

The Scholars Programme Overview and Theory of Action

This document outlines inputs, processes and expected outcomes for Scholars Programme now running in four secondary schools. All were initially created by Andy Griffith but all have evolved with a Scholars team in place in each school.

Schools:

All Saints Catholic High School, Kirkby (since 2016); Cardinal Allen Catholic High School, Fleetwood (since 2021); Appleton Academy, Bradford (since 2023), St John Bosco Academy (since 2025).

This document can be read as a Theory of Action and outlines the perceived level of complexity of the inputs and processes that are used within the course. It also describes the expected outcomes.

H = High M = Medium L = Low

D = Direct I = Indirect

<u>Inputs</u>		<u>Processes</u>			<u>Outcomes</u>	
Criteria	Importance	Importance	Complexity	Impact	Direct/Indirect	
Cohort Selection	H	Trust building	H	H	GCSE Grades	D
Trainer expertise	H	Challenge Buy in	H	H	OfSTED judgement	I
Trainer Passion	H	Knowledge Power	H	M	Post-16 preparation	D
SLT+ Pastoral support	H	Reflexivity	H	H	Growth in Self-Efficacy	D
Professional space	M	Training Rubric	H	H	Residing impact	I
Momentum	H	Sparking	H	H	Improved life chances	D
Learning resources	H	Cultural Capital	H	H	Sustainability	D
		Social Capital	H	H		
		Literacy	H	H		

Terminology Notes:

Although teachers are heavily involved in the Scholars Programme they are referred to as trainers throughout this document as they are delivering a training programme and will be acting in that capacity.

Some students do not have parents and are brought up by carers instead. Nevertheless, for brevity the term 'parents' is used throughout this document rather than parents or carers.

Aims of the Scholars Programme

The primary aim of the course is to counteract the barriers in our society faced by working class children in terms of achieving success in their GCSEs and beyond into their careers. The programme is targeted towards students (especially on Free School Meals) who have the potential to achieve a university degree or higher level apprenticeship. The course runs from Year 7 through to Year 11.

Many children unconsciously absorb messages that they are not as worthy of success as people from more affluent backgrounds. Some will come from families who face poverty in many forms. As well as material deprivation many students experience cultural poverty where they will have knowledge and experience gaps compared to their more affluent peers. The Scholars Programme aims to counteract this and provide the 'secret' knowledge is inherent in literature and the media. To achieve these aims the programme has half-termly sessions delivered by a member of the Scholars team (e.g. Self-Motivation, Memory, Beliefs etc.) alongside this, students participate in trips to universities, businesses and have cultural experiences. Again, these experiences are every half-term. In Year 10 students can complete a one-week work placement or series of work experiences. Scholars students have regular opportunities to discuss and debrief experiences. In Year 11 the course culminates in student presenting their journey and learning.

KASH Building

KASH stands for Knowledge, Attitudes, Skills and Habits. Each Scholars Team creates KASH criteria that provides a north compass for their learning design. The team will deliberately and specifically endeavour to build this KASH through the course which comprises of:

- In-school sessions delivered by a member of the team.
- Experiences – both on-site and off-site.
- Reading books and articles.
- Mentoring sessions.

Example: KASH Criteria All Saints Catholic High School, Kirkby.

Knowledge <ul style="list-style-type: none">• Academic• Cultural• Personal• Social	Attitudes <ul style="list-style-type: none">• An ever-growing positive attitude towards the Scholars' Programme and to high attainment.• An ever-growing attitude to applying for a future degree course or higher-level apprenticeship.
Skills <ul style="list-style-type: none">• Metacognition, revision and memory.• Confidence in a range of fields or settings.• Communicating with adults in a variety of formats.	Habits <ul style="list-style-type: none">• Efficient time management.• Reading for pleasure and purpose.• Thriving when in fish-out-of-water situations.

