LODGE PARK ACADEMY
Broadening Horizons

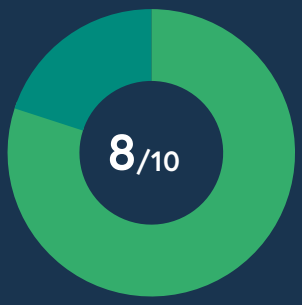
Peer Mentoring Programme

2022/23

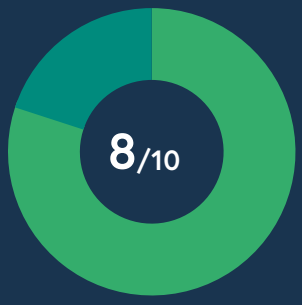
OPPIDAN EDUCATION

Key Insights

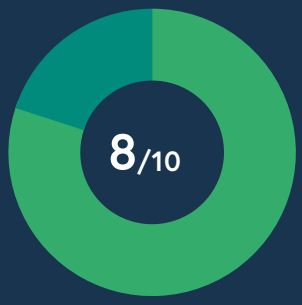
Y12 Mentors



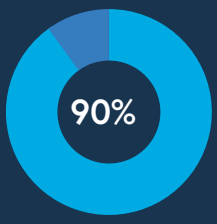
Average Programme Rating



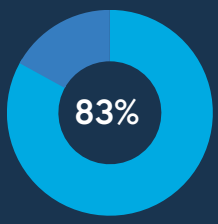
Strong relationships formed with Mentors



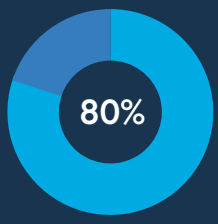
Perceived benefit of having a Mentor



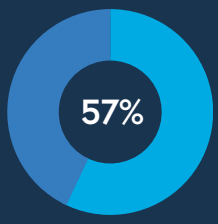
increase in awareness of friends' feelings



increase in speaking adaptively for listeners

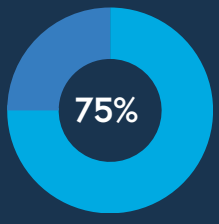


increase in maintaining focus on projects

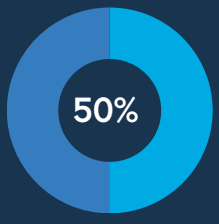


increase in using open questions when listening

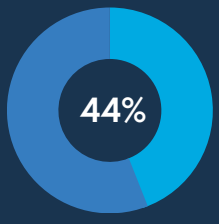
Y7 Mentees



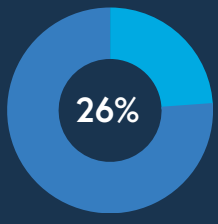
increase in ability to concentrate on long term projects



increase in belief they are a good student



increase in awareness of friends' feelings



increase in speaking clearly to unfamiliar people

Context

Over the 2022/23 academic year, Oppidan Mentors provided training sessions to a group of Y12 Lodge Park Academy pupils. The training took place over a series of workshops spread across two days. The workshops took place in two DRET school hubs. Following the training, each sixth-form mentor was paired with two Y7 mentees, with two-to-one peer mentoring sessions taking place throughout the Spring and Summer terms.

The program aims to foster reciprocal and supportive relationships between pupils from different year groups. These relationships aim to bridge the gap and overcome divisions that can exist in spaces where inter-year interaction is limited - building community and fostering positive relationships across year groups.

The initiative acknowledges the influential role that young people can have on each other within school environments. It seeks to leverage this influence to bring about positive changes in both the mentors and mentees.

Programme Aims

The project's primary objective is to facilitate meaningful conversations and communication between young people, enabling them to express themselves more effectively. This process aims to foster stronger bonds across year groups. Another important goal of the project is to provide pastoral leads with valuable insights. By closely studying the interactions between these groups through the peer mentoring relationships, the program aims to identify and address any existing issues.

For the Y12 pupils, the program aims to enhance their skills as they prepare for life beyond school. Simultaneously, for the Y7 pupils the program offers crucial pastoral support whilst increasing their confidence in their transition into secondary school.

An intended outcome of the program is an increased social and emotional awareness among pupils, leading to an improvement in the school community and more enjoyable experiences for all. The programme aims to endorse a certain type of leadership that focuses on and champions character, emotional support, a heightened awareness of others and the value of situational empathy.

