
IntoUniversity works with universities to provide local learning centres where young people are inspired to achieve.

IntoUniversity Manchester North
Annual Report

Prepared for
The University of Manchester

2018/19

IntoUniversity 

Chief Executive Introduction



Dr Rachel Carr OBE

I am very pleased to be able to thank the University of Manchester for your support of **IntoUniversity** Manchester North. Our work is only made possible by the generous support and investment from partners such as yourselves. We are delighted to report that this year 35 students from the **IntoUniversity** network were awarded places at the University of Manchester.

In the year that we worked with our 100,000th student, **IntoUniversity** opened new centres in Coventry and Manchester and an extension project in Leeds, growing the network of centres and extension projects to 30. We are proud to have served over 42,500 children and young people from under-represented backgrounds in 2018/19.

We held our second national conference, in partnership with AQA and the University of Manchester, which focused on equality and diversity in university access. We appreciated the contributions of our university partners for a day of lively discussion and debate, with keynote speeches from Professor Clare Alexander from the Centre on Dynamics of Ethnicity at the University of Manchester and Sasha Morgan from the Social Mobility Commission.

This year as a charity we have focused on ensuring that our impact and evaluation work continues to be robust, transparent and sector-leading. We have undertaken an impact project which comprises qualitative and quantitative research into our impact on attainment, the development and refinement of a formal theory of change, the assurance of our Higher Education progression data and the creation of a new 'Impact Microsite' which will showcase our impact and allow stakeholders to interrogate it. The results of this project will be available in the 19/20 academic year.

I am pleased to present this report on the annual performance of **IntoUniversity** Manchester North. This is just the beginning of our partnership, and we look forward in the years ahead to continuing to work with the University of Manchester to raise the aspirations of disadvantaged young people and empower them to build a successful future. We are deeply indebted to the University's Widening Participation team for their support, particularly Stephanie Lee, without whom none of this would be possible.

On behalf of the children and young people in Manchester who benefit from our partnership, thank you.

Chief Executive and Co-Founder
IntoUniversity

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Executive Summary

IntoUniversity Manchester North has enjoyed a successful year, raising young people's chances of progressing to university.

1,011

students worked with in total this academic year

661 Primary

350 Secondary

126

students seen for Academic Support

51

students seen on the Buddy programme

IntoUniversity nationwide H.E. progression rate

68% vs 41% national average*

*Estimated % of all maintained school pupils who entered H.E. by age 19 (2016/17)

623

students seen on the Primary FOCUS programme

292

students seen on the Secondary FOCUS programme

37

University of Manchester volunteers have inspired at events, given campus tours and provided mentoring and Academic Support

'Dentist' Buddy workshop at the University of Manchester



IntoUniversity and the University of Manchester

Town / City of IntoUniversity Student	IntoUniversity students starting at the University of Manchester in September 2019
Brighton	4
Bristol	1
Leeds	9
London	18
Nottingham	3
Total	35

The adjacent table shows the number of students whom we know have started their first year of study at the University of Manchester in 2019.



A University of Manchester volunteer's perspective

Amy, a Neuroscience student at the University of Manchester, shared her experiences of volunteering as a mentor with IntoUniversity.

I chose to volunteer with IntoUniversity because I wanted to get involved with an organisation where I could volunteer regularly and not just as a one-off opportunity.

My best memory of volunteering was when me and my mentee baked together. The activities I am doing with Leah are the same things that I needed help with when I was

that age. To be able to pass on my knowledge is very rewarding.

All of the staff and young people are lovely. I like the feeling that I am helping someone in a way that is going to boost their confidence and their skills in the classroom and in life.

Since volunteering with IntoUniversity I have become better at articulating as I have to explain things in a way that my mentee will understand. Explaining concepts in a concise way will be really useful for my future.

My confidence has also increased.

I would definitely recommend volunteering with IntoUniversity because it is a great experience and I have formed a really good relationship with my mentee. I have loved doing fun activities with her and seeing her learn from what I have taught her.

I volunteer because I want to make a difference to someone else's life and I enjoy giving back to the community.

Academic Support

IntoUniversity staff provide sessions of structured academic study after school. The sessions raise attainment, encourage young people to become active, independent learners and help them to develop effective study skills. Students have access to essential resources that they may not have at home such as books, university prospectuses and computers.

Which age groups?

Years 3-13

What is the programme?

Students receive help with homework, coursework, revision and university applications. They are supported to complete their academic work to a high standard and on time.

Primary students may also study our tailored, termly curriculum which is based on university degree subjects. Each 'degree' covers key National Curriculum numeracy and literacy learning objectives.

Secondary students may also complete projects as part of the 'Future Readiness Award', where they develop the transferable skills necessary to become independent learners. This year, projects have included completing a research study on cyberbullying and creating postcards from the past.

A Parent's Perspective

Sabrina, mother of Liam, Jack and Ben, shared her thoughts on why it is important for her children to attend Academic Support.

“Jack started attending Academic Support and enjoyed it so much that he was raving about it to his brother, who started coming a week later. My children have gained confidence and it has helped them to be organised with regards to their homework. Even if they don't have specific tasks to complete, they come and find focus at **IntoUniversity**. The Mentoring programme is great; the way **IntoUniversity** matches students to volunteers is amazing. My children really look forward to the mentoring sessions. They are happy, comfortable and confident at the centre which is the most important thing. The provision **IntoUniversity** puts on both as part of the Primary curriculum and as additional support is brilliant and it keeps the students engaged.