KASH CODE:

- AK = ACADEMIC KNOWLEDGE, SK = SYSTEM KNOWLEDGE, CK = CULTURAL KNOWLEDGE, EK = EMOTIONAL KNOWLEDGE.**
- A1 = A POSITIVE ATTITUDE TOWARDS THE SCHOLARS PROGRAMME AND TO HIGH ATTAINMENT;**
- A2 = A POSITIVE ATTITUDE TO APPLYING FOR A FUTURE DEGREE OR DEGREE APPRENTICESHIP.**
- S1 = META-COGNITION, REVISION AND MEMORY;**
- S2 = CONFIDENCE IN A RANGE OF 'FIELDS' AND SETTINGS;**
- S3 = COMMUNICATING IN A VARIETY OF FORMATS.**
- H1 = EFFICIENT TIME MANAGEMENT;**
- H2 = READING FOR PLEASURE AND PURPOSE;**
- H3 = ADOPTING STRATEGIES WHEN IN 'FISH OUT OF WATER' SITUATIONS.**

The Scholars Programme also maps the eight Gatsby Benchmarks of Excellent Career Guidance across the course. They are:

- GB1. A stable careers programme**
- GB2. Learning from career and labour market information**
- GB3. Addressing the needs of each pupil**
- GB4. Linking curriculum learning to careers**
- GB5. Encounters with employers and employees**
- GB6. Experiences of workplaces**
- GB7. Encounters with further and higher education**
- GB8. Personal guidance**

Mapping KASH and Gatsby principles across the Scholars Programme

Careful mapping of both the KASH principles and the Gatsby Benchmarks takes place against each session and experience as shown in the example below.



YEAR 8 – THEME FOR THE YEAR: GETTING THE BEST OUT OF ME

TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Student Session 1: Managing Emotions Staff: AG KASH: EK, AK, S2, H3 23/09/25 pds 1+2	Student Session 2: Humour and its benefits Staff: AG KASH: EK, AK, S3, H3 4/12/2025 pds 1+2 IntoUni 23/10/25 p1	Student Session 3: IntoUni KASH: AK, S1, GB7 12/02/26 p3+4 GB7	Student Session 4: IntoUni KASH: AK, S1, GB7 26/03/26 p1+2	Student Session 5: Memory and Revision Staff: AG KASH: AK, A1, S1, S3 24/04/26 pds 1+2	Student Session 6: Time Management Staff: AG KASH: EK, AK, S1, H1 01/07/26 pds 1+2
Experience: Confucius Institute, University of Liverpool GB7 10th/10/25 ???-emailed	Experience: Mindful archery 4 and 11th/11/25	Experience: Fact Cinema KASH: CK, S2, GB4 14/01/26	Experience: Liverpool uni visit IntoUni GB7 13/2/26(2B)	Experience: Charity walk KASH: CK, S2 01/05/26	Experience: Jodrell Bank 10 or 12th June 2026 KASH: AK, S1, S3, GB4, GB5
	Parent/Carer session 4/12/25 8/9/10				Parent/carers session 25/06/26 7/8/9/10
Book: The Obstacle is the Way by Ryan Holiday KASH: H2				Book: Eat that Frog! by Brian Tracy KASH: H1, AK, EK, S2	

Input factors

Cohort selection

How to.....

- The cohort will comprise of students who are judged by teachers to have the potential to go university to study for a degree/diploma or study alongside a higher level apprenticeship.
- There should be positive discrimination towards certain groups of students who are in the Pupil Premium cohort or on Free School Meals.
- There is no set criteria for a selection. Although it will be a select group, those students who are part of the programme should be judged by teaching and pastoral staff as those who:
 - Agree to commit to the programme.
 - Have the potential to progress academically.
 - Have the potential to be motivated or helped by the programme.

Measured by ...

Percentage turnover of students – i.e. those that want to leave the programme or fail to fulfil commitments such as attend out of school sessions, trips, work experience opportunities etc.

Evaluation of students, parents and pastoral heads in terms of enjoyment of the programme, usefulness of the programme and its motivational effects.

