

Creating a culture of success in your school or college

Paul Martin and Fiona Grundy – 2nd May 2023



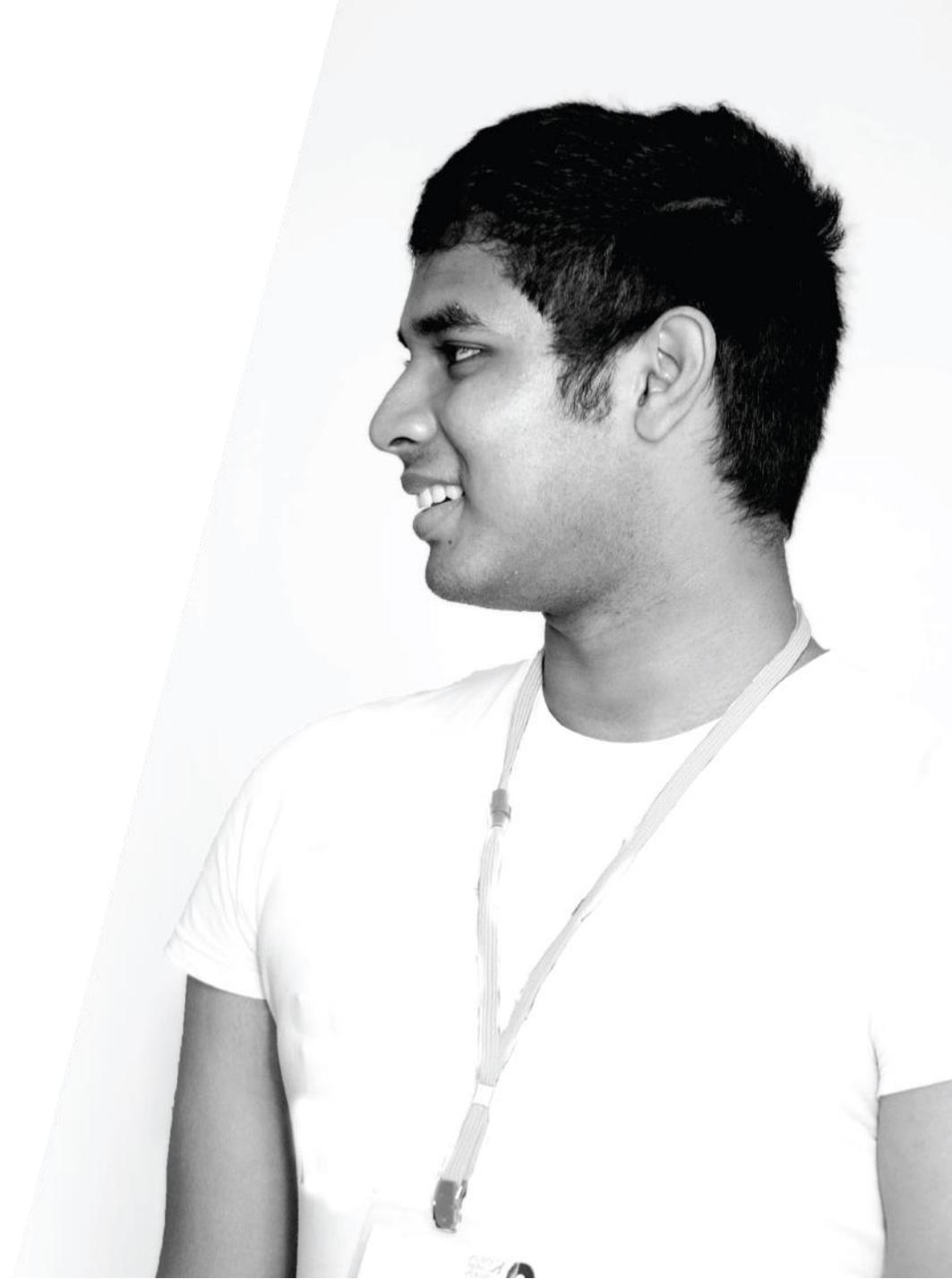
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Coming up...

- A culture of aspiration and celebration
- Super-curricular activities
- The importance of collaboration
- Making use of destinations and intentions data
- Working with your alumni





A culture of
aspiration and celebration

What is an aspiration based approach?