The fact that Ben has been able to go and see universities in his home city has been brilliant. To get the experience and insight into what it would be like at university before actually going is great. Not many children have the opportunity to experience the culture of university at such a young age. **IntoUniversity** has built Ben's confidence, helped bring him out of his shell and helped him with study techniques. Communication is fantastic; **IntoUniversity** organise so many different sessions for different age groups, but always keep in touch. I have recommended **IntoUniversity** to other parents as the boys have gained so much and been provided with so many opportunities. They are encouraged to do well for themselves.'

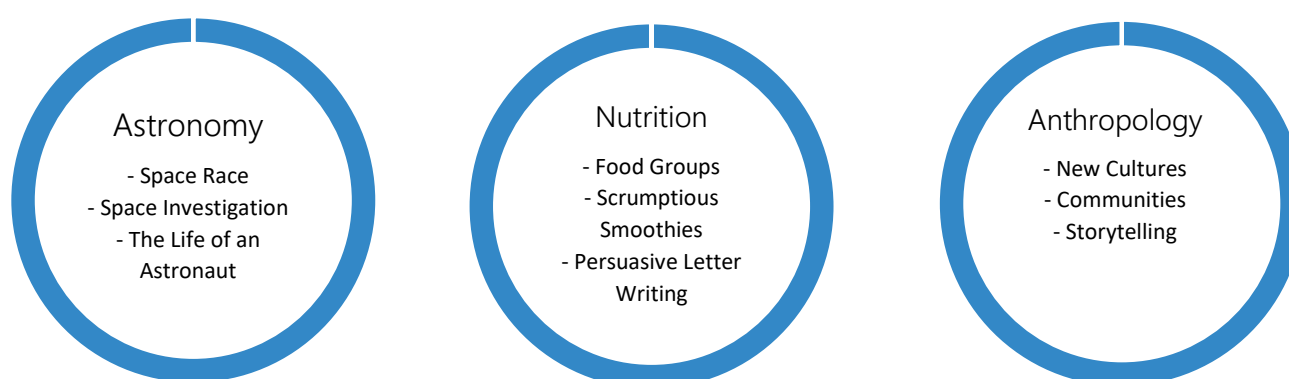


Primary Academic Support

2018/19 Academic Support delivery by IntoUniversity Manchester North

Centre	Academic Support	Number of Students
Manchester North	Primary	76
	Secondary	50
	Holiday examination revision (students may also be attending term time Academic Support)	21
	Target number of students	75
	Actual number of students	126

Primary Academic Support 'degrees' and the modules covered in the 2018/19 academic year



Centre Launch Event IntoUniversity Manchester North celebrated its official launch in February with representatives from the University of Manchester, students, families and community members. Academic Support students took part in a range of activities, including a game of 'Course it is, course it isn't!' which quizzed them on different university degrees. Sam Light, a former IntoUniversity student and University of Manchester undergraduate student, gave a speech on how IntoUniversity has supported him throughout his education journey, providing him with unique opportunities for personal development.	Student Evaluations 69% of IntoUniversity Manchester North students reported improved school grades as a result of Academic Support. 74% of IntoUniversity Manchester North students reported that they were working better at school as a result of Academic Support.	“ I come to IntoUniversity to learn new things. IntoUniversity has helped me in Maths and English and it has taught me to solve problems. I feel more confident about my SATs now.’ Year 6 Academic Support student IntoUniversity Manchester North
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Primary FOCUS

A structured programme which supports and enhances the National Curriculum and inspires students to think about their future education and the world of work. The programme raises students' aspirations and promotes essential skills such as teamwork and communication.

Which age groups?

Years 3-6

What is the programme?

In Years 3 and 4, workshops provide students with a hands-on introduction to different jobs and careers. These workshops are optional and are not delivered to all partner schools.

In Year 5, students participate in a 'What is a University?' workshop where they are familiarised with university life and learning. Year 5 students also spend a whole FOCUS Day themed on one particular curriculum area or topic chosen by their school.

In Year 6, students participate in a FOCUS Week of concentrated learning on a university degree subject. They are immersed in the topic through workshops and trips, and end the week with a graduation ceremony at a university. They also attend a 'Transition' workshop to aid them with the move from Primary to Secondary school.

A Teacher's Perspective

A Year 6 teacher shared some of his highlights from one of this year's FOCUS Weeks.

“I am confident that **IntoUniversity** has been of great benefit to all of our pupils. In particular, the FOCUS Weeks have been extremely valuable in developing their confidence levels through regular opportunities to participate in collaborative activities, underpinned by a focus on public speaking and presentational skills. Engagement with aspiration-based workshops has helped to provide our pupils with a great understanding of career choices and the routes they could take to work in such fields.

I feel that the programme goes a long way to raise aspirations amongst pupils, especially for those whose parents or older siblings have never been to university. It helps them to see how interests and favourite subjects can be pursued all the way into adult life, and highlights the importance of lifelong learning. The best thing about **IntoUniversity** has to be the range of enrichment that is provided, which covers a magnitude of areas. The campus tours, meeting students and lecturers and visiting cultural places have all really helped to bring learning to life and leave pupils highly engaged about the **IntoUniversity** programme and university in general. The programmes are very well planned and led superbly by a dedicated team.’



