SCHOOL TASKING

TASKMASTER EDUCATION

Fundraising Pack

UNIVERSITY OF WARWICK

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About the project

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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.

The project is about to roll out internationally, as well as across other disciplines, including STEM, Classics, and History. Through the classroom sessions, School Tasking improves key skills in young learners, all whilst spreading joy and introducing children to higher education in a memorable way. In this, it is excelling.



"School Tasking aims to bring a little bit of joy to university outreach, whilst also introducing pupils to some fundamental legal concepts and skills. We hear wonderful anecdotes about the project offering the chance for children to contribute to their teams and to really feel valued. The enthusiasm with which they approach the classroom tasks and the way they throw themselves into the finals just goes to show that Taskmaster really is the most wonderful vehicle for education."

Professor Ali Struthers, Creator of School Tasking

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School Tasking Costs Per Year

Each university that runs School Tasking covers the cost of running the sessions in their local primary schools. There are some costs specific to Law School Tasking at the University of Warwick and other costs that support the national rollout of the project.

Law School Tasking at the University of Warwick

Student team: £6000
Transport for students to go into schools: £1750
Resources for the in-school sessions (workbooks etc): £550

National Rollout of School Tasking

Transport for primary pupils to get to the regional finals (bursary): £2000
Food for the children at the regional finals: £150 per regional final x 6: £900
Champion of Champions student team: £1000
Transport for the finalist year 5 teams: £2000
Food for the finalist children: £175
Transport support for the visiting schools to the final (bursary): £2000
Resources for the final (prizes, t-shirts, show props etc): £500
Hire of the venue: £5,500

Total approximate cost: £22,375





Opportunities for Donors

We really appreciate the companies and organisations that help keep our project running. The funds we receive enable us to reach pupils in schools who have limited access to or awareness of higher education and the opportunities it can bring.



As a donor to our project we would love to invite you to our Champion of Champions event that happens each June at the Warwick Arts Centre. There you'll get the opportunity to see the culmination and celebration of the School Tasking year as well as meeting Alex Horne who kindly supports the project each year by hosting the event.

We celebrate our donors regularly in our social media feeds and acknowledge your generosity in our annual national impact report.



We can help arrange visits into the local primary schools linked with the project and there is the possibility of creating one-off special events with our donors too.

Thank you so much for supporting the work of this valuable project.

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Impact Report 2025-2026

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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 classroom sessions. In keeping with the format of School Tasking, completing the surveys forms part of a task for which teams can earn bonus points, which also incentivises pupils to completely them fully. The surveys include 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 **12** of the **28** participating universities submitting their data. The final sample for evaluation was **1004** pupils. This report outlines key findings from the evaluation.

In 2025-26

28 Universities
In **6** regions across the UK and Ireland
and approximately **2,340** children from **65** 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 **42%** (England only; nationally this is **26%**)

- The average attainment level of the schools in our cohort is on par with the English national average of **62%.**

53% 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. We developed this aspect of School Tasking further this year with the invitation for Widening Participation schools local to the University of Warwick to visit campus for a School Tasking morning before watching the Champion of Champions final.

Evaluating skill levels

As part of the project, we are evaluating the impact of School Tasking on the skills of participating children, who all attend schools with low progression rates into HE. We baseline the children's skills at the beginning of the project and track developments in these key 21st Century Skills.

Oracy – a skill with an increasing focus within the curriculum – improved over the course of the project by **18%.** Advocacy – a key skill for effective communication – improved by **19%.** And problem-solving – an important foundation skill for resilience and critical thinking – increased by **8%.** Developing such skills with a WP cohort, particularly through a standardised national project, has the potential to widen access to HE by providing the building blocks for children's transition to secondary education and beyond. This is particularly important for the current cohort of Year 5s whose early education was impacted by the Covid-19 pandemic. Early intervention in outreach is increasingly being recognised as key to avoiding young people already having made decisions about their future by the time they reach secondary school.

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
Giving your opinion	3.08	3.68	↑ 19%
Talking in front of people	2.96	3.49	↑ 18%
Problem solving	3.58	3.87	↑ 8%
Team work	4.09	4.09	→ 0%

