



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

Priory School, Southsea

Using the Successful Lives Curriculum

Successful Lives, a 63 lesson curriculum, was launched in 2013 to give teachers the resources needed to inspire students to be more independent and achieve their goals.

“I just wanted to say how much my tutor group enjoyed the lesson on visualising success this morning. It really calmed and focused them. They seemed to get a lot out of it, and from my point of view, it set me up really nicely for the day, as I used some of the techniques later to encourage a challenging year 9 music class.”

Priory School is an inclusive co-educational academy for students of all abilities, aged from 11-16, with around 1200 students on roll.

- The school opened as a new academy with the Bohunt Education Trust in September 2014.
- As a legacy sports college it has outstanding sports facilities and takes a lead in developing sports education across the area.
- The school has a high number of students in receipt of Free School Meals and in the last twelve months has more than halved the gap in their performance compared to other students. In addition approximately one fifth of year 7 students are eligible for support from catch up premium.
- Around one fifth of students are supported through special educational needs and the number requiring significant support is double the national average.

In the first year of using the curriculum (2014/15) the school had it's best ever attendance figures.



Call: 020 3303 0496
E-mail: enquiries@developingpotential.co.uk

SUCCESSFUL LIVES CURRICULUM CASE STUDY

Challenges

Priory school is located in Southsea, and the majority of it's students are white British, with 20% belonging to a range of minorities and 16% having English as an additional language.

With the high number of students requiring catch up support and special educational needs the school has a clear focus on closing the gap.

Why Successful Lives?

We wanted to raise aspirations for our young people, and then to raise attainment. To challenge both higher performers and lower performers and also help remove low-level disruption.

Specifically we could see that many students had low self-esteem and were very dependent in how they learnt. Tackling this and developing independent learners who could overcome adversity and have higher resilience was high on our agenda

We had done some reading around growth mindset and the Successful Lives sample resources fitted in well with this and were ready to use. Plus we welcomed your support, so the whole package was a no brainer.

How were the resources used?

We delivered them through PSHE and citizenship (55 minutes per week) and using tutor time. We hadn't done any of these lessons before and we involved 50 Tutors in teaching them, 10 per year group.

We used the six lessons on creating success with all year groups and in supporting our work on careers, coaching success with year 8 and resilience for success in year 11 to help with transition to new schools as we do not provide a sixth form.

Results

Helen Blachford, who led this for the school said, "The teaching is going really well. In fact I spoke to a teacher this morning who has been particularly difficult to engage in delivering the PSHE/Citizenship programme and he was raving about the Successful Lives resources and asked if he could do more of this!

I have been really pleased with the response from tutors who would not normally engage or certainly wouldn't take the time to give me feedback either.



A moderated SLT self-evaluation demonstrated a significant change in performance, from 'requires improvement' to 'good' for PSHE teaching.

And when we interviewed for Head boy and Head Girl they gave examples of how the programme had helped them."

Students really enjoyed and benefited from the lessons too.

"I really enjoyed thinking about 'stepping out of my comfort zone. I am not sure I have ever really taken a risk but I will have a go now.' **(Year 9)**

"The best bit for me was when we looked at real stories of people who had overcome challenges and how they practise and practise. They show resilience and I plan to do this now."**(Year 10)**

Most pleasing for the school was our own self-evaluation of lessons by the SLT and moderated by the Academy Trust. This demonstrated a significant change in performance from a 'requires improvement' with issues for delivery of PSHE to a 'good' rating. According to Helen, "this was largely down to the teachers engagement with the materials."

And finally our attendance figures were the highest they have ever been too.