Students on a Primary FOCUS Week

2018/19 Primary FOCUS delivery by **Into**University Manchester North

Centre	School	Number of activities delivered to schools				
		Year 4	Year 5		Year 6	
		'Careers in Action' workshop	'What is a University?' workshop	FOCUS Day theme	FOCUS Week theme	'Transition' workshop
Manchester North	Charlestown Primary School	2	2	2 History of Art	2 Engineering	2
	Crosslee Community Primary School	2	2	2 Engineering	2 Engineering	2
	Moston Fields Primary School	2	2	2 Creative Writing	1 War Studies	1
	New Moston Primary School	2	2	2 Astronomy	/	/
	Target number of students	n/a	250			
	Actual number of students	235	388			

Trip Highlight

Science Industry Museum

Students from Charlestown Primary School learnt about different types of engineering, including automotive, aerospace and civil engineering, and careers linked to these subjects. Students explored the Industrial Revolution in Manchester and learnt how Manchester inventions changed the world. They also took part in an interactive workshop on the Rocket locomotive steam train, discovering how this changed the way we travel.

Student Evaluations

80%

of **Into**University Manchester North students reported improved teamwork as a result of Primary FOCUS.

84%

of **Into**University Manchester North students reported that they knew more about university as a result of Primary FOCUS.

“ The Primary FOCUS programme helped give the children a good knowledge of university which isn't always the case in our area. The programme made the goal of going to university seem more achievable. The young people used good investigative skills, worked well as a team and showed aspiration. It has been a great week for all of the class and the staff.”

A Year 6 teacher
Charlestown Primary School

Lower Secondary

FOCUS

A series of workshops and trips that support students' learning and increase their knowledge of Higher Education, career opportunities and educational pathways. The programme increases motivation, strengthens aspiration, and develops transferable skills such as adaptability, teamwork and communication.

Which age groups?

Years 7-11

What is the programme?

In Year 7, students focus on personal development targets and learn effective strategies for managing homework at Secondary school.

In Year 8, students explore different approaches to learning and understand how GCSE choices impact on future pathways.

In Year 9, students focus on connecting their current learning with post-school career possibilities and experience 'A Day of University Life'.

In Year 10, students learn about entrepreneurship and post-16 education options.

In Year 11, students focus on writing job applications and practice for interviews, and are prepared for independent life at university.

A Teacher's Perspective

A Careers and Enterprise Coordinator at a partner Secondary school shared his thoughts about working with **IntoUniversity**.

“The communication of the **IntoUniversity** team has been second to none, as they give clear details on what they hope to achieve, and also discuss what is best for the school and our pupils. I like the fact that every year group is involved in the **IntoUniversity** programme, from Year 7 up to Year 13. The progression of sessions is clearly thought out, with the hope that pupils will be able to develop year on year, through the guidance of the **IntoUniversity** team. The sessions are tailored to the challenges students may be facing during certain points within their education journey. I have been able to see first-hand how pupils can develop skills such as teamwork and confidence, just within the space of a two-hour session.

It has also allowed pupils to see what possibilities they have ahead of them, as they may feel that they are limited due to what they have seen others within the same community go on to do. A lot of the pupils in our school don't think they can go to university because their parents haven't gone. **IntoUniversity** has allowed them to open their eyes to what they can achieve. Students have access to additional role models who are able to support them. Some of our students thought that they had already blown their chances, but at **IntoUniversity** they have learnt that there is still time to turn things around. **IntoUniversity** has become part of the wider community and a safe space for the students.’



Students on a Secondary FOCUS workshop

2018/19 Lower Secondary FOCUS delivery by IntoUniversity Manchester North

Centre	School	Number of pre-16 workshops and trips	
		FOCUS on Success Years 7 - 9	FOCUS on Choices Years 10 - 11
Manchester North	The Co-op Academy of Manchester	6	/
	The Co-op Academy of North Manchester	6	4
	Target number of students	120	
	Actual number of students	252	

Focus on Success workshops:

Choosing Success
Approaches to Independent Learning
Learning Techniques
Pathways to Success
Careers Carousel
Introduction to University or A Day of University Life

Focus on Choices workshops:

Entrepreneurship/Enterprise
Education Choices
Communication in the Workplace
University Life

Programme Highlight

Year 9 students from The Co-operative Academy of North Manchester mapped universities from Aberystwyth to St Andrews during the 'Introduction to University Life' workshop. Students reflected on what each university location had to offer and were supported to consider what their ideal university would be.

Student Evaluations

81%

of IntoUniversity Manchester North students reported that they enjoyed taking part in Secondary FOCUS.

“Many of the pupils have commented that they found the sessions interesting and some are now considering university and what courses they could study, having not previously considered it to be an option. It has been a very encouraging start to the programme for our pupils.”

A teacher
The Co-operative Academy of North Manchester

Upper Secondary

FOCUS

A series of workshops and trips that develop skills and knowledge which support students to fulfil their educational and career ambitions. This programme also includes extra-curricular enrichment and networking activities that stand out on students' CVs and UCAS forms.

Which age groups?

Years 12-13

What is the programme?

The post-16 Secondary workshops focus on independent learning skills, support with CV writing, interview skills, UCAS and personal statement support and the transition to university or another chosen pathway.

Student enrichment opportunities range from work experiences and paid internships, to overseas challenges, to university summer schools. Most opportunities are only available through **IntoUniversity** and some lead to contextual university offers or paid employment.

