Southwark Schools' Learning Partnership Impact Report

2021–22

Part 1: Welcome

I am delighted to provide you with your annual Impact Report outlining some of the key findings from your evaluation over the last academic year.

Our view is that data is only as useful as the purposes for which you use it. But done well, meaningful impact evaluation can help drive meaningful decision making to do more of what is working best, and less of what is not. Hopefully, this report helps provide some summary insights to support that process.

We also want to take this opportunity to say thank you for partnering with us. Ultimately, we can only achieve as much as the schools we work with, and it has been fantastic to work with so many dedicated professionals committed to maximising impact for young people. Please do continue to provide us with your ongoing feedback so that we can best develop our way of working with you.

Thank you for continuing to be one of our valued school partners.

Owen Carter

Owen Carter
Co-Founder and Managing Director

Introduction

Welcome from your School Partnership Manager

It has been a pleasure being the School Partnership Manager for the Southwark School's Learning Partnership throughout this last academic year. Our partnership, led by Katie Barretta, enabled us to investigate the hard work your schools put into programmes to improve pupil outcomes and life chances.

In this report we look at the impact of the partnership on pupils, teachers, and senior leaders in Southwark schools. This will shed some light on the success of this partnership, alongside identifying any areas where impact could be increased over the next academic year, and beyond.

B Williams   **Beth Williams**
School Partnership Manager

Using this Report

No school-based impact evaluation will provide completely reliable evidence of whether a programme did or didn't work. Results from an evaluation process should always be considered against other factors, such as teacher or student feedback, ease of implementation, and other qualitative data. Particular areas to consider when reflecting on the reliability of your results are:

Sample size. Typically, results from a greater number of pupils will lead to findings that can be more easily generalised. As a general rule, a sample size of 20-30 pupils or more is better suited to detailed statistical analysis. Smaller sample sizes are valid, but you may want to consider multiple terms or years of data where possible.

Implementation. It is rarely the case that educational interventions do or don't 'work'. Most often, the quality and consistency of how they are implemented will have the largest bearings on their success. As such, findings reported here should be reviewed against considerations around to what extent implementation and the particular cohort of students may influence results.

Timeframe. Any changes that are found in this report need to be investigated further and over longer periods of time to ensure valid and reliable results are generated.

Part 2: Executive Summary

Over 2021-22, the SSLP worked with ImpactEd to answer the following questions:

1 **How did pupils' experiences of and reflections on the SSLP change in the 2021/22 academic year?**

The **percentage of pupils that participated in SSLP activities increased between Autumn and Summer**. However, the percentage of pupils that want to be involved with the SSLP in future decreased. Pupils reflected on sessions that might encourage them to be involved in the SSLP in future, **suggesting topics such as mental health, wildlife, nature and the environment and careers and 'tips for adulthood.'**

Whilst the percentage of pupils who have attended SSLP sessions has increased between Autumn and Summer, **pupils' understanding of the SSLP itself has decreased**. The percentage of pupils who believed their parents or carers knew what the SSLP however, increased slightly. These findings correlate with the findings about pupils who have attended SSLP events, with a variation of less than 2% in Summer. This **could suggest that pupils' understanding and knowledge of the SSLP comes from attending SSLP events.**

A **small percentage of pupils believed that they belong to the SSLP community, but this did increase almost threefold between Autumn and Summer**, hinting at some positive trends of the feeling of community increasing.

Around a quarter of pupils said that they worked on projects with pupils from their area who did not attend their school, and over two-thirds said that they would be willing to do this. Thus, **SSLP may wish to focus on events that involve cross school collaboration to encourage more student participation.**

Pupils' scores to all four leadership and extracurricular related questions reduced over time. This could be reflective of the types of activities run by the SLLP throughout the different terms, linking differently to pupils' career aspirations, or could also be impacted by the focus on exams in the Summer term, as compared with the Autumn term.

2 **How did teachers' experiences of and reflections on the SSLP change in the 2021/22 academic year?**

The percentage of teachers that said they had heard of the SSLP and had hosted or attended the Thinking About talks remained stable between Autumn 2021 and Summer 2022. However, for **all other questions related to engagement, attendance and knowledge of the partnership, teachers saw an increase between Autumn and Summer**, most considerably of the statement 'I have participated in SSLP activities.'

Of the statement related to Community Engagement and Collaboration, five of the six statements saw an increase between Autumn and Summer. The **percentage of teachers that feel that they belong to the SSLP community and the percentage that said they would go to someone in the SSLP community for advice increased** by 17.3% between the two timepoints. Similar to pupils, this

suggests that the sense of community within the SSLP has increased over the 21/22 academic year.

Engaged Teachers

Further questions were asked of teachers who noted that they had been closely involved with the SSLP. In the engagement and attendance section, the percentage of engaged teachers who agreed with the statements increased for five out of six of the statements between Autumn and Summer. There was also a **considerable increase in the percent of teachers who said they enjoyed their experiences with the SSLP,** by 23.8% between Autumn and Summer.

The **percentage of teachers that state they would recommend the SSLP to other teachers in their school and to other schools in the area increased slightly** between Autumn and Summer, suggesting that their experience of the SSLP was more positive in Summer 2022. The **percentage of teachers that agreed that being part of the SSLP helped them to feel part of a wider teaching community, increased by over 20%** between Autumn and Summer.

In general, **engaged teachers had a more positive view of the SSLP than less engaged teachers, suggesting that the more involved a teacher is with the SSLP, the more positive their reflections.**

3 What did the focus groups with pupils, teachers and senior leaders reveal about the impact of the SSLP?

In the Summer term of 2022, ImpactEd held three focus groups with different stakeholders; pupils, teachers and senior leaders at SSLP schools. Several themes were raised in the focus groups, for example **all three stakeholders referenced the high quality of events run by the SSLP** and suggested that events were of a higher quality and **resulted in increased engagement when they involved an interactive element.**

All three stakeholders also referenced the **value of cross-school collaboration** and how this had helped **build a sense of community** between pupils and teachers. SSLP events were said to have had a **positive impact on teachers and pupils' personal development.**

Communication was also a theme that came up in the focus groups, with **pupils thinking that events were well advertised and communicated within their school.** Teachers suggested that they could improve communication about events if given more notice of events that were to come, potentially creating an annual calendar which includes all SSLP events.

Next steps

- To better understand the long-term impact of the partnership, **the SSLP should run this evaluation again,** and where possible encourage a variety of schools to complete the survey. Whilst it's positive to see that more responses were received this year than last, some schools are disproportionately represented with zero responses from quite a lot of schools in the partnership. With increased data next year, we will be able to look at longitudinal analysis of the partnership, looking at data over three different academic years.

- To widen the evaluation of the partnership, the SSLP may wish to consider **evaluating specific programmes or events** that they run, to better understand what has the strongest impact on pupils and teachers, and where changes could be made. For example, the SSLP may wish to evaluate the impact of Debate Mate and see if this has a particular impact on students from different demographic backgrounds.

- The SSLP may want to consider feedback, particularly that given in focus groups, to better improve its offer for pupils, teachers and senior leaders and increase the impact of the partnership.

2.2 Methodology

Data in the first two sections of this report is taken from a custom SSLP survey developed for teachers and pupils. This was completed by stakeholders in Autumn 2021 and again in Summer 2022. Between these two timepoints, some questions were removed from the surveys to make them shorter and hopefully increase participation. For this reason, only questions that appear in both surveys are referenced in this report.

Focus groups were conducted with pupils, teachers, and senior leaders from a variety of schools, both state and independent. It is important to note that participants were asked to volunteer to take part in these focus groups and so the sample is naturally selective of those who may already be quite engaged in the partnership.
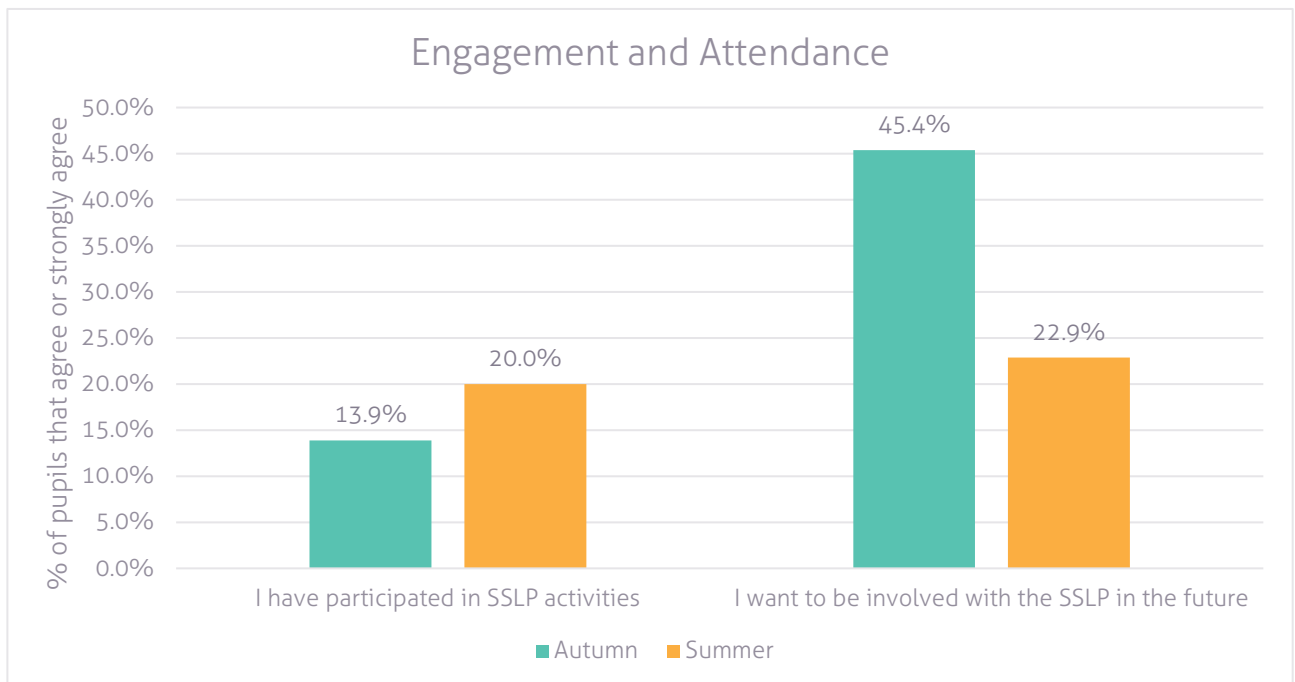
Section A: Pupils

How did pupils' experiences of and reflections on the SSLP change in the 2021/22 academic year?

