



## **The Managed Move Mentoring Programme** **Final Evaluation Report April 2020**

### **Introduction**

Titan Partnership appointed Brian Martin at SES13-19 Ltd to carry out an evaluation of the Managed Move Mentoring (3Ms) Programme. This project aimed to provide mentoring activities from January to March 2020 but was extended to the end of April 2020 due to a slightly late commencement of the programme. Due to the Covid 19 pandemic the project stopped in schools late March 2020 without final sessions taking place. The funding had been provided to Titan Partnership by The Office of The West Midlands Police and Crime Commissioner (OPCC) / Violence Reduction Unit (VRU). The programme organisation was led by the Titan Partnership whilst the delivery of the mentoring in schools was provided by Emerge Leadership. The mentoring programme is based on The Postcode To The Globe (PCTG) methodology.

The Titan Partnership was keen to gain an independent view of the programme hence the appointment of an external evaluator. This report aims to demonstrate the impact and value of the 3Ms project which would then potentially support its sustainability and future funding. This report focuses particularly on the experience of young people as recipients of the programme.

### **The Evaluation Plan**

An evaluation plan was produced aiming to evaluate the Managed Move Mentoring (3Ms) Programme which had been funded by the OPCC/VRU and led by the Titan Partnership. The 3Ms programme is based around four key themes: Attitude, Behaviour, Attendance and Progress with an anticipated impact leading towards improved achievement.

The project aims to provide a very specific mentoring framework that will provide enhanced mentoring support to around 36 young people placed on a Managed Move in North West Network schools. The programme ran between January and March 2020. The programme objectives were:

- To help affect a positive managed move for students which will, in the long term, decrease permanent exclusions.
- To support young people to settle into their new school quickly and effectively (integration / re-integration)
- To assist young people to demonstrate positive behaviours and attitudes for learning (positive attitude / positive behaviour and behaviours for learning)
- To help students on a managed move to achieve and progress to the best of their abilities (attendance, progression and achievement)
- To increase aspirations for their own learning and future careers (raising aspirations)

This external evaluation includes student and staff inputs and a qualitative analysis of the mentoring itself. It also includes an analysis of the project outcomes against national research on mentoring projects. To achieve this, the following tools and methodologies were used:



- A start of project student questionnaire based on the project objectives.
- Focus groups with students at Titan St. Georges Academy (TSGA) and Holyhead School.
- Mentoring session observations.
- Short interviews / questionnaires with staff at TSGA and Holyhead including discussion on impact, behaviour logs, attendance and achievement.
- End of project student questionnaire.
- Meetings with mentors.
- Meeting with Aaron Huxtable who provides one to one support for pupils from The North West Network Sharing panel who are undertaking Managed Moves across the network.
- Use of individual weekly student session reports to be completed by the mentor with the mentee and added to the evaluation report.
- Production of an interim evaluation report
- Production of a final evaluation report at the end of the project.
- Research on evaluation research of mentoring programmes in the UK.

Initially the plan was to meet with a number of staff in each school however due to the small numbers of students involved it was more beneficial to meet key school staff, the mentors delivering the programme and observe some of the work taking place.

Due to the closure of schools in March 2020 by a Government directive it has not been possible to analyse student questionnaires in the evaluation report. Therefore data collected through individual student sessions have been solely used for this particular analysis of students' individual progress.

### **Methodology**

The evaluator developed a Quality Plan. Surveys were devised for participants at the beginning and end of the programme to judge progress. These were issued to all partners and key staff with instructions for use. The evaluator visited two schools observing sessions, meeting with mentors, key school staff and student participants. A small focus group activity was undertaken with students, a mentor and staff at Holyhead School. Meetings were also held at Titan St. Georges Academy.

The evaluation aimed to be light touch and non-intrusive for participants so that they could engage fully in the programme without feeling it was being observed and judged. This report undertook evaluation which included 7 students, 4 schools and 4 mentors. As a sample group this represented nearly 1 in 5 students, 40% of schools and over half the mentors. As such it represented a good sample size. The evaluator also researched major reports on the analysis of mentoring in the UK and identified two with significant findings for this project: The Education Endowment Fund findings and a Joseph Rowntree Foundation report.