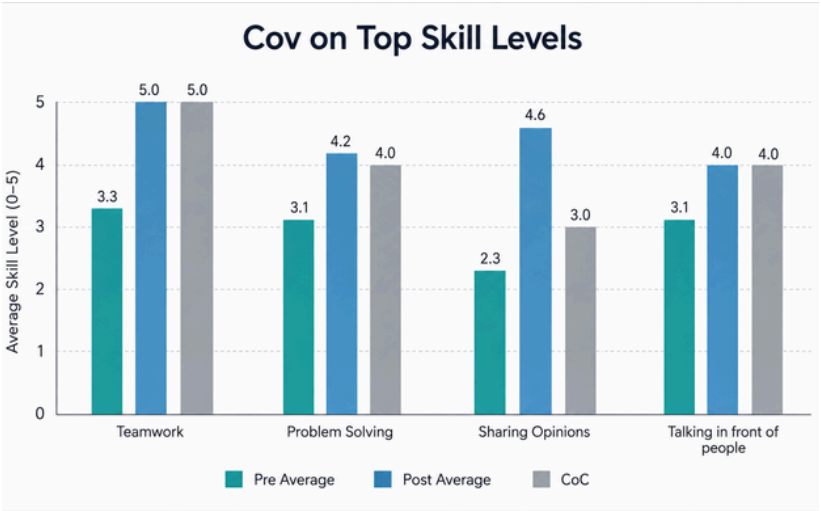
As in previous years, the pupils' skill levels improved in all areas, with the most noticeable increase in the categories of "talking in front of people" and "giving your opinion". Two of the tasks focused on these specific skills. The pupils rating of team work stayed consistently high. The pupils are put in teams at the beginning of the project and encouraged to actively work together to complete tasks. The resources were developed to help scaffold tasks and to facilitate individual contributions before collaborating as a team. This all helped to enable effective teamwork.

Case Study: Cov on Top

The pupil team, Cov on Top, 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 from the evaluation forms were re-asked.



Cov on Top team at the Champion of Champions



The team's results show that all the skill levels increased between the pre-project evaluation and the Champion of Champions. The project seemed to have the largest influence on teamwork and problem solving.

The team are reflective of the cohort, with 2 out of 6 having not visited a university before and 3 out of 6 not sure of having had a family member attend university.

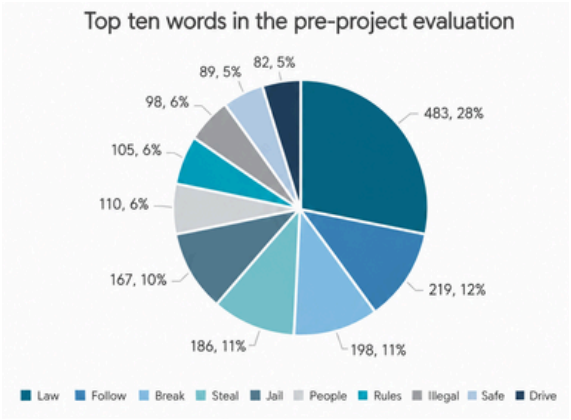
The Cov on Top team are reflective of the cohort, with **2** out of **6** of the team having not visited a university before and **3** out of **6** not sure of having had a family member attend university.

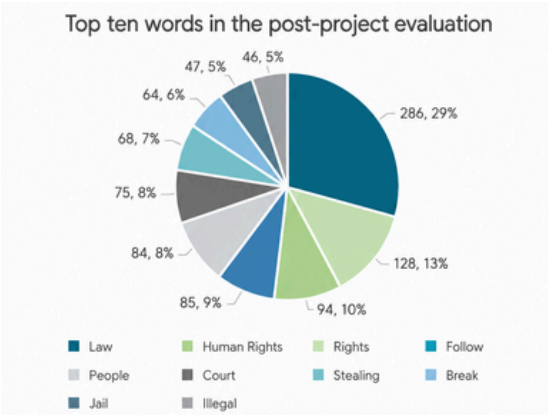
"It made my expectations to want to work there (university) more higher because of all the things you can learn about here"

Cov on Top Team member

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.



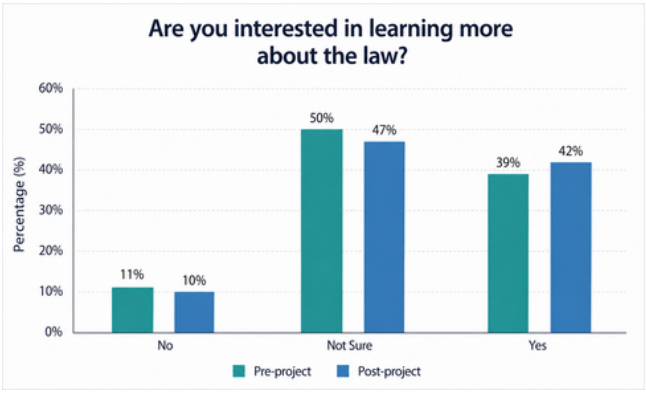


The pre-project evaluation results show a prevalence of words related to the justice system and criminal law. There was a broad spectrum of words referring to specific criminal activity as well as school rules.

In the post-project evaluation "human rights" and "rights" were both in the top ten words, with "human rights" being the second most common word or phrase. As in previous years, beyond the top ten words, other legal terms and case-specific terminology such as "tort law" and "precedent" appeared.

When asked what was the most interesting thing they learnt from School Tasking, the top three answers were:

1 Law **2** Human Rights **3** That Jaffa Cakes are cakes



Enjoyment of the project

When asked 'are you interested in learning more about the law?' there was an percentage increase of **3.7%** for the response 'yes' between the pre-project and post-project evaluations. The number of 'not sure' responses went down by **2.7%** and the number of 'no' responses also decreased by **0.9%.**

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 4.4 eggs

Teachers

As well as the pupils, the primary school teachers also fill in pre- and post-project evaluation forms. Their answers show a development in their pupils skills as well as an increase in their knowledge of law. The project complements the citizenship aspect of the curriculum and teachers commented about how it impacts upon other aspects of learning.

