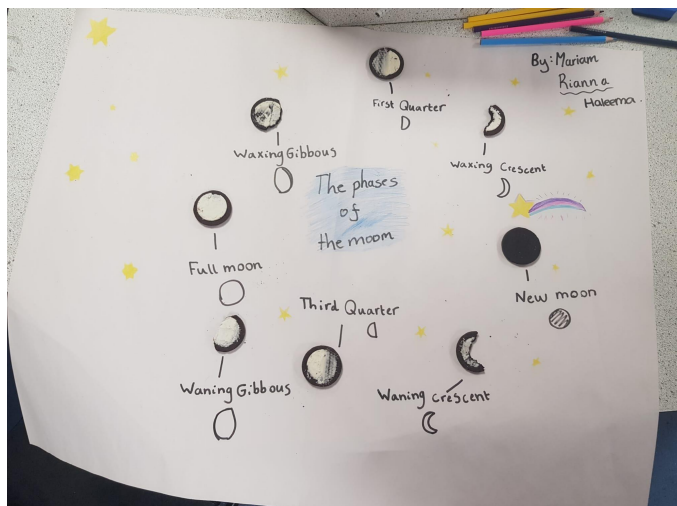


# City Year UK Impact Report - Half Term 4

**School: Ormiston Forge Academy**

**Team: Nala**

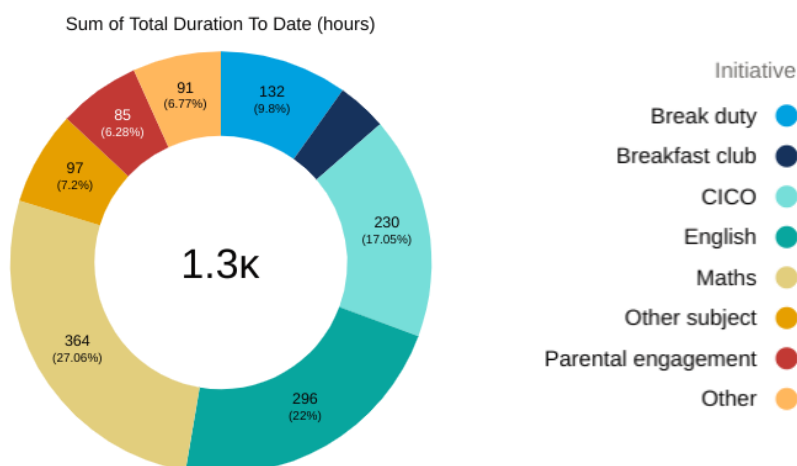
**Impact Officer: Beth Gilbert**



One of the activities from 'Rocket Club', where pupils learnt about the different phases of the moon, then recreated the learning using Oreo biscuits! By the end of the session students were able to display a better understanding of the moon phases, demonstrated through enthusiastic conversation.

## Initiatives

What has City Year delivered in school so far this year?



All activities recorded above support the delivery of the City Year programme in Ormiston Forge Academy, the results of which directly contribute to the goals identified below.

NB: 'Other' includes Repeated Reading and enrichment clubs.



## One to One Coaching and Mentoring

- 1:1 mentoring of focus lists this term has focused on a balance between pastoral and academic sessions. Recent DESSA ratings have guided these pastoral conversations.
- This term, students on the City Year focus list have had access to **6 hours of 1:1 mentoring**, with mentors continuing to create bespoke sessions that match their focus list pupils needs and development areas.
- **100%** of teaching staff who completed a feedback survey **agreed or strongly agreed** that the City Year mentor has developed good relationships with the students they work with.
- As the team has grown in confidence, mentors have been able to replicate conversations in 1:1 mentoring sessions in classrooms, corridors, and clubs - this has kept students accountable and provides more consistency for City Year focus list pupils.

*"Really positive relationships have been built" - Forge teacher working with VM Corina*

*"Her mentoring with this class has made a huge impact on them as they thrive with her one to one feedback and encouragement." - Forge teacher working with VM Taran*



## Curriculum Support

- City Year focus list pupils have received, on average, **15-17 hours** of classroom support from their mentor in English and maths lessons this term.
- Weekly 1:1 mentoring sessions have focused on recapping content from classwork to support pupil's understanding, and students have been encouraged to demonstrate their knowledge retention in mentoring and the classroom.
- This is supported by **100%** of the Maths and English teaching staff who completed a feedback survey agreed or strongly agreed that the City Year mentor in their classroom has had a positive effect on the student's academic progress in their subject

*"She is so positive both in the classroom and around the school. My students that work with her are having a positive impact and she has a constructive relationship with them." - Forge teacher working with SSL Riya*

*"Amazing help in such a chaotic class, does not just focus on the students she is there for but if they are happy working she will assist others in the room." - Forge teacher working with VM Sandra*




## Extra Curricular

This term, Team Nala have increased their extra-curricular support by introducing two new clubs for students in Y7 and Y8.