### **Mentoring**

In relation to the project it is worth considering the impact of mentoring across the UK and then making a judgement as to how the 3 M's project compares to research findings.

In relation to mentoring interventions in schools in the UK, The Education Endowment Foundation (EEF) states the following:



Mentoring in education involves pairing young people with an older peer or volunteer, who acts as a positive role model. In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.

Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends.

Activities vary between different mentoring programmes. Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion.

On average EEF state that mentoring appears to have little or no positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. However, there are risks associated with unsuccessful mentor pairings, which may have a detrimental effect on the mentee, and some studies report negative overall impacts. School-based mentoring programmes appear to be less effective than community-based approaches, possibly because school-based mentoring can result in fewer opportunities for young people to develop more lasting and trusting relationships with adult role models.

**In summary the Education Endowment Foundation conclude in 2018 that:**

The impact of mentoring varies but, on average, it is likely to have very little impact on attainment.

1. Positive effects tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost.
2. Community-based approaches tend to be more successful than school-based approaches.
3. Mentor drop-out can have detrimental effects on mentees. Steps should be taken to assess the reliability of mentors.
4. Training and support should be provided for mentors.

**Joseph Rowntree Foundation**

The Joseph Rowntree Foundation in 2012 produced a report called "Can Changing Aspirations and Attitudes Impact on Educational Attainment?"

This review set out to establish whether there were interventions that could be scaled up to address the attainment gap for socio-economically disadvantaged children and young people by changing a particular set of attitudes. These attitudes were the aspirations to do well at school and to aim for advanced education, the sense that one's own actions can change one's life, and the giving of value to schooling and school results, referred to as aspirations, locus of control and valuing school.



The review found evidence of impact in the following ways:

- Promising interventions were in the areas of parent involvement, mentoring, extra-curricular activities, and peer education, where there was evidence of impact both on attitudes and on educational attainment.
- A cost benefit analysis found evidence of value for money in the areas of parent involvement, academic extra-curricular activities and mentoring.
- The focus on aspirations, locus of control and valuing school should be more about keeping them on track over time through a range of different interventions. Aspirations may be unrealistic in terms of the opportunities available, so the focus might be on improving opportunities and information rather than changing attitudes per se.
- Interventions that deal more directly with learning within the curriculum might be more promising. This includes academically focused extra-curricular activities, mentoring and parent encouragement of child learning. Such interventions had more impact on educational attainment and also had a more convincing case in terms of economic costs and benefits.
- Promising interventions appeared to involve the provision of information or improved opportunities for learning.
- Background research into aspirations suggests that young people's aspirations are complex and changing, and that young people need a range of support to stay on track or to re-engage, or to know how to foster and bring their aspirations to fruition.

### **Evaluation Findings**

This report aims to look qualitatively at work undertaken within the project. The programme has seen steady increases in participation. On the 20<sup>th</sup> February 2020, 21 students were participating in the project. Statistics on the 24<sup>th</sup> March 2020 show 39 young people had been assigned mentors at 10 schools.

Two schools have been visited as part of the qualitative work. These were Holyhead School which had the most mentees within the programme at that point and Titan St Georges Academy (TSGA) an Alternative Provision school which support a number of Managed Moves for the NW Network Sharing Panel.

### **Holyhead School**

The evaluator met with an Assistant Principal, the Emerge Leadership mentor, observed mentoring and conducted a focus group with 3 students (year 9 and year 10) and staff.

### **The findings were as follows:**

- All students at Holyhead School, 6 in total, were on Managed Moves and had settled well into their new school.



