



SET FOR  
SUCCESS

# Set for Success Case Study: Archbishop Beck Catholic College

First year of taking part in Set for Success

Improving the confidence and communication skills of young people.

August 2022



## Introduction

Archbishop Beck Catholic College is a mixed secondary school and sixth form for 1,210 pupils located in the Aintree area of Liverpool. The school's socioeconomic characteristics below demonstrate that the school is located in a deprived area.



\*IMD Decile (Index of Multiple Deprivation); measured on a scale of 1 (most deprived) to 10 (least deprived)

\*\*IDACI Decile (Income Deprivation Affecting Children Index); measured on a scale of 1 (most deprived) to 10 (least deprived)

In 2021, Archbishop Beck 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). As this is the first year of taking part in Set for Success for Archbishop Beck, they have only had the opportunity to take part in one cohort. The following case study reflects the school's learning so far.

## Background

The PE teacher and assistant head of year 9 at Archbishop Beck highlighted that, especially after Covid-19, Set for Success offered a valuable opportunity for a group of young people to see and listen to the stories of an Athlete Mentor and to have time out of classroom activities to develop their skills. The school is eager to get involved with as many opportunities as possible post-Covid, and they have a particular interest in practical activities. In particular, the PE teacher highlighted that the young people selected for the programme had low confidence and poor communication skills and this was an area they wished for the course to develop, in which it did so within weeks.

**“Some students despite their intelligence struggle to express their ideas on paper and therefore the coaching aspect of the course motivates them as they can see instant success from the individuals they’re teaching and those observing.”**

**MRS S BURKE, PE TEACHER, ARCHBISHOP BECK CATHOLIC COLLEGE**

# Activities

## Recruitment

The PE teacher at Archbishop recruited 18 young people in year nine to be part of Set for Success in 2021/22. She selected students that were introverted, and while they had enthusiasm, they often struggled in team activities. Many were also under-performing in classroom activities and often struggled with their writing, but with a bit of support they had the potential to be good at public speaking.

## Athlete Mentor sessions

The young people at Archbishop Beck had taken part in eight Athlete Mentor sessions. These were delivered by Rachel Mackenzie who is a Thai Boxing World Champion. The PE teacher highlighted that the practical sessions were a particular success and having an Athlete Mentor come into the school and work directly with the young people was hugely beneficial. The young people liked that there the practical sessions did not have strict rules attached to them and that they were allowed to have a say in what they wanted to do and what was of interest to them.

## Teacher sessions

Four teacher sessions were delivered between the Athlete Mentor sessions to give young people the opportunity to reflect on the skills they were developing. The lead teacher particularly focused on the young people's communication skills, as they struggled with this the most, and generally increasing their confidence skills. The teacher found that she was able to engage them by using examples from outside of school, for example coaches and famous sportsmen and women.

## Social action project

As part of the programme, the young people have completed a social action project. Their focus was on keeping the surrounding area of their local tennis centre clean as there was a lot of littering problems. The students were encouraged to no longer drop litter, and they spent days at the tennis centre doing litter picking as a group. This practical experience outside of their school environment allowed the young people to put their new learnt skills into practice – to encourage students not to drop litter. The lead teacher emphasised that while the young people were a little hesitant to start with, they found the overall process rewarding and enjoyed it.

## Empowerment event

When asked what the biggest success of taking part in Set for Success is so far, the PE teacher said hosting the empowerment event, which aimed to bring together young people from different schools, support staff and employers. In particular, she highlighted that the structure of the day was good, moving from guest speakers to practical activities and giving the young people the opportunity to lead; "it was a real mixture". While Archbishop Beck had previously taken part in a similar programme

called Beyond the Baseline<sup>1</sup>, they particularly liked that they were able to link with other schools as part of Set for Success. The day was viewed very positively, in particular the guest speakers and their storytelling abilities:

“Hearing the stories of the Athlete Mentors and guest speakers inspired our students. Realising that you can face several barriers in life yet still overcome them and become very successful and happy.”

**MRS S BURKE, PE TEACHER, ARCHBISHOP BECK CATHOLIC COLLEGE**

The positive impact of the Empowerment event shines through in this case study – this highlights the importance of incorporating elements that were liked, e.g. relatable storytelling, into the new programme model.