Trainer expertise

How to.....

- Carefully prepare to ensure the training sessions meet the needs of the cohort.
- Present sessions effectively to students in key stage 3 and key stage 4.
- Manage pupil behaviour.
- Liaise with teaching staff and leaders to inform them of course content and purpose.
- Find ways of getting to know students and their parents or carers. Learning about their goals, ambitions and perceived or actual barriers to success.
- Innovate around the core resources to ensure that they are presented in an engaging way.

Measured by ...

Evaluation of students, parents and pastoral heads in terms of enjoyment of the programme, usefulness of the programme and its motivational effects.

Trainer passion

How to.....

- The Scholars course is designed with social justice in mind. Therefore, the trainer should share this passion so that they are a good fit for this programme.
- Research to understand the needs of the cohort and the barriers they might face.
- A desire to go the extra mile within and between sessions e.g. sending specific resources to students such as books and articles, home visits, attending trips, arranging enrichment opportunities.

Measured by ...

Quality assurance observation of trainers and through interviews.

Senior Leadership Team (SLT) and Pastoral Support

How to.....

- Establish strong relationship with SLT link through demonstrating competency, passion and good organisation.
- Inform SLT of the content of sessions.
- Provide evaluative methods and results in the form of easy-to-administer surveys.
- Provide a compelling vision for the Scholars Programme and how it will impact learners.

Support Barometer



Senior/Pastoral leaders can best support the programme by:

- Talking up the programme and its merits to teachers parents and the wider community.
- Speaking with Scholars about the programme and what they feel they are learning.
- Supporting and encouraging the training team.
- Creating a budget for resources and to subsidise trips and other experiences.
- Seeking external funding and resourcing to support students on the cohort and their families e.g. IT equipment, book vouchers etc.

Measured by ...

Conversations between the SLT and Training Team about the efficacy of the programme.

Professional Space

The space in school used for training must be appropriate and laid out to encourage professionalism and make students feel valued. This includes all training materials, quietness, necessary electronic equipment, refreshments and avoidance of disturbance.

How to.....

- Establish commitment from SLT and pastoral heads to the programme.
- Ensure dates do not clash with school events that could cause problems. Examples include exam periods, work experience, etc
- Ensure link teacher/pastoral leaders book learning spaces and remind students of sessions, trips etc. and where necessary arrange for them to leave lessons.

Momentum

The programme is based around a *co-curricular model*. Most sessions will take place within school time. This includes trips as well as the delivery of the Scholars units of work. Much of the content will be revisited throughout the programme to ensure habit development and to deepen understanding.

How to.....

- An in-school Scholars session presented once per half term. These will vary in duration although the average session will be over two hours (two lessons).
- An Experience (either on or off-site) to take place once per half-term.
- Parent sessions to take place at least once per term – in-person or virtual session.
- Provide time in the training sessions for discussion and self-reflection on progress made, challenges still to be faced and learning from the process.

Measured by ...

Questioning and surveys to assess the knowledge and skill development of students.

Learning Resources

Throughout the Scholars programme students will need access a journal/notebook; Computer; Revision materials - Flashcards, Coloured pens, Paper. They will also be given books for study and enjoyment. Students will be given resources in various formats so that some can be stored digitally. Some of these resources will support students in portfolio building and designing presentations.

How to.....

- Create a budget for Scholars books, resources and printing costs.
- Create a storage area for physical and virtual resources.
- Advise how the school might seek outside sponsorship for the programme.
- Appreciation of the joined up nature of the different Scholars units.

Processes

1. Trust building

Students and parents need to trust the Scholars programme and the trainers if they are to make an impact. To enable this a number of other processes combine to build relational trust. These include the competency of the trainer, organisational skill of the Scholars team and the keeping of promises.

How to.....