- Students have mentoring for 2 hours per week and the lessons they are withdrawn from vary from week to week so as not to disrupt their learning in one subject too much.
- The school perspective is that it is worth any potential negative impact on academic achievement initially in order to get students settled into school. Achievement can be addressed later if necessary however no subject teachers have raised any issues relating to any impact from two hours absence.
- Students have enjoyed the mentoring sessions.
- A small number of students may well have settled into the school without the mentoring.
- The school would have liked more places with older and younger students included rather than just those on Managed Moves.
- Students reported no stigma from other students attached to the extra support they received.
- A number of students voiced the view that it helped their self esteem; one reported it supported anger management, others that it gives them strategies for dealing with “what is wrong”.
- The mentor felt it empowered young people with a voice.
- The mentoring session observed was on establishing good friendship groups and related well to the project aims.
- All students had developed career aspirations which were ambitious.

### **General Summary**

Holyhead School has embraced the project fully. They have used it to support and align with their own pastoral work. They feel it adds to this immensely. Super facilities and access to students were provided with ongoing information given to the mentor on progress.

The young people portrayed themselves as confident and settled in the school. They expressed their feelings well. During the programme some had improved their confidence, felt less vulnerable and said they were able to express their feelings better.

All said they would not change anything about the programme.

Holyhead students were largely boys. It is possible that a number of the students would have settled well without the mentoring support and that there may be other more challenging students in Holyhead School who would benefit more from such interventions.

The mentor had experience working in other schools. Students mentioned the confidentiality of their interactions with the mentor and how they appreciated this. Sessions were recorded by students through a workbook that they maintained and brought to sessions. This seemed to work well. The Emerge Leadership mentoring approach was followed.

### **Titan St. Georges Academy (TSGA)**

The evaluator met with the mentor, a mentee, the lead school mentor and the Titan Outreach Support Worker. Due to only one mentee being present at TSGA at this point of time, in order not to breach confidentiality, the following can be recorded.



- The approach of the mentor was flexible, empathetic and focused on the project outcomes. The mentee had 3 sessions a week.
- The mentor varied interactions and attended a range of activities that the mentee attended in school.
- The mentoring session observed was on friendship groups which was very relevant to the aims of the project and followed the Emerge Leadership model.
- The young person was praiseworthy of the support and felt it was helpful. It made a difference for them.

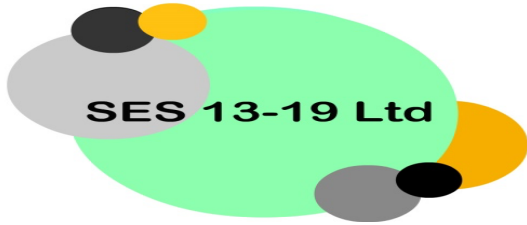
### **General Summary**

The mentor had a wealth of mentoring experience and an approach suited to the needs of mentees in the institution. This mentor covers a number of institutions. The school felt the aims of the project were being met and welcomed it. With the little involvement they had to date they reported potential improvements in attendance and punctuality. Career aspirations had been discussed. They felt it supplemented their work.

A meeting with the Titan Outreach Officer took place at the school. This focused particularly on the operation of the programme across all schools involved. It seems that the requirements of the project were a challenge in their view for some other schools and that Holyhead School and TSGA were examples of good practice and how the project worked smoothly and well.

### **Some Initial Observations (both schools)**

- On the visits and interviews undertaken the programme appeared well organised.
- The two schools visited embraced the project.
- Whilst both Managed Move students and Fair Access students were involved in the field work, the sample of the latter was small.
- The schools visited reported a successful impact for them against the project aims although it was too early to report on achievement.
- The mentors followed the model well and showed great empathy.
- All young people met were supportive of the programme.
- All young people were able to highlight aspects which benefitted them.
- All young people had careers discussions.
- The balance of achievement and maintaining a placement is something Holyhead School particularly had thought about and implemented a strategy to address.
- The programme was offered to one or two students who may have settled into their new school without it.



- Schools felt the programme enhanced their pastoral work.
- The feedback from these schools was that the programme was well received. The results are encouraging in relation to the overall aims of the project.