## Benefits

The key benefits to the young people are as follows.

### Increased aspirations



The PE teacher emphasised that the biggest success of the programme was the empowerment day, in particular the inspirational speeches by the guest speakers. Hearing about different career paths, and listening to people who have come from a similar area, made the young people think about themselves, what they are capable of, and broadened their horizons.

“I believe the programme increases their ambitions, excites them about their future and opens up many opportunities.”

**MRS S BURKE, PE TEACHER, ARCHBISHOP BECK CATHOLIC COLLEGE**

### Increased communication skills



The PE teacher noticed increased communication skills in the young people. Their ability to stand in front of a group and present is something that the teacher was particularly impressed and happy with.

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<sup>1</sup> Beyond the Baseline is a secondary schools tennis programme for 11-16 year-olds that uses Athlete Mentors to support delivery. The Youth Sport Trust delivered the programme in partnership with the Lawn Tennis Association.

“Some of the students decided to run an activity among themselves, and that really showed the skills they had learnt, such as communicating, understanding each other, and having the confidence to step up and talk.”

MRS S BURKE, PE TEACHER, ARCHBISHOP BECK CATHOLIC COLLEGE

### Increased confidence and wellbeing



Set for Success helped to build the confidence and self-belief of the young people that took part. The PE teacher said that she could notice the difference in confidence over the weeks, for example when they were asked to speak in front of the group in the teacher-led sessions, or at the empowerment event.

In particular, the PE teacher believed that it helped to have the same people in the group sessions each week. This allowed the young people to become familiar and comfortable with each other. The lead teacher also highlighted that the programme helped the young people’s happiness as a lot of them used to be “quite unhappy at times”.

### Future

Archbishop Beck thoroughly enjoyed taking part in the Set for Success programme, and they look forward to continuing this in year 10. They would welcome additional support to maximise the sustainability of the programme.

### Top Tips

- ✓ Select the young people to take part in the programme who will benefit from it the most; do not be afraid to select those students who are under achieving and have low attendance as the programme might encourage them to be in school
- ✓ Ensure that young people feel like they can speak up during the practical sessions and structure the activities based on what they enjoy and are interested in.
- ✓ Keep the groups of young people small and consistent so that the young people are able to become familiar with each other; this facilitates positive progress throughout the programme, e.g. increase in confidence to speak up.



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# Set for Success Case Study: Admiral Lord Nelson School

Second year of taking part in Set for Success

Improving the social skills and leadership skills of young people.

July 2022

## Introduction

Admiral Lord Nelson School (ALNS) is a mixed co-educational secondary school in Portsmouth. The school's demographic and socioeconomic profile below aims to add further context to the pupils who attend ALNS.



\*IMD Decile (Index of Multiple Deprivation); measured on a scale of 1 (most deprived) to 10 (least deprived)

\*\*IDACI Decile (Income Deprivation Affecting Children Index); measured on a scale of 1 (most deprived) to 10 (least deprived)

In 2020, ALNS 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). As this is the second year that ALNS has been involved with Set for Success, the following case study is an accumulation of learning which has evolved over the span of the two years of taking part in the programme.

## Background

The Head of PE at ALNS highlighted that Set for Success offered a valuable opportunity for a group of young people to develop their independence, personal skills and confidence.

## Activities

### Recruitment

ALNS recruited 15 young people in year ten in 2020 to be part of Set for Success. Covid-19 led to delays to delivery at the start, so the programme activities were extended into the 2021/22 academic year. In 2021, a second cohort of young people were recruited; 15 young people in year nine were selected to be part of the programme.

For the second year, the school chose to focus on a younger cohort due to challenges in the first year of taking young people in years ten and eleven out of lessons in the run up to exams. The year two cohort tended to lack motivation and enthusiasm at

school but still attended school and therefore were able to, and willing to, participate in the programme.