Outcome	Out of (total)	Autumn 2021	Summer 2022
Engagement and Attendance	5	2.69	2.41
Knowledge and Awareness	5	2.28	1.93
Community Engagement and Collaboration	5	2.99	2.86
Student Leadership and Extracurricular Activities	5	3.61	3.24

Pupils at SSLP schools were asked to respond to various statements relating to the above custom written measures. Both the Autumn and Summer surveys were open to all SSLP schools. At the Autumn survey timepoint, we received 108 responses from 3 schools, Dulwich College (50 responses), James Allen's Girls' School (44 responses) and St Thomas the Apostle College (14 responses). At the Summer survey timepoint, we received 245 responses from 4 schools, Ark Evelyn Grace Academy (1 response), Dulwich College (232 responses), JAGS (5 responses), and St Thomas the Apostle College (7 responses). Due to the small number of schools represented in the survey, and also by the overrepresentation of some schools in this data (primarily Dulwich College and JAGS), this data should be interpreted with caution.
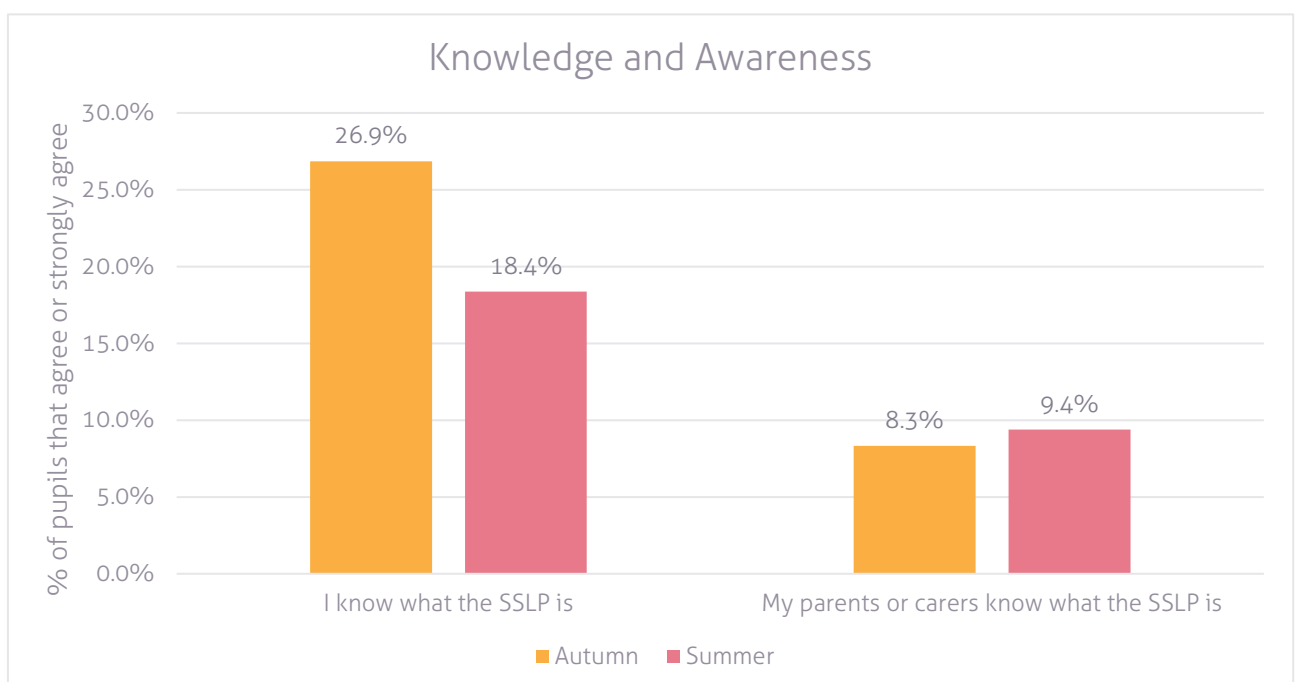
Each of the graphs below will look in more detail at the subthemes and indicate the percentage of pupils who agreed or strongly agreed with each statement. This will be compared between Autumn and Summer to see where impact has been felt the most over the last academic year. In these subsections, we will also look at qualitative questions that aren't included in the scored questions above.

Engagement and Attendance

Engagement and Attendance

% of pupils that agree or strongly agree

- I have participated in SSLP activities — Autumn 13.9%, Summer 20.0%
- I want to be involved with the SSLP in the future — Autumn 45.4%, Summer 22.9%
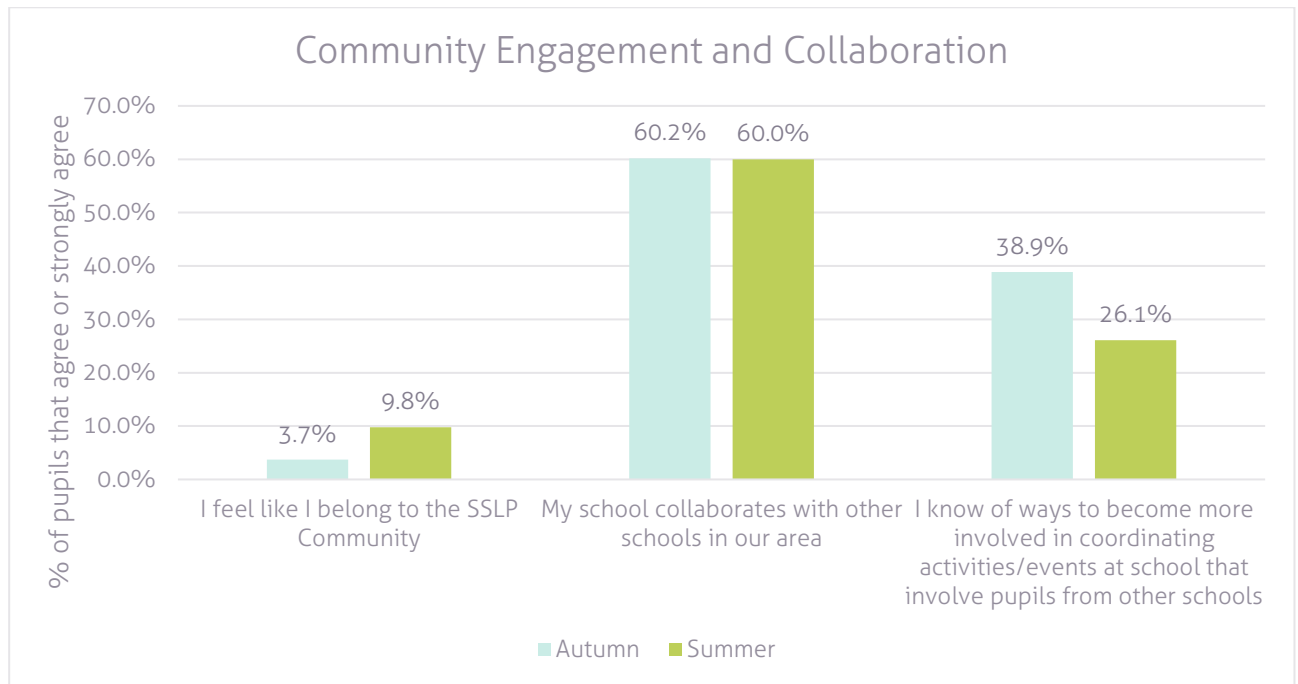
■ Autumn ■ Summer

As can be seen in the graph above, the **percentage of pupils that had participated in SSLP activities increased between Autumn and Summer.** However, the **number of pupils that want to be involved with the SSLP in future decreased.** At Summer timepoint, pupils were asked what they would like future SSLP sessions/activities to include. There were a variety of responses from pupils; some of the most common were around **mental health, wildlife, nature and the environment and references to pupils' lives once they leave school, such as more career talks, and 'tips for adulthood.'** Targeting some of these key areas could support pupils to get involved with the SSLP in future.

