



SCHOOL TASKING

TASKMASTER EDUCATION

Impact Report

2024-2025



**UNIVERSITY
OF WARWICK**

About the project

School Tasking is an exciting outreach project that enables young people to learn about interesting aspects of the law through fun and interactive tasks, set in the style of the hit TV show Taskmaster.

In School Tasking, participating Year 5 classes (all from state schools meeting widening participation criteria) are split into teams of 5-6. During four in-school sessions delivered by Law students, classes are introduced to some of the most interesting areas of law, and are given a chance to practise key skills, such as teamwork, communication, and lateral thinking. The teams compete against each other, against teams from other local schools, and, ultimately, against schools from across the UK, in a bid to be crowned that year's School Tasking Champion of Champions. Just as in the TV show Taskmaster, School Tasking provides the opportunity for all children to shine based on their particular talents and skills, enabling each child to excel at different aspects of the competition and contribute to the success of their team.

This report summarises key evaluation findings from 2024-25.



“School Tasking has been running across 6 regions in 2024-25 and it’s been an absolute pleasure to see it flourish in the capable hands of rollout teams across the UK and Ireland. The project aims to bring a little bit of joy, whilst also introducing pupils to some fundamental legal concepts and skills, as well as the notion of university study more broadly. The enthusiasm with which the kids approach the tasks and throw themselves into the finals is showing that Taskmaster really is the most wonderful vehicle for education.”

Dr Ali Struthers, Creator of School Tasking

Evaluation approach

Each year the impact of the School Tasking project is evaluated by using questionnaire data completed by the year 5 pupils at the beginning and the end of the project. In keeping with the format of School Tasking, completing the surveys formed part of a task for which teams could earn bonus points, which also incentivised pupils to return them. The surveys included questions about pupils' understanding of law, their perceived levels of skill in different areas, and feedback on the project itself.

Universities transcribed the survey responses into an Excel template and returned them to the evaluation team, with **17** of the **28** participating universities submitting their data. The final sample for evaluation was **1,307** pupils. This report outlines key findings from the evaluation.

In 2024-25

28 Universities

In **6** regions across the UK and Ireland
and approximately **1,900** children from **51** schools took part.

- The primary schools taking part meet the criteria for widening participation, with higher than average numbers of pupils receiving free school meals and/or a lower than average attainment level (pupils meeting expected standard in reading, writing, and maths)
- For the cohort in this study, the average number of pupils receiving free school meals is **39.9%** (England only; nationally this is 25.9%)
- The average attainment level of the schools in our cohort is **56.4%** (England only; nationally this is 61%)



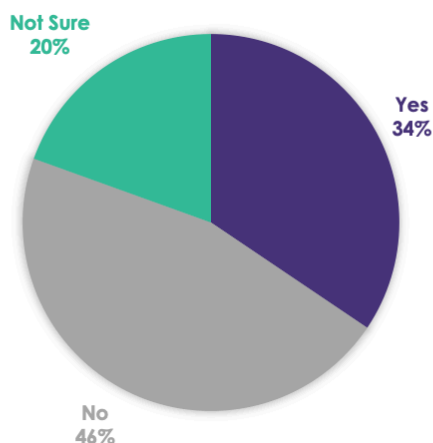
Champion of Champions contestant



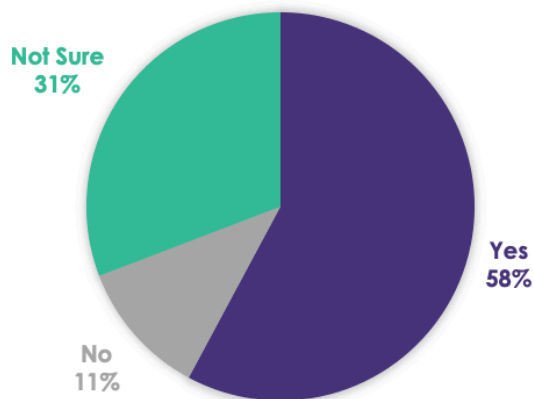
Self evaluating skill levels at the Champion of Champions

About our cohort

Have you ever visited a university?



Have any of your family members studied at university?



66% of our cohort either had not or weren't sure if they had visited a university before and 42% did not have (or weren't sure if they had) a family member who had studied at university.