A Teacher's Perspective

A Raising Aspirations Coordinator at a partner sixth form shared her experience of working with **IntoUniversity**.

“I think the individual support that **IntoUniversity** offers is probably what makes the biggest difference to our students. It helps to build the students' independence, as well as connecting them with opportunities that they wouldn't have otherwise known about. **IntoUniversity** also supports those students who might be considering alternative pathways. The **IntoUniversity** team worked very closely with a sixth form student who was really struggling – he got some disappointing grades and was at a bit of a loss about what to do. They met regularly with him and gave him a mentor, which he found so beneficial. He also did an internship which he found through **IntoUniversity** and ultimately he *has* ended up going to university, which was an incredible success for him.

IntoUniversity helps students to build the soft skills that they need, which means they are equipped to succeed in whatever they end up doing after school. Teamwork, investigative skills and the motivation to look for more are all things that students learn with **IntoUniversity**. Also, it's not just about students who aren't sure about their choices. For students who are really engaged with school already, it is a fantastic opportunity for them to think outside the box and be released from the yoke of school. In the workshops you look around and you can see the students soaking it all up. It gives students more stretch and more variety – it is a really valuable opportunity.’



Year 12 students working at a university conference

2018/19 Upper Secondary FOCUS delivery by IntoUniversity Manchester North

Centre	School	Number of activities FOCUS on the Future Years 12 - 13	Number of students*
Manchester North	Loreto Sixth Form	1	29
	Secondary FOCUS in-centre support (multiple schools)	n/a	11
	Target number of students*	80	
	Actual number of students*	40	

* please note that the column total may add up to more than the actual number of students, as some students take part in both in-school and out-of-school activities

IntoUniversity's partner Secondary schools in Manchester do not have sixth forms and establishing relationships with local sixth form colleges has been a significant challenge this year for IntoUniversity Manchester North. We are very grateful to both the Co-op Academy Trust and the University of Manchester for the support they have given to the team to help develop college relationships for next academic year.

For the 19/20 academic year a relationship has been established with Connell Co-op College and 120 students have been registered. We are therefore optimistic that the target number of sixth form students will be met.

Programme Highlight Year 12 students from Loreto Sixth Form took part in a 'Revision Skills and Stress Busting' workshop. Students had the chance to look at the sugar cycle and predict how much sugar and caffeine was inside the drinks they regularly consume. Many students reflected on how they should cut down this consumption of sugary and highly-caffeinated drinks which will help them focus for longer during revision.	Student Evaluations 81% of IntoUniversity Manchester North students reported that they knew more about university as a result of Secondary FOCUS.	“ The placement has inspired me to become a better person. I am now open to new environments and working with different people. I have made new friends during the week and have met lots of influential people in different businesses. I now have a greater understanding of the business world.’ A Year 12 IntoUniversity Manchester North student who took part in the Social Mobility Business Partnership internship
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Mentoring

The Mentoring programme matches **IntoUniversity** students with university student volunteers, providing them with positive role models and the opportunity to develop their social skills, explore future options and improve academic attainment. Young people benefit from regular one-to-one support from a role model who can offer invaluable advice and guidance. In Year 13, students are paired with a corporate mentor who offers support with the transition from the final year of school through to university.

Which age groups?

Years 6-13

Buddy

The Buddy programme pairs young people with university student volunteers over two days. Students participate in subject-based workshops, before spending a day at a university. The programme aims to enhance students' understanding of university life and different approaches to learning. Visiting a university and meeting undergraduates introduces students to a degree subject and helps them to view university as a realistic option for their future.

Which age groups?

Year 8

A Mentoring Pair's Perspective

Mentoring pair, Lucy and Rihanna, shared their experience of mentoring.

“ Lucy (Mentor):

Mentoring is really enjoyable and it is really great to support someone else, having been through the process of school and university myself. It is amazing to be here for Rihanna whilst she is discovering this part of her life and finding new things that she is interested in. I liked creating our future-focused board game which explored going to university and future decisions. I am really impressed by how much we have achieved. I am definitely more creative now as you have to be able to think about different sessions and activities. I have also improved my listening skills. Mentoring can make such a big difference on a young person's life and it has made a big impact on me as well. It is great to be able to help a young person follow their dreams. Myself and Rihanna have made a great friendship and I am looking forward to continuing the mentoring relationship next year. It will be a really important year for Rihanna as she starts Secondary school so we will focus on that transition.'

“ Rihanna (Mentee):

I take part in the Mentoring programme because it helps me to learn more and I love the activities we do together. My favourite mentoring meeting was when we learnt about Alexander Hamilton together. We have also designed a board game together, based on *The Game of Life* as part of our 'future' meetings. We won the 'most creative mentoring pair' award during the Mentoring Graduation this year. My confidence has really grown and I feel a lot more comfortable to do more and to push myself. One of my targets that we set at the start of the year was to practice my public speaking. During the Mentoring Graduation, we put this to the test by delivering a speech about our mentoring experience. My public speaking has really improved since starting the Mentoring programme.'