Knowledge and Awareness

Knowledge and Awareness

% of pupils that agree or strongly agree

- I know what the SSLP is — Autumn 26.9%, Summer 18.4%
- My parents or carers know what the SSLP is — Autumn 8.3%, Summer 9.4%

■ Autumn ■ Summer

Whilst the percentage of pupils who attended SSLP sessions increased between Autumn and Summer, pupils' **understanding of the SSLP itself decreased from 26.9% to 18.4%.** The **percentage of pupils who believed their parents or carers knew what the SSLP however, increased slightly.** Summer results correlate with the findings about pupils who have attended SSLP events, with a variation of less than 2% in Summer. This could **suggest that pupils' understanding and knowledge of the SSLP comes from attending SSLP events.**

## Community Engagement and Collaboration

A **small percentage of pupils believed that they belong to the SSLP community**, but this did **increase almost threefold between Autumn and Summer**, hinting at some positive trends of the feeling of community increasing. The percentage of pupils that believed their school collaborates with other schools in the area remained stable between Autumn and Summer. At Summer timepoint, only **around a quarter of pupils knew how to become more involved in activities that involved pupils from other schools** – the SSLP may wish to focus on advertising opportunities like this to pupils. In the Summer survey we asked some further questions about cross-school collaboration, detailed in the graph below.
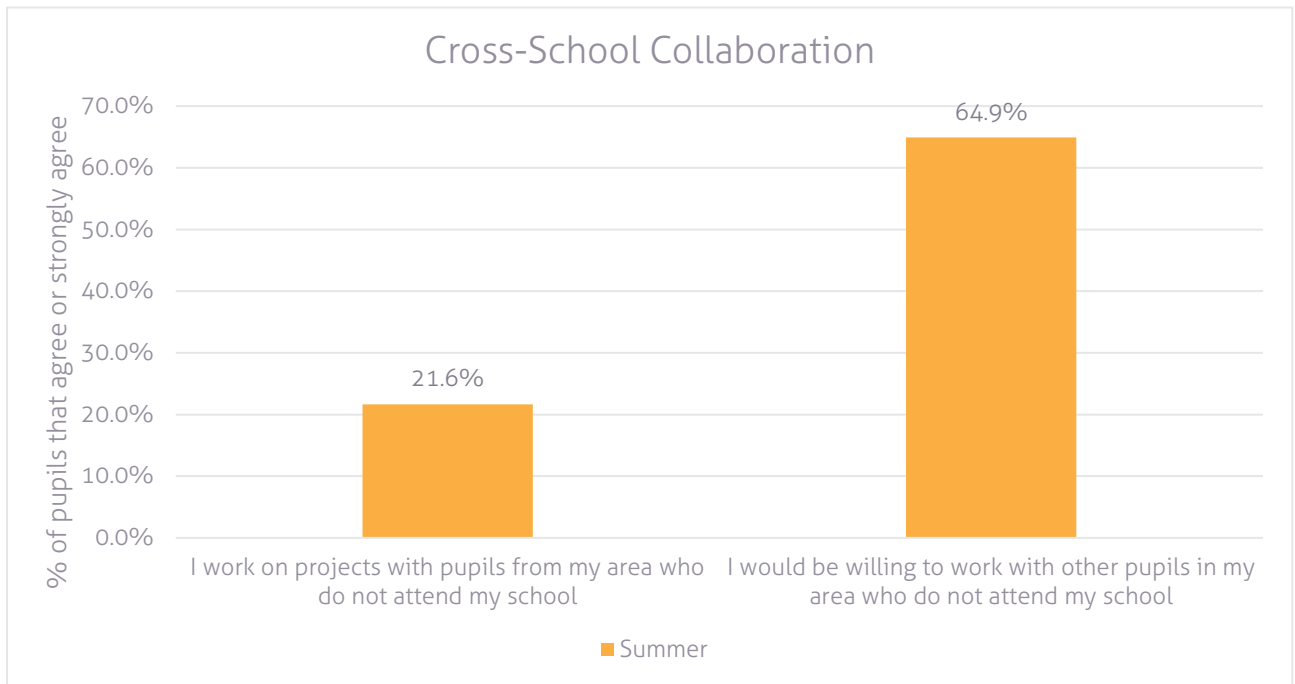
Cross-School Collaboration

Around a quarter of pupils said that they worked on projects with pupils from their area who did not attend their school, and over two-thirds said that they would be willing to do this. Thus, **SSLP may wish to focus on events that involve cross school collaboration to encourage more student participation.** This was also a common theme referred to as a strength of the SSLP in focus groups, that will be discussed in more detail later in this report.

Student Leadership and Extracurricular Activities
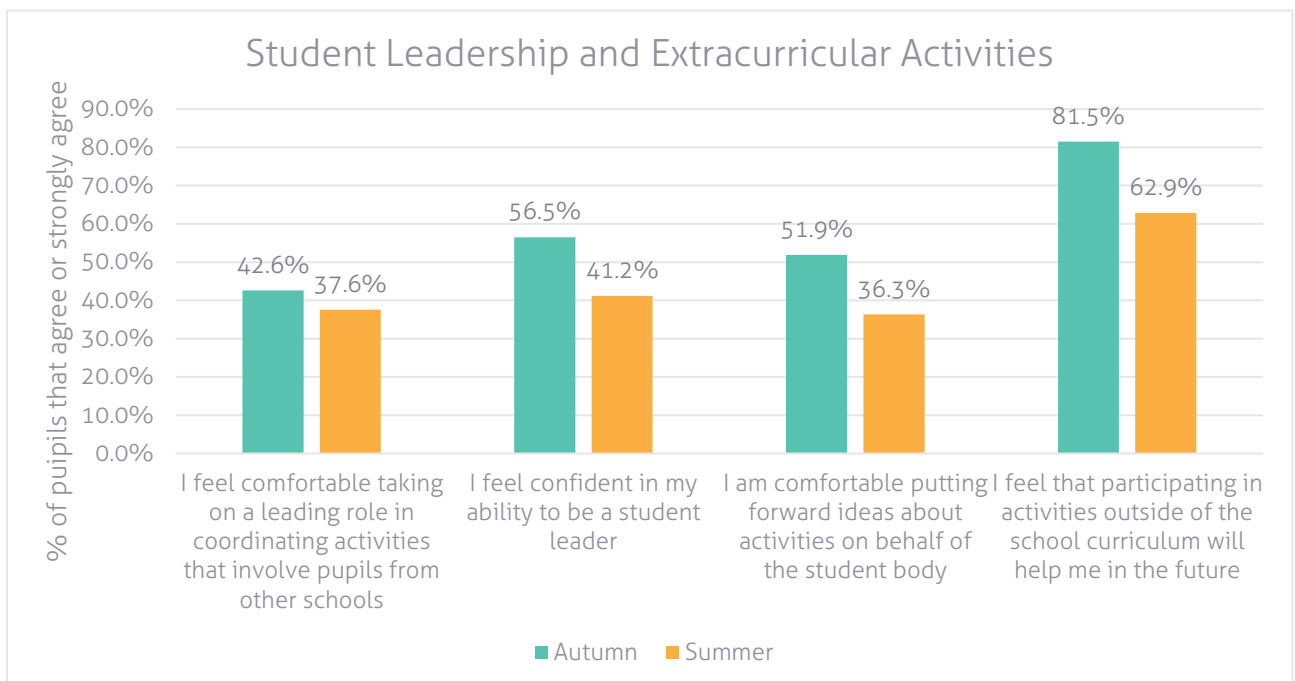
Pupils' responses to all four leadership and extracurricular related questions reduced over time. As these aren't necessarily matched pupils (the same pupils who have taken both the Autumn and Summer survey) the variance could be caused by different pupils responding in Autumn and in Summer. However, interesting trends can still be gleaned from these questions, such as that the **percentage of pupils that felt that participating in activities outside of the school curriculum will**

help them in future reduced by almost 20% between Autumn and Summer. This could be reflective of the types of activities run by the SLLP throughout the different terms, linking differently to pupils' career aspirations, or could also be impacted by the focus on exams in the Summer term, as compared with the Autumn term.
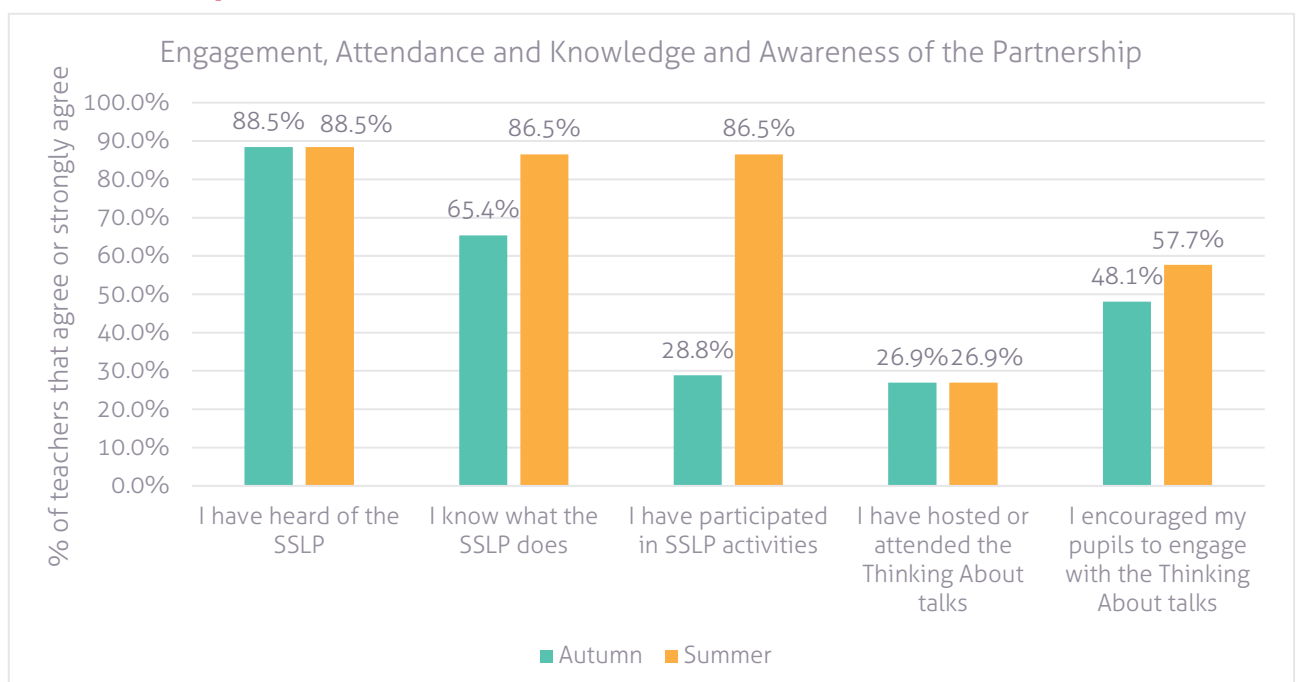
Section B: Teachers

How did teachers' experiences of and reflections on the SSLP change in the 2021/22 academic year?