### **Feedback from 3Ms Mentoring Programme Session Reporting Forms**

Reporting forms were completed by mentees/ students with mentors at every meeting. Generally speaking they were completed weekly . The forms were to assess progress and targets were set against the aims of the programme for mentees/students. The methodology was discussion and agreement on what was recorded between mentor and mentee.

They provide rich information on progress which on occasions was supplemented by mentors having access to school records and staff. The data is very detailed and the independent evaluator felt that a number of case studies from two schools which had not been visited, in addition to those where evaluation visits took place, would provide a sound approach to making some judgements on the effectiveness of the mentoring programme with individual students. These case studies have been chosen at random.

### **Hamstead Hall Academy**

#### **Student A- Year 9**

This mentee/student had 12 mentor sessions from January to March. It was apparent from the first session that the student needed to increase their positive experiences at school and reduce negative influences. Homework was not being completed and there were negative influences in a number of lessons.

The student enjoyed the first session with the mentor and entered it with great openness. 3 targets were set. Whilst no progress was made a week later with a homework target, the student had succeeded in keeping out of trouble in a number of lessons.

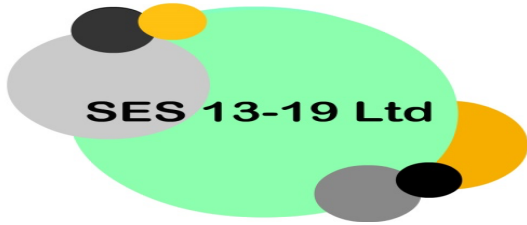
A journal was used for the student to record their targets.

By the 3rd session it was reported that the student had completed their homework target and had a problem free week at school without any warnings. The student appeared to use lunchtime to do their homework. This was very good progress.

The student continued to report that they enjoyed the sessions whilst the mentor reported that they were really engaged and willing to learn.

Similar targets continued to be set each week including one around emotional intelligence which was a theme of one mentoring session.

By session 4 no targets had been achieved. The mentee had regressed somewhat. Session 5 saw an improvement and the student enjoyed the positive thinking content of the session. Behaviour in school was good but the homework target returned as a problem. In response to the question "What



worked well today?" The student reported that they felt it went well and enjoyed the session. The mentor said they felt it went well and made a positive impact.

Targets for the next session( session 6) were:

1 Stay away from distractions, 2 Problem free week, 3 Do all homework.

The following session reported :

Target 1 Achieved target, 2 Partially achieved, target 3 Achieved target.

This session was on Building Resilience.The student really enjoyed this session.

Targets set at session 6 were:

1 Stay away from distractions, 2 Read a particular book, 3 Do homework.

Whilst the book reading was not achieved by the next session the other 2 targets were.

The next session was on gifts and talents, a topic around life chances and the future. This was very appropriate in terms of giving the student some medium and long term goals.

The student reported that it went well and it really opened their eyes to what they were good at.

Targets for session 8 were :

1 Research Emotional Intelligence and a book, 2 Stay away from distractions, 3 Have a problem free week.

The students performance against this was :

Target 1 Partially achieved, Target 2 Achieved, Target 3 Achieved.

Targets for session 9 were:

1 Research emotional intelligence and a book, 2 Do all homework, 3 Problem free week.

A review of targets set at that meeting were:

Target 1 Partially achieved, Target 2 Achieved, Target 3 Achieved.

This session was on use of language. The student really enjoyed the session and left with a smile. The mentor reported that he felt the student was" doing amazing and had a positive mental attitude".

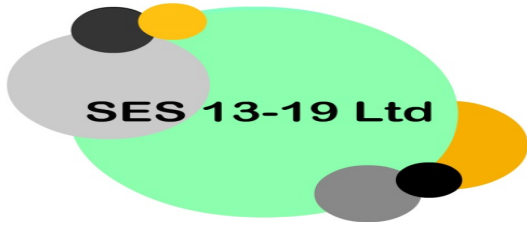
The targets for the session 10 were:

1 Reach and complete emotional intelligence and book investigation, 2 Do homework, 3 Problem free week.

A review of targets showed:

Target 1 Partially achieved, Target 2 Achieved, Target 3 Achieved.





