



PENRYN COLLEGE

THE 'PASTY BOYS'

JULY 2010

Introduction:

Sport is a really important part of community life in Cornwall. At Penryn we wanted to use the relationships, harness the pride and transfer the self discipline to make a real difference to students GCSE results. Our approach used sport, singing, leadership (and pastys!) in study support to raise standards of performance in the classroom.

Aim:

We wanted to take a group of sporting boys who had the potential to be social architects and raise their standards of GCSE performance. We also wanted to nurture this group so as they moved through Year 11 they would set the standard for student's behaviour not just in their own year group but through the school.

Local Authority Cornwall Council	School /Centre Penryn College
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Method:***Leadership- pick the most challenging as well as the most appealing.....***

We identified in year nine and ten students who were high profile student sports performers in the school. They were deliberately targeted to become sports leaders. These targeted students ranged from high fliers through to a student who had recently moved to us as a result of an exclusion. Their leadership qualifications were delivered using a mix of curriculum and study support. Following this many pursued their own 25 hrs voluntary work which allowed them to become paid assistants in our holiday programme.

High quality sport- sharing our values and building expectation.....

All through this time we pursued a policy of exceptionally broad and highly professional extra- curricular sport delivery. Students were in teams that were successful, well organised and competed regularly. The feeling that school sport was not "mickey mouse" was really important to how students feel about their school. It gave a back drop of care, professionalism and high quality. The values we want students to feel in their own work.

Involve curriculum staff.....

In Year 11 Heads of House identified those students who were at a C/D borderline, had strong KS2 performance but were underachieving or had the potential to shape their year group either positively or negatively. We invited those students to join a special club- the pasty club.

The programme- share yourself.....

The students were invited to remain after school for one hour each Friday. A fundamental part of the experience was the pasty and banter with the staff who supervised the session that the boys all enjoyed before the work started. Following the pasty the boys prepared their own schedule for the following week using outlook calendar- the same tool most staff used. The first items that went into the plan were their sporting and leadership commitments. The next items they placed were ten hours study time, coursework or revision.

The programme- take a risk.....

As the boys and staff started to enjoy the work we decided to extend the risk. The AST at Penryn College invited the pasty club to join members of the music department in producing work for the Christmas Concert. This was repeated in the Spring concert; "Trelawny" is an important song in Cornwall and the boys performed this to a stunned packed house.

Results – feedback on the club:

Attendance to pasty club

- The results were surprising. The boys were told that if they missed more two sessions without informing the member of staff they would not be welcome back. Only one boy dropped out of 20 and attendance was over 90% for the duration of the year.

What the boys told us.....

- That it helped plan their week and allow them to do their sport
- They enjoyed the singing as a new activity
- They enjoyed the camaraderie
- Many identified it as the “thing that helped most at Penryn College”

What the staff told us.....

- It gave a place to send work in the knowledge that it would be planned into the week
- It gave common ground for staff to talk about students
- It showed staff that the students was prepared to give their own effort

Results – impact on whole school:

We would not claim the club is responsible yet it may have made a contribution to the following.

On the school culture

The Year 11 of this year was highly cohesive and very much “on side”. Staff felt they responded through Year 11 in a more and more positive fashion as the exams approached. The impact of the music and leadership certainly bonded this group and it was a highly enjoyable year group to be involved in

Results – academic attainment:

CVA

- Our boy's attainment was 1017 against a girls CVA of 999.

Individual attainment- expected versus actual- (using "Raise- capped 8 point" on-line 2009)

- The individual break down for the boys is below- green is positive.

Ref no	Name	Expected (from KS2) points versus actual points (at KS4)
1	Cody	14.8
2	Jake	31.3
3	Jack	45.1
4	Chris	62.6
5	Gavin	135.1
6	Peter	4.6
7	Piran	49.2
8	Jack	20.2
9	Marcus	14.8
10	Daniel	25.3
11	Jack	2.9
12	Jake	42.2
13	Alec	-18
14	Gareth	24.7
15	Tom	Not known
16	Matt	-48
17	Jamie	42.4
18	Ben	4.9
19	Fraser	Not known
20	Neal	49.6

% 5A*-C (inc E/M) individual results.

The attachment shows total points score (NOT capped) against expected and whether a student achieved the 5 A-C grading(inc E/M)(Two students are not shown because they had no data from KS2- they did however achieve 5 A*-C inc E/M)

Of the entire group of 20

- achieved 70 % achieved 5A*-C inc E/M; 90% 5A*-C

For the other 18 students the graph shows the following.

- All students above 24 points (at KS2) achieved 5+ A*-C with either English or Maths.
- Of 7 students in around the 26-28 pts 4 achieved 5 + A-C with English and Maths.
- Of the group only 3/18 were below the median line for points achieved versus expectation
- Of the group 6/18 were above the upper quartile line for points achieved versus expectation

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