Mentoring pair carrying out an experiment

2018/19 Mentoring

Centre	Types of Mentoring	Target	Actual
Manchester North	University Pairs	10	13
	Buddy	48	51
	Combined target for Mentoring programmes		58
	Combined total students on Mentoring programmes		64

Student Evaluations	Student Evaluations	Student Evaluations	Student Evaluations
87% of IntoUniversity Manchester North mentees reported increased knowledge of their future options as a result of the Mentoring programme.	93% of IntoUniversity Manchester North mentees reported that they were more likely to achieve their career goals as a result of the Mentoring programme.	91% of IntoUniversity Manchester North students reported that they knew more about university as a result of the Buddy programme.	85% of IntoUniversity Manchester North students reported that they were more likely to go to university as a result of the Buddy programme.

Mentor Meeting Activities	
One mentoring pair worked together to plan the mentee's future targets, helping him to discover his future options after Year 11. The pair researched university courses using prospectuses and created a 'Plan A' list, as well as a 'Plan B' list for his future. These plans were written in detail from completing Duke of Edinburgh in college, to joining a chess society at university, as well as exploring Engineering degree choices.	“My most useful mentoring meeting was learning about GCSEs as we learnt about my future options and what subjects I might like to choose in the future. My favourite memory of mentoring is when me and my mentor made smoothies together, they were tasty!” Year 8 mentee IntoUniversity Manchester North “I have been mentoring since the programme began at the Manchester centre. Everyone at the centre is so friendly. Since the beginning of our journey, I have seen Esther grow in confidence, open up more and learn how to ask for help. We focused on her Maths skills and she is now excelling in Algebra. It has been really rewarding seeing the growth in my mentee and I look forward to every session.” University of Manchester mentor

Additional Programmes

Extending Horizons is a three-day residential trip run in partnership with a university, which aims to raise students' aspirations and broaden their horizons.

Holiday FOCUS programmes introduce students to different careers, future pathways and degree subjects. Students work in teams, enjoy interactive, hands-on learning, meet professionals and visit cultural landmarks. We also provide bespoke holiday revision sessions for students in Years 6-13 with specialist tutors on hand.

Careers in FOCUS introduces students to different career possibilities. Volunteers from a range of professions speak about their work and lead an interactive session that demonstrates a transferable skill necessary to their job.

Business in FOCUS is a one-day challenge facilitated by a team of corporate volunteers, designed to promote skills in leadership and teamwork.

Leadership in FOCUS is a three-day programme exploring and developing leadership skills whilst raising aspiration, self-esteem and motivation.

Which age groups?

Years 6-13

A Student's Perspective

This year, 36 students from **Into**University centres in Leeds visited the University of Manchester on an Extending Horizons trip. This included visits to Jodrell Bank, Manchester Museum and Treetop Adventure Golf. The students also had the chance to stay in university accommodation. A Year 6 student shared her thoughts on this trip.

“ I enjoyed when we went on a tour of the library at the University and when we saw many animals at the Manchester museum, including snakes and tigers. I enjoyed the handling session at the museum because we learnt that they keep animals to conserve them and then they release them back into their habitats. My favourite activities on the trip were when we went to the museum and when we watched a movie in the evening as I felt like a university student. I will remember staying in the bedroom in the halls of residence because I didn't have to share with anybody like I do at home, which was nice.

I learnt about some things that you can do at university and different courses. It has made me think more about what I want to become in the future and what I'll do after school. I didn't think about it much before, but this trip has helped. I want to do nursing when I'm older, because you can help people.’



2018/19 Additional programmes

Centre	Programme	Target	Actual	Schools
Manchester North	Extending Horizons and Holiday FOCUS	30	46	Students from a range of partner schools and Academic Support students
	Business in FOCUS	20	26	The Co-op Academy of North Manchester
	Careers in FOCUS	10	26	Students from a range of partner schools and Academic Support students
	Leadership in FOCUS	12	17	Students from a range of partner schools and Academic Support students
	Combined target for additional programmes			72
	Combined total for additional programmes			115

Leadership in FOCUS Student Evaluations 86% of Into University Manchester North students reported improved confidence as a result of the programme.	Careers in FOCUS Student Evaluations 83% of Into University Manchester North students reported that they were more likely to achieve their career goals as a result of the programme.	Business in FOCUS Student Evaluations 85% of Into University Manchester North students reported improved teamwork as a result of the programme.
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Holiday FOCUS Highlight ‘STEM’ FOCUS Week During a ‘Genetics and DNA’ workshop, Primary Academic Support students were tasked with locating strawberry DNA and researching endangered animals. Their learning was put into practise during a visit to the University of Manchester Museum, where they met Stan the T-Rex and created their own adaptations of the dinosaur.	Careers in FOCUS Volunteer Speakers Production Researcher, BBC Freelance Illustrator Graphic Designer, Alpha Branding	 The best thing about the Leadership in FOCUS programme was the self-talk because it taught me to think more positively. I improved my leadership skills and confidence and I communicated with others who I wouldn't usually speak to. Year 9 student IntoUniversity Manchester North
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IntoUniversity Developments

There is an undeniable social mobility crisis in the Arts and Cultural sector, where people from disadvantaged groups occupy only 8% of jobs. The most significant barrier preventing young people from disadvantaged communities studying and accessing the Arts is educational underachievement. The programme will address the lack of diversity in the UK Arts sector by providing opportunities to young people from disadvantaged communities across the UK.

Working with organisations, artists and schools, young people will be encouraged to consider creative studies and careers; not only as practitioners – visual artists, actors, architects, designers – but also the professions that support the creation of art; from curating and directing, to conservation and technical support, the programme will cover a range of different aspects and roles.