Evaluation Methodology

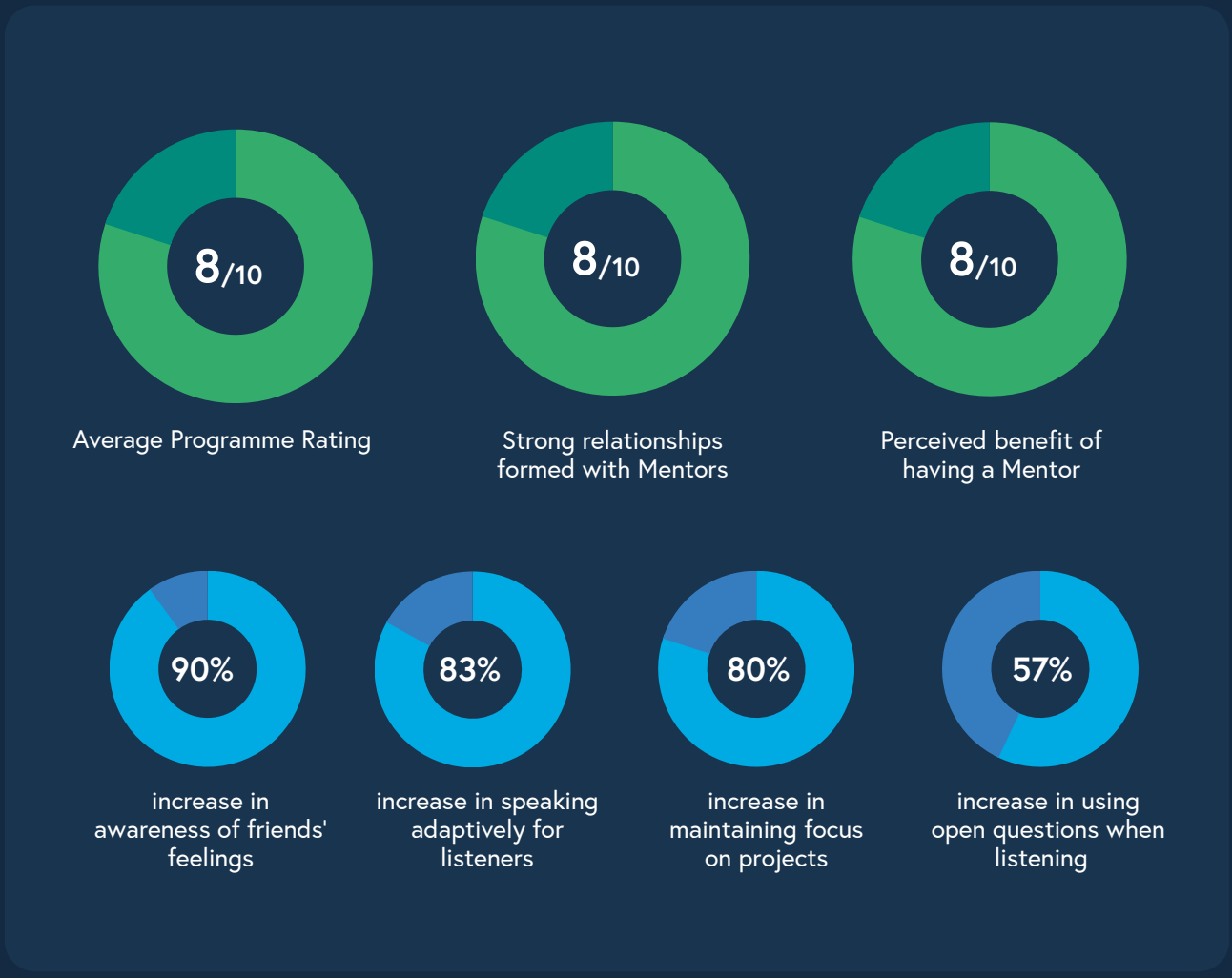
Captured longitudinally, the following data is taken from surveys sent to Y12 pupils at two-time points: before they completed their mentor training and upon completion of their peer mentoring sessions. For the Y7 mentees, the survey was completed before they began the programme and after their final mentoring session.

Survey data was collected using adaptations of the Basic Empathy Scale, the Harvard-Panorama Student Perception scale, the Skills Builder Framework, the Rosenberg Self-Esteem scale, MSLQ self-efficacy subscales, the Grit S Scale, as well as bespoke questions on independence, leadership, insight and reflection.

In order to harness student voice and gain deeper insights, qualitative focus groups were conducted, allowing for open-ended discussions and the exploration of individual experiences and perspectives.

The quantitative data collected through surveys has been combined with the rich qualitative feedback obtained from these focus groups, to form a mixed-method approach that puts student voice at the centre of impact analysis.

