

IMPACT REPORT 2016 - 2018

Teaching the Art of Natural Communication



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Articulacy

What We Do

Articulacy provides skills development with an informal multi-method teaching approach which proves to be very popular. When engaging in our workshops, students take full and active ownership of their own learning. Our mission is simple: inspire young people to become confident and articulate individuals, in their school lives and beyond.

Workshops we have run over the last three years include:

- Interview with Impact for KS5 students training to be teachers
- Powerful Presentations for pre-degree students studying arts programmes
- Confident Communication for KS3 students
- Communication is Fun with KS1 & KS2 students
- Life Skills and Future Goals for KS4 students
- Embedding Oracy into the Curriculum INSET Training
- Ways into Work with international language students
- Careers Camps for university students
- Debating Skills & Critical Thinking for college students

We know effective speaking and communication are essential life skills and that confident communicators are more likely to achieve their goals

Over the past three years, we have worked with various organisations, ranging from universities (offering widening participation programmes and national collaborative outreach) to primary schools and training companies.

This report highlights our week-long workshops with qualifications and demonstrates our impact on the young people we have worked with. Data has been collected from Next Steps South West, Plymouth University, schools and students.
See page 19 for recommendations.

English Speaking Board (ESB)

ESB has proved the ideal match for Articulacy because the awarding body has more than 65 years of experience in providing high-quality qualifications in oracy for all abilities.



Schools respond positively to our workshops and value the fact that our chosen qualifications challenge learners with 20 oracy-focused criteria and that they receive a nationally recognised Ofqual-regulated qualification.

Gaining an ESB qualification is a great source of pride for the students we work with. It gives them a tangible, short-term goal, whilst giving them skills for life.

Qualifications used over this period were:

- ESB Level 1 Award in Speech (Grade 2)
- ESB Level 1 Award in Speech (Grade 3)
- ESB Entry Level Award in EAL for Young Learners



Workshops

“ The only thing I didn't like was leaving at the end ”

“ They couldn't have done anything better ”

127 week-long workshops with qualifications delivered across Devon, Somerset and Cornwall to over 1500 students

9 tutors travelled to 40 schools to teach the art of natural communication

378 students passed with Distinction (24%)

1022 students (93%) achieved above a pass mark

More students passed with Distinction than were absent and did not complete the workshop



Results

There are 5 pass grades that the students can achieve: Pass, Good Pass, Merit, Merit Plus and Distinction.

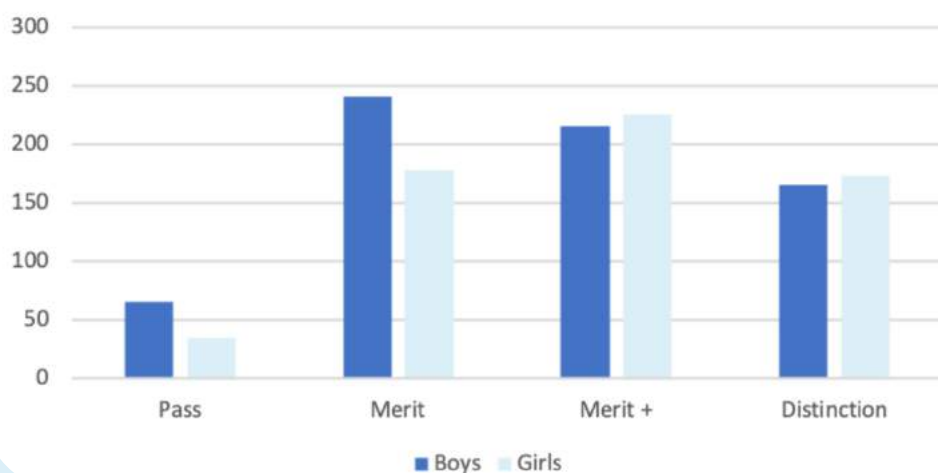
LEVELS	Distinction	Merit +	Merit	Pass/Good	Total
2	350	448	403	99	1437
	(24%)	(31%)	(28%)	(7%)	(91%)
3	28	37	37	7	117
	(24%)	(32%)	(32%)	(6%)	(93%)

During this period, Articulacy offered two levels of workshops, Grade 2 and Grade 3. Success rates are high at both levels, with above 90 per cent of students achieving higher than a pass mark. Over 1400 students have passed a Grade 2 qualification and just over one hundred achieved Grade 3.