- The approach should be practical and actions-based. Think of the verb aspire rather than the noun aspiration
- Aspirations need to be backed up by specific plans to make them meaningful
- Work towards a whole school agenda surrounding aspirational culture, from Senior Leadership to staff and students



Celebrating achievement

What systems and events do you have in place to celebrate students' achievements?

- Recognising UCAS/apprenticeship offers in assemblies
- Posters profiling previous students and their destinations
- A map in reception with pins added for destinations of last year's leavers
- Profiles of students and their university offers in newsletters
- Using statistics on overall university progression and top-third/Russell Group progression in displays around buildings and also in school/college documents
- Taking photos/video of students celebrating on results day and displaying these prominently
- Incorporating all of the above on social media



Implementing effective strategies

Consider these strategies that you might use in your school or college. Are there particular ways you could implement them to maximise their impact?

Inviting guest speakers from different professions

Putting on a talk about Medicine for all those with the right subjects and attainment to apply

Organising visits to highly competitive universities

Encouraging all students to remove their least ambitious UCAS choice and add an even more ambitious one

You might consider who you would contact, when this would take place or how you would implement this.



Super-curricular activities

Super-curricular activities

- Super-curricular activities are those which relate to the subjects that a student studies, but are not everyday classroom or homework activities
- They can help students with decisions about which university courses to apply for, as well as with supporting those applications
- They shouldn't just be reserved for your highest achieving students
- You may find it useful to track what extra activities your students are (or are not!) taking part in



The impact of super-curricular activities

Consider when have you seen super-curricular activities be transformative

You might have suggested:

- Students being exposed to ideas which led them to develop a strong interest in a new subject
- Students developing motivation which helped boost their attainment
- Students developing an academic interest which helped re-engage them with their learning
- Students exploring a topic in depth which they could then draw on successfully in interviews and their personal statement



Advancing Access super-curricular directory

Super-curricular activity guide

Content type

Information sheets

Audience

Resource for teachers and their learners

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Description

This guide contains links to extra material to help students to explore subjects they may be interested in studying at university.

The material may also enable students to develop their personal statements or prepare for university interviews.

Art and design



Banking/finance/accountancy



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Humanities



Law



Medicine and healthcare



Performing arts



Information sheets



Super-curricular activity guide



University admissions policies



Russell Group bursary guide



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<https://www.advancingaccess.ac.uk/2/content/24/resources/205>

Super-curricular activity ideas

- MOOCs (free online courses)
- Taster lectures at universities
- Certain work experience opportunities
- Podcasts and vlogs
- Becoming an amateur local historian
- Writing code, an app, software etc.
- Carrying out a research project
- Setting up a small business venture
- Designing and manufacturing something
- Visiting museums, galleries, historical sites etc.
- Music or drama performances
- Self-publishing a short novel



Things you might arrange in your school or college

- Ensure your library is well stocked (books and digital subscriptions)
- Arrange student presentations during form time
- Create clubs e.g. book club, subject societies
- Arrange talks on academic topics
- Offer the EPQ qualification if you can
- Arrange visits to local universities



Impactful encounters with HE

- Rather than thinking of HE encounters as being visits or speakers, it is often more constructive to consider HE as a level and style of learning
- Organising encounters with HE are pointless if they don't have any impact. You should consider exactly what you want students to gain from the encounter and reflect on this with your students
- Crucially, no one event will impact every student in a meaningful way. The ethos should be one of always touching on and discussing HE both pastorally and on a subject level



Impactful encounters with HE

What encounters with HE do you currently offer?

- Residential (e.g. summer school)
- Academic session (e.g. lecture/workshop) at a university
- Non-academic session (e.g. campus tour) at a university
- Sustained scheme run by a university (e.g. Pathways to Law or Access to Leeds)
- Mentoring linked to a university
- Contact with school/college alumni who are now at/have been to university
- Representative from university (e.g. student or outreach officer) coming in to talk

Impactful encounters with HE

- UCAS fair
- Online academic activity (e.g. MOOC) which uses HE-level resources, or is linked to a university
- Online non-academic activity which is linked to a university
- Competition/activity sponsored by a university
- Student shadowing scheme
- General open day at university
- Subject-specific open day at university

Does this list highlight any gaps in your provision?