Outcome	Out of (total)	Autumn 2021	Summer 2022
Engagement, Attendance and Knowledge and Awareness of the Partnership	5	3.72	4.32
Community Engagement and Collaboration	5	3.31	3.64

Like pupils, teachers at SSLP schools were asked to respond to various statements relating to the above custom written measures. In Autumn 2021, there were 52 responses from Dulwich College (13 responses), JAGS (13 responses), St Thomas the Apostle College (9 responses), The Charter School North Dulwich (1 response) and Westminster City School (16 responses). At final timepoint, there were also 52 responses from Dulwich College (14 responses), JAGS (24 responses), South Bank University Academy (2 responses), St Thomas the Apostle College (3 responses) and Westminster City School (9 responses).

Teachers saw increases in both outcomes between Autumn 2021 and Summer 2022, most considerably in 'Engagement, Attendance and Knowledge and Awareness of the Partnership', which increased by 15.0%.

Engagement, Attendance and Knowledge and Awareness of the Partnership

Engagement, Attendance and Knowledge and Awareness of the Partnership
% of teachers that agree or strongly agree

|	I have heard of the SSLP	I know what the SSLP does	I have participated in SSLP activities	I have hosted or attended the Thinking About talks	I encouraged my pupils to engage with the Thinking About talks
Autumn	88.5%	65.4%	28.8%	26.9%	48.1%
Summer	88.5%	86.5%	86.5%	26.9%	57.7%

As can be seen in the graph above, the percentage of teachers that said that they had heard of the SSLP and had hosted or attended the Thinking About talks remained stable between Autumn 2021 and Summer 2022. For all other questions, the percentage of teachers agreeing with the statement increased between the two timepoints. This was most considerable for the statement 'I have participated in SSLP activities' which increased by 57.7% between the two timepoints.

In Summer 2022, teachers **were asked what would encourage them to attend more Thinking About talks. There were frequent references to timings of the sessions** (although some comments were conflicting). For example, one teacher noted that they would prefer the sessions to be later in the evening, whilst another said that they aren't able to attend any sessions after 5pm. Teachers reflected that **virtual talks made it easier for them to attend** and noted that they **would like the talks to be better advertised.**

Teachers were also asked to reflect on what they think would encourage their pupils to attend the talks. Many noted that their **pupils would be interested in talks about careers** and others noted that **supra-curricular talks that could link to careers or university learning would be interesting for pupils,** such as the economics of professional sport.

Community Engagement and Collaboration
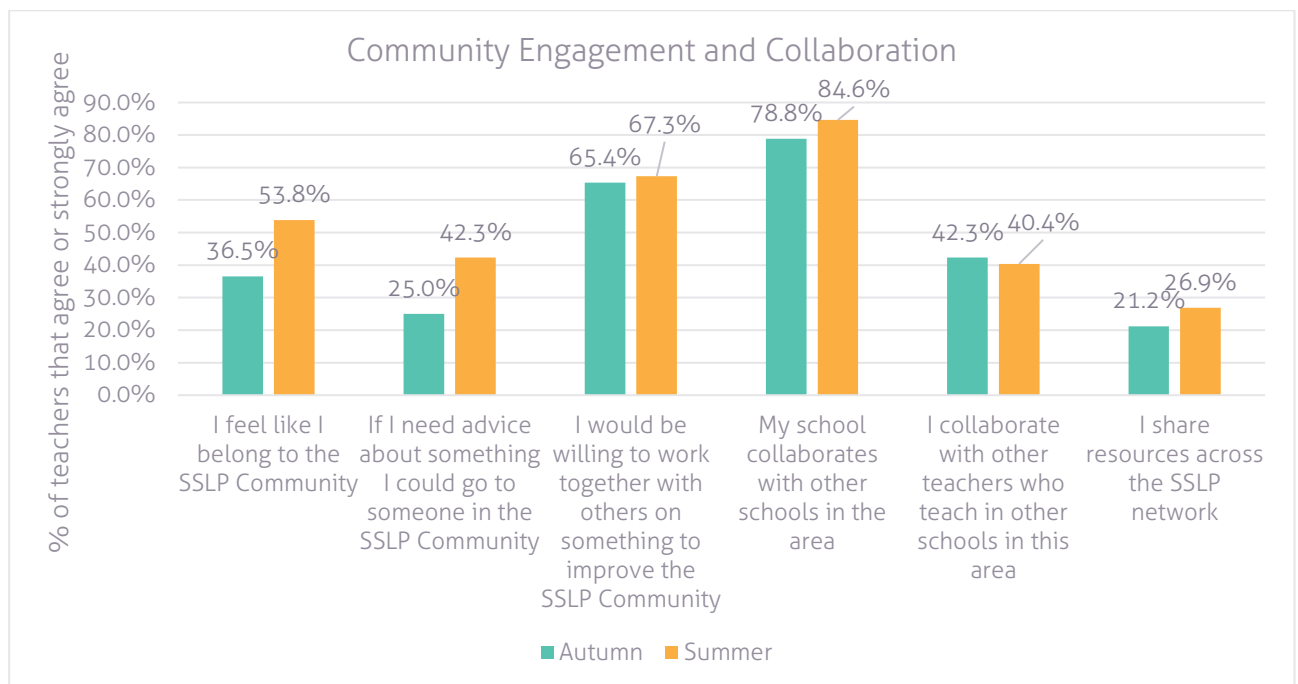
Of the statements related to Community Engagement and Collaboration, five of the six statements saw an increase between Autumn and Summer. The percentage of teachers that agreed with the statement that they collaborated with teachers in the local area reduced slightly between the two timepoints. **Positively, the two questions most related to the SSLP community saw the largest increase.** The percentage of teachers that feel like they belong to the SSLP community increased by 17.3% and the percentage of teachers that would go to someone in the SSLP community for advice increased by 17.3%. **This indicates that the sense of community within the SSLP has increased over the 21/22 academic year.**

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Engaged Teacher Analysis

Further questions were asked of teachers who noted that they had been closely involved with the SSLP. This was teachers who responded 'yes' to the statement "I have been directly involved with the SSLP, either facilitating events or projects or liaising with other schools about SSLP facilitated activities."

Engagement and Attendance
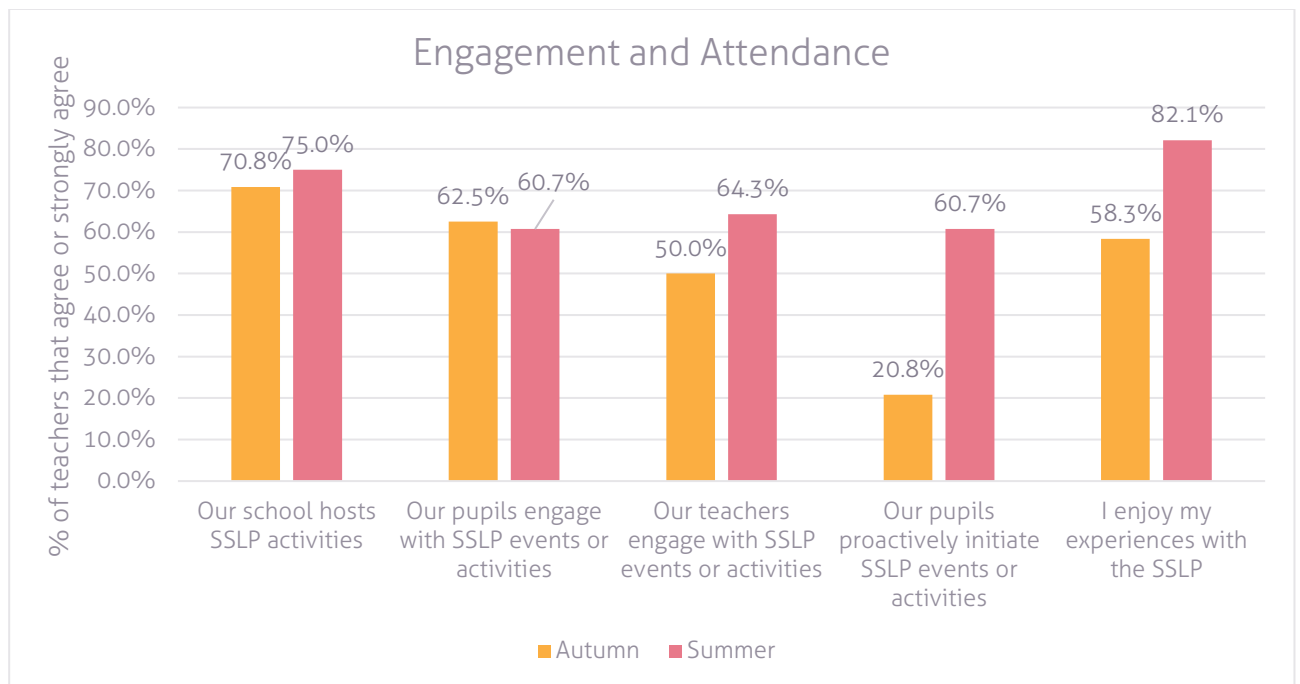
In the engagement and attendance section, the percentage of engaged teachers who agreed with the statements increased for five of the six statements between Autumn and Summer. The percentage of teachers that agreed that their pupils engaged with SSLP events or activities slightly decreased between the two timepoints, but the **percentage of teachers that agreed that their pupils proactively initiated SSLP events or activities increased by 40% between Autumn and Summer.** There was also **a considerable increase in the percent of teachers who said they enjoyed their experiences with the SSLP, by 23.8%** between Autumn and Summer.