The Khadija Saye IntoArts Programme

Khadija Saye was a Gambian-British artist who tragically died in the Grenfell Tower fire, aged just 24. Despite her young age, she achieved recognition as a hugely talented artist and had already produced significant work, showing extraordinary promise for the future. Khadija's natural artistic talent was fostered at **IntoUniversity** from the age of seven, particularly through her participation in the Carnival Arts programme at our North Kensington centre. The Khadija Saye **IntoArts** programme was founded in 2019 by Nicola Green with **IntoUniversity**. The programme has been established in memory of Khadija Saye and is inspired by her life.

The Khadija Saye **IntoArts** Programme continues the existing work of **IntoUniversity** with a focus on encouraging and supporting young people with an interest in the Arts. There will be a diverse range of creative subjects covered by **IntoUniversity**, incorporated into our already established programmes.



Khadija Saye at the
Carnival Arts
programme

“She was the best mentor ever to younger members of the carnival club, as she wholeheartedly believed that anyone and everyone had artistic capability, and made sure that we were always creatively enjoying the carnival experience.”

Lady, Carnival Band Member and
Friend of Khadija

“Her visual sensibilities were mature beyond her years and she produced work of a quality rarely seen by a sixth form pupil. She came alive with a camera and her work is a lasting memorial to a remarkable young woman who touched the lives of so many.”

Patrick Derham, Former Head
Master of Rugby School

“She was very responsible and kind, often looking after the younger members of the carnival band. She was quite shy, but she had a steely determination and a passion and talent for art that were already apparent.”

Clare Richards, Carnival Band Leader
1997-2002

IntoUniversity Developments

The Future Readiness Award

The Future Readiness Award is an opportunity for Secondary Academic Support students to develop their independent learning and soft skills by completing projects based on a theme of their choice. These student-led projects offer young people the chance to explore subjects that are interesting to them and not necessarily covered at school. The award has been redeveloped for the 19/20 academic year with two key aims in mind: to develop metacognitive skills within our young people; and to ensure students are motivated to self-regulate their own learning.

Future Readiness Award topics are structured to focus explicitly on areas that build positive behaviours including communication, confidence, leadership, organisation and teamwork. The skills and attitudes that are developed through the Award are associated with academic success and it is this that underpins the rationale of the Future Readiness Award. These skills help to equip young people with the tools to flourish at school, in the academic environment of university and beyond into the workplace.

The additional scaffolding resources of the new Award explicitly teach students a range of planning, monitoring and evaluation strategies. Each Award topic has been divided into three stages with example success criteria to help students shape their projects and build their learning across the stages. Students evaluate their progress throughout the meta-cognitive cycle and earn credits by completing the modules. This motivates students to achieve their best, which translates into effective learning behaviours at school, improving attainment and creating a positive feedback loop of increased motivation and confidence.

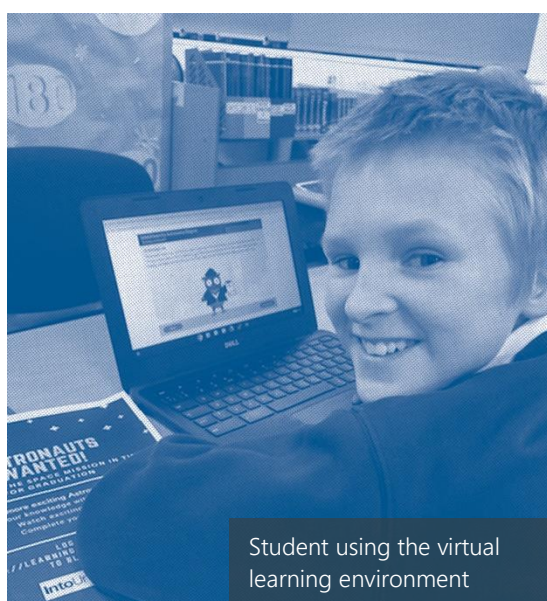
The Primary Academic Support Curriculum

Primary Academic Support focuses on developing the learning of young people aged 7- 11. This year, to aid progress with attainment, continued development of the Primary Academic Support curriculum has taken place. It has been created to meet all English and Maths objectives from the National Curriculum for Key Stage 2, and these objectives are carefully mapped across four years of curriculum content. Each term the young people engage in a 'degree' themed topic to expose them to university subjects; in the 2018/19 academic year, the 'degree' themes were Anthropology, Nutrition and Astronomy.

During the Astronomy curriculum young people were challenged to complete a series of Maths puzzles to earn enough rocket fuel so they could take part in a NASA Space Race. The Anthropology curriculum introduced students to different cultures before they had to create a news report on the life of a tribe they had researched. Students put their nutritional knowledge to the test during the Nutrition curriculum by making their own 'Top Trump' cards which encouraged them to compare and contrast the nutritional values of different food items. The 'degree' curriculums are designed to provide interactive, hands-on learning opportunities for the students to help build their curiosity as learners, whilst deepening their knowledge of the subject area.

In each 'degree' theme, three key learning objectives are addressed and, to maximise progress, each objective is taught over three sessions in a teach, practise, review format. Young people self-assess the progress they make at the end of each learning objective, alongside **IntoUniversity** staff assessments. Any gaps in learning can then be readdressed and re-taught if necessary.