Y12 Mentors



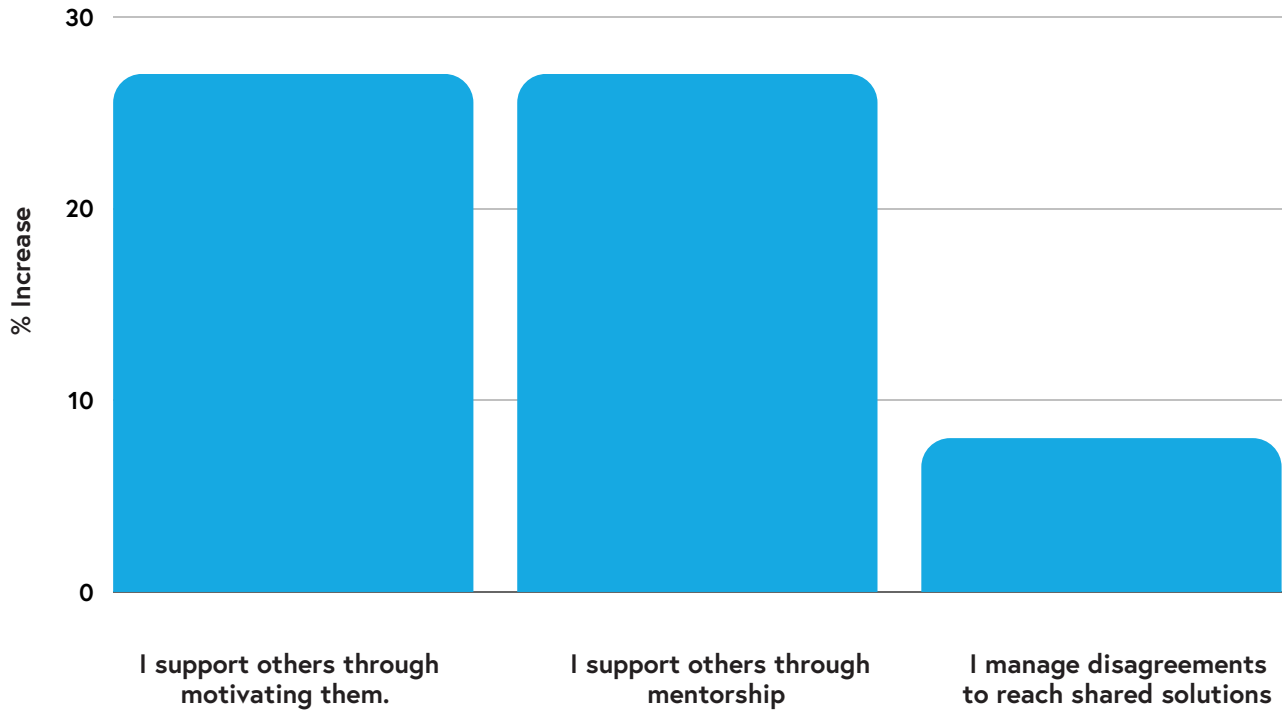
In the Y12 mentor data, notable improvements were observed in the areas of empathy, communication, self-esteem and leadership. Mentors participating in the program demonstrated significant growth in their ability to empathise, gaining a clearer understanding of thoughts, behaviours, and emotions of others. The program also had a positive impact on mentees' leadership abilities, fostering their confidence, decision-making, and problem-solving skills. The mentors made remarkable progress in their speaking and listening skills, showing increased adaptability, engagement, and clarity in their communication. These notable improvements highlight the transformative effects of the mentoring program on mentors' personal growth and development.

Y12 Leadership

Mentoring plays a vital role in developing and enhancing leadership skills among mentors. Through the act of guiding and supporting their younger peers, mentors gain valuable experience in taking on a leadership role and responsibilities. Mentoring requires mentors to communicate effectively, make decisions, manage conflicts, and inspire and motivate their mentees. These experiences provide mentors with opportunities to develop their leadership abilities and refine their interpersonal and communication skills. By serving as role models and mentors, they cultivate a sense of responsibility, empathy, and accountability, all of which are key aspects of effective leadership.

The data demonstrates a 27% increase in mentors who reported supporting others through motivation. This finding suggests that the program has influenced mentors' ability to inspire and encourage their mentees. This emphasises the positive impact of mentoring on leadership development, as mentors who motivate others foster engagement, resilience, and goal attainment. There is a remarkable 27% increase in mentors who reported supporting others. This finding highlights the program's effectiveness in equipping mentors with the skills to guide, advise, and empower their mentees.

The data reveals a 8% increase in mentors who reported managing disagreements to reach shared solutions. This finding indicates that the program has equipped mentors with conflict resolution skills, enabling them to navigate disagreements and foster collaboration.