"Children have developed team-working skills which are lacking. They have also been able to develop confidence when performing/presenting." - Teacher

"I think it raised their aspirations about thinking 'Oh yeah, I could go to university...We all really enjoyed...[the project], and we were a bit disappointed when our Wednesdays had finished on School Tasking" - Cov on Top Teacher



Celebrating winning a task at the Champion of Champions

"Children absorbed the knowledge and have taken it on board. they are asking more questions for clarity and their oracy has improved." - Teacher

Impact on Students

School Tasking sessions are led by university students. Having this leadership opportunity allows the students to develop their own organisational skills, as well as team work and using their initiative to solve problems. Students rate the project highly, referencing it in CVs and job applications. They credit the project with helping to develop their confidence and teaching skills. **87%** of students marked confidence and **81%** teaching when asked "What you think you've developed during your time with School Tasking?"

"I'm proud that over these four years, I have been consistent in something. It's helped to have tangible opportunities on showcasing leadership skills."

Student team member



The Warwick Student Team

The Widening Participation School Tasking Morning and Champion of Champions Show

On 17 June 2026, Warwick University hosted the School Tasking Champion of Champions final. This year, we also added an event in the morning for 350 primary school children from local Widening Participation schools showcasing studying Law at University.

This free event allowed pupils to have a taster session about law (specifically around the tax status of marshmallows) as well as a tour of the campus led by our student ambassadors. A highlight for many pupils was meeting the Attorney General, the Rt Hon. Richard Hermer. They were able to ask questions and it was one of the parts of the morning most likely to be remembered by the pupils.



The WP School Tasking Morning

"I have enjoyed talking to someone in parliament"

"The university is humungous!"

"One thing I will remember is how they explained our rights and laws so easily"

"Spending time with these remarkable young people today, watching them tackle every challenge with creativity and confidence, reinforces exactly why public legal education matters so much. Bringing the rule of law to life, in fun and creative ways helps young people understand fairness, equality and feel confident to speak up.

That is why the work that Dr Struthers and the University of Warwick are doing through School Tasking is so important, and why the AGO is committed to championing and supporting it."

Former Attorney General, Richard Hermer KC



The former Attorney General meeting School Tasking pupils.

Development of School Tasking

School Tasking is dynamic in nature. Its evaluation process and ethos means it constantly evolves to meet the needs of the pupils and students that engage with it. This year has seen updates to the project workbook and the powerpoints to support students leading the sessions. The focus on skills has impacted how tasks are presented, scaffolding the basics of team work, giving quieter children a voice to be able to express their opinions and allowing every child the chance to contribute to their team.

Trial year 6 sessions were run to embed and support pupils as they make the transition to secondary school.

The School Tasking morning brought hundreds more pupils to the university for a longer period of time and expanded the project's reach in the local area.

Conclusion

In 2025-26, 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' skills were developed over the course of the project and were put into practice in the tasks. Teachers reported pupils showcasing teamwork, oracy and resilience throughout. School Tasking is 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. It also has a positive impact on the teachers it serves in the participating primary schools and on the university students who deliver the project.

The ultimate aim of School Tasking is to build positive connections between universities and their local WP schools, whilst introducing Year 5s to the most interesting, contentious, or innovative aspects of university knowledge. Through the classroom sessions, School Tasking improves key skills in young learners, all whilst spreading joy and introducing children to higher education in a memorable way. In this, it is excelling.

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School Tasking Partner Institutions Included in Impact Report

University of Birmingham

University of Derby

University of Hertfordshire UH

King's College London

Lancaster University

University of Leicester

University of Northampton

Queen Mary University of London

University of South Wales Prifysgol De Cymru

University of Warwick

University of Wolverhampton

Prifysgol Wrecsam Wrexham University

With thanks to our donors & supporters in 2025-26

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English Heritage

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Intellectual Property Office

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School Tasking Selected Publications & Media

School Tasking: All the information is in this chapter	How To Apply Game-Based Learning in Legal Education
Snails, Jaffa Cakes and rubber ducks: making university outreach playful	Times Higher Education
Improve children's legal knowledge and skills through School Tasking: your time starts now	The Law Teacher, Volume 58, 2024 - Issue 1
School tasking in UK primary schools: widening access through early intervention and gameful design	Journal of Further and Higher Education Volume 49, 2025 - Issue 6
School Tasking: forget explosions, it's all about the skills	Times Higher Education
Alex Horne hosts Taskmaster for schoolchildren	BBC News
School Tasking: The benefits of legal outreach for schools and universities	Teaching Citizenship
Taking primary pupils to Task(master)	Times Educational Supplement
Alex Horne talking about School Tasking	BBC Breakfast News