- First impressions really do count. The training team and leaders will meet the whole cohort and parents and carers at the launch event.
- The launch event should be an opportunity for parents to meet with the trainers and experience their passion and commitment.
- The training team members will model an openness to feedback and undertake a thorough needs analysis of the cohort.
- Establish your credibility by modelling excellent trainer norms
 - Organised – room laid out when students and parents arrive
 - Welcoming students and parents
 - Engaging presentation skills

Measured by ...

Evaluation of students, parents and their experience of the programme.

2. Buy in to challenge

On the course students will need to buy into cognitive and emotional challenges as soon as possible. There is a strong focus within the course in growing cleverness, developing an anti-fragile mindset and trying new experiences and reflecting on them. There will be initial fear and suspicion from some students and parents that will need to be assuaged. Fear is a feeling that can change when a person has a different association with an experience.

How to.....

- Ensure that beliefs and self-efficacy are continually addressed throughout the programme.
- Student and Parent sessions feel different and less formal than normal school interactions.
- Training sessions are memorable and enjoyable.
- Training sessions demonstrate distance travelled by students by getting them to recognise the different beliefs they now hold, the new skills they have, the more knowledge they have.

Measured by ...

Evaluation of students, parents and their experience of the programme. Portfolio evidence.

3. Knowledge Power

The modules are broken into four areas under mantra “Knowledge is Power”. The content is delivered in such a way that spirals and progresses at the same time to maximise digestion by the students. The types of knowledge that will be developed will be:

Academic Knowledge, Cultural Knowledge, Emotional Knowledge and System Knowledge.

The idea of “Knowledge is Power” is long-established tradition within the ‘pedagogy of the oppressed’. Students are supported in building networks and using them to enhance their own personal resources.

How to...

- Each full academic year, students will experience six in-house sessions – at least one from each Knowledge section. Each has been designed as a two-hour session.
- The experiences from educational visits and other experiences will be debriefed and assimilated into other modules.
- Emphasis on “Knowledge gives us more choices in life and better ways of responding to challenges we face”. This message should be frequently reinforced.
- Purchase of books for students. Book ownership and the habit of reading for pleasure is important and some will be given to students, on other occasions they will be given book vouchers to make their own choices.

Measured by ...

Questioning and surveys to assess the knowledge and skill development of students.

Evidence built up in each student’s portfolio.

Extent of habit change e.g. around personal reading.

4. Reflexivity

Reflexivity is where students and parents reflect on their practice and take actions on the basis of those reflections. Whereas reflection involves looking back reflexivity involves looking forward.

How to.....

Within Training sessions

- Build in opportunities for students to reflect how they might use a new skill or piece of knowledge.
- Build in discussion and reflection time for students to consider whether they had adopted better ways of working.
- Allocate time for some reflective journaling.

Within Experience sessions

- Allocate time for getting students to see the relevance or possibilities that might be derived from the visit/experience.
- Reflective journaling or completing a reflective log section within their Portfolio.

Within Parent sessions

- Allocate time for parents to share their learning or how their child has changed.

Measured by ...

Survey and evidence built up in each student's portfolio.

5. Training rubric

This states that all training must contain four elements;

- Experience, short term wins, medium term gains, long term strategy.
- Clarity in a range of KASH areas so that students have greater awareness of a skill, habit or tactic and a deeper understanding of their future direction based on those experiences.
- **Experience** - this can be reflected, simulated or real time.
- **Short term wins** - these are highly practical things they can take away and use immediately in their day to day practice e.g. how to study more effectively outside of lessons.
- **Long term strategy** - this is where habit building builds change. Students start to work in-school and at-home in more efficient ways (embedding norms). These norms help them to be more effective in their future A levels, BTECs, Degrees, Diplomas and future careers.

How to.....

- Keep to the structure of the training session provided – focussing on unit at hand.
- Ensure there are periods of self-reflection so that students can identify what level they are performing at and what needs to change.
- Ensure that sessions are pitched to provide opportunities for all to level up regardless of current level of performance.
- Listen to students concerns and record them so that you recognise the barriers they face.
- Work to understand and appreciate the 'next-stage' problems they are likely to face – e.g. time management issues when in sixth form, revision issues in the period up to exams.