In addition to the taught curriculum sessions, an online platform called 'IU Learning' has been developed this year. This has encouraged young people to continue their learning outside of Academic Support and to explore further the 'degree' topics through a series of fact files, quizzes, videos and university degree information.



Student using the virtual learning environment

Programme Outputs

Summary programme outputs	Actual students	Target	Difference	% of target achieved
Academic Support	126	75	51	168%
Primary FOCUS Years 3-4	235	n/a	n/a	n/a
Primary FOCUS Years 5-6	388	250	138	155%
Secondary FOCUS Years 7-11	252	120	132	210%
Secondary FOCUS Years 12-13**	40	80	-40	50%
Holiday FOCUS / Extending Horizons	46	30	16	153%
Business in FOCUS	26	20	6	130%
Careers in FOCUS	26	10	16	260%
Leadership in FOCUS	17	12	5	142%
Buddy	51	48	3	106%
Mentoring	13	10	3	130%
Total unique* students = 1,021				

*Students are only counted once, even if they take part in multiple programmes. Total unique students will be less than the combined total for each programme, as some students attend multiple programmes.

**Please see page 11.

OMR

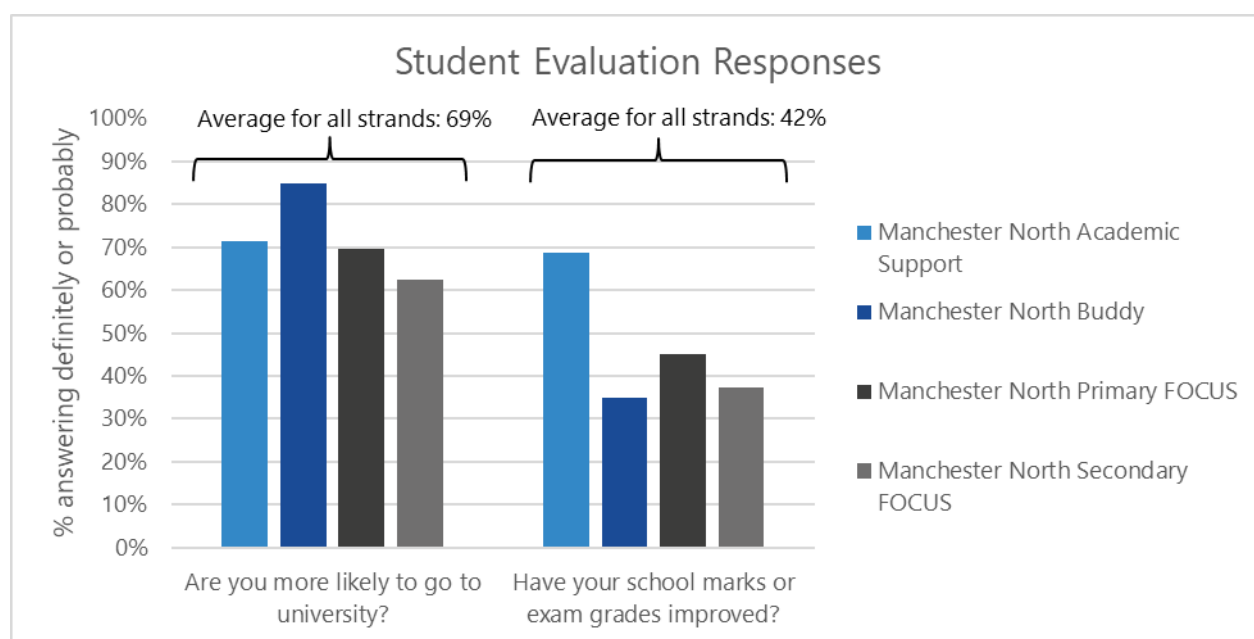
Evaluations

IntoUniversity has developed comprehensive systems for gathering and analysing self-reports from students. The charity aims to survey all students we work with using Optical Mark Reading (OMR) forms. These forms provide a detailed picture of young people's perceptions of the impact of various parts of the programme. For the Primary FOCUS programme, Secondary FOCUS programme and additional programmes, the OMR forms are completed at the end of the session or week. For Academic Support and Mentoring the forms are completed during the summer term. This year we received 738 responses from **IntoUniversity** Manchester North students. The full set of responses is available on the following page. Two of the key questions asked are:

As a result of attending **IntoUniversity**, are you more likely to go to university?

As a result of attending **IntoUniversity**, have your school marks or grades improved?

In analysing the combined responses, the charity considered the different strands that each student attended, i.e. a student attending Academic Support should primarily be reporting an improvement in their grades as this is the focus of their time spent with **IntoUniversity**, whilst a student attending Secondary FOCUS should primarily be reporting that they are more likely to go to university in comparison to other programme outcomes, due to the nature of the workshops.



We can see that 69% of students on all programmes reported that they were more likely to go to university as a result of attending **IntoUniversity**. This suggests that all programmes are having an effect on student aspirations. As expected, students on the Academic Support programme are much more likely to report improved grades than students on other programmes.