GRADES	Distinction	Merit +	Merit	Pass/Good	Total
Boys	166	215	241	66	688
	(21%)	(28%)	(32%)	(9%)	(91%)
Girls	173	225	178	35	611
	(25%)	(33%)	(26%)	(5%)	(90%)

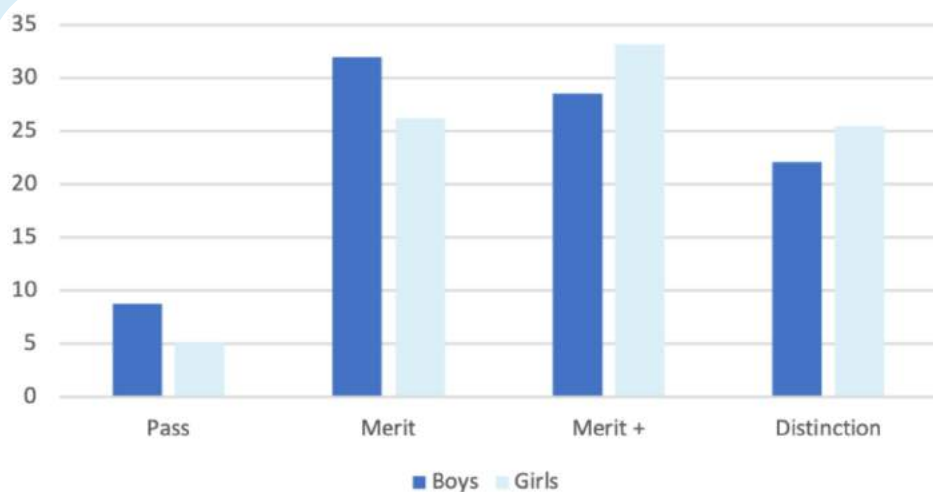
At both levels, we can see high rates of success. Nearly a quarter at each level passed with Distinction and over 90% completed. Grade 3 courses were first taken in 2017, so we can expect to see more students passing with this qualification in the years to come.

Girls and Boys



Over the last 3 years more boys took part than girls. This is because boys generally tend to fit the funding criteria for who will gain the most from the workshops.

When looking at the percentage of each gender who achieved each grade, we can see a clearer picture of who on average did better.



It was the girls who, on average, out-performed the boys. Their data is negatively skewed; their scores tend to be at the higher end of the scale. The boys' data is positively skewed, and the average of their scores falls slightly lower than the girls'. What we can also see from these results is that the majority of students passed with 'Merit' or better.

Special Education Needs

	Distinction	Merit +	Merit	Good Pass	Pass
Students with SEN	30 (14%)	48 (22%)	71 (33%)	29 (13%)	3 (1%)
Students without SEN	348 (26%)	437 (33%)	369 (28%)	68 (5%)	8 (1%)

There were slightly more absences among students with Special Education Needs but out of those who completed the course, the SEN students performed just as well as their peers. 98% of those who passed achieved above a pass mark.

“ I am very happy with the support I have received ”

“ The instructors helped me to do things outside of my comfort zone ”

“ A really good opportunity ”

Students' Comments



Just over 1000 students left comments about their experiences on the course, many of whom thanked Articulacy for the opportunity to take part.

The word **confidence** appeared 410 times and **confident** another 189 times.

Fun appeared 370 times and **enjoyed** or **enjoyable** another 324.

110 students mentioned how much they appreciated the presence of the **student ambassadors**.

365 said how the course was really **helpful** or had helped them in some way.

“ Will help me get a better mark in GCSEs ”

“ It was so much fun it didn't feel like you were learning. ”

“ Helps kids understand what exams are like ”

A Student in the Life of an Articulatory Tutor

Tom

“He showed me his wonderful character, a wicked sense of humour and his massive potential.”