**“The students were all excited by the link with the Wimbledon Foundation.”**

**SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL**

### **Athlete Mentor sessions**

At the time of writing this case study, the young people in both cohorts had taken part in five Athlete Mentor sessions. These were delivered by Vernon Samuels, a former Olympian in Triple Jump, and focused on developing employability skills. The Head of PE at ALNS highlighted that Vernon was “friendly” and “warm” and that it was good for the young people to have someone different to come in and talk to them. The sessions were also very practical, which was viewed positively.

**“The Athlete Mentor sessions were really engaging and really interactive – he [the Athlete Mentor] doesn’t just talk them through it, he takes them outside to do practical sessions as well.”**

**SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL**

### **Teacher sessions**

Teacher sessions were delivered between the Athlete Mentor sessions to give young people the opportunity to reflect on the skills they were developing. In some cases, these were held after school to avoid the young people missing lessons.

### **Social action project**

As part of the programme, the young people delivered a sports event for children from two primary schools. The young people undertook the necessary risk assessments and planned the activities for the day. The primary school students took part in various sports activities; each activity was designed, set up, and run by two of the young people taking part in Set for Success.

**“These students are more equipped to run the event because they have learnt what makes a good leader.”**

**SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL**

## Benefits

The key benefits to the young people are as follows.

### Improved social skills and engagement



The young people that took part in Set for Success came from different friendship groups but they all worked on Set for Success well together. The Head of PE believes that Set for Success has helped to develop their social skills and helped some of the young people to think about how they should act, and behave, around different groups of people.

The programme has also helped to strengthen the relationship between the young people and the lead practitioner at ALNS.

### Increased confidence and leadership skills



Set for Success has helped to build the confidence of the young people that took part. Delivering the sports event for other children also helped to develop their leadership skills.

**“It [Set for Success] will be something they remember in the future.”**

**SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL**

## Top Tips

- ✓ Carefully selected the young people to take part in the programme; for ALNS, students in year nine who needed support with their motivation and engagement but were still willing to engage in the programme were selected.
- ✓ Plan for the Set for Success sessions well in advance to ensure they fit around the young people's commitments and lessons, along with the lead practitioner's availability.

**“The staff and students involved thought it [Set for Success] was very beneficial and enjoyed it very much.”**

**SARAH COOPER, HEAD OF PE, ADMIRAL LORD NELSON SCHOOL**



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# Set for Success Case Study: Bluecoat Beechdale Academy

Second year of taking part in Set for Success

Empowering young people and increasing their ambitions.

July 2022

## Introduction

Bluecoat Beechdale Academy (BBA) is a mixed co-educational secondary school for 900 pupils aged 11 to 16 in Nottingham. The school is located in one of the most deprived areas of the UK, and has high proportions of young people who qualify for Free School Meals and come from ethnically diverse communities.



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\*\*IDACI Decile (Income Deprivation Affecting Children Index); measured on a scale of 1 (most deprived) to 10 (least deprived)

In 2020, BBA 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). As this is the second year that BBA has been involved with Set for Success, the following case study is an accumulation of learning which has evolved over the span of the two years of taking part in the programme.

## Background

The Enrichment Manager at BBA highlighted that Set for Success offered a valuable opportunity for a group of young people to develop their independence, personal skills and confidence. The programme would allow them to do something they would enjoy and give them an opportunity to do something new that they had never done before.

## Activities

### Recruitment

BBA recruited 15 young people in year ten in 2020 to be part of Set for Success. Covid-19 led to delays to delivery at the start, so the programme activities were extended into the 2021/22 academic year. In 2021, a second cohort of young people from year nine were recruited.

The school selected the year one cohort based on their attendance scores at school, however their low attendance at school made participation in the programme also challenging. For the second year, the school chose to focus on young people who demonstrated behavioural challenges during lessons. This cohort tended to lack motivation and enthusiasm at school but still attended school and therefore were able to, and willing to, participate in the programme.

## Athlete Mentor sessions

At the time of writing this case study, the young people in both cohorts had taken part in five Athlete Mentor sessions. These were delivered by Tom Davis who competed and represented Great Britain in Judo winning British and Commonwealth titles. The Enrichment Manager highlighted that having an Athlete Mentor come into the school and work directly with the young people was hugely beneficial as this was an opportunity that the school would not normally have.