OMR

Evaluations

Have you enjoyed yourself?			
	Yes	Maybe	No
All programmes	89%	9%	2%
Academic Support	76%	21%	3%
Buddy	96%	4%	0%
Primary FOCUS	93%	5%	2%
Secondary FOCUS	81%	16%	4%

Are you working better at school?			
	Yes	Maybe	No
All programmes	66%	22%	11%
Academic Support	74%	6%	20%
Buddy	56%	33%	11%
Primary FOCUS	74%	15%	11%
Secondary FOCUS	57%	30%	13%

Are you more likely to go to university?			
	Yes	Maybe	No
All programmes	69%	23%	8%
Academic Support	71%	17%	11%
Buddy	85%	11%	4%
Primary FOCUS	69%	23%	8%
Secondary FOCUS	63%	26%	12%

Do you know more about university?			
	Yes	Maybe	No
All programmes	77%	13%	10%
Academic Support	56%	21%	24%
Buddy	91%	7%	2%
Primary FOCUS	84%	9%	7%
Secondary FOCUS	81%	12%	7%

Has your confidence improved?			
	Yes	Maybe	No
All programmes	61%	22%	17%
Academic Support	63%	17%	20%
Buddy	56%	21%	23%
Primary FOCUS	68%	16%	15%
Secondary FOCUS	49%	29%	22%

Have your school marks or exam grades improved?			
	Yes	Maybe	No
All programmes	42%	38%	20%
Academic Support	69%	23%	9%
Buddy	35%	35%	30%
Primary FOCUS	45%	37%	18%
Secondary FOCUS	37%	39%	23%

Are you more likely to achieve your career goals?			
	Yes	Maybe	No
All programmes	72%	21%	6%
Academic Support	69%	20%	11%
Buddy	73%	22%	4%
Primary FOCUS	77%	17%	6%
Secondary FOCUS	66%	27%	7%

Are you more confident communicating with others, including adults?			
	Yes	Maybe	No
All programmes	67%	18%	15%
Academic Support	62%	21%	18%
Buddy	72%	11%	17%
Primary FOCUS	73%	14%	13%
Secondary FOCUS	54%	25%	21%

Can you work better in a team?			
	Yes	Maybe	No
All programmes	75%	16%	9%
Academic Support	76%	12%	12%
Buddy	77%	11%	11%
Primary FOCUS	80%	12%	9%
Secondary FOCUS	63%	26%	11%

Case Study

Alexis, Year 6, IntoUniversity Manchester North

Alexis first came to **IntoUniversity** Manchester North on a Primary FOCUS Week in November 2018. The week was themed around Engineering and included a trip to the Science and Industry Museum and a graduation ceremony at the University of Manchester. Since then, Alexis and her twin sister, Alicia, have been regular attendees at Primary Academic Support and have also participated in SATS revision sessions in the holidays. Initially, Alexis was very shy and often let her sister take the lead in talking to staff. However, over time her confidence has grown, particularly when talking to adults. She has made some new friends and is starting to improve in Maths, a subject in which she struggles:

'I come to **IntoUniversity** to learn new things. **IntoUniversity** has helped me in Maths and English and it has taught me how to solve problems. I feel more confident about my SATs now. I also keep coming back because I like [my new friend] Blessing because she is funny. I only met Blessing through coming to **IntoUniversity**.'

Making new friends has been key to Alexis's development and confidence in her abilities. Alexis has also participated in one of our additional programmes, a Science-themed Holiday FOCUS Week, which included a 'Genetics and DNA' workshop and trips to Jodrell Bank and the University of Manchester. This programme is her best memory of **IntoUniversity** so far and she says that going on these trips is the most enjoyable aspect of **IntoUniversity**:

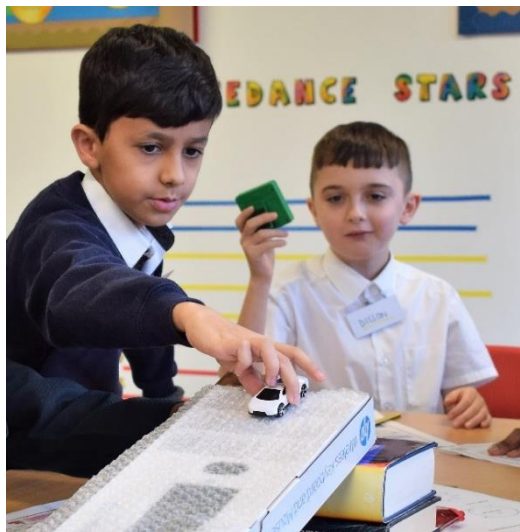
'[My best memory was] when we went to the University of Manchester. I enjoyed going to the museum to see all the animals on the Holiday FOCUS Week. We met Stan the T-Rex and had a chance to create our own dinosaur with its own adaptations. I really enjoyed going to Jodrell Bank. I liked going into the auditorium and watching the different experiments. I also liked how we got to compete against the adults in the audience and how Jack [staff member] had to go on stage to answer some hard Science questions.'

She has recently been paired with a mentor, Finola, a Geography student from the University of Manchester who has been helping her to improve her Maths and English and is encouraging her to think more about her future. Together they have researched future pathways and created a timeline for Alexis's educational journey. Although she is in Year 6, Alexis already has clear goals:

'My goal for the future is to become a vet. When we were at the museum at the University of Manchester, I got to see [many] new animals and enjoyed learning about them and their characteristics. I can't wait to learn more!'



Photo Gallery



Clockwise from top left:

Primary Academic Support students working;
'Engineering' Primary FOCUS workshop;
Academic Support student and volunteer;
Academic Support student completing work;
official launch of **IntoUniversity** Manchester North; university student mentoring pair

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