School Tasking gives pupils the opportunity to meet university students and staff, to build relationships with them, and to get a glimpse of what university study can offer.

"A girl asked me if she could also go to university like me and I said of course you can and she mentioned that she never had anyone in her family or friends talk about going to University. In the next session she said she talked to her parents and said I inspired her to think about her future career wise."

Vyashti, University student



Warwick Student School Tasking Team

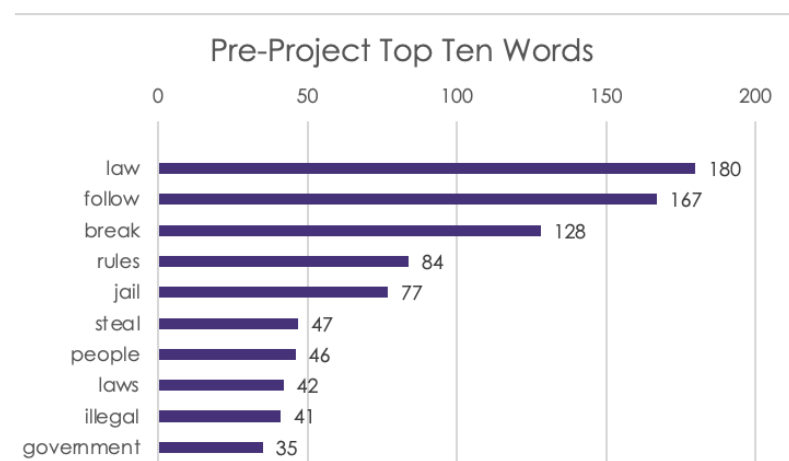


"The student team are amazing. They tried their best to help and support our students. Their interest in the field can be seen in how they present."

Teacher

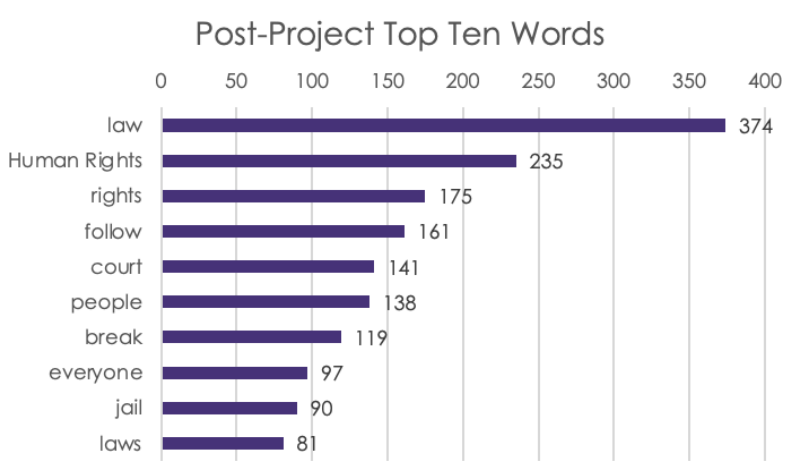
Understanding of the law

We asked the pupils in both the pre-project and post-project evaluation forms to write three things they knew about the law. These statements were then analysed by drawing out the common key words.



“All children showed interest and knowledge of the law and the justice system”

Teacher



“The groups have all collectively been exposed to ideas of the law and they were able to discuss with each other some aspects of the law they have learnt through the sessions”

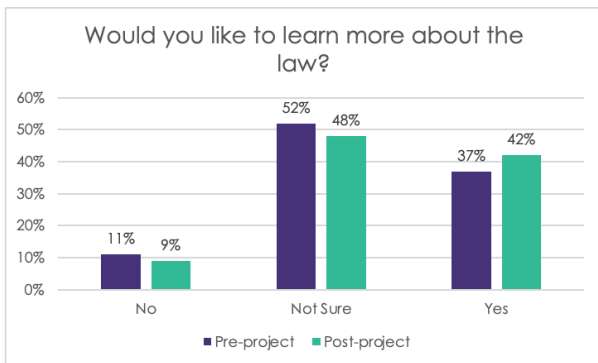
Teacher

The pre-project evaluation results show a prevalence of words related to the justice system and criminal law. There was a broad spectrum of words referring to specific criminal activity as well as school rules.

