



## **Focus of Case Study: Personalised Learning at the WHU Learning Zone**

Numbers of students involved in Study Support: **Over 1600 per annum**

Age Range: **Key Stages 2, 3 and 4**

Status: **Primary and Secondary Students**

Location: **London Borough of Newham**

### **What this case study is about:**

The West Ham United Learning Zone is a 'Playing for Success' Study Support Centre based in the Football Stadium. It aims to raise standards in Numeracy, Literacy, ICT and Key Skills and was one of the first centres to be set up about 7 years ago. It continues to be a 'flagship' centre and role model to the new centres and receives many visitors nationally and internationally, especially for its thriving volunteer programme.

The Centre is based in an exciting stadium and uses cutting edge facilities but one of its unique aspects of practice is how it works with young people in supporting them to access the resources and personalise their own learning. This case study explains how students and are involved with enriching their own and the programme of others at the WHU Learning Zone and the benefits they gain and bring to the project by doing so.

### **Description of the Centre:**

In addition to the Learning Zone, many other areas of the stadium are used to assist the pupils' in their learning. We use the stands, the pitchside, the changing rooms, the museum, the shop, and conference facilities, and these areas provide ample opportunities for real life learning situations.

### **Socio Economic Circumstances:**

The London Borough of Newham has 90 schools and one pupil referral unit (PRU). There are 66 Primary Schools and 15 Secondary Schools. The number of pupils with statements of special educational needs is well below the national average and with a well established policy of inclusion, this means that the majority of these pupils are in mainstream school.

The richly diverse population of around 239,500 has the youngest age profile in London with 28% under 16. Black African, Pakistani and Bangladeshi make up more than 30% of the group. White United Kingdom population has decreased in size. However other white groups eg. Asylum seeker families from Eastern Europe and refugees have increased. The Indian and Black Caribbean populations have remained stable.

English is an additional language for 61% of primary and 56% of secondary aged pupils. 40% of the primary pupils and 43% of secondary aged pupils are entitled to free school meals. This is well above the national average highlighting the socio economic depravity of the borough.

Attendance is below the national figure for primary schools and above it for secondary schools. Unauthorised absence is well above the national figure for both primary and secondary schools. At the end of Key Stage 2 and 3, performance is below the national average in English, Mathematics and Science. However, improvement in results over time in all 3-core subjects is well above the national trend.

### **The Personalised Learning Programme:**

The main provision; the 'Playing for Success' programme, runs over ten weeks for Primary and Secondary students and the work is mainly based around the theme of football although there is opportunity for 'non'football based activity. The main part of the curriculum involves multi-media ICT to develop skills in Numeracy and Literacy but a large emphasis is placed on Key Skills such as communication, team work and cooperation.

Primary pupils complete a self-assessment questionnaire and then use their results to set themselves targets for literacy, numeracy, ICT and Key Skills. They then spend their sessions completing a group and an individual task each evening, which is then presented as a poster in their final week.

Secondary pupils are asked to imagine that they are promoting a piece of kit for the Football Club and based upon their self-assessments they set themselves targets relating to the different aspects of design and marketing involved in promoting their product. They take their work home on a disk.

Access to our resources through our website in order to continue the learning opportunities at home or in school.

We keep records of all students that attend the Learning Zone in terms of attendance, SEN, ethnicity, free school dinners, gender and we also log their unique pupil reference number. Each term a short report is produced illustrating these statistics and attainment achieved through targets completed during the programme.

Each pupil keeps a Record of Achievement, in which they record what they do each session and future action required. They also record their targets, and keep their stickers and credits earned in this record of achievement.

Brain teasers are completed for stickers which are stuck into books and are rewarded with Prizes. Continued use of Grid Club, an on-line learning educational games site which can be used at home or in school.

We are currently using a 'Pupil attitude to School and Self' programme to monitor attitudinal changes towards learning pre and post the Playing for Success programme. Schools are particularly interested in the individualised feedback it gives. This creates a quick profile on the students attitude to self and learning (in particular at school) and allows staff to place them accordingly into groups so as to work with students with differing needs developing possibilities of peer education and with the appropriate staff member. We also can feed this information back to school which sometimes highlights areas of concern or reinforces issues that the school have asked us to take into consideration.

Any additional activity in the Learning Zone such as Family Learning or GNVQ Business Studies sessions feed into this provision and develops the curriculum and opportunities for students and staff.

## **How Students participate and take 'ownership' of the Programme:**

Students give us feedback on activities through their records of achievements that also act like diaries and provide the opportunity for the young people to reflect on their progress and whether targets were appropriate. In their teams students are often asked to work together and share skills using peer education when the opportunity arises.

The Graduates programme is for students who have successfully completed a PfS course and gained the most by the experience, they are invited back to further develop their skills and experiment with new software or curriculum ideas we would like to introduce. This is a direct way that the students can input their ideas and develop the programme to be most appropriate to young people's needs.

The Student Council is made up of graduates who have been elected by their peers to represent the other students at the Learning Zone. They have two roles. Firstly they are invited to act as junior mentors to the graduates and impart their skills and experience secondly they act as ambassadors for the Centre and are the student voice reporting at the Associates meetings and linking up with other student councils and the local Youth Parliament.