Knowledge and Awareness of the Partnership
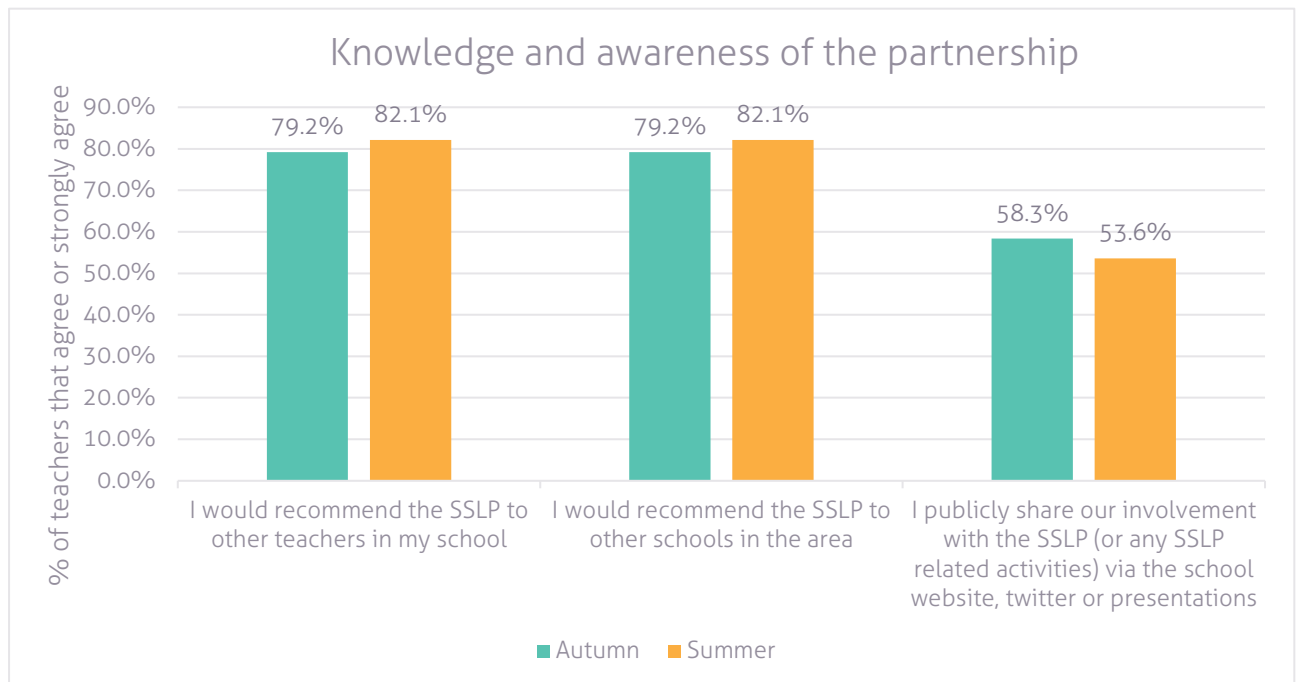
Knowledge and awareness of the partnership

The **percentage of teachers that state they would recommend the SSLP to other teachers in their school and to other schools in the area increased slightly between Autumn and Summer,** suggesting that their experience of the SSLP was more positive in Summer 2022. The percentage of teachers that said they publicly share their involvement of the SSLP publicly decreased slightly – the SSLP may wish to consider creating suggested templates on how to share SSLP events with the wider school community.

Community Engagement and Collaboration
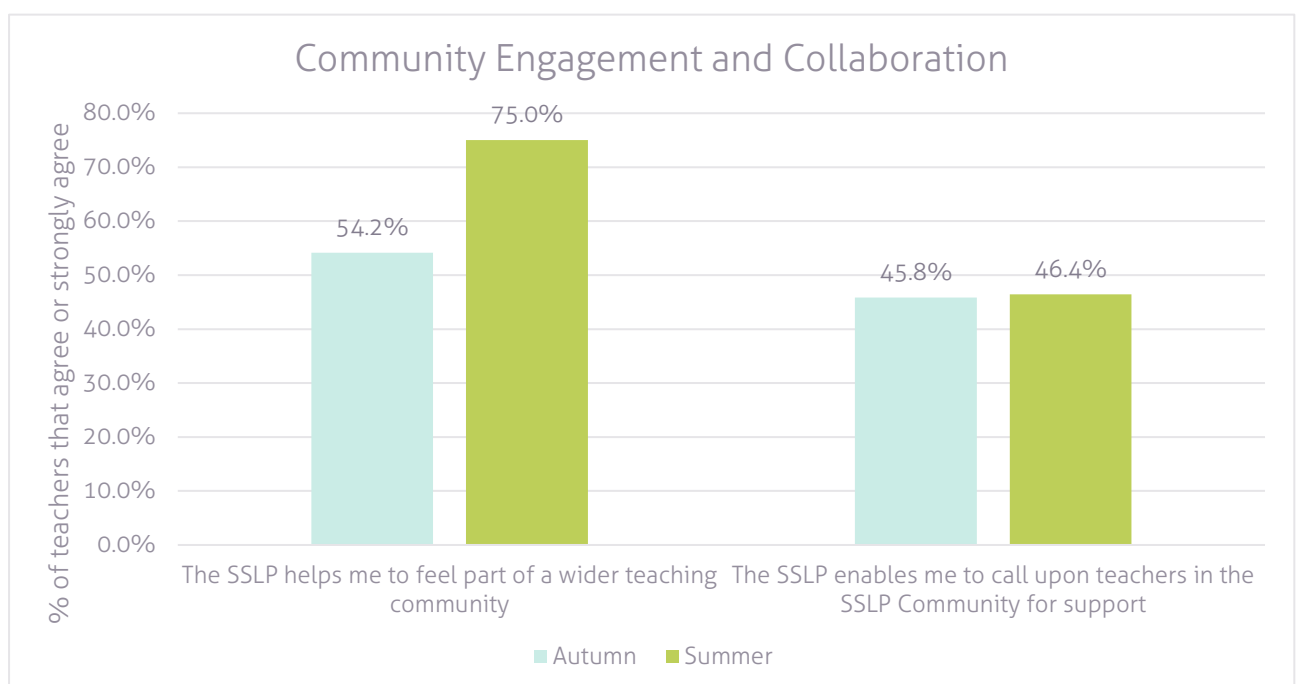
Community Engagement and Collaboration

The **percentage of teachers that agreed that being part of the SSLP helped them to feel part of a wider teaching community, increased by over 20% between Autumn and Summer.** The percentage

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of teachers that believed they could call upon teachers in the SSLP community for support also increased, although this still remained below 50%. The **SSLP might want to consider creating formal support networks across the SSLP, to encourage teachers to use the community to ask for support.** In Summer 2022, engaged teachers were also asked what they believed the SSLP could do to increase its impact. There were some suggestions around the **variety of schools involved in the SSLP**, and some teachers noted that they believed some schools were more engaged than others. There were also references to some schools (particularly Dulwich College) leading on a lot of events, whereas teachers thought it would be more beneficial if there was a **wider variety of schools leading on activities** (a theme which will also be discussed further in the focus group section). There were also references to having **more subject focused sessions**, such as subject specific school collaboration days, designed to create links between schools and enable the organisation of events such as inter-school career days, sharing of resources and best practice.

Section C: Focus Groups

What did the focus groups with pupils, teachers and senior leaders reveal about the impact of the SSLP and were there any suggestions for improvement?

In the Summer term of 2022, ImpactEd held three focus groups with different stakeholders; pupils, teachers and senior leaders at SSLP schools. These focus groups were fruitful and allowed for rich conversation about the impact of the SSLP as well as feedback on how impact could be more widely felt. Rather than categorising the focus groups by stakeholder, we will instead look at different themes that were referenced in all focus groups, to get an understanding of similarities across different stakeholders.

Quality of Events

The **high quality and interesting content of events ran by the SSLP were referenced in all three focus groups,** though it was **noted that engagement was better when events were held in person rather than online.**

Pupils, teachers, and senior leaders also believed that **events were more successful and had stronger engagement from participants when they involved an interactive element.** For example, pupils expressed a preference towards events that include a collaborative activity and noted that they didn't enjoy talks as much as they didn't have the opportunity to communicate with other pupils. Specifically, one pupil noted: *"If you're at a talk you're not really communicating with the people around you."* Senior leaders agreed with this sentiment and suggested that further talks led by the SSLP should involve an interactive element to boost engagement. For example, one teacher noted: *"Speaker events need to be more active, such as posing a problem students need to work through, rather than them just sat there being talked at."*

Moreover, **teachers expressed gratitude towards SSLP for offering high quality events that would not be possible for a single school to arrange without the partnership.** In particular, it was noted that large pupil groups derived from multiple schools helped to attract better speakers, with one teaching commenting *"SSLP have secured a higher calibre of speakers due to the large pupil numbers."*

Senior leaders also noted ways to improve engagement with SSLP sessions. They thought that the events that receive better participation are those that schools are already invested in, such as the Oxbridge interviews.

Overall, all focus groups were highly positive about the quality of SSLP events. **Pupils thought that the SSLP created a supportive environment and a safe space where they were encouraged to share their ideas without judgment,** particularly for competitive events such as Debate Mate. For this event specifically, one pupil said, *"I really want the debate competition to run every year because it was just such a great experience."* Students also expressed a desire to see more events about real-

world topics to help build the knowledge and skills that can prepare them for life after education: *"We would like to see more events about stuff that will impact us in the future when we leave school."*

School Collaboration

Pupils, teachers, and senior leaders all referenced the value of cross-school collaboration that the SSLP had brought. In particular, senior leaders commented on the great culture of networking that the SSLP has introduced, with best practice, new ideas for implementation and wider opportunities being shared between schools in the partnership. For instance, once senior leader said, *"the ability to share any external resource or speaker with a lager network of schools is a real benefit of the collaboration."* Teachers note that sharing ideas in this way made them realize that schools are not in competition with each other whilst pupils felt that they worked well with pupils from other schools.