Targets for session 11 were:

Target 1 Read the book, Target 2 Problem free week, Target 3 stay away from distractions.

A review of these targets showed:

Target 1 Partially achieved, Target 2 Achieved, Target 3 Achieved.

The focus of this session was to build values and have a strong foundation to take forward in life.

The session was reported as really good and the mentee enjoyed exploring core values.

Targets for session 12 were:

Target 1 Read the book, Target 2 Stay away from distractions, Target 3 Problem free week.

Session 12 reported that all targets had been achieved.

Target 1 Achieved, Target 2 Achieved, Target 3 Achieved.

The session was focused on weekly structures and planning the week ahead.

It covered how the student structures their day especially after school, their nutrition and how they plan and self reflect. The mentor wanted to make sure a framework was in place to help the student grow and develop without mentoring support. The student really enjoyed the idea of have a framework and some structure.

The sessions completed at this stage due to school closures.

### **Conclusion**

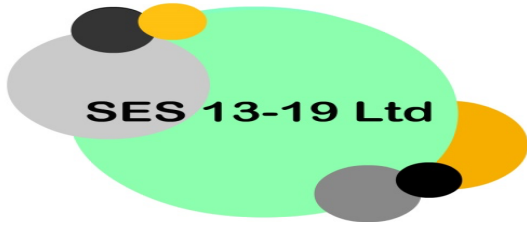
A remarkable journey has been witnessed with student A. Undoubtedly they enjoyed the mentoring sessions. They had a good rapport with the mentor. Early sessions showed some initial improvements against targets but after a few sessions this slipped. However with perseverance improvement was made and by the 12th session all targets were being met.

The student enjoyed the contents of all sessions and the strategies given to them to plan and cope with difficulties at school were deployed by them.

Problem free weeks at school with no actions being implemented by teachers, homework being completed all provides an environment for improved achievement. Importantly the sessions on future planning created some aspirations to aim towards.

### **Student B - Year 9**

This student/mentee had 12 mentor sessions from January to March. It was apparent from the first session that the student needed to increase their positive experiences at school and address attendance and punctuality issues. They needed to improve their assertiveness. Mentoring sessions acted as a place to discuss through issues.



The first session report suggested that it was a good getting to know you session. The student said “it went good and from this session I learnt that I should try and control my temper and to not show my anger“. From the mentor perspective he felt the session went really well and that the student engaged well. These were the targets in the early sessions:

Target 1 Calm temper down, Target 2 Stay away from distractions, Target 3 Improve attendance to lessons.

These early sessions reported that they went well. From a mentor perspective there was some positive feed back from the school to say that the students’s behaviour in school had improved.

Targets for later sessions changed to:

Target 1 Problem free week, Target 2 Ask for support from teachers if needed, Target 3 Staying away from disruption in lessons.

A review of these reported:

Target 1 Not achieved, Target 2 Partially achieved, Target 3 Achieved target.

However the student said that “this session has been good. I have learnt that I should be assertive or avoid stuff if anything happens“. From a mentor perspective they felt the session went really well and the young person’s response to the session seemed good and well engaged. Their interaction with other students remained an issue.

Targets for the next session were:

Target 1 Problem free week, Target 2 Stay away from trouble with other students, Target 3 Stay away from distractions in lessons.

A review of these reported:

Target 1 Partially achieved, Target 2 Achieved, Target 3 Achieved.

This was very good progress.

The session focussed on decision making and knowing the difference of right from wrong.

The student loved the session and the mentor reported that the sessions were going well.

