

Jack Petchey's "SPEAK OUT" Challenge!

Year 10 public speaking and effective communication workshops and contests.

Summary of teacher survey findings

Methodology and numbers involved

- **250** state secondary school teachers from London and Essex were invited to participate. **95** teachers subsequently completed the survey at www.smart-survey.co.uk during the months of March and April 2009.
- Teachers who participated have direct experience of the programme for between one and four years, **averaging two and half years** per teacher.
- The 95 respondents represent **8,784 Year 10** students trained in their schools
- Responses were anonymous, however school names and regions were provided for analysis purposes
- This is a summary of the full report, the 18 page report is available on request

Note: Questions concentrated on tangible end-results. Respondents unable to comment on any particular question have been eliminated from that sample.

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Mayflower School






"Over the last three years our English exam results have improve, especially in the speaking and listening elements of public exams"

UHS

"Students who previously have been very reluctant to speak in front of fellow class members now feel they have a strategy and formula to follow which not only enables them to speak confidently, but also fluently"

Chelmer Valley High School



Q 1.) Does the "Speak Out" Challenge! (SOC) improve students` ... ?

	Yes	No	Don't Know	Responses	
Confidence	100% (95)	0% (0)	0% (0)	95	
Self Esteem	97.89% (93)	1.05% (1)	1.05% (1)	95	
Active participation in other class work	70.53% (67)	4.21% (4)	25.26% (24)	95	
Listening skills	85.26% (81)	3.16% (3)	11.58% (11)	95	
Social skills	84.21% (80)	2.11% (2)	13.68% (13)	95	

If you have any specific examples please tell us about them :

Sample comments


<ul style="list-style-type: none"> • Shy students who took part in the training developed sufficient confidence to offer to act as guides to the school when we were visited by Headteachers from other schools. This is one of many instances where the students have become much more rounded and successful individuals.
<ul style="list-style-type: none"> • Students who previously have been very reluctant to speak in front of fellow class members now feel they have a strategy and formula to follow which not only enables them to speak confidently, but also fluently.
<ul style="list-style-type: none"> • Students involved improved their attendance and engagement. One pupil, for instance, improved her poor attendance and her enhanced motivation and confidence was evident in her work in lessons.
<ul style="list-style-type: none"> • One girl with behaviour problems, who had been suspended in the past said it had helped her to socialise with other pupils.
<ul style="list-style-type: none"> • A particular girl has refused to speak in lessons all year. After the training, she is now willing to participate and generally seems much happier and confident. One of many examples!
<ul style="list-style-type: none"> • A number of girls who hardly ever speak or contribute in lessons have now said they feel empowered to do so.
<ul style="list-style-type: none"> • One student commented on fact that she had never stood up in public before and never answered questions in lessons and is now delivering her talk to year 7 class

Q2.) Has the "Speak Out" Challenge! (SOC) had a positive impact on English GCSE results?			Response Percent	Response Total
1	Yes		96.4%	37
2	No		2.6%	1

"I have noticed huge improvements in Speaking and Listening assessments and a definite improvement in the way students structure their written work. The challenge has also promoted English across the school and everyone appears more enthusiastic and excited about their English studies"



St Martin in the Fields

If yes, can you provide any more specific details? :	Sample comments
<ul style="list-style-type: none"> • Grades higher than predicted for students who participated in training. Much greater enthusiasm and interest in public speaking across all ages in the school. 	
<ul style="list-style-type: none"> • We've used student performances as part of speaking and listening coursework entries. It's also raised the profile of public speaking in general and improved the confidence of participants. 	
<ul style="list-style-type: none"> • S&L assessments have improved as a result of student learning skills and the contest raising the bar 	
<ul style="list-style-type: none"> • The students who participate often produce far superior individual En1 Speaking & Listening assessments and En2 Oral Assessments as a result. The confidence boost the workshops offer also change some of the students' perception of themselves and allow them to build on strengths in English rather than focus on weaknesses. 	
<ul style="list-style-type: none"> • Results have gone up - particularly S&L levels due to Speak out and other in school initiatives. 	

Q3.) Does the SOC have a positive impact on other curriculum subjects?			Response Percent	Response Total
1	Yes		100%	53
2	No		0%	0



**“The Speak Out Challenge encourages students to structure their talk and express views coherently. Has effect on written English, plus History, Geography and Drama”
Frederick Bremer School**

If yes, please specify on which subjects :	Sample comments
<ul style="list-style-type: none"> All the subjects requiring students to make a presentation about their work eg Technology, Drama, Science and others. 	
<ul style="list-style-type: none"> Drama, History, PSHCE, Citizenship, RE, Media, Business Studies 	
<ul style="list-style-type: none"> Maths eg students had to do presentation on scattergraphs, SOC gave students confidence 	
<ul style="list-style-type: none"> The clearest links are with drama (oratory techniques) and Life Skills/ PSHCE (subject matter for speeches), but the way it injects students with confidence helps all areas of school life. 	
<ul style="list-style-type: none"> Oratory skills are vital in all areas of curriculum - students transfer the skills they've learnt to all other areas 	




Q4.) Does the SOC have a positive impact on C/D grade students?			Response Percent	Response Total
1	Yes		89%	31
2	No		11%	4

**“S&L assessments can pull c/wk folders down. With SOC this secures the 'C' grade or above in the S&L tasks thus having a positive direct impact on borderline students”
Holloway School**