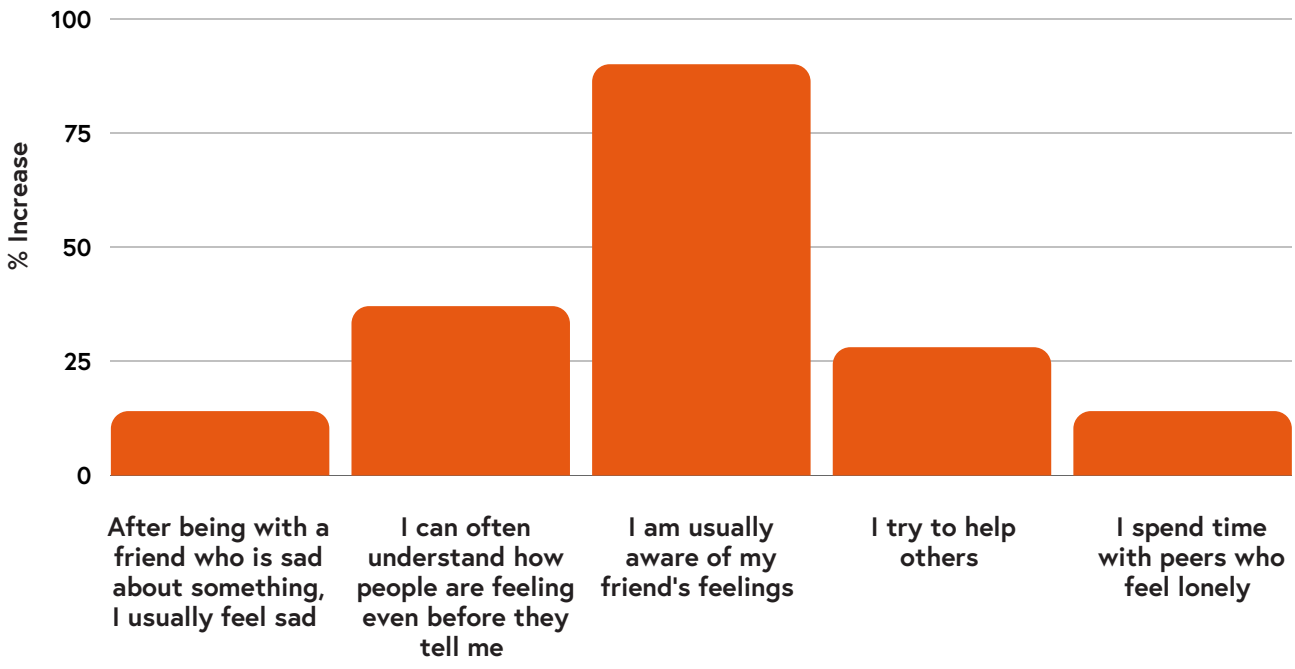


Y12 Empathy and Pro-Social Behaviour

The data highlights a remarkable increase in empathy among the older mentors participating in the peer mentoring program. Firstly, there was a significant 14% rise in the percentage of mentors reporting feeling sad after being with a friend who is sad about something. This increase demonstrates their heightened ability to connect with and share the emotions of others, showcasing a greater empathetic response.

Furthermore, the data reveals a notable 37% increase in mentors' capacity to understand how people are feeling even before they are explicitly told. This growth indicates a heightened level of emotional intuition and sensitivity among the mentors, allowing them to perceive and grasp the emotions of others more readily. The data showcases a remarkabale 90% improvement in the mentors' awareness of their friends' feelings. This increase signifies their enhanced attentiveness and understanding of the emotional states of their peers, highlighting a deeper empathetic connection.

These findings demonstrate the effectiveness of the peer mentoring program in cultivating empathy and pro-social behaviour among older mentors. Through regular interactions with their mentees, mentors gain exposure to diverse emotional experiences, fostering an environment that encourages active listening, perspective-taking, and emotional support. These experiences contribute to the observed increases in empathetic responses, enabling the mentors to better relate to and understand the emotions of others. Ultimately, the growth in empathy witnessed among the mentors underscores the positive impact of the peer mentoring program on their ability to connect, empathise, and support their peers in times of emotional need.



I really enjoyed doing it, it is a very good experience. It is interesting to get to know how younger generations think.

Y12 Mentor

I think it was a good experience and helped me develop better communication skills.

Y12 Mentor

This has helped me realise the importance of supporting younger people.

Y12 Mentor

I enjoy Oppidan and like seeing year 7's confidence grow each session with speaking to me.