It was Monday morning and the beginning of another Articulatory workshop. There was one boy absent. Thirty minutes into the day, Tom was escorted into the room. I was told it was unlikely he would stay as he was a 'regular absconder' but they thought they may as well give him a shot on one of the Articulatory workshops. Tom did not want to speak to me, separated himself from the group and was totally disengaged.

At lunchtime I asked him to stay behind and we spoke. I soon discovered that the only interest in his life was YouTube, gaming and the thought of 'getting out' and into the army so he could get away. With careful negotiation, we came up with an agreement that even if he wasn't going to do the English Speaking Board assessment, he might as well use this chance to research the army and how he could get in.

As the session went on, he could see how the others responded, what fun we were having, and he very reluctantly became interested in what we were doing. At break I found him listening to Coldplay and he seemed to know all the lyrics to all their songs. He was also a competent reader. I suggested that since he knew the lyrics to songs and as he was such a great reader, would it be such a great leap to take the ESB assessment and get a qualification, he could do his talk on the regiment he had been researching which could be handy for his army interview? He generously conceded the point and later on the Wednesday started to fully engage with us all. It turned out that Tom is a natural leader and once he started to trust us all, he found the others respected his input. He was a natural at the activities he had so despised on Monday!

It turned out that Tom is a very bright and capable young man to whom life had not been kind. With just a little time, the sort of time that the teachers in our schools today simply do not have to spend, and a lot of encouragement, he showed me his wonderful character, a wicked sense of humour and his massive potential. By the Friday of that week he was able to fly through his assessment and came away with his head held high.



Sarah

“

”

Sarah was an inspiration to me, the group, and absolutely to herself.

Up to Thursday, Sarah would not say one word in any of the games or activities in front of her peers or teachers. If I spoke to her quietly away from others, I heard a few words from her but they were very short answers. In one of the games I would feed her a line to say and it would perhaps be mumbled under her breath after a lot of patience and encouragement. The group were so calm and patient with her which was wonderful to witness.

Despite all this, I suggested to the staff at the school (who were in total agreement) that she should remain with the group. She appeared to be enjoying it and on the odd occasion there were sparks in her eyes. We were all convinced that her confidence would be boosted by staying on in the workshop.

However, we made the tricky decision on Wednesday afternoon not to put her through the exam and she agreed that it was too far out of her comfort zone. After a recent family tragedy, it would not have been fair to her in the slightest to cause her unnecessary pressure.

Following the mocks on Thursday morning, as the students left for break, Sarah approached me and simply stated "I want to do this". I was amazed and asked her if she meant the talk alone, and she said "all of it". From this moment on she seemed a different, determined person. Still shy in the games and exercises but she had a new-found mission, she was going to take this exam!!

She did... I was so proud, as were the group. She should be absolutely delighted, and I am sure this has made a difference to her that will be lifelong. I consider this to be the biggest achievement of anyone I have worked with so far, she should be SO proud.



To protect the privacy of our students, names have been changed

Stories of Success

Stories from just one week from one of our tutors

“

Tariq, who could barely sit still on Monday and Tuesday, gave his presentation on Friday morning, and patiently listened to the other talks.

I was delighted when Steven, who struggled with his diabetes much of the week, missing a day in hospital, came alive when talking about robotics. He spoke movingly of how his mother had bought him a kit when he was nine.

