenges identified?</p> <p><i>Bearing in mind that these boys are demotivated and lack any real drive, they worked well together in groups in order to prepare their brief for the day.</i></p>
<p>Preparation : prior to the day: Assignments Research and Analysis - Boys worked in 4 teams and received an assignment :</p> <p><i>The role of SCFC within the local community</i></p> <p><i>How to get to the top of your career – what does it take?</i></p> <p><i>Career choices within football</i></p> <p><i>Career choices after football</i></p>	<p>To what extent did the students carry out individual and team research on the topics</p> <p><i>All of the boys carried out research either individually or in pairs and then collated all of the information in preparation for the day. It was a pleasure to see the boys working together as a group in order to finalise their assignments.</i></p>
<p>The day at SCFC involved the following activities and learning opportunities</p>	<p>Please comment on the impact this made to the boys' learning and attitude to learning</p>
<p>Guided tour of SCFC /Media/Press areas – Boys have reporters' notebooks to record information</p>	<p><i>The tour of the stadium was invaluable as it was made clear to the boys that it was important to listen carefully and take notes as there was to be a quiz at the end of the day based on what they had seen and heard on the tour. We likened it to listening in class and taking notes and also to the importance of revising for exams too. In the short term, the boys' attitude to learning seemed to improve no end; in the long term, we will have to wait and see.</i></p>

Journalism workshop – guest sports journalist	<i>This seemed to spur on the boys as the guest sports journalist made it clear that getting a job such as his was not all down to exam results. He spoke about determination and perseverance being key elements that drove him on towards his ultimate job. This has made the boys realise that if they are not the most talented academically then if they apply themselves they can still be successful.</i>
Meet the players and interviews of key people	<i>I have never seen these boys so enthusiastic about anything as they were about meeting the players and interviewing key members of staff. All of the boys talk about it with such enthusiasm that it is hard to believe that it will have nothing but a positive impact on them both in school and in the wider world beyond.</i>
Student Presentations in the form of News Reports	<i>This is probably the one area that had the most impact on the boys' attitude to learning. Such were the quality of the presentations that the boys gave, that some of their Speaking and Listening marks went from Grade C's to B's!</i>
Student Awards for Success : Quiz, Team Winners, Personal Improvement	<i>The winner of the quiz for the match ball told me that it felt great to actually win something and that he was going to try as hard as he could in the exams as he loved the feeling of being a winner. The team winners said that they realised the importance of preparing for such a day and that it was important to work as a team and not just as an individual. They also said that it had given them the confidence to speak in class in front of their peers, something that they would not have done before.</i>
Future Aspirations (Setting personal goals) The boys were asked to reflect on their day and to say if they would make any changes	How has the day impacted the boys' plans for the future – with regard to exams/qualifications and careers? <i>Having spoken to the boys, it became clear that some of them were beginning to think about careers that they would not have thought about beforehand. One of them spoke about a future career as a sports journalist and realised that he needed to knuckle down at school in order to get the necessary qualifications.</i>
Business Engagement:	What difference did the involvement of business make to the learning? <i>Being a Business and Enterprise College meant that the boys were already used to the idea of businesses being involved in the learning process. However, they were taken by surprise at just how many people were involved behind the scenes at a football club. It made them realise that it is not just about the players and that there are job opportunities to be had if they get the right grades and make the right career choices.</i>

<p>Stoke City FC – Community Team, Managers, Players</p> <p>Edwin Lewis : Wider Impact / Training & Development Team</p>	<p><i>It was clear that Wider Impact, in partnership with Stoke City had carried out a great deal of preparation for this day, which certainly paid off.</i></p>
<p>Your overall comments regarding the day and impact on learning</p> <p><i>The whole day was simply outstanding! Never have I seen such a dissolute group of boys come together as well as they did. Every single day since the event took place, the boys have stopped me on the corridors and thanked me for allowing them to take part and asking if I could organise another day like it. I firmly believe that if more of these days were to take place, then we would see both confidence and grades improve no end.</i></p> <p>How could the day be improved?</p> <p><i>The only way that the day could be improved would be to offer it to both boys and girls. Also, if it was on offer to Y7, 8 and 9 pupils then we would have the chance to see the impact over a longer period of time and be in a better position to fully absorb the impact of such a wonderful day.</i></p>	

