



ONE DEGREE

One Degree Programme Report 2016/2017

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Introduction

Two schools, Westminster Academy and Woodside High School, were chosen for our 2016/2017 programmes. This would be the first time One Degree has operated out of two school locations simultaneously.

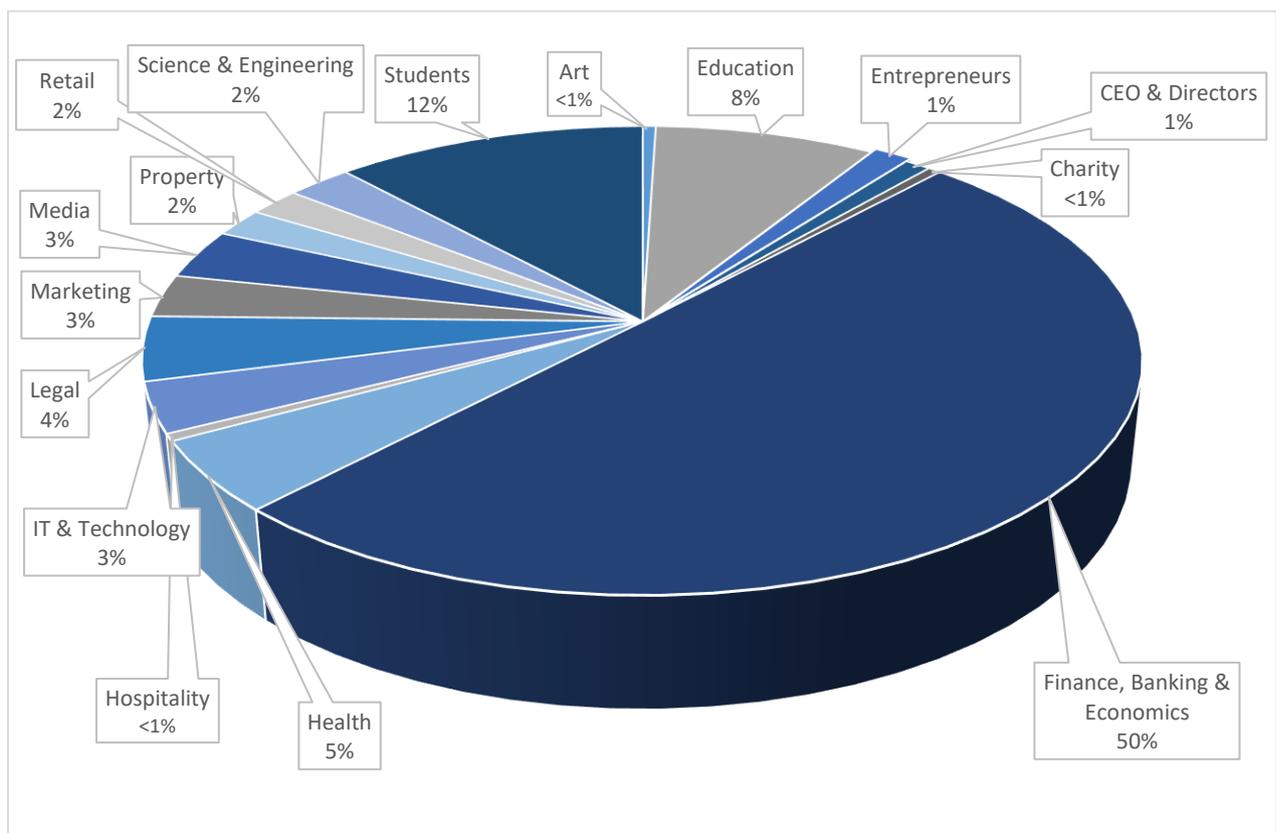
Westminster Academy opted for an Autumn start (26th November 2016) while Woodside High School chose a late Winter start (14th January 2017).

Westminster Academy interviews were conducted in October 2016 while Woodside High School had their interviews in November and December 2016. Following interviews 29 students were chosen from Westminster Academy and 31 from Woodside High School.