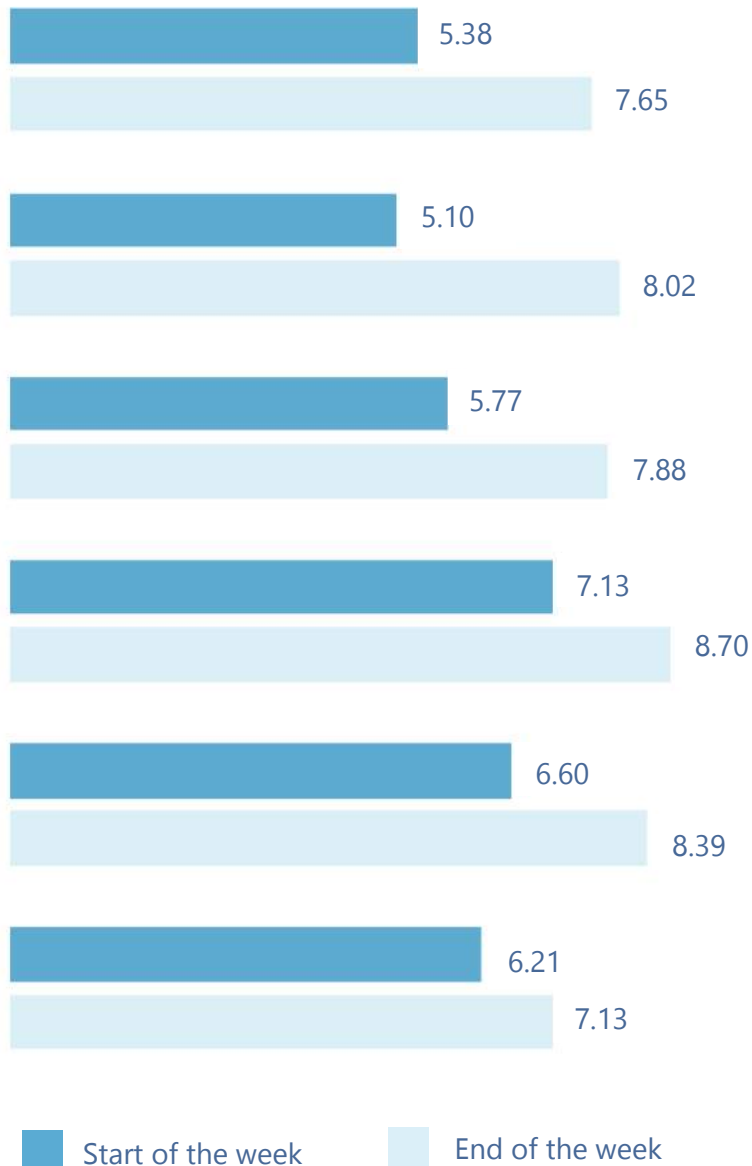
When I helped Mark choose a poem on Monday, he held it at the very tip of forefinger and thumb, as if I'd handed him my hanky. He half-joked: 'I can't read.' He then went on to learn it by heart by the same time the next day – and before anyone else. You couldn't script it!

”

“

Articulacy offered Donna the **perfect opportunity** to hone her natural talents and inspire others in the process. She was our leading light, our pacesetter. Her topic? What could have been **braver or more personal**? She spoke openly about her experience of being **adopted**. Her mother was diagnosed with cerebral palsy when Donna was two. Losing all movement in the left-hand side of her body, she was unable to look after herself let alone her three daughters of 1, 4 and 6 years old. Faced also with an abusive partner, the girls' father, she had to give up her daughters, who went into foster care. At the end of her speech, I could see the Deputy Head Mistress at the very back of the auditorium **wiping away a tear**. Donna deservedly received a **Distinction**. ”

The Difference



I am a confident person

I can present information to an audience using visual aids

I understand how to communicate using different methods such as tone of voice, body language and gestures

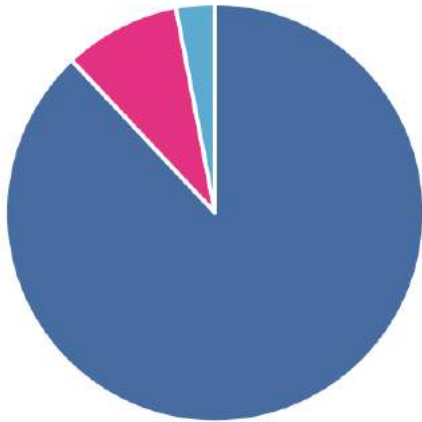
I can listen carefully and positively throughout the work of a small group

I can respond to questions

I am considering university as an option for my future

Articulacy, alongside our funding partners, has been collecting data from students to include feedback and assessment results. In 2018 we introduced Impact Stars where, at the start of the week, the students were asked to rank their ability in six areas of communication skills. At the end of the week, they were asked to do the same again. It is clear that after the course, the students were significantly more confident in their ability as communicators.