This term has seen the successful launch of The Hub Club, a club set up by last year's City Year team and re-introduced by popular demand from students in January by Team Nala. The team provides a calm space on Thursday lunchtimes for Year 7 and Year 8. Hub Club this year has been a space to nurture social and emotional (SEL) development in students beyond the City Year focus list. Arts and craft activities and access to board games in this space has given students the chance to interact informally during their free time but develop key interpersonal, teamwork and social-awareness skills.

Using resources and session plans from The Cadent Foundation, Team Nala have been able to set up Rocket Club - an after-school STEM skills enrichment activity that encourages students to design, build, test and evaluate a rocket launch.



	Breakfast Club has continued to run successfully each morning (see goals for full impact statement).
	<p><b>Whole School Community</b></p> <p>Team Nala have continued to embed themselves into the welcoming Forge Academy community. The team supports the KS3 and KS4 pastoral teams with attendance calls each day and they regularly complete break and lunchtime duties.</p> <p>Each term, City Year encourages teams to focus on an EDI 'theme'. This term, Team Nala have conducted a specific mentoring session for each of their focus list pupils, either discussing challenging gender stereotypes or thought-provoking questions around gender to give students the opportunity to broaden their knowledge on this subject, and giving them a safe space to discuss it.</p> <p>The team are planning their next big EDI activity for the Summer term, a cultural celebration day where students will be invited to try food and games from different regions around the world.</p> <p><b><i>"Her positive attitude is infectious, she is always smiling which reflects her enthusiasm" - Forge staff working with VM Taran</i></b></p>

## Social and Emotional Learning



Self-Awareness



Self-Management



Social Awareness



Relationship Skills



Goal-Directed Behavior



Personal Responsibility



Decision Making



Optimistic Thinking

In January 2022, each focus list pupil was assessed with the Devereux Student Strengths Assessment (DESSA). This assessment is a standardised strength based social and emotional learning assessment where pupils were rated by their City Year mentor according to a specific framework of strength based questions (see Appendix 1). The system categorises the responses to these questions into eight areas.

1. Personal Responsibility (PR)
2. Optimistic Thinking (OT)
3. Goal-Directed Behaviour (GB)
4. Social Awareness (SO)
5. Decision-Making (DM)
6. Relationship Skills (RS)
7. Self-Awareness (SA)
8. Self-Management (SM)

In each of these eight areas, students are given a standardised score which equates to a descriptor of either 'need for instruction', 'typical' or 'strength'. The average of these standardised scores is then described in the same three descriptors to give a picture of each child's social and emotional learning capabilities as a whole. This means that if a child has a majority of areas where there is a 'need for instruction', despite having some areas of 'typical' or even 'strength', then the child will likely fall into the 'need for instruction' descriptor as a whole.



DESSA skill	% improved	No. of focus list pupils	% significantly improved*	No. of focus list pupils
Self awareness	52%	17	24%	8
Self management	27%	9	6%	2
Social awareness	42%	14	9%	8
Relationship skills	39%	13	15%	5
Goal-directed behaviour	42%	14	18%	6
Personal responsibility	36%	12	9%	3
Decision-making	21%	7	6%	2
Optimistic thinking	33%	11	15%	5
Overall	38%		13%	

***\*Moved up a descriptive range - 'Need for instruction' to 'Typical' or 'Typical' to 'Strength'***

**Commentary:**

- Students have been rated initially in January and then again in March so that mentors can begin to pinpoint areas for focus and attention in their pupils' social and emotional development.
- In just 4 weeks between rating periods, focus list pupils are already improving the SEL skills, particularly as mentors have focused only on 2-3 competencies for each of their focus list students - in these initial stages of targeted SEL mentoring, identifying the areas where the need is most has been the top priority for Team Nala.
- For the 2022 cohort of City Year focus pupils, there are two clear SEL trends. Collectively, student's self-awareness has improved the most. Decision-making is the competency that has seen the least improvement. This will be a focus area moving forward for Team Nala, to explore targeted mentoring sessions that can address the development of positive decision-making skills.
- It is anticipated that in the next report the improvement will be more significant as there is a longer gap between rating periods, allowing more time to work on the skills identified and develop targets.



