

APPENDIX ONE

TEACHERS' QUOTES

"To have the badge that we are associated with For Jimmy is something we're very proud of. We want this to continue, so we can support the charity in any way possible. We've had a strong relationship with them over the last seven years, and it's something St. Matthew Academy wants to continue."

NIALL MCCANN, HEAD OF SECONDARY SCHOOL - ST MATTHEW ACADEMY

"I've seen the children grow so much in confidence from the beginning of the course to the end of the programme. Kids that I would usually see as being quite shy or quiet seem to speak confidently and have become really good role models for our school."

MR SIMMS, DEPUTY HEAD - ATHELNEY PRIMARY SCHOOL

"It's so good to see the pictures of the pupils stood outside Number 10, in the Houses of Parliament and work experience with international organisations in the city. Or to hear how well they were looked after at Wavertons was really good. I mean, those children on the programme, they don't normally get those kinds of opportunities and it's really changed them."

MR HARESIGN, DEPUTY HEAD - FOREST HILL SCHOOL

"The programme has been incredible. I have worked with this class for three years, and the difference in them is unbelievable. I have never seen a change like this."

MS WILSON, HEAD TEACHER - GRINLING GIBBONS

"The For Jimmy team are working with our young adults, who are then working with younger children. For that to cascade down to our youngest children in Key Stage One is very impressive."

MR VOLLER, HEAD TEACHER - BEECROFT SCHOOL

"I have seen a huge improvement in the pupils' attitudes to learning. They are more focused, polite, confident role models for all the others."

JANET EMMANUEL, ASSISTANT HEAD - SYDENHAM GIRLS

"The programme is definitely building positive attitudes, giving our pupils a sense of empowerment to be influential in the type of communities that they want. To look at how they want to build positive communities. And that's important because there's a lot of peer pressure for young people."

STEVE BRADY, HEAD TEACHER - FOREST HILL SCHOOL

"Some of these kids are very vulnerable and some of them could go down a route that we don't want. I know if schools work on a scheme like this, students will be thinking about others and their welfare and it would definitely change things."

ANTHONY LEE, MATHS TEACHER - ST MATTHEW ACADEMY

"I feel their communication has improved, it has really helped in the way that they communicate with each other in school and outside school."

LUKE SHUTTLEWORTH, TEACHER - GRINLING GIBBONS

"I've noticed a significant difference in the pupils since I started teaching them in January. More importantly they are aware they are underachieving and are taking time to independently catch up and see their teachers for help."

MR COLE, HEAD OF HOUSE - ST MATTHEW ACADEMY



"He seems much more confident. So enthusiastic and motivated now, like a different child. He finishes before everyone else and is now offering to help the other pupils who are struggling. In fact they are like a different class now."

LUKE SHUTTLEWORTH, CLASS & KS2 LEADER - GRINLING GIBBONS

"Well. I have no words. I have to say, I've always said that we would support For Jimmy. But I think you've supported us a thousand times over. So yes, unequivocally, I would say every school should have the programme."

CAROL WILSON, HEAD TEACHER - GRINLING GIBBONS

"The children come back into school, they talk about the programme to the other children. I've got children in other year groups now that are chomping at the bit wanting to get involved in this project and I'm looking forward to that next year."

MS NEWTON, HEAD TEACHER - ELFRIDA PRIMARY SCHOOL



APPENDIX FOUR

ADDITIONAL BENEFITS

ASSEMBLIES & PHSE

Updates of project given by youth teams at assemblies.
Themed tutor time to produce themed resources and letters.
Regular updates for newsletters and presentations for open evenings.

PEER MENTORS

The team will be trained and supported to become peer mentors within the school, establishing a 'buddy' system which will work in partnership with year teams and support staff.

This multiplying effect will increase both programme numbers and impact. More successful young people positively engage and achieve in their school and wider community.

At the beginning of the course the training team will be working with relevant departments to tailor unit of work for Maths, English and ICT.

PARENTS & CARERS

All programmes will engage with relevant (to the Social Action Programme) community partners: Police, Fire Brigade, Faith Groups, other local schools, Cllrs, local MP and Young Mayors team.

PHSE and tutor lessons created to support the programme. 'TAKEAWAYS' (essentially project homework) for the pupils between sessions.

OFSTED & REPORTING

We have OFSTED standard Lesson Plans, Resources and Teaching Guides for all our programmes and Social Action Modules.

Formal and comprehensive Social and Academic Impact Reports, shared with school for internal and external use. Together with a Pupil Premium Spend Evaluation Report.