Y12 Mentor

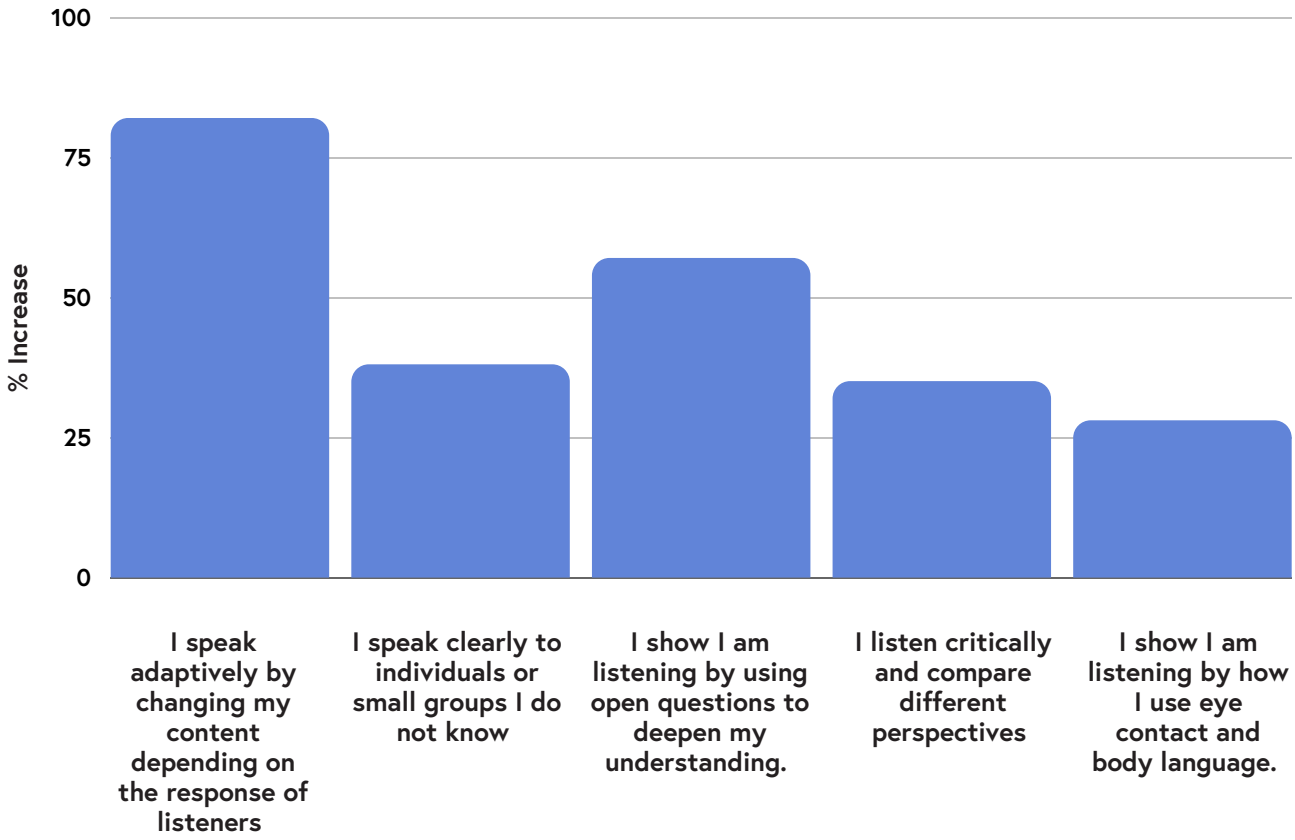
Y12 Communication

The evaluation has revealed significant improvements in mentors' communication skills. Analysis of the data indicates positive percentage increases across different aspects of speaking and listening ability.

Firstly, there is a significant 82% increase in mentors who reported speaking adaptively, adjusting their content based on listener responses. Mentors are exposed to diverse communication situations, fostering adaptability and flexibility in their speaking approaches.

Furthermore, the data revealed a 35% increase in older mentors' ability to employ open questions, contributing to a deeper understanding of the mentee's perspective. Studies have shown that open-ended questions promote active listening and facilitate a more comprehensive exploration of ideas – essential for connecting with a younger mentee.

The data also indicated a notable 8% improvement in the older mentors' skill to listen critically and compare different perspectives. This demonstrates their enhanced ability to analyse diverse viewpoints and consider alternative opinions. Mentoring environments foster the development of critical thinking skills, including the capacity to evaluate different perspectives. This increase in critical listening aligns with the overall improvement in listening skills observed among the mentors.

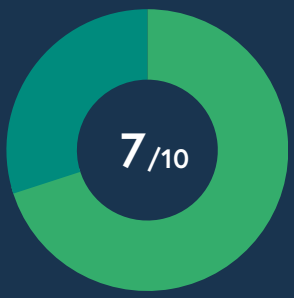


Y12 Self Esteem

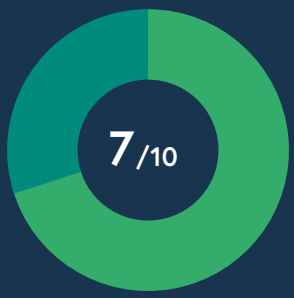
The data reveals significant increases in mentors' self-esteem after engaging in the mentoring program. Firstly, there is a remarkable 30% increase in mentors' perception of having a number of good qualities. This boost in self-esteem can be attributed to the positive impact that mentoring has on mentors' self-perception. As mentors take on the responsibility of guiding and supporting their younger peers, they witness the positive impact they can have on others' lives. This firsthand experience of making a difference and contributing to the growth and success of their mentees fosters a greater belief in their own abilities and qualities. By seeing themselves as valuable resources for their mentees and realizing that their actions positively influence others, mentors develop a stronger sense of self-worth and appreciation of their own good qualities.

Secondly, there is a notable 17% increase in mentors' positive attitude towards themselves. This improvement in self-esteem is a result of the fulfilling experiences mentors encounter through their mentoring role. As mentors contribute to the academic growth and success of their mentees, they develop a stronger connection with their school environment and the broader learning community. This sense of responsibility and leadership enhances mentors' confidence and self-perception. The act of guiding and assisting others in their learning journeys empowers mentors, strengthening their skills and knowledge, and fostering a deep sense of self-assurance and competence. These positive experiences and accomplishments build a foundation for a more positive attitude towards themselves, as they recognise their value as mentors and the positive impact they bring to others' lives.

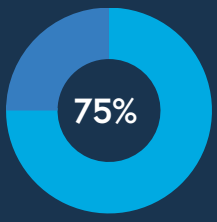
Y7 Mentees



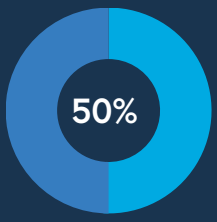
Average Programme Rating



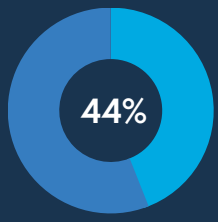
Perceived benefit of having a Mentor



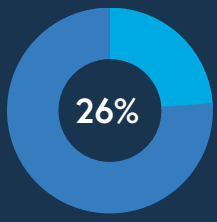
increase in ability to concentrate on long term projects