Staff Evaluation (Irene Unwin) - Boys Intervention Strategy Day

Boys Go For It – Being YOU and achieving YOUR Potential. Tuesday 15th March 2011

Subject	Your Feedback & Comments
<p>Background, Aims & Objectives: Y11 Boys</p> <p>To focus on Y11 boys at risk of underachieving in progress and attainment.</p> <p>Students take on the role of Sports Journalist to boost confidence in the application of literacy skills including research and analysis, communication (verbal and written) within a positive learning environment to enable students realise their potential</p>	<p>Were the overall aims of the course made clear and were they met</p> <p><i>The aims were discussed and agreed with staff and students at a preliminary meeting.</i></p> <p><i>The day at SCFC fulfilled all aims.</i></p>
<p>Preparation : prior to the day</p> <p>Meeting with Wider Impact, Staff and all students taking part.</p>	<p>Were students prepared for the learning experience? Were any challenges identified?</p> <p><i>The students from Box Lane and Sandon were brought together for the first time and needed to work as a team. Some of the students refused to take part.</i></p>
<p>Preparation : prior to the day: Assignments</p> <p>Research and Analysis - Boys worked in 4 teams and received an assignment :</p> <p><i>The role of SCFC within the local community</i></p> <p><i>How to get to the top of your career – what does it take?</i></p> <p><i>Career choices within football</i></p> <p><i>Career choices after football</i></p>	<p>To what extent did the students carry out individual and team research on the topics?</p> <p><i>The boys did work together in their teams and carried out research on the topics prior to the event. They brought their work to the presentations.</i></p>
<p>The day at SCFC involved the following activities and learning opportunities</p>	<p>Please comment on the impact this made to the boys' learning and attitude to learning</p>
<p>Guided tour of SCFC /Media/Press areas – Boys have reporters' notebooks to record information</p>	<p><i>To start – some boys were making notes in the notebook and were very attentive. With the added incentive of the quiz and the prize football it motivated all to join in.</i></p>
<p>Journalism workshop – guest sports journalist</p>	<p><i>It was good for the students to hear the experience of a young journalist and his career path.</i></p>
<p>Meet the players and interviews of key people</p>	<p><i>Students were highly motivated to ask the players key questions – knowing that they only had a few seconds of time.</i></p>
<p>Student Presentations in the form of News Reports</p>	<p><i>All the students worked on their presentations and made use of their new knowledge and learning from the day. They presented in teams at the Media Desk to a panel of judges and the other students and staff.</i></p>

Student Awards for Success : Quiz, Team Winners, Personal Improvement	<i>It was good to be able to reward students on the day for their learning and attitude and behaviour. They realised that they had to work hard individually to achieve success.</i>
Future Aspirations (Setting personal goals) The boys were asked to reflect on their day and to say if they would make any changes	How has the day impacted the boys' plans for the future – with regard to exams/qualifications and careers? <i>The day has raised aspirations for some boys in that they have become more engaged in their learning and realise the importance of gaining a qualification to help them in future life.</i>
Business Engagement:	What difference did the involvement of business make to the learning?
Stoke City FC – Community Team, Managers, Players Edwin Lewis : Wider Impact / Training & Development Team	<i>It may be that Stoke FC had achieved success in the league – but this added an element of real world hard work can ensure success. Students also directly engaged with business and enterprise skills of teamwork, problem solving and the direct links to the commercial world. All the elements of finance including salaries, sponsorship deals, costs of running the club were discussed and challenged the boys' thinking.</i>
Your overall comments regarding the day and impact on learning <i>The day proved highly motivational for the boys – there was the element of competition and the students rose to the challenge – they wanted to be successful. They also wanted to prove to others that if they focus their minds and attention they can achieve.</i>	
How could the day be improved? <i>The day was excellent. We are seeking to make sure we build on this experience within the curriculum for these boys and ensure sustained improvement in learning.</i>	

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Independent Analysis. Strategic Reviews

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