This year marked another first – a control group analysis allowed us to monitor the progress of non-One Degree students (those that did not progress further than the interview phase).

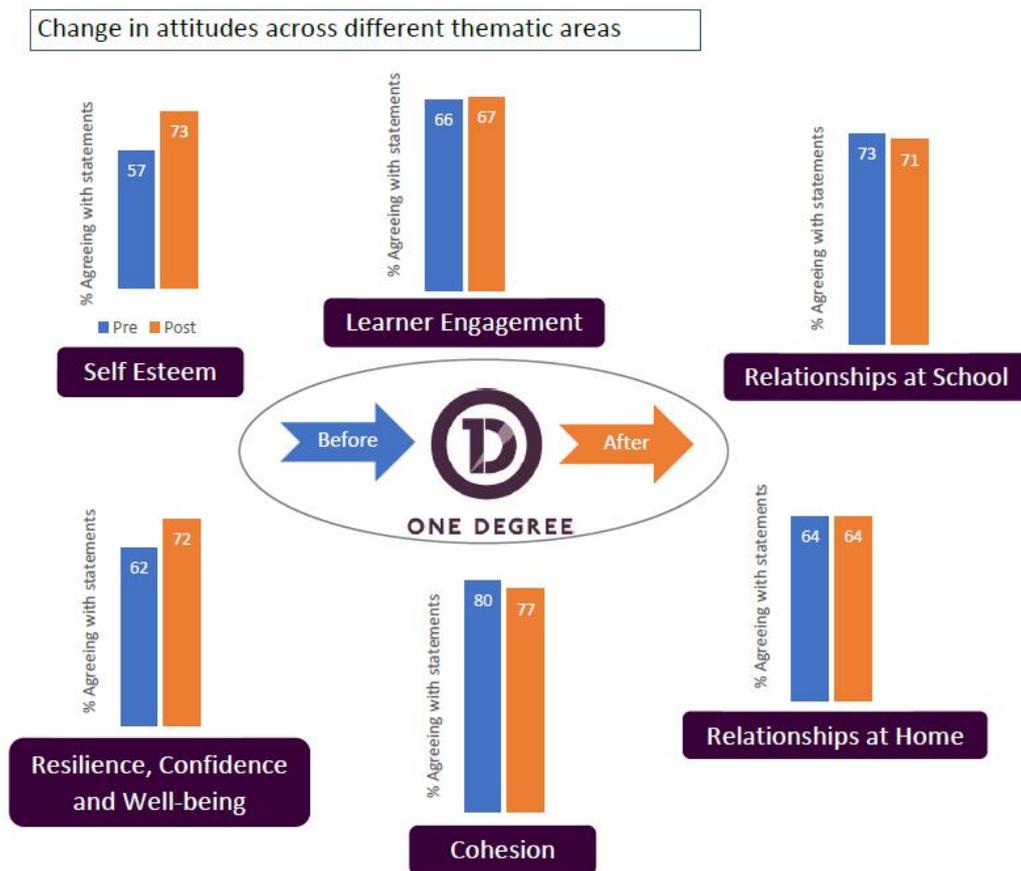
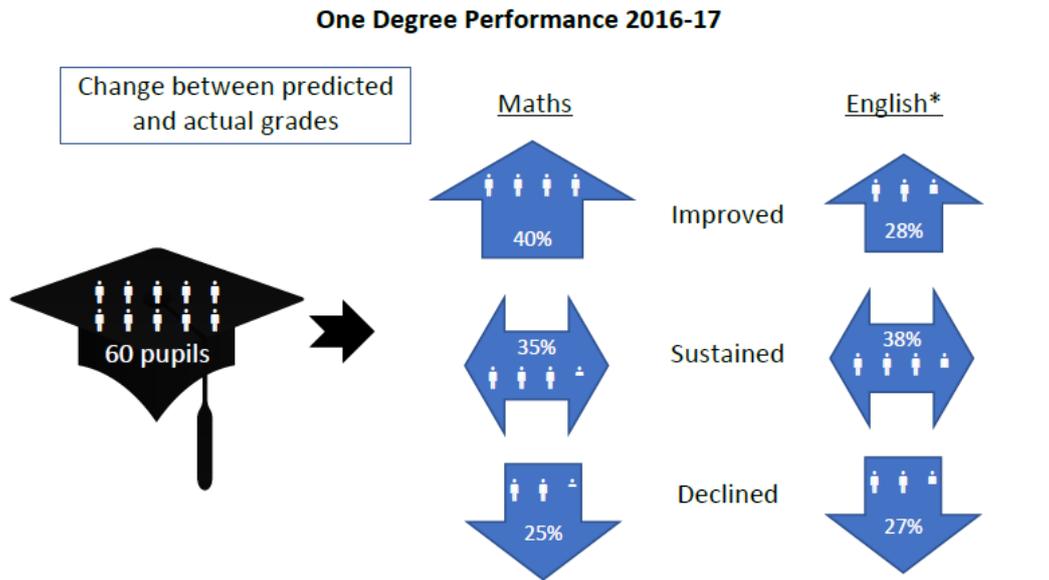
Our mentors