If yes, please can you provide more details:	Sample comments
<ul style="list-style-type: none"> It provides them with a great deal of self esteem and gives them a better chance in the world of work 	
<ul style="list-style-type: none"> I routinely encourage less able pupils to participate in the course, and find that the experience builds their confidence. 	
<ul style="list-style-type: none"> Allows them to focus on their strengths, leading to a more positive outlook on their study of English. This confidence often leads to a willingness to strive and a self-belief that they can succeed; vital ingredients in achieving a 'C' for our key marginal students 	
<ul style="list-style-type: none"> Speaking and Listening forms a distinct module worth 20% of the marks in GCSE English. SOC enables (C/D) students to achieve close to and very often full marks in this module. 	
<ul style="list-style-type: none"> Improved confidence in speaking and overall communication. Gives these students the belief in themselves and more willingness to engage in lesson activities that require speaking and socializing. 	

Q5.) Do you think these SOC Assemblies improve Student Voice at your school?			Response Percent	Response Total
1	Yes		94%	51
2	No		6%	3

“SOC is a fantastic initiative which will in time impact on overall attainment and well being of our students. The showcasing of speeches prepares the next cohorts and will make this event an important feature of the Autumn term for all students”
Park View Academy

Q6.) Have you held or will you hold a SOC Assembly Final to choose a winner(s)?			Response Percent	Response Total
1	Yes		70.8%	68
2	No		27.1%	26
3	Not sure		2.1%	2

Note: This question was asked to confirm the number of schools holding **“Speak Out” Assembly Final(s)**. These are optional follow on the actual workshop.

A number of students from the workshop (**averaging 5 students**) speak at these where a winner and a runner up are chosen by a school panel to represent the school at their **Regional Final**.

On average each school assembly had **175** students attend who listened to the speakers. Many schools have commented on the value of the skills demonstrated by the speakers **‘cascading down’** to the students listening in the audience.

“There is a level of respect that comes with listening to others’ input and offering critique. This level of respect stays within the class long after the day!”
James Hornsby High School

FINAL COMMENTS FROM TEACHERS	Sample comments
•	I cannot praise the speak out challenge leaders enough; they are motivational, energetic and very good role models for pupils. They provide the pupils evidence of what may be achieved if the students think about what they say and teach new skills that clearly benefit pupils.
•	I think this is a wonderful programme for students. Activities like this often do not get as much focus as they deserve because of coursework and exam constraints. I have used Speakers Bank on many events even outside of the SOC as they have proved to be excellent in their delivery of the programme.
•	SOC is the most brilliant resource we have ever been offered by an outside agency. The impact ripples through the year group and also the rest of the school's students. Speaking well, appropriately, to a target audience for a stated purpose has become a much higher profile activity in the school, producing many positive comments from visitors and business people who meet our students. Thank you so much for providing the training.
•	The 'Speak Out' Challenge has been a fantastic experience which our students have had the privilege to take part in. For two consecutive years, they have thoroughly enjoyed the day whilst also learning valuable life skills that help not only in their academic studies, but also in day to day functioning and will no doubt be of use to them in their adult life.

	We sincerely hope that it will continue and we will be visited by the trainers for many years to come.
•	The Speak out Challenge has been an enjoyable and inspiring event for students, both for those who take part - as a tool for empowerment, debating skills and confidence building and for those who take part in the borough competition - to compete with other schools, articulate their opinions and communicate to a range of audiences.
•	Even though it was our first year and we had C-D year 10 students, I think it was a positive experience for these students as they realised that they actually did have the potential to become better speakers. Continued involvement with the challenge can only help to improve the students' confidence of which they are so often lacking.
•	I think the scheme is an excellent one and is valued extremely highly as part of our school calendar by teachers, management, pupils and parents alike. Long may it continue!
•	The SOC was thoroughly enjoyed by all the students who participated over the 2 days. Many students came up and said what an excellent day it had been. It was also fantastic to see some of our weaker students participating in some public speaking.
•	This is a really worthwhile programme for developing not only rhetorical skills but also the confidence of young people who do not routinely have the opportunity to be 'heard'.
•	I think it is a fantastic opportunity for students to find their voice. I really enjoyed the sessions and feel it gives much needed curriculum time to speaking & listening which can sometimes be swallowed up while trying to get through the GCSE course.
•	The students are taught a range of skills which encourages linguistic, emotional and social development in a stimulating and engaging way. This is of immense benefit to a school like ours which serves a socially deprived constituency.
•	The Speak Out Challenge and the training before it is a wonderful experience for pupils. Many of them come to the training lacking in confidence and leave feeling that they have been very successful in actually standing up and speaking in front of others. This is a life skill which is so necessary if pupils are to do well in their futures.
•	The trainers I have worked with both here in Richmond and in my previous school in Hillingdon are of the highest quality. I have paid for outside agencies to come into school that have charged fortunes and had not an ounce of the charisma and dynamism of the JP trainers. The workshops are always enjoyed and are an integral part of our plans to develop S&L in our school.
•	I have been very impressed with the whole SOC organisation. The training day was brilliant and the assembly finals were a great upgrade from last year and raised the profile of the challenge itself. It was also great for promoting peer praise and support both in school and at the Borough Final itself.
•	This is a great competition. I was extremely pleased to be involved this year. I feel that it is an excellent opportunity to challenge young people's viewpoints and help them articulate them. Great stuff!

www.speakoutchallenge.com