Measured by ...

Evaluation of students, parents and pastoral heads in terms of enjoyment of the programme, usefulness of the programme.

6. Sparking and beyond

'Sparking' in the book, *Promoting Young People's Empowerment and Agency: A Critical Framework for Practice*, Kaz Stuart and Lucy Maynard, refers to the deliberate attempt to provide an experience which sparks the feeling, 'I'd like to do that' or 'I'd like to be that'.

Sparking is crucial for the Scholars course. Children from some backgrounds are less likely to have had experiences in a range of areas. Sparking itself is not enough. Once 'sparked' students need to be supported so that they make progress and build new habits in this new domain.

How to.....

- Create a buzz around the programme by visually recording experiences.
- Scholars team members to be aware of when a student has been 'sparked' by an experience and then support this student further through extending their networks and resources.

Marketing of the Scholars Programme is also important. This can include having a section on the school website, social media channels and a Scholars Newsletter can be created to communicate to parents and the wider community the nature of the programme and examples of students' experiences and learning. These need to be frequently updated and curated.

Example here: <https://www.allsaintschs.org.uk/scholars-programme>

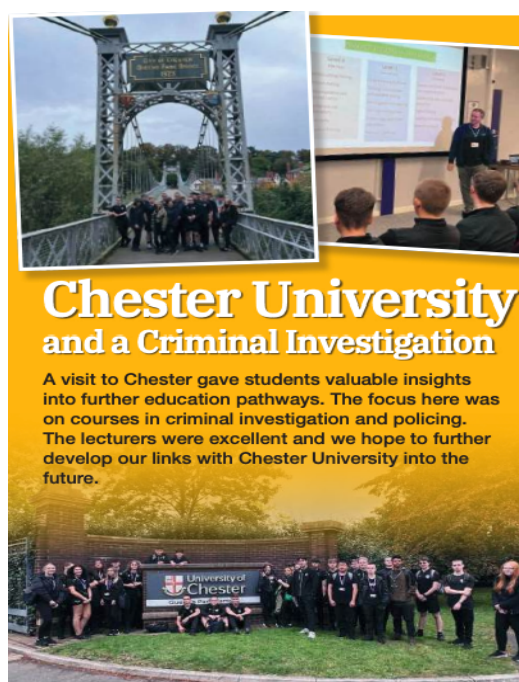


**University of Oxford:
Bebras Computing
Challenge**

UNIVERSITY OF OXFORD

This national challenge introduces computational thinking to students. Over 60 countries are involved world-wide and it is designed to excite students. Each student completes a series of challenges that focus on computational and logical thinking.

The poster features a cartoon chipmunk character and several photographs of students in school uniforms participating in the challenge.



**Chester University
and a Criminal Investigation**

A visit to Chester gave students valuable insights into further education pathways. The focus here was on courses in criminal investigation and policing. The lecturers were excellent and we hope to further develop our links with Chester University into the future.

The poster includes a photograph of students on a bridge, a photo of a lecture presentation, and a group photo of students in front of a building with a 'University of Chester' sign.

7. Building on Cultural Capital

Too many students don't particularly do well in our education system. Could this be because they lack something called cultural capital? The Cultural Learning Alliance define cultural capital as something, *"embodied by an individual who is knowledgeable about a wide range of culture and is comfortable discussing its value and merits. It is characterised by the experience and skill to be able to deploy the appropriate knowledge in any given situation: a job interview, a conversation with a neighbour, building a work network and so on"*. Ofsted describe it as *"the essential knowledge that pupils need to be educated citizens"*.

Learners, especially if they come from working-class backgrounds, should not feel that 'culture' is not for them. As educators, we need to be careful not to be too deferential to *"the best that has been thought and said"* as Ofsted have also said. Challenging notions of 'high culture' and its so-called opposite 'low-culture' means that we should not be teaching children and young people that the 'best' art and literature has come from the elite classes - because it hasn't.