Impactful encounters with HE

Which kind of institutions provide these encounters?

- Local
- Non-local
- Degree Apprenticeship providers
- Russell Group
- Non-Russell Group
- Further Education Colleges
- Oxbridge

Research by Uni Connect programmes found that multi-intervention approaches have a positive impact on young people's outcomes with regards to their knowledge of HE and other post-18 skills, and their confidence and interpersonal skills.

Is there enough variety in your provision?



The importance of
collaboration

What are the benefits of collaboration?

Collaborating with other schools and colleges, alumni and the community can bring many benefits

Collaboration can:

- Help you to address gaps in existing provision
- Allow you to share and receive expertise
- Save time and resources whilst improving provision for students
- Create a richer and wider pool of resources and opportunities for staff and students
- Help build relationships with other schools and the community
- Improve students' aspirations and goals



Consider the benefits of collaboration in your context

What are the particular strengths of your school or college and what are the gaps in your provision?

Share your thoughts in the chat.

Super-curricular provision

Engaging parents/carers

Oxbridge interviews

International applications

Healthcare interviews

Student finance information

Personal statements

Analysis of destinations and intentions data

References

Medicine/Dentistry applications

Auditions, portfolios, tests or interviews

Course choice support



Video case studies





Destinations and
intentions data

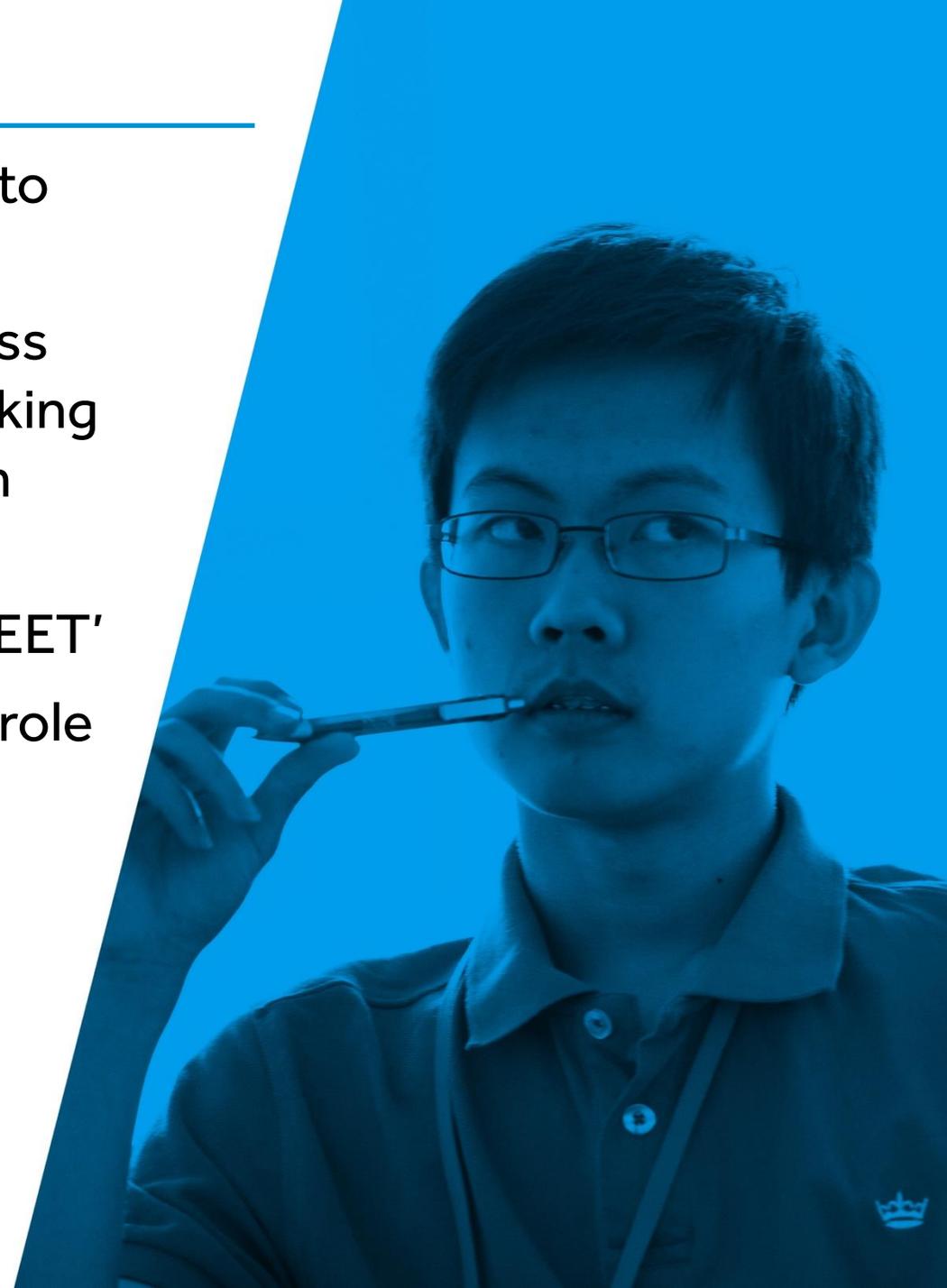
Destinations data and destinations measures

