



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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