A Closer Look



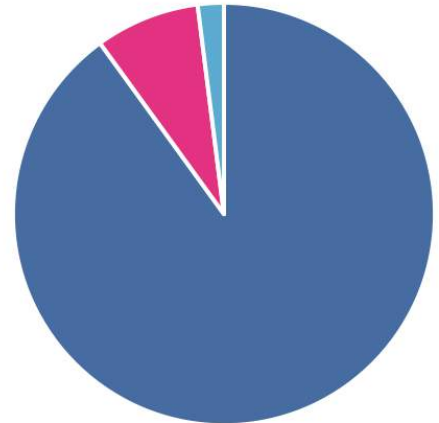
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Confidence:

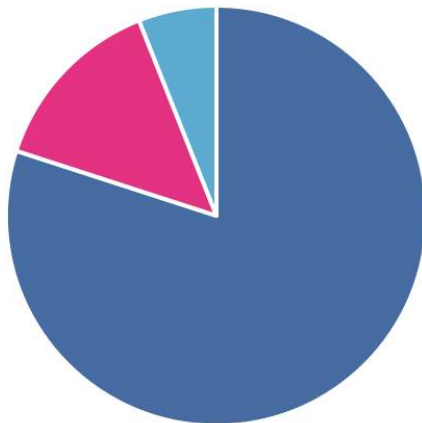
88% of students felt more confident at the end of the workshop. Of these students, their confidence rating increased by an average of 50%

Presentation Skills:

At the end of the week, 90% of students felt they could present better. Of these students, their rating increased by an average of 67%



■ Increased ■ Stayed the Same ■ Decreased



■ Increased ■ Stayed the Same ■ Decreased

Communication:

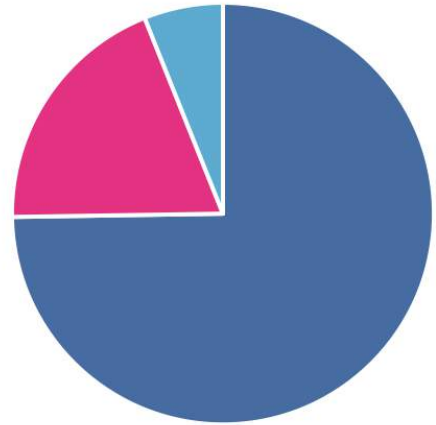
80% of students felt their communication skills had improved. In this group, their rating increased by an average of 50%



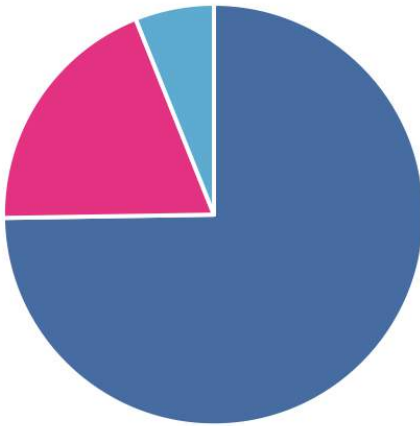
“ Helped me to grow as a person ”

Listening:

Their ability to listen positively increased by 32% over the week and 74% of pupils felt that their listening skills had improved.



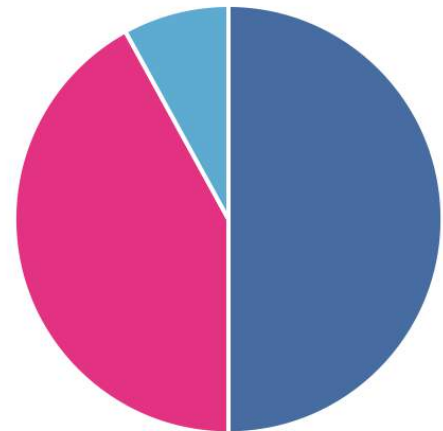
■ Increased ■ Stayed the Same ■ Decreased



■ Increased ■ Stayed the Same ■ Decreased

Responding to questions:

74% of students also felt that their ability to respond to questions had improved. Their confidence in doing this had risen by an average of 39%.



