



The Successful Lives Curriculum: Enabling Students to be Highly Successful in School and Life Central and South Wales

Using the Successful Lives Curriculum

Successful Lives is a 63 lesson curriculum, created to give teachers the resources needed to inspire students to be more independent and help them to achieve their goals.

"It was only monitored over a very short period of time. Having said that, there are some real successes in relation to number of detentions, reduction in number of visits to the Pupil Support Class (internal exclusion), fixed term exclusions and improved attendance."

**Rhys Jones, Headteacher
Treorchy Comprehensive School**

Schools within the Central South Consortium have been trying to close the gap in performance for those children in receipt of the Pupil Deprivation Grant.

- Two schools bought into our programme as a methodology to support them with students in inclusion whose behaviour meant they were not achieving the results needed.
- Ferndale Community School is located in a former mining community with a high level of unemployment and among the lowest house prices in the country. The school have a high level of students with deprivation and a need to raise aspirations.
- Treorchy Comprehensive School is also located in a former mining community, where employment is now provided mainly through retail opportunities, as well as having a large commuting population, who work in Cardiff and Bridgend.

"Successful Lives has helped our students to raise ambition and change their attitudes and behaviours."



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SUCCESSFUL LIVES CURRICULUM CASE STUDY

Challenges

We needed to raise aspiration, improve behaviour and close the gap for our most challenged students.

We focused on supporting a small number of students who are regular visitors to our inclusion unit. We initially used the creating and coaching success lessons to provide a framework that would help students to find their own solutions.

Why Successful Lives?

We were looking for resources that would provide the support and challenge our students needed and the South Central Consortium held a conference where Developing Potential spoke about the work they were doing to raise ambition and build character and resilience in students.

It seemed to be an ideal match with what we needed.

How were the resources used?

We used the programme with a small number of students in each school, providing a weekly lesson and additional support as needed.

Results

We have seen a very quick change in the majority of students undertaking the programme. The schools used different measures as shown below.

Treorchy Comprehensive School Measure

Term	Spring 2015	Summer 2015
Attendance	93.07%	97%
Detentions	49	41
Exclusions	10	0

Ferndale Community School use PASS (Pupils Attitudes to Self and School). These are taken every six months and below we report the scores for pupils undertaking the programme.

Average November 2014	Average July 2015	Change
26.3	62.9	36.6
27.8	58.9	31.1
66.6	87.2	20.6
17.3	36.6	19.3
44.3	60.3	16.0
65.4	79.9	14.5
13.7	27.6	14.0
60.7	67.3	6.6
27.7	31.4	3.8
65.8	66.0	0.1
83.4	83.4	0.0
85.9	81.1	-4.8
43.7	37.5	-6.2
27.5	20.7	-6.8
50.1	42.9	-7.2
62.9	30.4	-32.4

The programme commenced in June 2015 and students undertook the questionnaire just six weeks later. We have never seen such changes in scores before. The changes in behavior and engagement have been significant and we organized an event where these students coached members of the SLT, including the Headteacher.

We were so impressed we are rolling out the resources across the schools.



“We were so pleased with the results that we are rolling out the resources across the schools.”



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