As well as this, **pupils in particular enjoyed visiting other schools but noted that they wished they could expand the number of schools that they visited.** Senior leaders also shared that they would be happy for more events to be hosted at their schools as they saw the value it had on pupils and teachers: *"I think sometimes pupils feel like it's only the private schools doing the hosting, but we would also be really happy to host"*

Sense of Community

Participants across all focus groups shared that they felt an increased sense of community due to being a part of SSLP.

Notably, **the events held through the partnership allowed pupils to meet other from different backgrounds and hear about their experiences and perspectives.** Senior leaders termed this opportunity as a *"valuable experience to build a sense of community"* whilst teachers noted that the interaction between pupils during SSLP's events helped **break down barriers between state and independent schools.** One teacher commented that *"they are no longer just seeing another young person in a different uniform"* reinforcing the idea that the SSLP provides pupils with the opportunity to make friends and connect with those that they may not have otherwise.

This was expressed by one pupil in particular who claimed that SSLP gave them a talking point to make conversation with other pupils outside of the events. This positive experience and opportunity to interact and make new friends was shared across all pupils in the focus group, with some comments from pupils noted below:

- 🔻 *"The best thing about it is meeting other people"*
- 🔻 *"I made some really good friends who I otherwise wouldn't have been able to meet"*
- 🔻 *"I really like the sense of community, especially for Dulwich College, which is an all-boys school, it's quite nice to have other influences to meet people from different backgrounds"*

Personal Development

Personal development, for both staff and pupils, was another prominent theme that emerged from the thematic analysis. Senior leaders and teachers both praised the impact of the CPD sessions offered via the SSLP, particularly the aspiring leadership programme

- 🔻 *"Aspiring leadership programme is the best training I have been on in quite some time"*

⬟ *"Anyone who is aspiring as a middle leader should consider taking this course"*
⬟ *"Aspiring leaders programme has made me realize that senior leadership isn't a million miles away"*

Senior leaders in particular praised the SSLP for giving teachers the opportunity to prioritise their own progression in this way and provide a safe space for them to explore this further, for instance one senior leader commented; *"it's rare in schools to select your own CPD and be like this is something I would do, so that was well received by teachers."* **Teachers thought that the CPD sessions were eye-opening and enabled them to think critically about progression routes as well as helping them reflect on their own style of leadership.** One teacher also noted that they saw immediate gains within department and curriculum planning following the sessions, indirectly impacting pupil experience within school.

Moreover, **pupils expressed that they developed transferable skills from the SSLP events, particularly in team working, communication and critical thinking.** Most pupils attributed this to working as a group during the sessions, where they could increase their confidence in public speaking and learn from others.

Communication and Promotion

Another key theme that emerged from analysis was the communication methods used to promote the SSLP events. **Whilst teachers commented that they thought pupils understood the sentiment of the SSLP, they thought communication could be improved internally.** For example, one teacher noted that it would great if they could *"make sure to get enough notice from school leads for them to promote things internally."* This view was shared amongst senior leaders who expressed that they **would like a calendar to be shared in advance** to avoid rushing for participants close to the event's deadline: *"having a calendar way in advance to know what's happening would be helpful to avoid a rush or scramble to get participants."*

On the other hand, **pupils felt the communication of SSLP events was good,** particularly through their internal messaging systems and knowing who the main point of contact is for SSLP within their school.

This can be compared to the views expressed by teachers and senior leaders who thought that it took a lot of work 'behind the scenes' to make the events happen, noting that they needed to remind teachers, write risk assessments, and drum up engagement. For instance, one senior leader commented *"teachers generally agree with the concept of SSLP but don't have any time to dedicate to it, it's just another thing on the list."* Senior leaders also expressed concern that SSLP will go under the radar with new staff joining the school who may not be aware of its positive impact. In order to overcome this, one senior leader suggested mapping the activities of the SSLP to Ofsted requirements and embed the programme into schools on a deeper level.

Conclusion and closing note

This report has gone some way to providing evidence of the impact of the SSLP over the 2021/22 academic year on pupils, teachers, and senior leaders.

Whilst responses to the surveys were mixed, it is promising to see that the **sense of community within the SSLP increased** for both pupils and teachers between Autumn 2021 and Summer 2022. Helpful suggestions were also given by both pupils and teachers on how the SSLP could increase engagement at events, particularly around **suggestions on themes that pupils might be most interested in.**

SSLP may wish to use their own context to reflect on differences in responses between Autumn and Summer 2022, e.g., looking at what events were run throughout the different terms to see if this may be reflected in pupils' responses to the surveys.

The focus groups with pupils, teachers and senior leaders revealed some positive findings about the impact of the SSLP, especially around the **quality of events** and **the value of cross-school collaboration** which had led to an **increased sense of community.** These focus groups also revealed some helpful suggestions to increase the partnership's impact in future, including around communication and advertising of events.

We would suggest that the SSLP run this evaluation again in the 22/23 academic year, taking on board some Next Steps outlined earlier in this report. We would then be able to look at the long-term impact of the programme, analysing the three years of data that will have been collected.

Part 4: Supporting Documents

4.1 Data collection

### How robust is the data at this stage?

For both pupil and teacher surveys, only some schools responded meaning that particular schools are disproportionately represented, and others are not represented at all in this data. As a result, we have been unable to compare data from different schools. Nevertheless, the two timepoints of data collection have allowed for interesting comparisons over the academic year.

4.2 Using the ImpactEd Platform Reports

You can use the drop downs here to compare across different subgroups, including PP, SEND, gender, year group etc.

Select the evaluation you are interested in by clicking this drop down
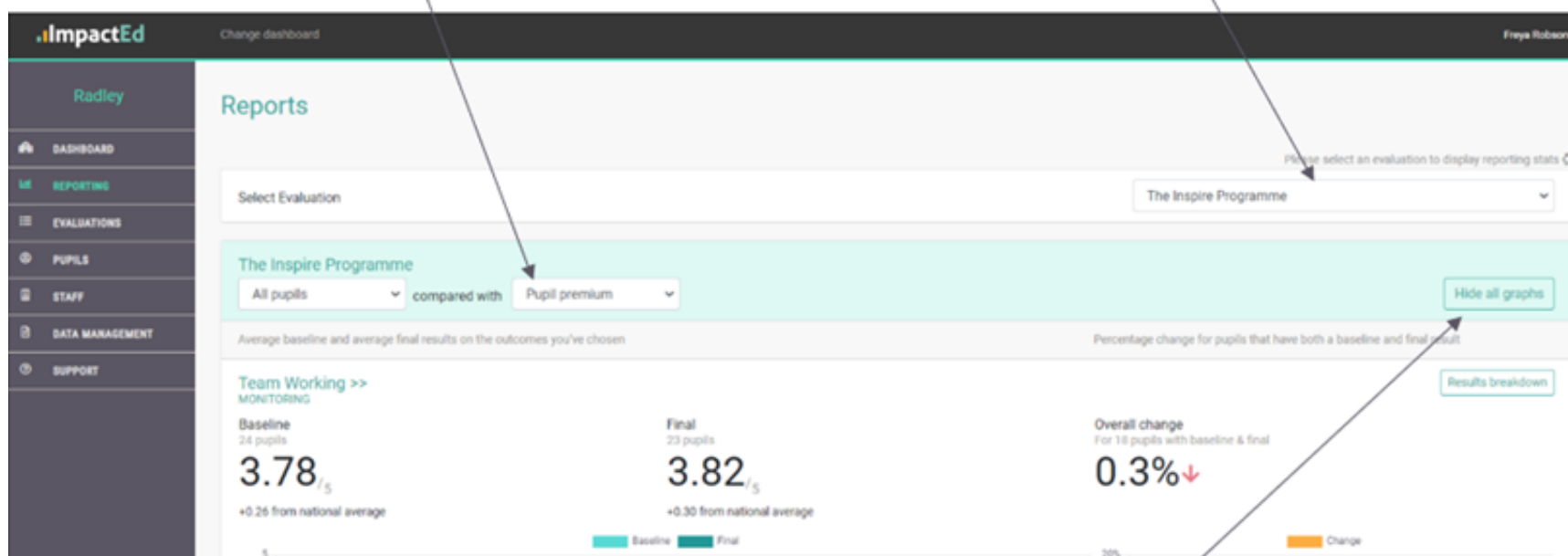
If you scroll to the bottom of the reporting page, you can download responses in an Excel spreadsheet which also contains a heatmap highlighting low and high scores

Click 'Show all graphs' to see the graphs for all measures in your evaluation

The graph is comparing baseline and final scores for motivation and comparing the scores for Pupil Premium and non-Pupil Premium against all pupils who took part

If you click on 'Results Breakdown' you can access individual scores and responses for each pupil