■ Increased ■ Stayed the Same ■ Decreased

University:

As a result of the workshop, 50% of pupils said they were more likely to consider university as an option for their future. Their aspirations increased by 34%.



“ After hearing about university, I am definitely considering going! ”

From Schools and Partners



Articulacy provide a unique and very personalised service which they are always ready to adapt to suit the particular customer's (school and students) needs. I have always found them to be extremely professional and dedicated to improving the students they work with. The best evidence comes from the teachers, who are always impressed by the difference in the students' confidence and motivation after attending Articulacy workshops, and the students themselves who blossom under Articulacy's expert and engaging activities.

Julian True, Widening Participation and Children's University Manager

Just to say Articulacy finished today, this year I made a point of watching the students taking their speaking and listening exams - they were all fantastic! They all worked really hard, it was a really fun but challenging week. Some started off the week feeling really apprehensive but persevered, they all said they are proud of themselves and feel their confidence has increased. I have phoned all parents to let them know how their son/daughter has done, many wanted to pass on their thanks, to us, for offering this to the students.

Julia Knowles, Next Steps Co-ordinator, Clyst Vale Community College

I heard from Fowey River Academy to say the school have been so impressed by the week they would love to run it again with their year 9s if there is availability. They feel it is so beneficial and have had great parent comments for how the students have been at home.

Charlotte Bailey, Institutional Outreach Officer for Next Steps South West





A massive and belated thank you from all of us at The Blue for a really excellent week of Articulacy for the Year 9 group. What a fab leader you are - it was wonderful to see the students work with you so well and gain in confidence and ability as the week progressed.
Sorry I didn't get to say cheerio properly at the end of the week.
Looking forward to the results.
And, hopefully, look forward to welcoming Articulacy back next year.

Sarah Barnes, Work Related Learning Co-ordinator, The Blue School

I just wanted to let you know that I have shared the exam results with the students that completed the course and they were absolutely thrilled! It's made such a huge difference to their confidence - they keep asking 'what's next?!' It was lovely to be able to feed back to their parents also - all said that their children were noticeably more confident by the end of the weeks work and how happy they seemed on Friday when they arrived home. I also spoke to the students who didn't make it through the course - two of them in particular were very regretful that they didn't feel able to take the exam, and given the opportunity again, would like to - which is really encouraging. Despite gaining the overall qualification, it is obvious to me how much of an impact the week had on them - huge steps for them. I've had several students asking me if they could do the course next time (the word has spread!), which is fantastic. Thank you for the support and a great week, despite the difficulties, it is a great project and one we hope to take part in again.

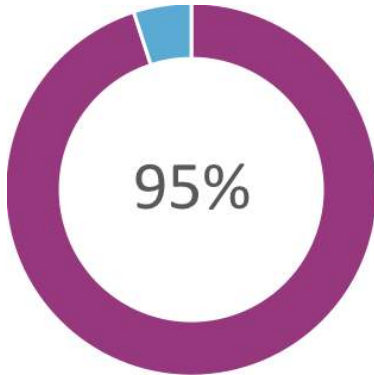
Kate Frater, NSSW in School Co-ordinator - King Edward VI Community College

These are fantastic results!!!! I was so impressed with the amount of progress all the students made over the course of the week. Darren and his team were brilliant!! The students (some tough nuts) spoke really highly of the program to their friends and other members of staff.

Beth Haslam, Assistant Headteacher/Careers Advisor, Redruth School

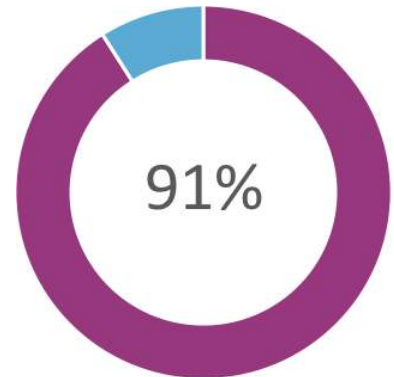


“ At first I didn't want to do it...