Ofsted's focus on the building of cultural capital provides schools and colleges with an opportunity. Helping children and young people to develop critical dispositions that best prepare them can prevent some of them being used or oppressed by others.

How to.....

- Ensure that experiences that *build-on* the cultural capital that learners already possess. In so doing we honour what is good about coming from a working-class background but recognise that due to constraints such as low income and perhaps low self-efficacy, some learners may have missed out on experiences that may make their lives more enjoyable and meaningful.
- As educators we know that language is very important so before we try to *boost* or *close* something we should think deeply certain about terms that are commonly referred to. The Scholars team should be aware of the origins of these terms and the assumptions lie behind them. Similarly, when it comes to the term "disadvantaged" Professor Lee Elliott Major suggests that instead we refer to low-income families as "under-resourced".
- Take the arts for instance. Many working class people might think that artists are only from privileged backgrounds. When they see the art created from people of their own class, they can become 'sparked'. Students should be presented with examples of working class success stories from across the arts and academia. Understanding their journeys and learning from their wisdom will help the cohort.

Measured by ...

Evaluation of students confidence when accessing different forms of culture through survey and questioning.

Evaluation of students appreciation of 'what is best' in terms of culture through discussions and questioning.

8. Building on Social Capital

Social capital refers to the actual or potential resources individuals gain through their social networks of mutual acquaintance and recognition. All students come to school with a degree of social capital such as support within their family network. However, for some Scholars some specific and tacit knowledge about things such as career paths will be lacking as they do not have access to people with experience in that particular field.

The Scholars programme uses experiences and training to deliberately and specifically build social capital. Through some of the activities listed below, the students' knowledge and experience of fields that students are interested in expands.

How to.....

- Design regular experiences to meet adults outside of school and interact with them. Over the 20 or so trips that take place students are encouraged to positively interact with adults.
- Training and role-playing. Prior to experiences and sessions students are encouraged to shake hands, thank people, use appropriate eye contact and asking questions.
- Zoom calls – specific zoom calls are arranged between career professionals and students under strict protocols of staff and parental attendance. For example, a number of Scholars have held zoom conversations with Doctors, Barristers, Make-Up Artists, Senior Engineers etc. where students ask pre-prepared questions and write up a summary of this interaction.
- Mock Interviews – one to one mock interviews are built into the programme. Students are prepared for this and then personally debriefed.
- Work shadowing and work placements – where possible students will enjoy time with an employer or professional.
- Careers research – one to one interviews with Alex Hay and career research time is built into the programme.

Measured by ...

Evaluation of students and parents knowledge and confidence of qualifications needed to access future pathways and KASH that seems to enable people to progress within that field.

Evaluation of students, parents and pastoral heads in terms of aspirations and deeper understanding of 'what it takes' to get into certain careers or areas.

9. Literacy

Developing Literacy is a key priority for All Saints Catholic High School. To complement this the Scholars Programme particularly enhances Oracy, Reading and Writing.

How to.....

- The Scholars programme culminates in students presenting. They have two choices of presentation: Presenting a portfolio to others or Presenting to an audience. In both cases, students are trained to structure their presentations and interact with the audience/listener.
- Students receive between 8 to 10 books throughout the course. These books are discussed in Scholars sessions and in some cases such as for *The Obstacle is the Way* and *Eat That Frog*, exercises and habits are explicitly encouraged. This is also discussed with parents as part of the parental sessions built into the programme.
- Demanding vocabulary is used within the in-school sessions. When this specific, technical vocabulary is used the words are defined and explained at the beginning of the session so that they can be applied later in writing or speech. This ensures deeper, harder thinking ensues.
- Students are taught note-taking techniques such as Cornell Notes and revision techniques such as the Leitner System. In both cases, when reviewing and supplementing notes, students are encouraged to reach for more demanding and impressive vocabulary.

Measured by ...