The below chart shows the varied industry origins of our volunteer mentors:



Analysis of results data

The analysis of results draws on a total of 88 students across the two schools; consisting of 60 who participated in the One Degree programme and 24 as part of a control group:



*7% had no information to compare

Overall impact

A total of 60 pupils completed the 2017 One Degree programme. Table 1 shows the progress made in actual GCSE results against predicted grades. We considered progress made in English and maths.

	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
English	17	28%	23	38%	16	27%	4	7%	60	100%
Maths	24	40%	21	35%	15	25%	0	0%	60	100%

Source: YCL analysis 2017; Note: 4 English candidates did not have complete data

The greatest improvement was in maths (40%) – there was some variation between the two schools (Westminster Academy had a slightly higher rate of improvement of grades see Appendix A). 17 students (28%) improved on their predicted English grade – there was a large variation between the two schools (Westminster Academy had a much higher rate of improvement of grades see Appendix A).

Performance compared with mock results indicated a greater level of improvement (Table 2) than predicted grades. This suggests that predicted grades may have been systematically misjudged possibly linked to the first year of operating the new GCSE grading system.

	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
English	28	47%	20	33%	8	13%	4	7%	60	100%
Maths	38	63%	12	20%	9	15%	1	2%	60	100%

Source: YCL analysis 2017; Note: 4 English candidates did not have complete data

Performance against the predicted grades for control group pupils (Table 3), was consistently below the One Degree group for all subjects and schools.

	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
English	4	17%	3	13%	13	54%	4	17%	24	100%
Maths	5	21%	1	4%	11	46%	7	29%	24	100%

Source: YCL analysis 2017

¹ In English the Control Group had 25% of students predicted to get a grade 3 or less, the One Degree group has 18%. In maths the Control Group had 25% of students predicted to get a grade 3 or less, the One Degree group has 13%, almost half. Thus, the Control Group can be said to be starting from a lower base than the One Degree group, in terms of predicted grades.

Compared with the previous year’s predicted grades (Table 4), performance in English in 2017 was considerably lower, although performance in maths was similar.

	Improved		Sustained		Declined		Total	
	Count	%	Count	%	Count	%	Count	%
English	26	65%	13	33%	1	3%	40	100%
Maths	16	40%	15	38%	9	23%	40	100%