increase in belief they are a good student



increase in awareness of friends' feelings



increase in speaking clearly to unfamiliar people

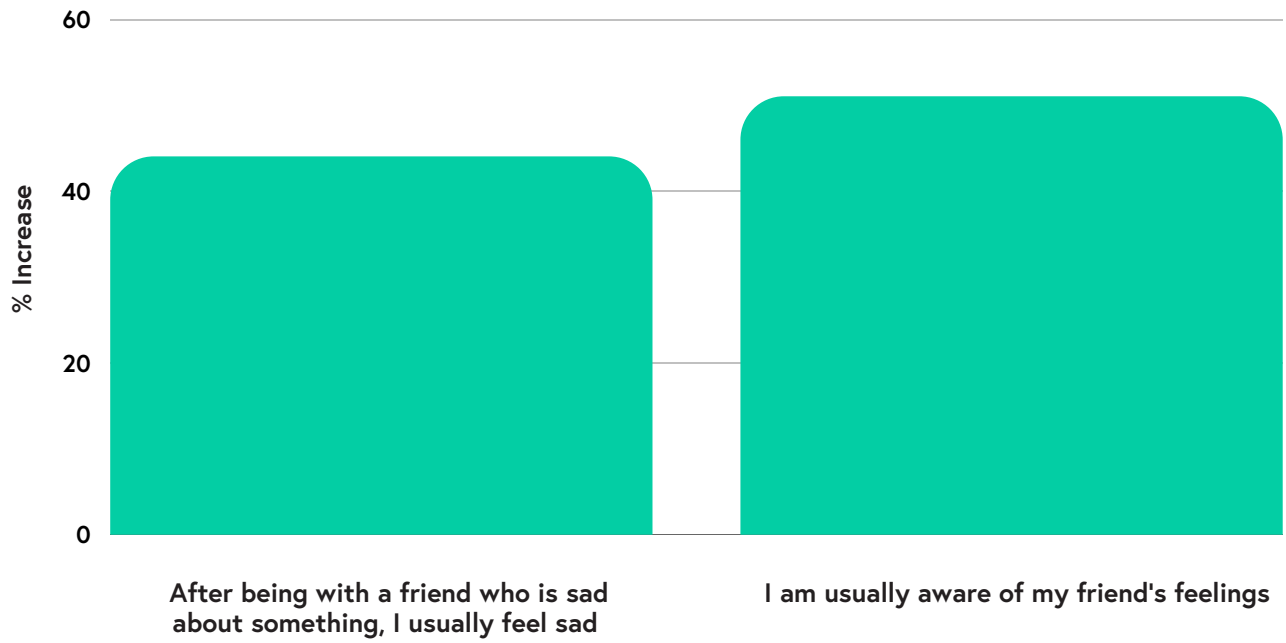
Post-mentoring results at Lodge Park Academy revealed notable enhancements in mentees' resilience, self-efficacy, empathy, and self-esteem. Mentoring fostered secure environments for mentees to refine their communication abilities, empathise with others, and develop a stronger sense of self. Reflective discussions and feedback contributed to increased resilience and informed decision-making in the face of challenges. Furthermore, mentoring instilled a belief in mentees' capabilities, empowering them to set and achieve goals with determination. These outcomes align with existing research on the profound impact of mentoring on various aspects of personal and social growth.

Y7 Empathy

This programme has shown significant improvements in mentees' ability to empathise with others. There is a 44% increase in mentee's awareness of their friends' feelings. This increase suggests that mentoring fosters a heightened sense of emotional awareness and sensitivity towards others. Mentors serve as role models and guides, emphasising the importance of understanding and acknowledging the emotions of others. Through regular interactions and discussions with their mentors, mentees are encouraged to actively pay attention to and consider the feelings of their peers.

Additionally, there was a 51% increase in mentees reporting feeling sad after being with a friend who is sad about something. This increase in emotional mirroring indicates a growing capacity for empathetic resonance. Mentoring provides a supportive environment where mentees can openly express their emotions and receive validation and understanding from their mentors. Such validation helps mentees recognise and empathise with the emotional experiences of others, fostering a sense of shared emotions and connection.

The mentor-mentee relationship itself plays a vital role in enhancing empathy. Mentors provide mentees with a safe and trusting space to discuss and explore their own emotions. By engaging in meaningful conversations and reflection with their mentors, mentees can develop a deeper understanding of their own feelings, which in turn strengthens their ability to empathise with others. Mentors also offer guidance on perspective-taking, encouraging mentees to consider different viewpoints and understand the diverse range of emotions experienced by individuals.

