

# Cheshunt (ChExs) Extended Schools in Partnership with Churchgate Extended Schools

Good Practice - Evaluation



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Partnership with Churchgate Extended Schools**

**Good Practice Evaluation**

Evaluation Report	Team Building Project
<p>Summary:</p>	<p>Cheshunt Extended Schools in Partnership in Churchgate Extended Schools created the Team Building Project to engage and motivate hard to reach young people. These were identified within a secondary school setting in Year 10 to develop personal, social and emotional skills in order to enable them to reach their full potential.</p> <p>The parameters for the selection of young people via the Senior Leadership Team incorporated students with low attendance, low confidence and self esteem also those displaying challenging behaviour. The Team Building Project aimed to challenge and encourage the young people to step out of their comfort zone and to develop their own personal views and expectations.</p> <p>This was achieved by selecting 24 young people from four local secondary schools who were then divided into two groups, pairing two secondary schools together. A formal presentation evening was delivered to parents/young people with the young people attending a team building induction day at an outdoor activity centre. This enabled the two groups to meet, break down pre conceptions of each other and start the process and ethos of the Team Building Project.</p> <p>The Project consisted of a 5 day residential under canvas which incorporated mental and physical challenges based around team orientated activities. This was achieved within various settings including specific team tasks in different environments and conditions. For the detailed programme. (See appendix 1)</p> <p>The aims of the project were achieved and encapsulated all of the intended values and ethos. This is evidenced by the young peoples progressive personal development throughout the week culminating in the recognition by both the individual and staff. For the <b>analysis report</b> (see appendix 2).</p>
<p>Target group/Key stage:</p>	<p>Young people at risk of becoming Not in Education, Employment and Training (NEETS) who showed signs of low attendance, low confidence, low self esteem and those displaying challenging behaviour.</p>

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<p><b>Inputs</b></p> <p>What did we plan to do?</p> <p>Who was the project initiative or service aimed at?</p> <p>How were they targeted?</p>	<p>Key Elements/evidence sources/ changes:</p> <ul style="list-style-type: none"> <li>• Identify the need</li> <li>• Identify target group</li> <li>• Design project</li> </ul> <ol style="list-style-type: none"> <li>1. Indepth structured programme (see appendix 2)</li> <li>2. Source funding/resources</li> <li>3. Identify and train personnel</li> <li>4. Date/time/location</li> <li>5. Target the group</li> </ol> <ul style="list-style-type: none"> <li>• Present project to school/organisation</li> <li>• Deliver parent/carer/young person information presentation. Gain consent.</li> <li>• Deliver project</li> <li>• Evaluation</li> </ul> <p>Young people identified were showing signs of any of the following; low attendance, low confidence, low self esteem and displaying challenging behaviour.</p> <p>The young people were targeted by senior staff within their educational setting or organisation.</p>
<p><b>Outputs</b></p> <p>How did we want young people to engage in this project, initiative or service?</p> <p>What did we want participants to think about the project initiative or service?</p> <p>What did our users consider to be a high quality of service?</p>	<p>Key elements/evidence source/changes:</p> <p>To attend with a view to attempt and participate in the planned programme and to do their best whilst rising to the challenges.</p> <p>We wanted participants to think the project was meaningful and worthwhile whilst inspiring and installing traditional values. It is hoped it has created a mind set of determination and a willingness to try and participate in new activities and environments.</p> <p>A professional and transparent approach conducted in a fun but challenging way which stretched the young persons character giving them the opportunity to step out of their comfort zone in a safe environment whilst progressively developing their personal, social and emotional skills.</p> <p>Personal comments from the young people included "Have fun, survive the week, make new friends, meet new people, challenge themselves"</p>

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<p>Intermediate outcomes</p> <p>What aspect of users/participants'</p> <ul style="list-style-type: none"> <li>- knowledge or skills,</li> <li>- attitudes</li> <li>- behaviour</li> </ul> <p>did we want to see change in a sustained way?</p>	<p>Key elements:evidence sources/changes</p> <p>We expected the following aspects to have significant changes:</p> <ul style="list-style-type: none"> <li>• knowledge or skills             <ol style="list-style-type: none"> <li>1. conflict resolution</li> <li>2. communication</li> <li>3. teamwork</li> <li>4. leadership</li> <li>5. problem solving</li> <li>6. improving own learning</li> <li>7. working with others</li> <li>8. application of number</li> <li>9. listening and sharing</li> </ol> </li> <li>• behaviour             <ol style="list-style-type: none"> <li>1. self control</li> <li>2. positive behaviour</li> <li>3. role models</li> <li>4. peer mentors</li> </ol> </li> <li>• attitudes             <ol style="list-style-type: none"> <li>1. empathy</li> <li>2. respect</li> <li>3. understanding</li> </ol> </li> </ul> <p>For an analysis (see appendix 2).</p>
<p>Final outcomes</p> <p>Which final life/community outcomes should these changes contribute towards?</p>	<p>Key element:evidence sources/changes</p> <p>The project contributes to all 5 outcomes of the Every Child Matters agenda through the following:</p> <ul style="list-style-type: none"> <li>• Reduction in NEETS (not in education employment or training)</li> <li>• Improved attendance</li> <li>• Improved attainment and achievement</li> <li>• Reduce anti-social behaviour</li> <li>• Develop young peoples confidence, self esteem, aspirations and to inspire them to think about their careers and have higher expectations for themselves.</li> <li>• Community Cohesion</li> </ul>
<p>Management and Logistics:</p>	<p>School/organisation Link – Senior Management Team Extended Schools Coordinator Parent Support Worker</p>

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	Children and Young People's Support Worker
Partnerships:	Cross Extended Schools Consortium Hertfordshire County Secondary Schools Probation Service
Key challenges and how these were overcome:	<ul style="list-style-type: none"> <li>To engage students in the project</li> <li>Break down preconceptions</li> <li>School/organisation to be fully onboard with objectives of the project and all concerns addressed via risk assessments and site visits.</li> </ul>
3 tips for similar activities:	<ol style="list-style-type: none"> <li>Engage targeted students identified by school</li> <li>Thorough planning of the project</li> <li>Exit routes in place, so that there are partners in place for them link with once the project has been completed.</li> </ol>
Impact of project in terms of Extended Services:	The school/organisation utilised the extended schools consortium to help support young people who were showing signs of any of the following; low attendance, low confidence, low self esteem and displaying challenging behaviour.
Evidence of Impact:	<ul style="list-style-type: none"> <li>22 young people successfully completed the Team Building Project and have remained in school actively participating within the school infrastructure and contributing.</li> <li>The young people now have higher expectations</li> <li>The young people have set goals for themselves</li> </ul>
<b>Contact details</b>	
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