The post-project evaluation shows a broader spread of results with the appearance of phrases such as “human rights”. Pupils also included “everyone” and “court”. Beyond the top ten words, other legal terms and case-specific terminology taught over the four sessions appeared in the results.

969 unique words were counted in the pre-project evaluation and **1,034** words in the post-project evaluation. This is an increase of **6.7%**. However the word “law” doubles in appearance post-project, showing a marked increase. This could imply that the pupils are more confident in writing about the law in their post-project evaluation.

Enjoyment of the project

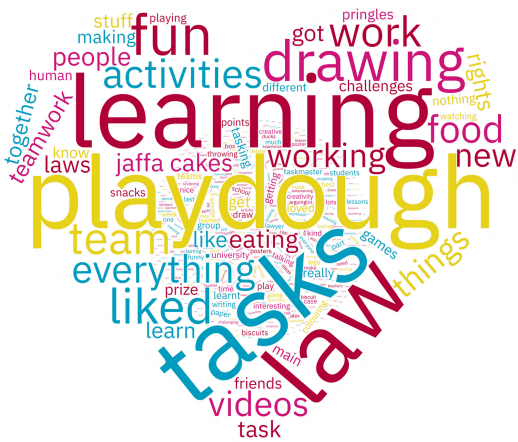


When asked 'would you like to learn more about the law?' there was an percentage increase of 5% between the pre-project and post-project evaluations. The number of 'not sure' responses went down by 4%.

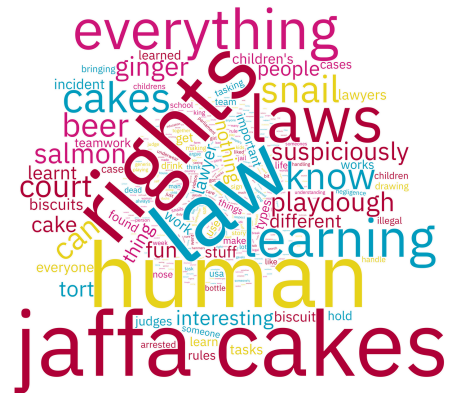
The pupils coloured in egg shapes to rate the extent to which they had enjoyed the project (on a scale of 1 to 5 eggs)

On average the pupils coloured in 4.42 eggs

What did you like about the project?



What's the most interesting thing you've learned about law?



School Tasking aims to be engaging, interactive and appropriate for the year 5 pupils. The post-project survey results indicate that pupils enjoy the School Tasking sessions for a wide variety of reasons. When asked at the end of the project what their favourite part was, the top three answers were: (i) doing the tasks; (ii) playing with playdough (one of the tasks); and (iii) learning about the law.

When asked about the most interesting thing they had learned about law, pupils responded with words and phrases such as human rights, laws, and Jaffa cakes. The case concerning whether Jaffa Cakes are cakes or biscuits is clearly memorable. These responses reflect the interactive nature of the School Tasking sessions and indicate that the task-based format is an effective way to engage Year 5 pupils.

Evaluating skill levels

We asked the pupils to rate their skill levels out of 5 before and after the project (using the colouring in of ducks as a rating scale)

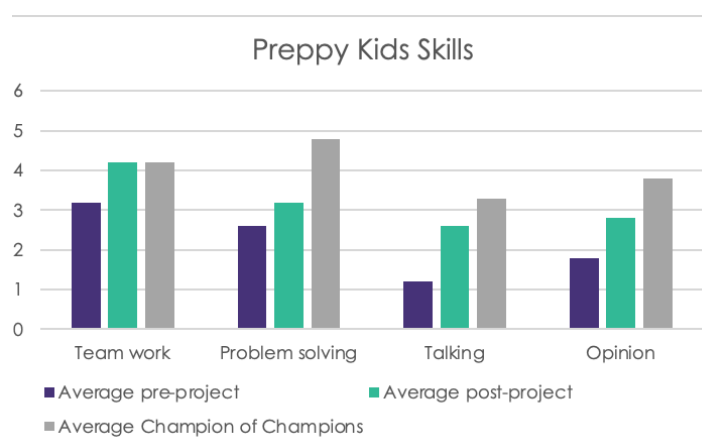
Skill	Pre-project mean	Post-project mean	Increase
Team work	4.06	4.12	↑ 1%
Problem solving	3.39	3.84	↑ 13%
Talking in front of people	2.85	3.46	↑ 22%
Giving your opinion	2.91	3.46	↑ 19%