Source: YCL analysis 2016

Impact of the programme

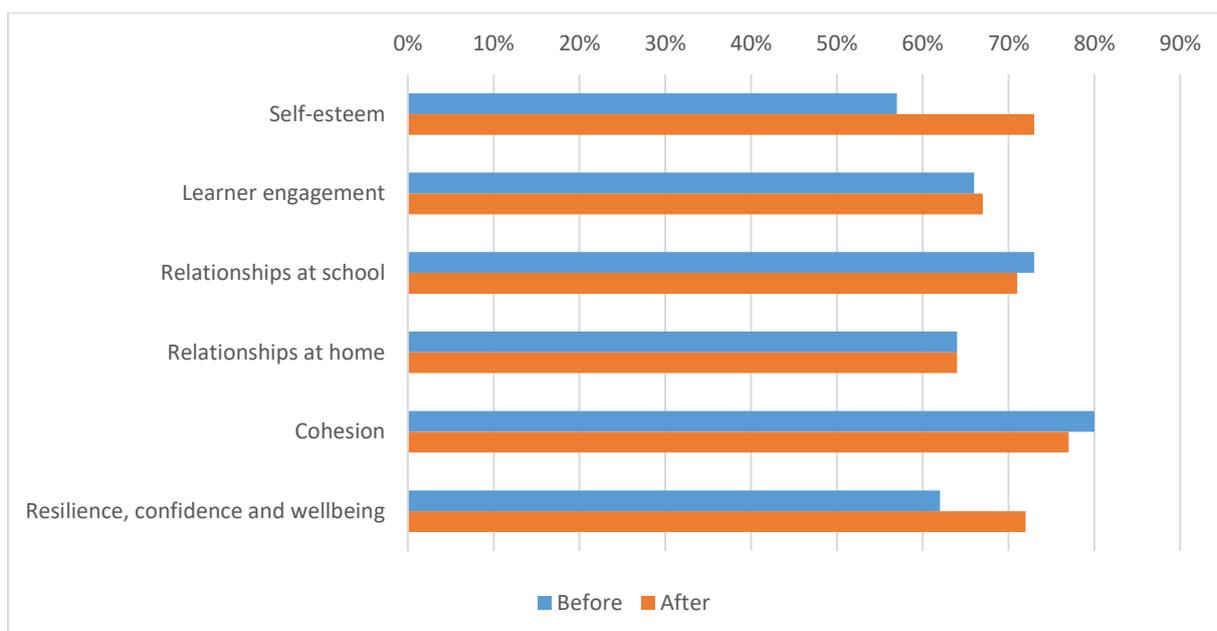
The following analysis focuses only on those pupils that completed attitude questionnaires at the start and the end of the One Degree programme and had GCSE data: we were able to track progress for 33 pupils over this period. Questions are grouped by the following thematic areas:

- self-esteem;
- learner engagement;
- relationships at school;
- relationships at home;
- cohesion;
- resilience, confidence and wellbeing.

Figure 1 highlights the percentage of pupils that responded positively to attitudinal questions at the start and end of the One Degree programme. There was an aggregate improvement in attitudes in half of the thematic areas. This is encouraging when you consider that most pupils had a high starting point from which there was little room for improvement. In particular there were large increases in ‘self-esteem’ and in ‘resilience, confidence and wellbeing, similar to the previous year.

Regarding thematic areas that remained the same or declined slightly, consideration should be given for the One Degree programme causing students to self-reflect. For example, a student might feel less positive about the way they are taught at school if they have experienced something on the One Degree programme they now prefer.

Figure 1: Responded positively to attitudinal statements



Source: YCL data, 2017. Note: based on 33 cases where complete data was available.

Relationship between attitudinal changes and improved attainment

Almost all (30 out of 33) students, with a pre- and post- attitude questionnaire, improved in either English or Maths between their predicted grade and their actual grade. Therefore, we examined the number of pupils that experienced a positive shift in attitudes towards themselves and their school work, for the whole group of 33. The percentage figures represent the proportion of all pupils who stayed positive or moved to a positive response when asked the follow-up attitudinal questions².

The results should be treated as indicative rather than statistically significant. This is due to the small number of pupils on the programme and different factors that could impact on GCSE results.

Self-esteem

Table 5 shows a clear increase in self-esteem across the range of attitude statements.

To explain clearly what this is showing: out of 33 individuals 58% agreed with the statement ‘On the whole, I am satisfied with myself’ at the beginning of the programme, which rose to 76% by the end. Overall, just under a fifth of participants 18% improved from a non-positive to a positive response. There was no systematic pattern between those who improved their grades in at least one subject and their change in attitudes.

