Scouting sessions for all 6-11 year olds within school timetable.
6 week trial. Led by existing Scout Leaders who are also CMAT employees.
Supported by parent volunteers.

HEADLINES:

- **All** disadvantaged KS1 (6/7year old) pupils felt Scouts had a positive impact on their self motivation, social skills, behaviour and confidence.
- KS1 showed improvement in following areas:
  - 79% in challenge/engagement
  - 84% in confidence
  - 74% in wellbeing.
- KS1 teacher reported, for some individuals: more confidence, willingness to be challenged and reduced anxiety.
- High level of commitment and support from many volunteer parents.
- Provided additional ‘non contact’ time for school staff to improve teaching and learning for pupils.

DEVELOPMENT POINTS:

- Review KS2 (7-11year old) timetabling as had reduced PE slot which had a significant effect on engagement, questionnaire and assessment results.
- Clarifying Scouting ethos and expectations and explain difference to that of school with parents/carers and older pupils.
- Consider KS2 teachers evaluating pupils in the future to get more ‘balanced’ assessments.
- Review of some of the organisation and reduce ‘passive’ listening/waiting time.
Scouts was amazing!

I felt free, happy and excited, I loved it.

Thank you Mr D for arranging this!

I love Scouts.
Results of self and teacher assessments on emotional awareness, confidence, wellbeing and behaviour.

- Lowest KS1 positive response was in the areas of ‘self regulation’, ie: managing own emotions and behaviours (0% disadvantaged and 27% total) and ‘empathy’, ie: seeing and appreciating things from another’s viewpoint (0% disadvantaged and 58% total). These are areas that need to be incorporated into the planning for future sessions with KS1.

- Scouting sessions have had a significant impact on the self motivation, social skills, behaviour and confidence of disadvantaged KS1 pupils with the teacher reported a positive impact with all 4 pupils when back in the classroom. Consideration and evaluation could be given to whether a longer time period of Scouts has any impact on the attainment and progress with this group of pupils as well as the emotional and behavioural improvements.
• Far lower positive response from groups within KS2 and no significant ‘extra’ impact for disadvantaged pupils. However, the following should be noted in evaluating this data:

*KS2 pupils completed their own assessments with very limited input from staff. This could be a joint collaboration between pupils and staff in future to ensure a balanced view.

*KS2 timetable needed to be adjusted to accommodate Scouts, leading to UKS2 having a temporarily reduced PE allocation. This led to a number of negative responses and significantly altered the % data on the graph, especially in relation to wellbeing, challenge/engagement and behaviour.

Timetabling must be creatively and carefully considered to ensure that the provision of Scouts is an enhancement rather than an alternative to some areas of the curriculum.

• Confidence of KS2 with their peers was disappointingly low. From observations and photographic evidence, it was apparent that existing friendships groups were tightly adhered to during Scout activities, as is to be expected and there were very limited opportunities for other relationships to be formed or developed.

Consider whether appropriate for other creative groupings to replicate ‘off site’ Scouting groups where children mix with others that they don’t know so well to begin with.

Scout Leaders: Cameron Hopkinson and Colin Clarke
Overall, the LKS2 pupils expressed a more positive response than their older peers. The KS2 pupils were able to take part in archery, fencing and rifle shooting and name these activities as the ones contributing to the high responses for ‘sense of achievement’, ‘experience adventure’ and ‘try new activities’. **Scouting will provide many pupils with the opportunities to try new activities and will continue to contribute to the development of these emotions and experiences.**

The strands of ‘be more confident’ and ‘be responsible’ are fairly low in terms of pupils agreeing with these statements. **Obviously, these are key skills that we hope to promote and support in our young people, therefore it may be worthwhile exploring the reasons behind this and planning for more development in these fields.**
The Scouts sessions were fun, exciting and amazing!

It’s nice to have a break from class and to be outside a little bit more. I think we should carry on.

I do not personally like Scouting because it takes time out of my learning, it is an outside school activity.

I would like to be the Leader for this work.

Scouts was very, very, very good and very, very fun.

Some things were a bit disorganised and gave unnecessary info. The we got way too little time to complete activities.

It moved my PE lesson.

I felt nervous because it was new.

I was happy and excited.
‘The trust falls were very exhilarating and helped us cooperate.’

‘Shooting was amazing. We learnt how to keep safe.’

‘I think other people would like it too, because you get to learn a new and fun skill.’
'I learnt back woods cooking. I love it!' ‘We cooked on an open fire and made bread…it was actually quite nice.’

Andrew Aalders-Dunthorne, CEO of Consortium Multi Academy Trust and Group Scout Leader, 1st Fressingfield Scout Group.
Parent/carer questionnaire results

10 responses, including one parent volunteer.

The question asked was ‘I feel that the Scout sessions supported my child to…’

- There was a ‘don’t know’ section on the questionnaire which accounted for between 10-40% of responses to each question. This was relatively high as some parents reported not knowing/understanding the benefits of Scouting. More information and communication with parents about the content and benefits of Scouting may be a useful step forwards.

- One of the lowest response was to the statement ‘contributes positively to the school and community’. If Scouting were to be embedded and a permanent fixture in the timetable, there would be opportunities for this type of activity, volunteering for example.

- Another low response was in connection to their child’s wellbeing, with only 50% of parents feeling that Scouts improved their child’s mental health, wellbeing and stress levels. This may be due to the short time period, time in the academic year when pupils are tired etc or it may warrant further investigation as to the impact of Scouting on these pupils mental health overall.
Quotes from parents and carers…

‘What went well?’

My child really enjoyed it, especially archery and would love to have the experience again.

My child was always very positive and always had good feedback.

I couldn’t be happier with Scouts being part of the curriculum. We have been so lucky to have this introduced to our children and I very much hope it stays.

‘Suggestions for improvement’…

Make sure the children listen to the Scout Leaders (from parent volunteer).

More information about what the children are doing each week for parents.

More sports like cricket and football.
Conclusion

There is a meeting of all stakeholders scheduled for September 2018 to review and hopefully, embed this project at Yoxford and Peasenhall Primary.

Points to be discussed include:

- Timetabling (with regard to PE)
- Succession planning of staffing and the recruitment of volunteers
- Information for parents
- Any further evaluation
- Rolling out of programme to any other schools
- Addressing the ‘weaker areas’ as shown by the evaluation and planning to support these in future
- Press release/informing local community
- Impact on existing school staff
- Involvement with wider Scouting movement