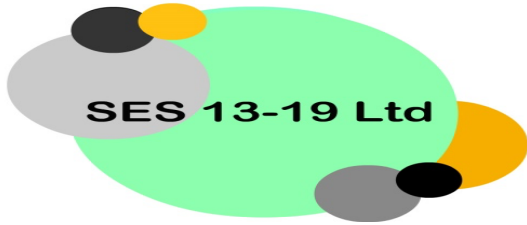
Targets for the next session were:

Target 1 Problem free week, Target 2 Stay away from distractions, Target 3 Stay away from students trying to start trouble.

These were reported as:

Target 1 Partially achieved, Target 2 Partially achieved, Target 3 Achieved.

Again this was a very encouraging report against targets.



The mentor reported that the mentee was doing amazing in sessions and was really engaged and trying their hardest to get the most out of them.

The targets for the next session were:

Target 1 Stay away from distractions, Target 2 Problem free week, Target 3 Get to every session on time.

The outcomes were:

Target 1 Achieved, Target 2 Achieved, Target 3 Achieved.

The focus of this session was on positive thinking.

Targets set were:

Target 1 Problem free week, Target 2 Get to lessons on time, Target 3 Keeping my temper down.

The outcomes were:

Target 1 Achieved, Target 2 Achieved, Target 3 Achieved.

This session was on Resilience.

The mentor reported that "I feel the mentee is really engaged and has a better understanding of what it is to be resilient".

The targets for the next session were:

Target 1 Research emotional intelligence, Target 2 Stay away from distractions, Target 3 Problem free week.

The outcomes were:

Target 1 Achieved, Target 2 Achieved, Target 3 Achieved.

This session was on talents and gifts. The student was reported as really engaged.

The targets for the next session were:

Target 1 Stay away from distractions, Target 2 Problem free week, Target 3 Get to lessons on time.

The outcomes were:

Target 1 Achieved, Target 2 Achieved, Target 3 Achieved.

This was a refresher session. The mentor reported that "I am proud of how far the student has come and they are getting better across the board and take away a lot from sessions"

The student's anger management appeared to be improving although in a language class a problem remained.

The targets for the next session were:



Target 1 Problem free week, Target 2 Staying away from disruptive students especially in a specific language class, Target 3 Getting to lessons on time.

The outcomes were:

Target 1 Achieved, Target 2 Achieved, Target 3 Achieved.

The targets for the next session (session 11) were:

Target 1 Stay away from distractions, Target 2 Problem free week, Target 3 Find ways to improve behaviour.

The outcomes were:

Target 1 Achieved, Target 2 Partially achieved, Target 3 Partially achieved.

The focus of this session was choices ,future subjects and career aspirations.

This session was reported as“ going really well“.

The targets for the next session ( Session 12) were:

Target 1 Stay away distractions, Target 2 Problem free week/no warnings, Target 3 Focus in maths.

The outcomes were:

Target 1 Not achieved, Target 2 Partially achieved, Target 3 Not achieved.

The focus of this session were the lack of progress against targets.

The student said they were sorry about their actions and wrote a letter of apology to the teacher and took it to him.“ The mentor said I think owning up and apologising shows the student has come a long way.“

Targets for the next session were:

Target 1 Stay away from distractions, Target 2 Be respectful to teachers, Target 3 Problem free week.

The sessions completed at this stage due to school closures.

### **Conclusion**

A remarkable journey has been witnessed with student B similar to Student A. Undoubtedly they enjoyed the mentoring sessions considerably. They had a good rapport with the mentor and the student got to know them very well. Early sessions showed some quick gains against targets. These gradually built up to a consistent pattern of meeting targets, improved attendance, dealing with issues with peers and avoiding issues with teachers. A blip did occur in the week 12 but which was addressed well.

The student seemed to relish many of the sessions. Forward planning to think about careers, gifts and talents, resilience all engaged them very well, In general the contents of all sessions were well received.



Problem free weeks at school with no actions being implemented by teachers, attendance and punctuality improved, avoidance of issues with other students all create an environment for improved achievement. The sessions on future planning creates some aspirations to aim towards.