## **The Impact of the personalised Learning Programme on Students**

### **Benefits for the Students**

- Involvement in the decision making about which activity they will complete
- Confidence raised through peer education
- Sense of achievement– reinforced by the Record of Achievement and prizes
- Development of new skills - shared at Presentation evening and through peer education
- Positive learning experience – strengthened by the rewards and high ratio of staff

### **PASS Results:**

P.A.S.S. is an electronic rating scale which provides a profile of the student's self-regard, perceived capabilities, perseverance, motivation, general work ethic, attitudes to teachers, their school & attendance, preparedness for learning and response to the curriculum. We have used this at the centre for over a year now and compare results pre and post to attain the impact that the programme has had on the students who attend. The results from four terms were collated. They reflect the students feelings towards their learning at school and the most significant results are below:

- **7% increase in 'Self-Regard' after the programme (girls 8%)**
- **6% increase in 'Learner Confidence' after the programme (boys 7%)**
- **6% increase in 'Response to Curriculum' after the programme (girls 9%)**
- **5% increase in 'Attitude towards Teachers' after the programme (girls 9%)**

### **Student Case Study:**

Daniel Kordrostami is now the Chairman of the WHU Learning Zone Student Council is 13 and is now in year nine. He first attended the PfS programme when he was in year 7 and then became a graduate in year 8. He says:

"Since I started PfS I have improved on many of my skills for example; ICT and key skills like working with others. By being at the WHULZ I feel more confident about speaking to people and large audiences and this was shown when I helped to host the celebration Event to 400 students, teachers and parents. Mentor have been especially important to me as they have helped me to do the work that I am not able to do by myself. They show you what to do step by step which is really helpful. In some ways they are more enjoyable to work with than teachers as I feel with them I manage to get a lot of work done. I feel that they give me 100% attention all the time."

### Feedback from Schools and Parents:

"Thank you for the end of term report and recent correspondence. It has been a fabulous opportunity for the children and we have seen an improvement in self esteem in some pupils at school." (Holly Bradley New City Primary)

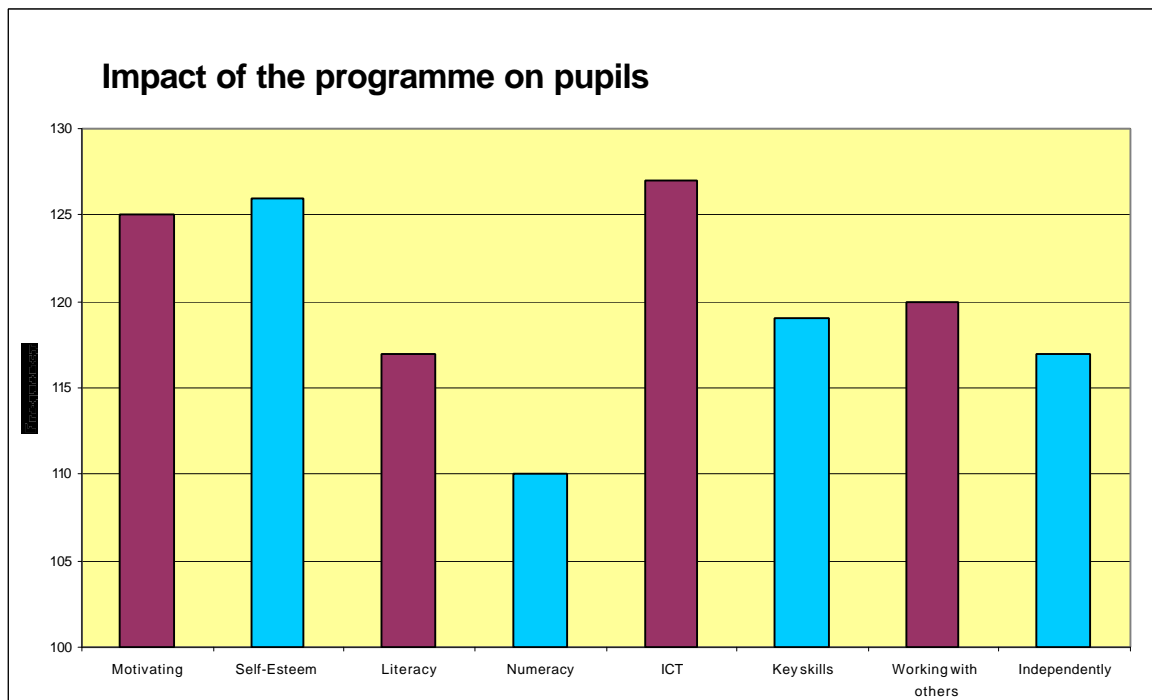
"This is just an excellent experience for the children please keep up the good work." (Mr Hoddy Gainsborough Primary)

"The children will be a lot more confident on the computer and be more confident around children in a different environment." (parent)

"It has made my child want to use a computer continuously, try new things and be more confident and get a sense of belonging to something exciting." (parent)

"I would definitely send my child here again she enjoyed it immensely, I hope she gets the opportunity again." (parent)

From the evaluation forms completed by parents:



### **Lessons Learnt and Future Goals:**

- To ensure that what the students have experience and learnt with us is not 'lost back in school' and is utilised as in peer education or encouraged through mentoring and ICT clubs established by the young people themselves
- Use the students who have attended the PFS sessions as ambassadors for the Learning Zone to support future recruitment and feel empowered by their experience and develop self-esteem. Graduates are currently designing badges to wear to identify to their teachers and peers that they have had the 'Learning Zone' experience and would be happy to share their skills