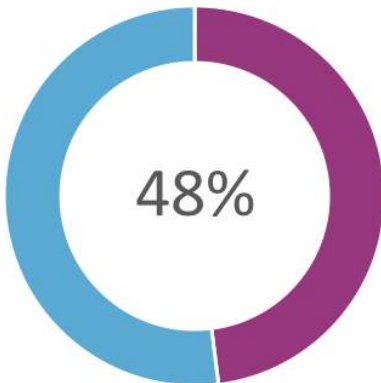


Of very nervous students, 95% said that they did better than they thought they would and were proud of what they had achieved.

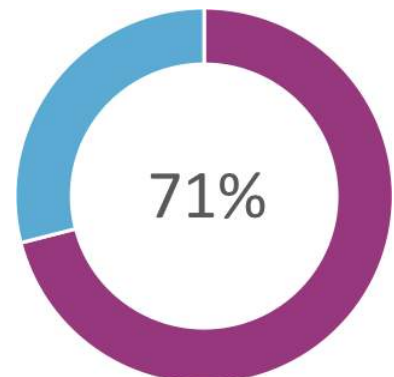
Of students who were reluctant to take part, 91% said in their comments that the course had exceeded their expectations.



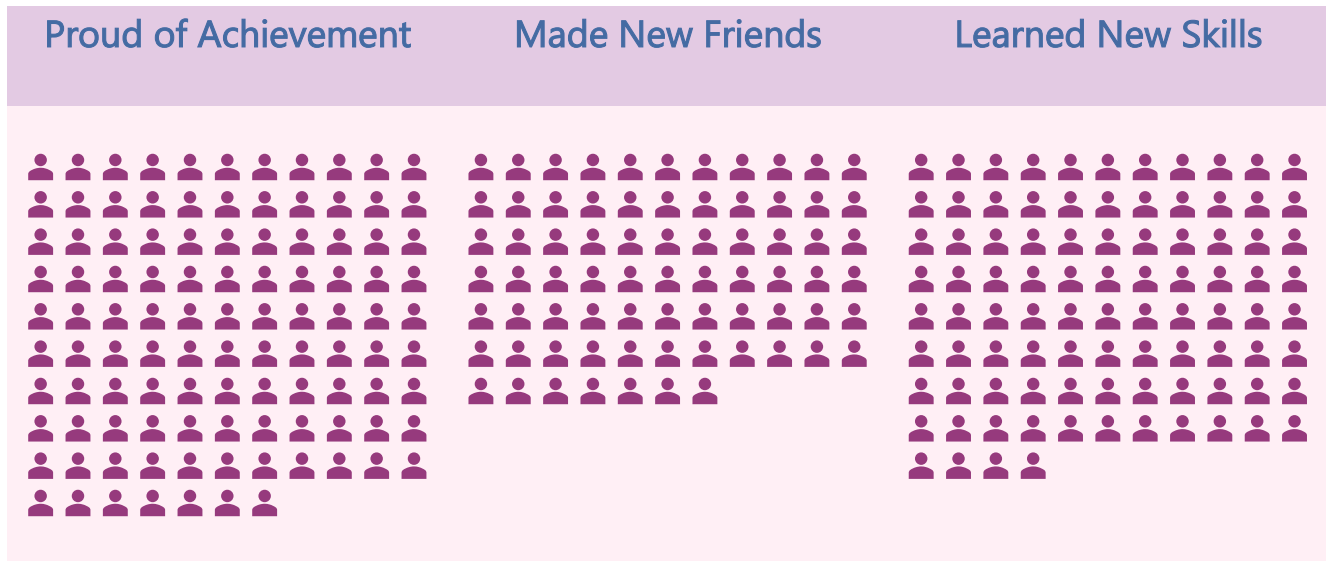
48% of students commented that they could see a noticeable change in their confidence levels after the workshop.



71% of students said in their comments that they really enjoyed the course or would recommend it to a friend.