### **St John Wall**

#### **Student C Year 10**

This young person attended 7 mentoring sessions the last one of which was recorded on the 13 March 2020. One absence is recorded due to the young person undertaking an exam.

At the first session this young person reported to their mentor that they had settled well in their new school by the first 3Ms mentoring session. They discussed 3 targets at this meeting:

Target 1 Integration, Target 2 Behaviour/Positive Attitude, Target 3 Focus on School rules.

They felt that on a scale they had achieved the following:

Target 1 Partially achieved, Target 2 Partially achieved, Target 3 Partially achieved.

The young person, a year 10 student had aspirations to go to Sandwell College to do a course in public services such as firefighting or becoming a Police Officer.

The mentor reported that the student displayed a positive attitude and behaviour and was willing to communicate.

The student reported that they enjoyed meeting with his mentor They said their behaviour at their previous school was not good, and they wanted to work on maintaining good behaviour . The mentor committed to monitoring behaviour, attitude, achievement and progress over the coming weeks and getting school feedback.

Targets for the next session were:

Target 1 Integration, Target 2 Positive behaviour, Target 3 Positive attitude.

The outcome was:

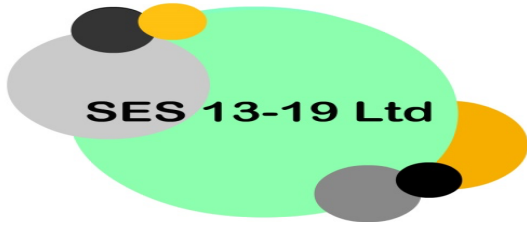
Target 1 Partially achieved, Target 2 Partially achieved, Target 3 Partially achieved.

The school confirmed behaviour and attendance was good and integration into mainstream lessons was taking place.

The student was making good progress and enjoying their curriculum. From the mentor perspective the student was always smiling, welcoming and open to having a conversation.

Targets for the next session were around the following:

Target 1 Start integrating into class and do subjects, Target 2 Set goals/plan for GCSE, Target 3 Find out assessment dates for subjects.



Good progress was made against these and then the student progressed to more specific targets over a number of sessions including :

Target 1 Revision & Assessment, Target 2 Integration into GCSE lessons, Target 3 Attendance/Punctuality/Behaviour/Progress.

Progress against these were:

Target 1 Partially achieved, Target 2 Achieved, Target 3 Achieved.

The student was asked to get feedback and results for all GCSE Assessments. They were asked to take on responsibility and monitor their own learning and progress. I.e attending classes, on time, engaging in lessons, asking for help, doing course/home work. Their attitude was positive.

The student reported that attending mentoring sessions to talk about progress was good. They displayed a thirst for learning more.

Targets for the next session and future sessions included:

Target 1 Find out all Assessment marks, Target 2 Find out sets I.e, low, middle, high, Target 3 Feedback on attendance/punctuality.

Target 1 Get revision books for all GCSE subjects, Target 2 Attend revision lessons, Target 3 Integration/punctuality/attendance.

Target 1 Feedback on GCSE assessments Grades, Target 2 Feedback on revision, Target 3 Feedback on attendance re: integration into his GCSE classes.

Target 1 Continue with revision plan-bite size, Target 2 Continue displaying a positive attitude & behaviour, Target 3 Be responsible and follow up on actions for next session.

Performance against these included :

Target 1 Partially achieved, Target 2 Partially achieved, Target 3 Partially achieved.

Target 1 Achieved, Target 2 Achieved, Target 3 Achieved.

Target 1 Not achieved, Target 2 Achieved, Target 3 Achieved.

Target 1 Achieved, Target 2 Partially achieved, Target 3 Partially achieved.

Over these 4 sessions it can be reported that the student enjoyed the mentoring sessions and said they helped with relaxation. They focussed on revision plans and attended GCSE revision sessions.