# Progress Against Your Goals

How has City Year made an impact on the school community?



on track





in progress




blocked

Status	Goal	Progress																						
	<p><b>Goal 1: Attendance</b>  <b>- Y7&amp;8 Breakfast Club (getting students into school, feeling secure and safe - punctuality)</b>  <b>- Attendance calls</b></p>	<ul style="list-style-type: none"> <li>Team Nala have continued to support both KS3 &amp; KS4 attendance teams with phone calls to parents of absent students each day. In total, they have given <b>84</b> hours of support to this initiative.</li> <li>Breakfast Club has continued to run successfully, and by Week 3 of this term the weekly figures of students attending averaged consistently between 200-250 students per week.</li> <li>An average of 44 students attended each day during Term 2 with the offer of free breakfast, and the chance to play games and take part in activities with the City Year team.</li> <li>The highest recorded number of students this term on one morning has been 65. The highest attending year group is Year 7.</li> </ul> <div data-bbox="630 1003 1471 1518" data-label="Figure"> <p>Breakfast Club student attendance (by week)</p> <table border="1"> <caption>Breakfast Club student attendance (by week)</caption> <thead> <tr> <th>Week</th> <th>Number of students per week</th> </tr> </thead> <tbody> <tr><td>Week 1</td><td>130</td></tr> <tr><td>Week 2</td><td>140</td></tr> <tr><td>Week 3</td><td>210</td></tr> <tr><td>Week 4</td><td>205</td></tr> <tr><td>Week 5</td><td>220</td></tr> <tr><td>Week 6</td><td>210</td></tr> <tr><td>Week 7</td><td>200</td></tr> <tr><td>Week 8</td><td>240</td></tr> <tr><td>Week 9</td><td>215</td></tr> <tr><td>Week 10</td><td>205</td></tr> </tbody> </table> <p>January - March 2022</p> </div>	Week	Number of students per week	Week 1	130	Week 2	140	Week 3	210	Week 4	205	Week 5	220	Week 6	210	Week 7	200	Week 8	240	Week 9	215	Week 10	205
Week	Number of students per week																							
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	<p><b>Goal 2: Behaviour</b>  <b>- Resilience, respect, aspiration - lessons and pastorally - VM's promoting these in classrooms, corridors, clubs, mentoring sessions</b>  <b>- Language - boundaries, respectful behaviour, responses to adults/staff</b>  <b>- Targeted students who may need preventative support for behaviour</b></p>	<ul style="list-style-type: none"> <li>Mentoring sessions have continued to focus on addressing poor behaviour and encouraging positive choices, with a particular emphasis on addressing each focus list student's SEL competency areas for development. The purpose of these sessions are to create behaviour-related goals for focus list pupils that are specific to them, pushing their strengths and developing the areas where they struggle.</li> <li>In recent staff surveys, <b>100%</b> of teachers asked, agreed or strongly agreed that the City Year mentor in their classroom shows initiative in class (targeting disruptive students, supporting those who are struggling).</li> </ul> <p><b><i>"Riya has a calming presence and has good behaviour management skills." - Forge teacher working with SSL Riya</i></b></p> <p><b><i>"She communicates really clearly with [the students] and has high expectations which she delivers with a gentle assertiveness" -</i></b></p>																						



<b>Forge teacher working with VM Taran</b>	
 <p><b>Goal 3: Curriculum</b> - Tutoring - Reading strategies - Retention and review of material for students - Basic literacy and numeracy - Repeated Reading &amp; Numeracy Ninjas</p>	<p><b>Maths intervention/tutoring:</b></p> <ul style="list-style-type: none"><li>• Team Nala have run weekly maths interventions for both Year 8 and Year 10 students, working with around 23 students over the week in addition to their focus list pupils. The purpose of this intervention is to provide additional practice in maths for those students attending, with optional support and guidance from the Team Nala as required.</li></ul> <p><b>Repeated Reading:</b></p> <ul style="list-style-type: none"><li>• The team has continued to lead the Repeated Reading initiative with Emma Westwood this term for around 55 students in Year 7 &amp; Year 8.</li><li>• Y7 Spring reading age data has been positive; 25 out of 29 students taking part in this initiative have increased their reading age. The average change for this Y7 cohort is +10 months. For the 25 students who have improved, the average increase is over 12 months.</li><li>• Y8's will be re-tested after Easter to track their progress. In Autumn tests, out of 30 students tested, 20 increased their reading age. Over this 3.5 month period, the average increase was 8.1 months.</li></ul> <p><b><i>"CY have also listened to pupils read during ERIC and are always willing to sit with a pupil and help them with their work." - Forge teacher</i></b></p>
 <p><b>Goal 4: SEL</b> - 50 Acts / The Hub Club continuation (Mindfulness / engagement / creative play activities) - Enrichment and breakfast clubs key to presence - Student ownership of their own learning</p>	<ul style="list-style-type: none"><li>• Breakfast Club continues to be a huge success, with an average of <b>44</b> students attending each morning. The purpose of the club continues to be to provide a space for students to start the day in community, sharing food and playing games, and to encourage consistent attendance to school.</li><li>• The Hub Club runs Thursday lunchtime, for both Year 7 and Year 8, with Team Nala providing a quiet space for games, mindfulness activities, and arts and crafts. The team has seen brilliant examples of students displaying teamwork, resilience, social-awareness and kindness towards fellow students during Hub Club activities. An average of 20 students attend consistently for Year 7, and 12 students in Year 8.</li><li>• Rocket Club has been successfully launched, with 12 students attending consistently each week to take part in science experiments. Students have been able to develop their STEM skills through practical application of rocket-making and launching!</li></ul>