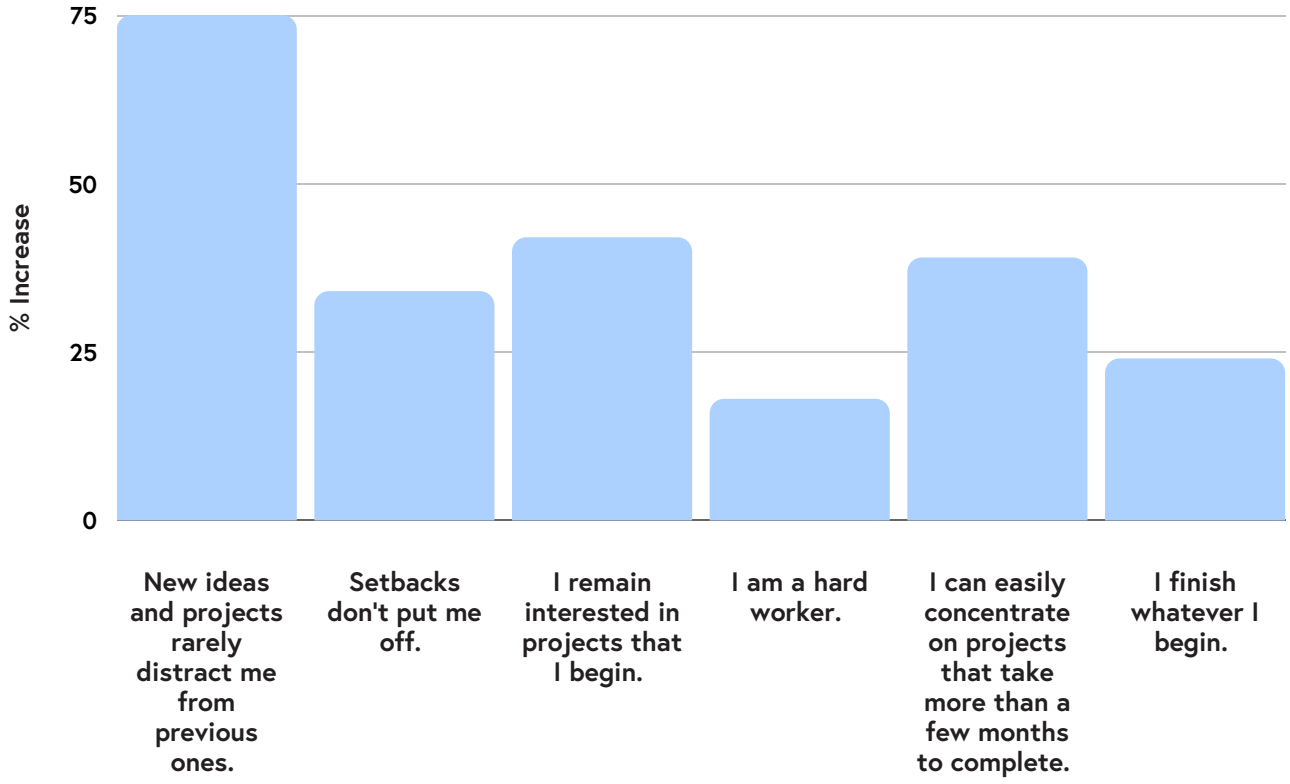


Y7 Resilience

This programme aims to improve mentees' resilience, as reflected in their ability to persevere, adapt, and maintain focus on their goals. The data provided indicates an increased capacity to remain committed, bounce back from setbacks, and demonstrate persistence.

There is an 75% increase in mentees who reported being able to remain focused on previous ideas and projects without getting easily distracted. Mentoring can foster mentees' resilience by providing them with guidance and support to navigate distractions and stay committed to their goals. Mentees reported a significant 39% increase in their ability to concentrate on long-term projects. Mentors can support mentees in developing sustained focus and persistence, crucial attributes for successfully completing complex and time-consuming projects.

Mentees reported a 34% increase in their ability to bounce back from setbacks and not be discouraged. Mentoring can enhance mentees' resilience by offering them a safe space for reflection, encouragement, and problem-solving, which helps them develop coping strategies and a positive mindset in the face of challenges. The data indicates a 24% increase in mentees finishing whatever they begin. Strong role models can play a vital role in instilling a strong work ethic and perseverance in mentees, leading to increased resilience and a commitment to putting effort into their tasks.



It has helped me become more confident and comfortable talking to people I don't really know.

Y7 Mentee

It is good for peoples mental health and can help people with their social skills.

Y7 Mentee

It's fun and interesting - I get to meet new people and I like my mentor.

Y7 Mentee

It has helped me with my behaviour.