Vocabulary tests throughout the year and discussions around the confidence in using more demanding words in speech and writing.

Students confidence measured by survey in articulating their strengths and areas where they feel they can make a positive contribution to society.

Direct Outcomes

GCSE Grades

The course has already enjoyed some success in terms of academic grades.

(Source: All Saints Catholic High School) **Scholars – Level 2 Outcomes 2024**

Progress

Overall Progress 8 Scholars Progress 8

2024	2024
-0.35	0.38

0.38 for the scholars represents added value for each scholar when compared with all pupils nationally who had similar starting points based on their end of Key Stage 2 SATs results. Roughly translated, it's the equivalent of an additional grade for each scholar in three out of their eight subjects – compared with ALL pupils nationally.

Attainment

Overall Attainment

2024	2024
42.7	61.8

61.8 for scholars represents an average Grade 6 or better for all scholars across all of their GCSE subjects.

Basics 9-4

2024	2024
57%	94%

Basics 9-5

2024	2024
32%	78%

Basics 9-7

2024	2024
6%	256%

A quarter of the scholars cohort achieved a grade 7+ in both English & mathematics.

5+ 9-4 inc.EM

2024	2024
51%	92%

These are just some of the highlights, but it should be pointed out that in every single Key Performance Indicator the performance of scholars at All Saints has exceeded the performance of non-scholars. This is within the context of a set of truly outstanding outcomes for ALL pupils.

Prior Attainment

2024					
HAP	MAP	LAP	HAP	MAP	LAP
-0.76	-0.06	0.01	-0.10	0.36	1.30

0.36 for Middle Ability scholars represents added value for each scholar when compared with all pupils nationally. Roughly translated it's the equivalent of an additional grade for each scholar in two or in some cases three, of their GCSE subjects. 1.30 for Lower Ability scholars represents added value for each scholar when compared with all pupils nationally. Roughly translated it's the equivalent of an additional grade for each scholar in every single one of their GCSE subjects. If this progress was replicated across the school, All Saints would be the top performing school for pupil progress in the whole of the country.

Post-16 Preparation

The Scholars team will consciously liaise with post-16 providers to both explain to them what the cohort has experienced and the skills they have learned. They will also update themselves on Key Stage 5 courses and the key knowledge, skills and attitudes their subjects required. In so doing, transition beyond school will be easier.

Growth in Self-Efficacy

Students leave the programme with a greater sense of 'can do', a deeper understanding of the barriers and challenges ahead but most importantly the belief that with the right attitude to seeking advice and feedback, enlisting support and building skills and knowledge there is greater likelihood of achievement.

Improved life chances

Life success isn't solely measured by income but we all know that having income security is beneficial. Whether it is entering one of the professions or having the ability to move up in an industry the programme aims to give students the skills to achieve these future advancements.

Sustainability

By building a Scholars team and having commitments to students to continue working with them for the duration of their school life, we see the course as a constantly evolving example of extra additionality for this cohort.

Indirect Outcomes

Ofsted Judgement and Parents

Three schools are currently rated 'Good' by Ofsted who have recognised the quality of the programme and contribute to the school's overall judgement. There is strong evidence in one school (All Saints) that more active working class parents are choosing this school rather than sending their children out of borough to schools in more socially affluent areas. The senior leaders of schools involved have found that Scholars programmes

Residing Impact

It is hoped that the Scholars programme has a positive impact on the popularity of the school in the local area and that its impact goes beyond the school into the community. Scholars graduates are encouraged to come back to school and speak to students and their achievements such as graduation and employment are celebrated so that they can be regarded as role models and a source of aspiration within their community.

Pride in Place

The schools that Andy Griffith has targeted are located in what are sometimes described as 'left-behind' or 'forgotten' places. Another feature of the Scholars programmes is that alongside their growth, school Alumni can be built involving past-pupils and others (friends of the school). This Alumni Plus can demonstrate the more positive stories of people from the community and how they can support younger students on their own journeys.