The pupils skill levels improved in all areas with the most noticeable increase appearing for the categories “talking in front of people” and “giving your opinion”. Two of the tasks focussed on these skills in particular. The pupils rating of team work stayed consistently high. The pupils are put in teams at the beginning of the project and encouraged to actively work together to complete tasks. Bonus points (focusing on listening and cooperation) were introduced this year to help facilitate more effective team work.

Case Study: Preppy Kids

The Preppy Kids team won their regional competition and took part in the national School Tasking Champion of Champions final. On the morning of the event, the same skills questions were asked again.

The team’s results show that they believe all their skills had improved throughout the project, with the largest impact demonstrated in the improvement of problem solving skills and talking in front of other people. The Preppy Kids team are reflective of the cohort, with 2 out of 5 of the team having not visited a university before and 2 out of 5 not having had a family member attend university.





Taskmaster viewing habits

“Do you watch more taskmaster now?”

28% of pupils said that they have started watching Taskmaster episodes since the project began.

Impact

“The work that Ali and her team have been doing with School Tasking has been remarkable. Taskmaster was never meant to be watched by kids, let alone played, but we’re now seeing the huge impact that the project is having on these young people. At the final, we see children standing up on stage in front of 1,000 people and putting brilliant skills like teamwork and lateral thinking into practice. You can see them growing more confident with each task they take on. I’m so proud to be involved with an initiative that is not only spreading joy across the UK and Ireland, but that really does seem to be making a difference to children from less-advantaged backgrounds.”

Alex Horne, Creator of Taskmaster



School Tasking Champion of Champions

“Our year 5 teacher said the opportunity to meet people in the legal field and travel to a law firm in the city centre was something they would not have got exposure to through their means. One particular pupil was so enthused by the project he independently did research on when the first law was invented! Seeing that engagement from individual kids was really powerful”

School Tasking Partner University

“Seeing the progression of students in the Year 5 class from the first session to the last - the growth of confidence and their trust in us by the end of the program was really rewarding and inspiring. I left every session feeling like I had made a difference and that the class had gained something!”

Ella, University student

Recommendations for future evaluation

This report reflects the second year of evaluating the national dataset across participating universities, and the first evaluating the data in-house at Warwick Law School. Overall, the evaluation process went as smoothly as the previous year, with a relatively high number of universities returning complete survey data. Universities predominantly inputted the data themselves although this sometimes led to errors around pupil IDs and formatting of the answers. In future years, simplifying the input phase and providing training around this will help to speed up the process and reduce the possibility of error.

The survey was adapted from the 2023-24 version, with fewer free-text questions and more of a focus on the impact School Tasking has in relation to skills development. Since the completion of this year's project, work has begun on improving the project resources in order to focus on supporting pupils' skill levels in the areas highlighted in the evaluation forms. It is hoped that this shift in focus will enable the project to demonstrate a more marked improvement in skill levels in the coming years.

“One of our headteachers told us how important School Tasking was in providing positive perspectives on the law. She explained that in the winning team from her year 5 class 2 children had recent personal negative experiences of law”

School Tasking Partner University

Conclusion

In 2024-25, School Tasking was delivered to more pupils than ever before, in partnership with 28 universities across the UK and Ireland. The evaluation results show that it successfully engaged participating Year 5 pupils, with an average enjoyment rating of 4.42 out of 5. Pupils showed a deeper and broader knowledge of the law and an eagerness to learn. Their skills developed over the course of the project and were put into practice in the tasks. School Tasking appears to be having a positive impact on participating pupils: altering their preconceptions of law as well as offering a positive experience of university life that they may otherwise not have had the opportunity to access.



School Tasking Partner Institutions
Included in Impact Report



UNIVERSITY OF
BIRMINGHAM



UNIVERSITY OF
CAMBRIDGE



UNIVERSITY OF
DERBY



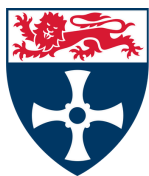
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