- It could be argued that destinations data (and not attainment data) is the ultimate barometer of your school or college's success
- **Destinations data** is any information collected on students' destinations, whether proposed or actual
- **Destinations measures** refers to the data published by the Department for Education (in England) publishes in performance tables as an accountability tool



Effective use of destinations data

- You can identify students who may not be heading to the most appropriate choices
- You can also identify groups of students who are less likely to reach their intended destinations (e.g. working class boys, girls into STEM etc.) and try to ascertain why this is
- Identify those who are at most risk of becoming 'NEET'
- Used as a means to celebrate success and identify role models for future cohorts
- For evaluating the effectiveness of your careers programme and meeting the Gatsby benchmarks



Finding statistics on the GOV.UK website

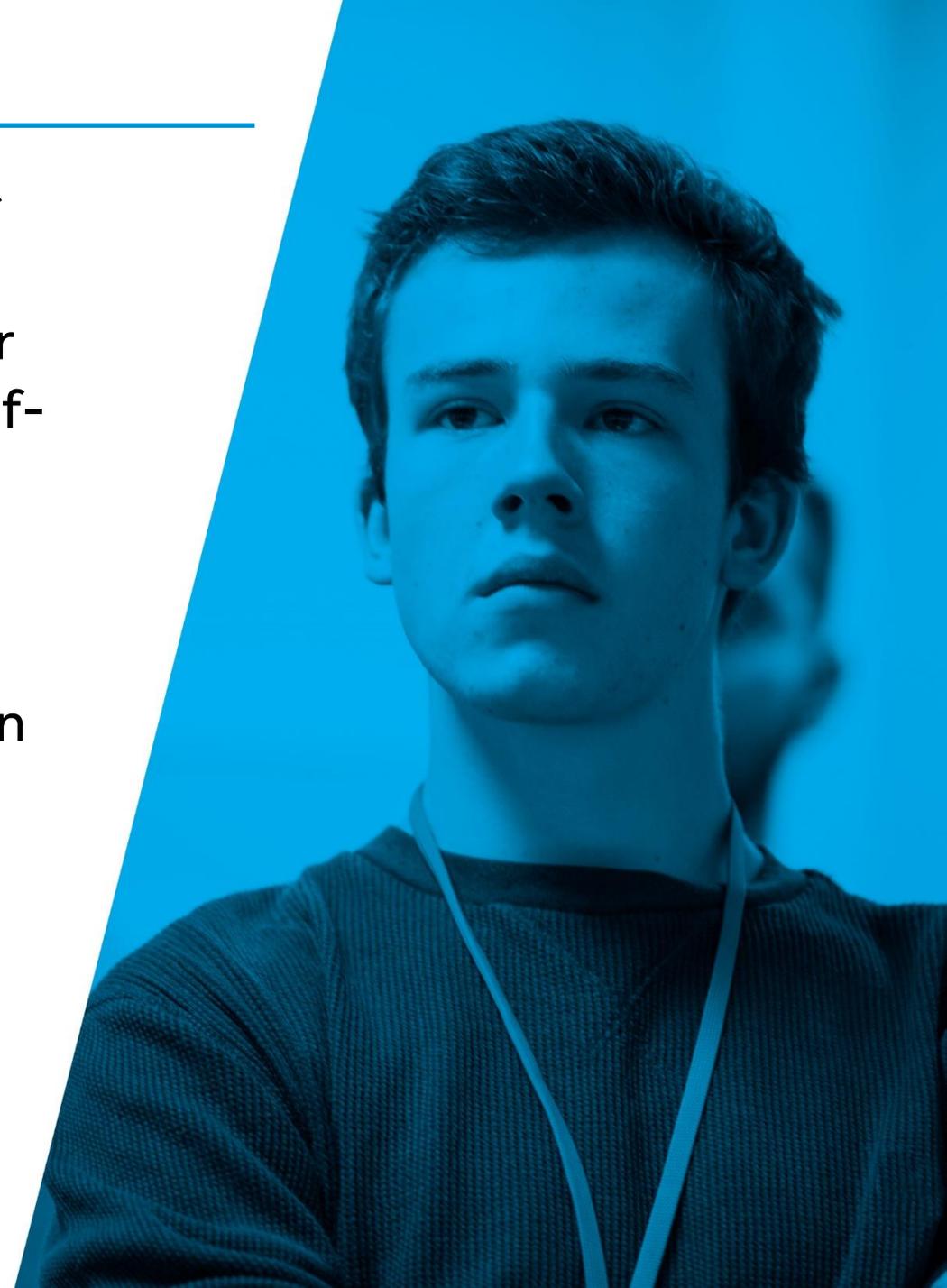
The screenshot shows a web browser window with the URL <https://www.find-school-performance-data.service.gov.uk>. The page header includes the GOV.UK logo and the text "Find school and college performance data in England" with links for "Search", "Download", "Guidance", and "Publication timetable". A "BETA" banner asks for feedback. The main heading is "Search for schools, colleges and multi-academy trusts". Below this, there is a search form with two tabs: "Find a school or college" and "Find a multi-academy trust". The "Find a multi-academy trust" tab is active. Underneath, there are four radio button options: "Name or reference number", "Location", "Local authority", and "Parliamentary constituency". A yellow circle highlights the "Location" option. To the right, there are sections for "Data tables" (with a link to download data for all of England or a local authority from 1991-2022) and "Related services" (with links to "Statistics at DfE" and "Explore education statistics"). At the bottom, there are links for "Guidance", "Download data (1991-2022)", and "Publication timetable", along with the National Statistics logo.



Making the most of your