...I wish I could stay for another week! ”



= 1 student



= 5 students

119 students said in their comments that they were proud of their achievement
 74 said that they enjoyed working with new people and they made new friends
 116 said that they learned new skills that would be useful for the future
 358 pupils said that they felt their confidence had been boosted
 418 wrote that they would recommend articulacy or would like to do it again

Recommendations

1) Spoken language needs to be taught as a discrete lesson within a real-life context in all Key Stages



2) Learners should be given constructive feedback on their use of language and how to improve it for better effect

3) Learners should be taught the difference between formal and informal spoken language

4) Listening skills should be taught and listening without intent promoted



Articulacy are experts in developing communication skills in students. We work with young people to help them find their voice and to aspire to greater things. We see children's attitudes to themselves and to their learning transformed. We can teach your staff to do the same, day in, day out, in every classroom. **Book your inset day now!**



Ensure your students' voices are heard

Book your workshops now!



Articulacy specialise in offering bespoke workshops according to the needs of your school and students.



We can offer nationally recognised and accredited qualifications in:

- Speaking and listening
- Interview skills
- Employability
- Debating
- English as an additional language

Other workshops on offer:

Articulate! strengthen communicating with confidence and engagement with others, learn how to make an impact and present confidently to peers, teachers and future employers.

Inform! enhance the confidence and efficacy of your students and boost the skills needed for effective writing and critical thinking.

Speak Forward! increase the confidence of your students while they prepare for the world, includes telephone speaking, interview skills and employability related research.

TENacity support your students to build skills for resilience and improve confidence in tackling modern challenges and to help them thrive in the real world.

Articulate your way to HE develop the skills your students will need when applying for courses at university and attending interviews.

Why work with Articulacy?

Developing oracy has never been more important than it is now. Pressures on young people to communicate on-line via devices can mean that important speaking and listening skills are not fully developed. Very sadly, for some, their parents will have been distracted by these same devices, and from a young age communication in the home will have been limited.

As educators, we know only too well how poor communication and interaction can result in:

- Poor engagement with learning
- Behavioural activities
- Limited personal development
- Low aspiration
- Life-long underachievement

Worst of all, it is often our most disadvantaged young people who are most vulnerable to this pattern.

In an era of high-stakes accountability, schools can struggle to find the time for oracy.

However, both Ofsted and the new National Curriculum Framework are clear about the importance of these skills, emphasising that pupils need to be able to 'articulate their knowledge and understanding' (Ofsted) and 'speak confidently, audibly and effectively' (National Curriculum). Articulacy delivers an intensive, week-long intervention that is free to eligible schools. We work with groups of disadvantaged young people to teach them communication skills and help them discover their own voice in a positive way. This results in greater aspiration, better engagement with school and learning, and improved confidence and self-belief. The vast majority of young people who take part in an Articulacy programme report significant increases in their confidence, and over half say they are more likely to consider university as a future choice.

What makes Articulacy different?

We work with the **English Speaking Board**; at the end of the week the students are assessed and obtain a qualification, which provides structure, rigour and a real sense of achievement.

Our programme is matched against the **Ofsted Framework** and the new **National Curriculum**, enabling schools to clearly demonstrate how they are meeting these requirements and supporting vulnerable students.

The **Gatsby Benchmark Toolkit** (Career Development Institute) states that 'A school's careers programme should actively seek to...raise aspirations'.

'The **Social Mobility Barometer Poll** shows half of people believe that where you end up in society is mainly determined by your background. Four in five believe that there is a large gap between the social classes in Britain with poorer people held back at every stage'. (Gatsby)

"I enjoyed every last bit of it"

"I am very grateful"

"It was lovely to be around such supportive people"

"One of the best weeks of my life"

"Rated 5 stars"

"I felt accepted and comfortable"

"I could choose something important to me"

"More confident than I ever thought I could be"

"I feel like I'm going to do really well"

"Can I do it again?"

"My parents have noticed a really big improvement"

"An amazing experience"

"NOW I SAY I CAN"

We believe in investing
in our young people.
We know you do too.



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With thanks to our collaborators::



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