Team Working >>
MONITORING

Results breakdown

Baseline
24 pupils

3.78 /5

+0.26 from national average

Final
23 pupils

3.82 /5

+0.30 from national average

Overall change
For 18 pupils with baseline & final

0.3% ↓

Baseline | Final

Change

Assessment score

	Baseline	Final
All pupils (32)	3.78	3.82
PP (0)		
Non PP (32)	3.78	3.82

All pupils (18)	-0.3%	
PP (0)		
Non PP (18)	-0.3%	
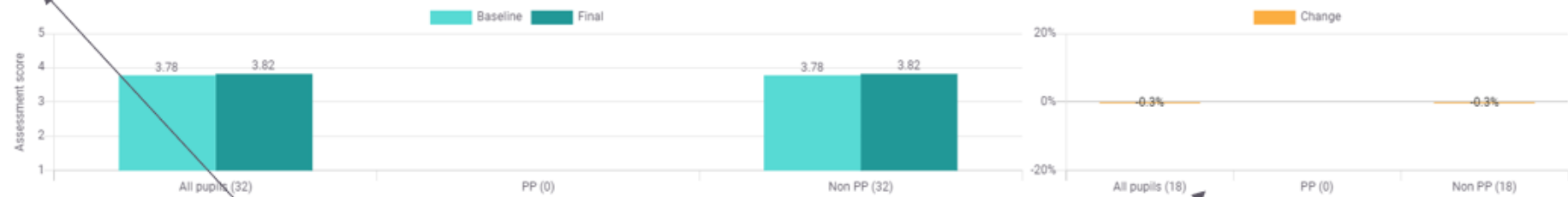
This number shows how far away the average score is from our national average, which is based on over 100'000 responses to our academically validated questionnaires

This shows the percentage change over time for those pupils who complete **both** baseline and final assessments

4.3 About ImpactEd

ImpactEd

ImpactEd is a non-profit organisation that exists to improve pupil outcomes and life chances by addressing the evaluation deficit. We support schools to reliably understand the impact of the programmes they run.
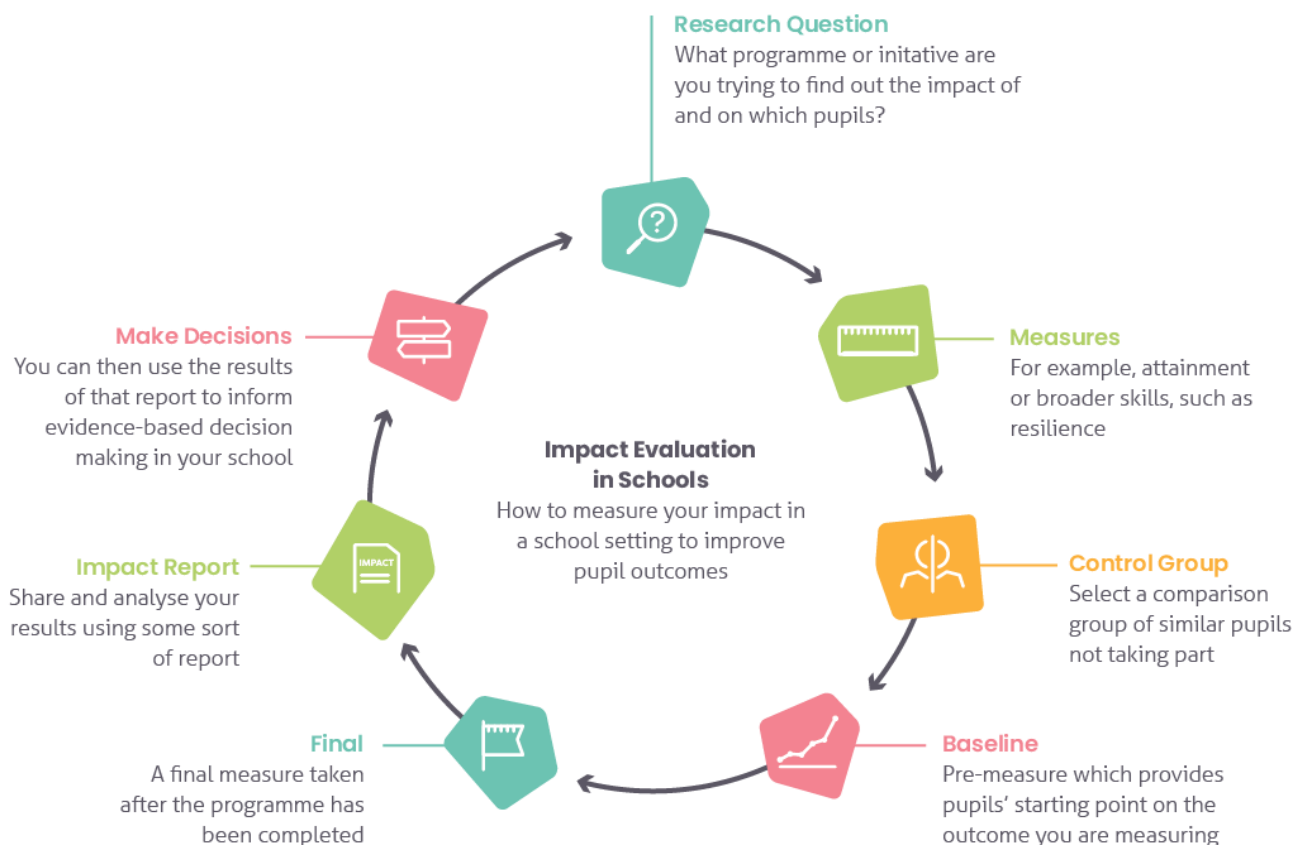
We do this through **partnership** to build capacity for research and evaluation, and our digital **platform** which makes monitoring and evaluation easy for schools.

We established ImpactEd to help schools and school groups understand what is and isn't working in their context, giving them access to robust research methods to assess impact and making evaluation quicker, easier and more effective.

Our Approach

Impact evaluation can help guide decision making, informing your decisions on whether to expand, modify, or stop doing a programme or initiative. Alongside this, they can support your school to improve outcomes for pupils, by feeding into school development plans and helping you prioritise those activities making the biggest difference.

Over the last year, the SSLP has worked in partnership with us to design, implement and evaluate the impact of the programmes and interventions they run.

Research Question
What programme or initative are you trying to find out the impact of and on which pupils?

Measures
For example, attainment or broader skills, such as resilience

Control Group
Select a comparison group of similar pupils not taking part

Baseline
Pre-measure which provides pupils' starting point on the outcome you are measuring

Make Decisions
You can then use the results of that report to inform evidence-based decision making in your school

Impact Report
Share and analyse your results using some sort of report

Final
A final measure taken after the programme has been completed

Impact Evaluation in Schools
How to measure your impact in a school setting to improve pupil outcomes

4.4 Glossary

Evaluation terminology

Academic attainment

This refers to test scores in academic subjects such as maths, science, English etc. Some evaluations will compare pupils' attainment in tests for these subjects at the start (baseline) and end (final) of an evaluation to see whether they have made progress over time.

Academically validated measures

These are scales to measure social and emotional skills linked to academic achievement and long-term life outcomes that have been developed and peer reviewed by academic researchers within the fields of education and psychology. These have been developed to ensure:

1. Predictive validity. These skills have been shown to be closely related to desirable life outcomes such as educational achievement, employability and earnings potential, or long-term health and life satisfaction. (In psychometrics, predictive validity is the extent to which a score on a scale or test predicts scores on some criterion measure. For example, the validity of a cognitive test for job performance is the correlation between test scores and, say, supervisor performance ratings.)
2. Construct validity. The measure tests for the skill that it says it does, as defined in the literature.
3. Test-retest validity. The results stay the same when tests are repeated.

Baseline

The initial assessment of pupils' attainment or social and emotional skills, at the start of an evaluation.

Change over time

The difference between a pupil's baseline result and their final result, either for attainment or social and emotional skills. This indicates progress made during participation in the programme. This will begin to indicate whether the programme has had an impact on pupils, though we must also account for other factors that could lead to this change, which is why we recommend the use of control groups and qualitative analysis.

Control Group

A control group is composed of students who do not participate in the programme and who closely resemble the pupils who take part in the programme in attainment and demographic traits. It is used to get an indication of whether a change in results over the course of the programme can likely be attributable to the programme itself, or whether results were likely to change over time in any case. Also known as a comparison group.

Evaluation

An evaluation is set up to measure the impact of a particular programme. This will involve monitoring the programme over a specified period, for one or more groups, in order to evaluate the progress participating pupils make. One programme can involve multiple evaluations, and we recommend gathering data across multiple time points to ensure valid and reliable results are generated.

Evaluation Group(s)

An evaluation will either cover one specific group of pupils, who all participate in the programme (e.g. a new programme trialled in one class, or an intervention with one small group). Or, the evaluation may cover multiple evaluation groups (e.g. as several small-group interventions, or with multiple classes carrying out the same programme). In the case of multiple evaluation groups, it can be useful to compare the outcomes for different groups to build up a stronger data set, as well as to compare differences in implementation to see whether this has an effect on results.

Final

The final assessment of pupils' attainment or social and emotional skills at the end of an evaluation.

Matched Pupils

Matched Pupils are pupils who carried out both a baseline and a final assessment at the start and end of the evaluation. It can be useful to consider results from Matched Pupils only because this means only including those pupils who participated in the full duration of the programme.

Outcomes

We use outcomes to refer collectively to any social and emotional skills and academic attainment scores that are being measured over the course of an evaluation.

Participating pupils

The group of pupils participating in the evaluation, and not forming part of a control group.

Programme

This could be any intervention, project or programme run in school with the aim of improving pupil outcomes or life chances. ImpactEd works with schools to build evaluations of their programmes in order to better understand whether they are having their intended impact.

Skills measures

We use a set of academically validated skills measures to assess pupils' social and emotional skills. See Our Metrics, below, for details of each measure we use.

Social and emotional skills

The term 'social and emotional skills' refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control. They are usually contrasted with the 'hard skills' of cognitive ability in areas such as literacy and numeracy, which are measured by academic tests. There are various ways of referring to this set of skills, such as: non-cognitive skills, twentieth century skills and soft skills. Each term has pros and cons; we use social and emotional skills for consistency but we recognise that it does not perfectly encapsulate each of the skills that come under this umbrella.