	<p><b>Pupil Name: Pupil A</b> <b>Year: 10</b> <b>Mentor: Riya Peruvellil</b></p> <p>Riya has been working with Pupil A since November 2021. While mentoring sessions have had a strong academic focus, Riya has supported Pupil A with their social and emotional learning (SEL), particularly developing their social skills. Riya has made a considerable effort to invite Pupil A to City Year-led enrichment activities, such as Breakfast Club, to encourage social interactions with their peers. Through the Y10 maths intervention, Pupil A</p>
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has formed a friendship with another student. Riya encourages Pupil A to share their thoughts, feelings and opinions on both academic and social subjects.

Between January and March, Pupil A has improved in 7 out of the 8 SEL DESSA competencies, with a significant improvement in 6 competencies. In this short amount of time, this student's social and emotional capacity has improved, with 5 areas moving from a category of 'need' to 'typical'.



**Pupil Name: Pupil B**  
**Year: 8**  
**Mentor: Taranpreet Dhesi**

Taran has worked with Pupil B since September 2021. Pupil B has shown fantastic improvement in his social and emotional learning this term. In just 8 weeks, Pupil B has improved in all 8 of the DESSA competencies, with 4 competencies moving from a 'need' to 'typical' category.

In January, and using the DESSA results, Taran identified Pupil B's need for development in their relationship skills. Taran encouraged Pupil B to attend Breakfast Club and has since watched him attend regularly and start to interact with different students. In mentoring sessions this term, Taran has paired Pupil B with another focus list student to build on these skills - Taran challenged them to complete an algebra puzzle together and observed Pupil B's improvement in teamwork and communication.

"I am proud of how Pupil B has improved in his social skills, both within the classroom and outside of it. I have observed better interactions between Pupil B and other students, and it is great to see him grow in maturity. I enjoy working with Pupil B when he is engaged and focused, he has fantastic ideas when he puts his mind to it. He takes personal responsibility for his own development and seeks out ways to be better" - Taran Dhesi, VM

## Looking Ahead

### Intentions for next term

- Targeted mentoring sessions designed to improve positive decision-making for focus list pupils, with the intention to see an increase in DESSA scores for this particular competency.
- Working with the Academy's PSHE lead to arrange the first of two 50 Acts of Leadership workshops for students, delivered by Team Nala on the school service Fridays in the Summer term.

### Requests for next term

- Access to the regular maths and English departmental assessment scores for focus list pupils to be able to track academic progress in more detail.





## APPENDIX 1: Example of the DESSA-40 questionnaire

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	carry herself/himself with confidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	keep trying when unsuccessful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	handle his/her belongings with care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	say good things about herself/himself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	speak about positive things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	get along with different types of people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	seek out additional knowledge or information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	take an active role in learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	act respectfully in a game or competition?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	respect another person's opinion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	prepare for school, activities, or upcoming events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	do routine tasks or chores without being reminded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	resolve a disagreement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	get things done in a timely fashion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	seek out challenging tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	say good things about the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	cooperate with peers or siblings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	show care when doing a project or school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	work hard on projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	express high expectations for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	compliment or congratulate somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	accept responsibility for what she/he did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	show good judgment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	pay attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	focus on a task despite a problem or distraction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	show an awareness of her/his personal strengths?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	think before he/she acted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	express concern for another person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	ask questions to clarify what he/she did not understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	follow the advice of a trusted adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	ask somebody for feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	stay calm when faced with a challenge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	describe how he/she was feeling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	give an opinion when asked?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	make a suggestion or request in a polite way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	learn from experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	perform the steps of a task in order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	show the ability to decide between right and wrong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	offer to help somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	respond to another person's feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>