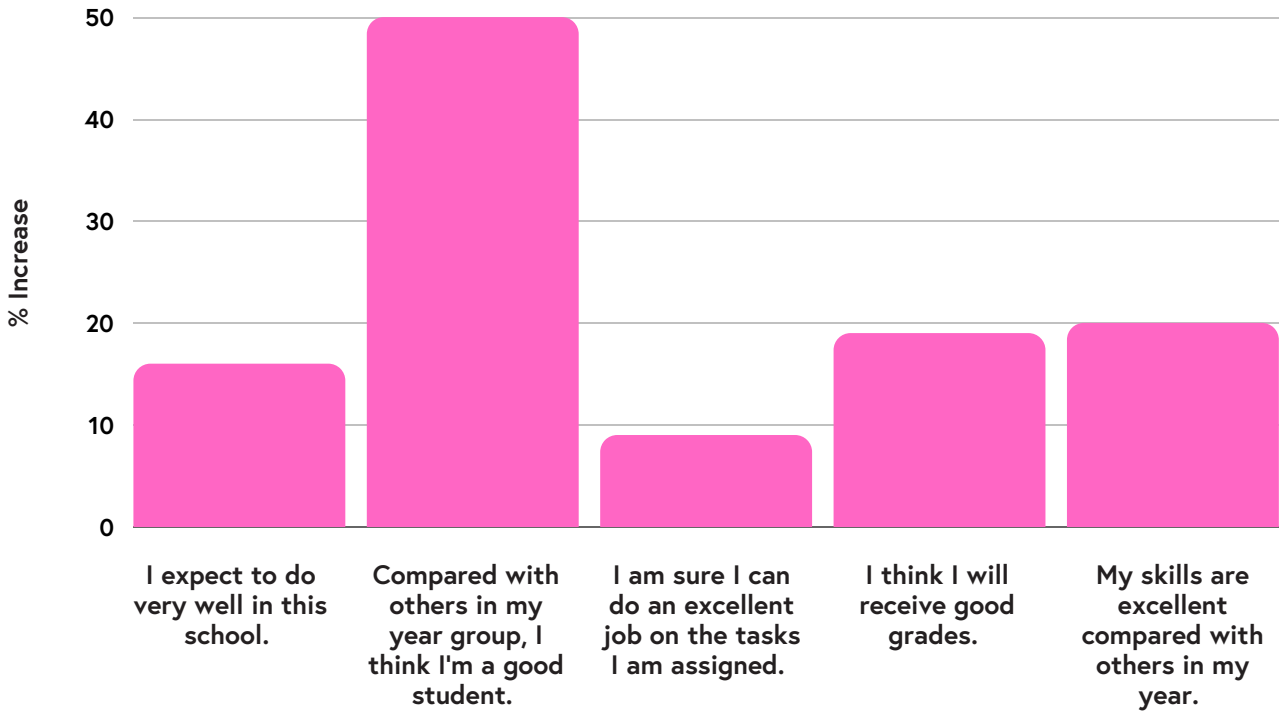
Y7 Mentee

Y7 Self Efficacy

The data reveals noteworthy improvements in mentees' self-efficacy following the programme. Mentees reported a significant 50% increase in perceiving themselves as good students compared to their peers. This finding aligns with research which highlights that mentorship can enhance students' self-perception and belief in their academic abilities, leading to increased self-efficacy. Mentees reported a significant 20% increase in perceiving their skills as excellent compared to their peers. Mentoring relationships can positively influence students' self-belief by helping them recognise and value their own abilities and achievements.

There is a positive 19% increase in mentees who reported expecting to receive good grades. Research suggests that mentoring relationships can positively impact self-efficacy by providing mentees with guidance, support, and role modelling, which help them develop higher expectations for their own academic success. The data indicates an 16% increase in mentees who expressed confidence in their ability to do very well in school. Mentors play a crucial role in providing mentees with constructive feedback, support, and encouragement, which contribute to their increased confidence in tackling academic challenges.

Mentors serve as role models, providing mentees with guidance, support, and encouragement, thereby helping them develop a stronger belief in their abilities. Through regular interactions, mentors can foster a growth mindset, instilling in mentees the understanding that they have the capacity to succeed with effort and perseverance.



Y7 Self-Esteem

This mentoring program has demonstrated significant positive impacts on mentees' self-esteem, as evident from the data. There is a remarkable 14% increase in mentees who reported feeling that they possess a number of good qualities. This increase can be attributed to the support and encouragement provided by mentors. Mentors play a pivotal role in highlighting mentees' strengths and positive attributes, helping them recognise their potential and value as individuals.

Furthermore, the data shows an impressive 18% increase in mentees who expressed taking a positive attitude towards themselves. This boost in self-affirming thoughts can be attributed to the nurturing environment that mentoring creates. Having a mentor who listens, understands, and provides non-judgmental support allows mentees to develop a more positive self-perception. As mentors offer validation and belief in their mentees' capabilities, the mentees become more adept at recognising their achievements and progress, leading to increased self-assurance and a positive self-image.

Mentoring proves to be highly beneficial for self-esteem because it offers young students a supportive and trusting relationship with an experienced and caring older person. Mentors act as role models, demonstrating acceptance, empathy, and genuine interest in the mentees' well-being. This positive influence helps mentees internalise a sense of self-worth and fosters a belief that they are valued and capable individuals.

Concluding Thoughts

Oppidan was delighted to work with Lodge Park Academy. We would like to congratulate all mentors who took part in the training for their dedication, enthusiasm and hard work. We would also like to thank the teachers and members of staff involved for the continuous support.

The success of the programme lies in developing bonds between students across different years, thereby challenging a hierarchical status quo that can exist in school environments. The forging of mentor/mentee relationships aims to provide added support in the hope that year groups will bond and influence each other in positive ways. Looking at the data captured, there is a real strength to the project in terms of enabling greater open and honest conversation between young people, the content of which requires a developing set of skills (empathy – honesty – trust) to play out in the relationship.

The insights reflect the continuing role that mentoring plays in the context of school life and strengthening the sense of school community. The programme aims to better support the pupils through the development of empathetic and honest relationships.

Many thanks,

The Oppidan Team

OPPIDAN
EDUCATION