Statistical analysis terminology

Statistically significant

A result has statistical significance when it is very unlikely to have occurred given the null hypothesis. In other words, if a result is statistically significant, it is unlikely to have occurred due purely to chance.

P Value

A p-value is a measure of the probability that an observed result could have occurred by chance alone. The lower the p-value, the greater the statistical significance of the observed difference. Typically a p-value of ≤ 0.05 indicates that the change was statistically significant. A p-value higher than 0.05 (> 0.05) is not statistically significant and indicates strong evidence for the null hypothesis; i.e. that we cannot be confident that this change did not occur due purely to chance.

Education terminology

EAL

Pupils with English as an Additional Language (EAL) refers to learners whose first language is not English.

LAC

Looked After Children (LAC) are children who have been in the care of their local authority for more than 24 hours. Looked after children are also often referred to as children in care.

Pupil Premium (PP)

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. Whether a child is eligible for Pupil Premium funding is often used by schools as an indicator of disadvantage.

SEND

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support; this is usually shortened to SEND.

Measures for social and emotional skills

The self-report measures available on the ImpactEd platform are academically validated questionnaires for measuring 'social and emotional' skills that have the biggest impact on pupil life chances and outcomes.

Anxiety

Anxiety is a feeling of worry or fear that is experienced as a combination of physical sensations, thoughts or feelings. Feelings of anxiety are associated with significant negative outcomes, including impaired academic, social and health functioning (Reardon & Spence, 2018).

Conscientiousness

Conscientiousness is 'the tendency to be organized, responsible, and hardworking' (Almlund et. al., 2011). It is linked to attainment and skills such as grit and persistence. A student with a high level of conscientiousness is not easily distracted from their goal, demonstrates perseverance and is willing to delay gratification for the sake of achieving an objective.

Extraversion

Extraversion is a measure of pupils' engagement with the outside world, normally associated with confidence and assertion in discussions. Extraverts tend to enjoy interacting with others, and extraversion is often related to enthusiasm, sociability and ambition. It is strongly related with wages in adult life and some measures of academic progression.

Goal orientation

Goal orientation is defined as an individual's motivation and ability to make viable plans, set targets and objectives, and take action towards desired goals. Pupils with a high level of goal orientation tend to be more cognitively engaged and misbehave less than their peers with lower levels of goal orientation (Roeser et al. 2002).

Growth mindset

Growth mindset is a belief that your skills and intelligence are things that you can develop through effort. Pupils with a greater level of growth mindset will tend to embrace challenge and judge success by being about how much they stretch themselves, not just what they achieve (Dweck, 2008). In some studies, possessing a growth mindset has been found to be a strong predictor of achievement, comparable to that of the impact of family income. (Claro et al., 2016), although recent work has shown more modest effects (Foliano et al., 2019).

ImpactEd Covid Learning Index

Learning resilience in relation to factors affected by Covid-19. At ImpactEd, we conducted thorough research to build a measure which provides an overall indicator of pupils' learning resilience in relation to factors which are likely to be affected by the Covid-19 pandemic. The tool is compiled using statements from existing validated measures, such as Liem & Martin's multidimensional conceptual framework of the cognitive and behavioural components of motivation and engagement (2011) and Fuller's self-report instrument (2017) for measuring student engagement.

Metacognition

Metacognition means 'thinking about thinking': pupils' ability to think explicitly about their own learning (Flavell, 1979; Higgins et al., 2016). It is strongly associated with academic progress and improves other skills required for learning, such as critical thinking. Metacognition enables pupils to develop strategies to plan, monitor, and evaluate their learning.

Motivation

Motivation is what causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task. Intrinsic motivation has positive effects on academic performance, encouraging high-quality learning and creativity (Gutman & Schoon, 2013; Vallerand, 1997). Teaching which is focused on intrinsic goals as opposed to extrinsic goals improves test performance across all age groups (Vansteenkiste et al., 2004).

Openness

Openness is the tendency to be open to new academic, cultural, or intellectual experiences. In pupils it is associated with the motivation to engage in self-examination, and relates to both academic performance and wellbeing.

Resilience

Resilience is defined as perseverance and passion for long-term goals, with an emphasis on the long-term. Pupils with high levels of grit and resilience may work persistently over years to achieve goals despite experiencing setbacks. Resilience has been related to life outcomes including higher earnings and fewer career changes (Duckworth and Quinn, 2009).

School engagement

School engagement measures pupils' behavioural, emotional and cognitive engagement with school. Higher levels of school engagement are associated with greater resilience and academic performance. (Glanville & Wildhagen, 2006)

Self-efficacy

Self-efficacy is a measure of pupils' belief in their ability to achieve a specific task in the future. Self-efficacy is correlated with higher academic achievement and persistence, and also contributes to pupil wellbeing. (Gutman & Schoon 2013, DeWitz et. al. 2009).

Sub-groups

When comparing impact across a group of pupils participating in an evaluation, we usually divide this into subgroups to identify how trends varied across the sample. This supports teachers to identify pupils that need additional support, as well as those who may particularly benefit from the programme. These subgroups may be demographic, for example covering EAL pupils, Pupil Premium Pupils, boys/girls, LAC pupils. They may be age subgroups, for example comparing year groups or Key Stages. Or they may cover different schools within a trust.

Test anxiety

Test anxiety is concerned with pupils' emotional responses to tests (Pintrich and De Groot, 1990). Greater levels of test anxiety can result in worse performance in exams, but may in some situations be linked to increased motivation and self-regulation.

Teamwork

Teamwork is defined as a young person's perceived ability to collaborate and work with others to achieve a common goal in a group or team context (Anderson-Butcher et al., 2014). It is often particularly associated with capacity to engage in collaborative learning and work well in groups. Life skills such as teamwork are protective factors that predict healthy outcomes for young people and are highly relied upon within professional fields such as medicine, education, business and engineering (Newman et al., 2014).

Wellbeing

Wellbeing refers to a state in which individuals thrive and flourish, including contentment and overall sense of purpose as well as day-to-day happiness. (Huppert, Baylis, & Keverne, 2004).
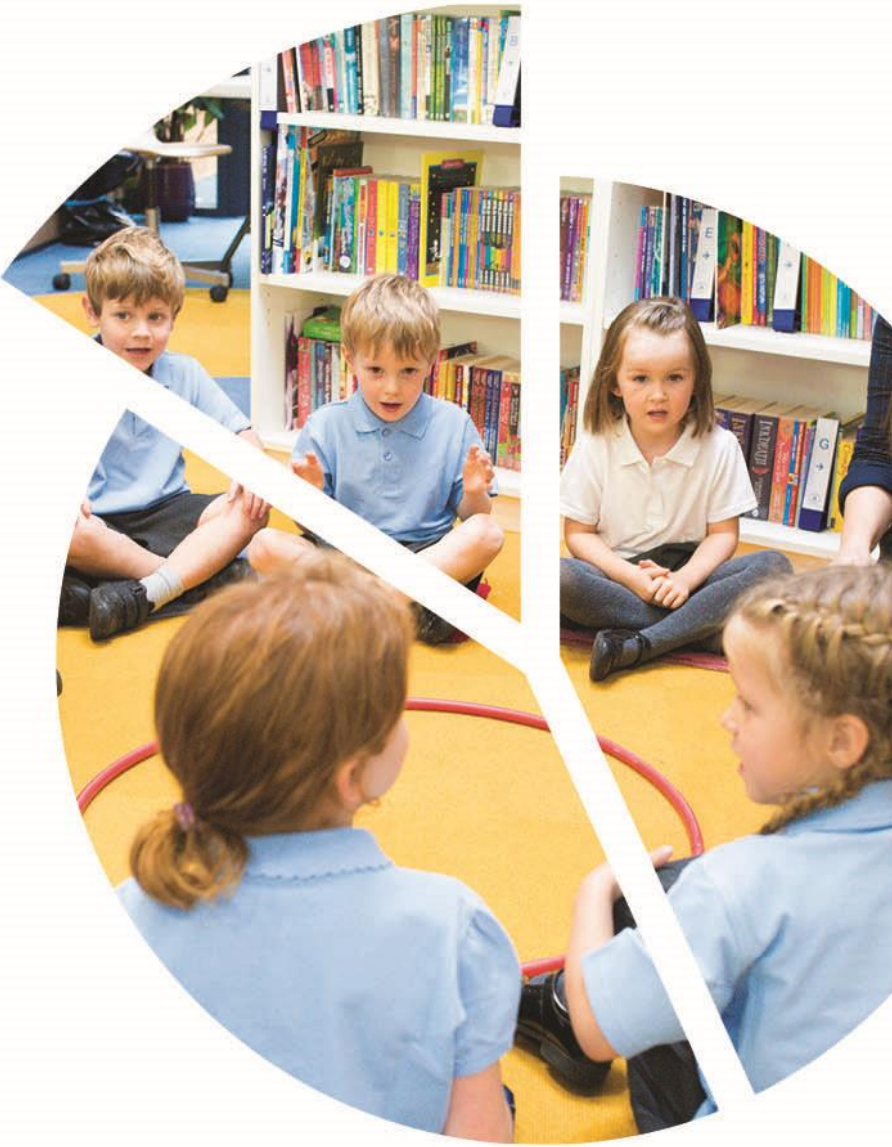
ImpactEd is transforming how schools approach their programmes, embedding an impact culture across the education system."

DAME SUE JOHN, Executive Director, Challenge Partners

Partners and supporters

United Learning — The best in everyone™

THE YOUNG ACADEMY

CHALLENGE PARTNERS

SUPER BEING

nesta

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LEEDS BECKETT UNIVERSITY

MANCHESTERTSA* Teaching School Alliance

Improving pupil outcomes by working with schools to address the evaluation deficit.

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