alumni

Collaborating with alumni

- Alumni are former students (typically who have left your school or college within the last few years)
- Alumni role models can be a powerful tool, however they must be deployed strategically rather than half-heartedly and without specific aims
- Some research suggests that students benefit the most from subject-level interventions
- By keeping accurate records of your alumni, you can learn to deploy the right alumni in the right circumstances



What positive and negative experiences have you had when using alumni?

You might have suggested:

- **Positives:**
 - > High engagement from current students, particularly those more reticent about HE
 - > New insights not immediately obvious to staff
- **Negatives:**
 - > Alumni going “off message”
 - > Alumni with poor speaking skills
 - > Over-emphasis on certain aspects to the detriment of other key messages



Video case studies



Top tips

1. Celebrate students' achievements and success
2. Implement strategies to help raise aspirations
3. Track students' extra-curricular activities (or lack of!)
4. Introduce clubs and societies for students
5. Organise several encounters with HE from a variety of institutions
6. Schedule time to prepare and reflect on encounters with HE
7. Reach out to local schools to support each other
8. Use data to identify minority groups and support their progression
9. Keep in touch with your alumni
10. Deploy alumni intelligently and match them to the right students



Interactive CPD modules

Creating a culture of success in your school or college:

- > [How do I support more disadvantaged students to progress to HE?](#)
- > [How do I embed a culture of aspiration and celebration?](#)
- > [How do I enlist alumni for maximum impact?](#)
- > [How can I make the most of collaboration with other schools and colleges?](#)
- > [How do I gain useful insights from destinations and intentions data?](#)
- > [How do I design a programme of impactful encounters with HE?](#)
- > [How do I make sure students gain maximum benefit from super-curricular activities?](#)



Questions?

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