“Tom has been absolutely brilliant. The way he’s come across to the kids; he’s been honest. He’s come from a similar sort of background that these kids come from which has had a huge impact on a lot of them.”

**ALAN BUTTERS, ENRICHMENT MANAGER, BLUECOAT BEECHDALE ACADEMY**

The sessions were viewed positively by the pupils, and they look forward to them. It was good for the young people to have someone different to come in and talk to them. The sessions focused on developing employability skills, including leadership, teamwork, self-confidence and communication.

## Teacher sessions

Teacher sessions were delivered between the Athlete Mentor sessions to give young people the opportunity to reflect on the skills they were developing. As part of these sessions, the young people completed a survey about what they like, dislike and want to change about their local community. This kickstarted their work on planning the social action project together.

## Social action project

As part of the programme, the young people will complete a social action project. At the time of writing this case study, this has not happened yet as the pupils are still at the early stages of planning and mapping out topics. However, they planned to continue with the project after the summer break.

# Benefits

The key benefits to the young people are as follows.

## Increased empowerment



At the start of the programme, the Enrichment Manager highlighted that the pupils struggled to see the impact they could have on their community. Set for Success has given these pupils a unique opportunity to get involved with a social action project; none of them have ever done a project like this before. When the young people were asked what the best thing about taking part in Set for Success has been so far, one responded:

**“The fact that all of us as youth can change the community.”**  
**YOUNG PERSON AT BLUECOAT BEECHDALE ACADEMY**

This shows that the planning of the social action project has shifted their perception of not being able to contribute to society.

### **Improved attendance and engagement**



The Enrichment Manager emphasised that the biggest success of the programme was the engagement from the pupils. Indeed, he highlighted two examples here. One girl in the first cohort had very low attendance, but the Athlete Mentor sessions with Tom, in particular, had a big impact on her:

**“Her attendance went from 29% right up to above 60% before she left. Her whole attitude around school changed and she turned up to every exam which shocked everybody. I think that was solely down to the stuff that she did with Tom.”**

**ALAN BUTTERS, ENRICHMENT MANAGER, BLUECOAT BEECHDALE ACADEMY**

Before the programme, the girl did not have any plans for after school. Now, she is going to college. Instead of drifting away after school as was predicted for her, she was more motivated, and seeing her “turn around” was rewarding to see and the Enrichment Manager emphasised, “I know it made a difference”.

The Enrichment Manager also said that the programme encouraged the pupils to engage in more physical activity. Indeed, girls that the school normally cannot engage in PE lessons took part in the Set for Success activities as it was like “hidden sport” and they did not “realise it was sport”.

### **Improved ambitions**



For another pupil, a boy from the year one cohort, the sessions with Tom also made a big impact on his future path outside of school:

**“He was worried about moving forward, he had nowhere to go, no apprenticeship. Me and Tom sat down with him and had a good chat with him. He has secured a college space now. I think if Tom didn’t have those meetings, kids would’ve just left after exams.”**

**ALAN BUTTERS, ENRICHMENT MANAGER, BLUECOAT BEECHDALE ACADEMY**

## Increased communication and teamwork skills



Set for Success has helped to build the confidence of the young people that took part. The Enrichment Manager said that the pupils come up regularly to him and ask when the next sessions are, showing that they look forward to them.

While the group of young people already knew each other before the programme, they have grown closer and have enjoyed spending time together. As a result of this increased teamwork, they were also able to talk more, and as a consequence they have improved their communication skills.

“I thought it was really nice that we could just all work together and be able to talk and have fun.”

YOUNG PERSON AT BLUECOAT BEECHDALE ACADEMY

## Future

As part of the social action project, the Enrichment Manager is keen to give pupils the opportunity to step away from their school environment to support others and broaden their horizons.

## Top Tips

- ✓ Carefully selected the young people to take part in the programme; for BBA, students who needed support with their motivation and engagement at school were selected.
- ✓ Plan at least one session outside of the school to get pupils out of their comfort zone; they will listen more and it exposes them to something different.

“I’d tell them [other young people] to take part because it’s a really fun experience and it gives them a lot more skills in life.”

YOUNG PERSON AT BLUECOAT BEECHDALE ACADEMY



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