They found out more information about their aspirations. The school reported that the student is off report and in the internal behaviour management system was achieving 4s which is good behaviour. The student received assessment marks for most subjects. They were disappointed with these but the school were aware that the marks were impacted on by the students's managed move which had an impact on learning. The student continued with bite size revision, homework, attendance, a positive behaviour and attitude. The student settled well into new lessons. The mentor reported that they were proud of the student's positive attitude and behaviour. The work carried out around the



student's aspirations was significant. Research to find out about Sandwell College and grades needed for the public service course there was carried out. An extra GCSE was taken on. A careers appointment was made and attendance arranged at a careers fair.

At the very last mentoring session the student's attendance was 98%. The student was achieving the highest mark possible on their settling card. They really enjoyed attendance at the careers fair.

Everything was going well and there was excitement about the future with a clear vision on grades required.

This was the state of play at the last mentoring session recorded.

### **Conclusion**

This young person settled well into their new school and from the beginning made very positive progress. The support of the mentor and the close collaboration with the school seemed to guide this. Impact included better behaviour and attendance. New lessons were embarked upon and a clear career pathway was formulated. Whilst there was no immediate impact on achievement the foundation was set.

It is a good news story.

### **How does the 3Ms programme relate to the EEF findings on mentoring?**

Taking into account the evaluation of the 3Ms programme the following can be stated:

- EEF reported mentoring has little impact on attainment. The 3Ms programme has the potential to challenge this in a number of schools. Significant improvements in attendance and behaviour could show a correlation with improvement of achievement.
- EEF reported that positive impacts tend not to be maintained once mentoring stops. The 3Ms programme certainly had many positive impacts and mentors endeavoured to set in place strategies for when the mentoring sessions came to an end to counteract this.
- EEF reported community approaches tend to be more successful than school approaches. The mentoring provided in the 3Ms programme can be described as coming from a grassroots organisation working in a school setting. The lived experience of mentors undoubtedly added to this.
- EEF reported that mentor dropout can have a detrimental effect and reliability of mentors should be analysed. All mentors underwent very rigorous recruitment processes and all mentors proved reliable. No dropout of mentors was reported.
- EEF state that training and support should be provided for mentors. All mentors involved in this project appeared well equipped to deliver the programme. All received induction training and materials for delivery.



### **How does the 3M's programme relate to the Joseph Rowntree Foundation report?**

Taking into account the evaluation of the 3Ms programme the following can be stated in relation to the Joseph Rowntree report:

- 3Ms mentoring showed an impact on educational involvement and attitudes. Parents/carers were aware of the involvement of their child in the programme.
- Those staff in schools/academies that were in a position to comment found the programme good value. As such at this stage there was no charge, only the freeing up of staff to help and support the programme.
- The programme on occasions did provide discussion on career opportunities.
- The 3Ms project is part of a range of interventions that is provided within schools and as such fits in with the report recommendation that a range of support is needed for students to stay on track.

### **Overall Conclusions**

Undoubtedly the participants and staff involved were praiseworthy of the programme. The programme seemed to have an impact for students on their participation in school, their career aspirations, their ability to work with others and their own behaviour management. It was powerful to hear young people express this impact themselves.

The project aimed to address: Attitude, Behaviour, Attendance and Progress with an anticipated impact leading towards improved achievement. It is too early to comment on improved achievement. Specific long term tracking of students would help to identify if this is an outcome. The young people involved in this evaluation through the field work undertaken and the analysis of weekly reports all have made improvements on Attitude, Behaviour, Attendance and Progress.

This report is based on a sampling visits to two schools, meetings with 2 mentors, a number of school staff and a number of students through a focus group and an individual meeting. It was supplemented by analysis of the sessions of two mentors with 3 students in two different schools. It should be recognised that this report may not reflect all school practice or the experience of all students. However it does show examples of the project working well and schools embracing it. It is a fair indicator and sample of the projects effectiveness.

The report also endeavours to compare the programme to some national findings around mentoring programmes and gives some judgements on this. It appears in relation to these finding the 3Ms project performs well and addresses a number of shortfalls identified in other mentoring schemes.

**B Martin 26/4/2020**