The key points to note from Table 5 are:

- by the end of the programme at least three-fifths of participants agreed with all statements;
- by the end of the programme over four-fifths of participants agreed with two statements: ‘I take a positive attitude toward myself’ (85%) and ‘I am able to do things as well as most other people’ (82%);

² Staying at a positive response or moving from a negative or not sure response to positive response.

- the highest level of change was for those who disagreed that ‘I certainly feel useless at times’ and ‘At times I think I am no good at all’.

	Pre	Post	Change
Self-esteem	57%	73%	17%
On the whole I am satisfied with myself	58%	76%	18%
*At times I think I am no good at all	33%	67%	33%
I feel that I have several good qualities	73%	73%	0%
I am able to do things as well as most other people	67%	82%	15%
*I feel I do not have much to be proud of	52%	70%	18%
*I certainly feel useless at times	42%	79%	36%
I feel that I'm a person of worth at least on an equal plane with others	67%	64%	-3%
*I wish I could have more respect for myself	36%	61%	24%
*All in all I am inclined to feel that I am a failure	67%	79%	12%
I take a positive attitude toward myself	73%	85%	12%

Source: YCL data, 2017. Note: based on 33 cases where complete data was available.

Note: the asterisk * indicates a negatively framed question (responses have been converted to enable direct comparison, so a high percentage indicates a high level of disagreement and there is more positive)

Learner engagement

Table 6 shows that at the end of the programme on average two-thirds of pupils (67%) agreed with learner engagement attitude statements. By the end of the programme, there were strong levels of agreement that ‘I try to be on time for lessons’ (94%), ‘My attendance at school is good’ (91%) and ‘My behaviour at school is good’ (85%).

Key points to note from Table 6:

- the small change overall hides many positive and negative swings against individual statements;
- increased numbers of students agreed that ‘I think lessons are interesting’ (18%);
- fewer students agreed that ‘I enjoy being at school’ (-12%).

	Pre	Post	Change
Learner engagement	66%	67%	1%
I think lessons are interesting	48%	67%	18%
*I give up when school work is difficult	76%	67%	-9%
*I am bored in class	52%	61%	9%
I enjoy being at school	58%	45%	-12%
My attendance at school is good	100%	91%	-9%
I try to be on time for lessons	94%	94%	0%
My behaviour at school is good	82%	85%	3%
*I worry about my school work	18%	27%	9%

Source: YCL data, 2017. Note: based on 33 cases where complete data was available.

Relationships at school

Table 7 shows a high level of agreement regarding relationships at school, however there was a small overall decline of 2% agreeing on average with all statements. There were strong levels of agreement that ‘I get on well with my teachers’ (88%) and ‘In general I get on with the other pupils in my class’ (85%).

There appears to have been a fall in levels of agreement relating to relationships with other pupils – these mostly fell back to ‘don’t know’ responses rather than outright disagreement with the statements.

Table 7: Relationships at school			
	Pre	Post	Change
Relationships at school	73%	71%	-2%
I get on well with my teachers	82%	88%	6%
My teachers know me well	67%	67%	0%
My teachers understand how I like to learn best	39%	42%	3%
In general, I get on with the other pupils in my class	97%	85%	-12%
In school I am happy to work with all my classmates in my lessons	82%	73%	-9%

Source: YCL data, 2017. Note: based on 33 cases where complete data was available.

Relationships at home

Table 8 shows the change in relationships at home before and after the programme. Nearly two-thirds (66%) generally agreed with these statements, but there was not change over time.

Key points to note from Table 8 are:

- increased numbers of students disagreed that ‘I often have a difficult time with my parents and or brothers and sisters’ (9%);
- fewer students agreed that ‘My family gets along well together’ (-9%) and that ‘My brother’s and or sisters enjoy school’ (-9%).

Table 8: Relationships at home			
	Pre	Post	Change
Relationships at home	64%	64%	-
My parents/carers understand me	79%	85%	6%
My family gets along well together	88%	79%	-9%
My family help me out when I have problems	73%	79%	6%
My family and I do fun things together	73%	76%	3%
*My family sometimes struggles	39%	33%	-6%
*I often have a difficult time with my parents and or brothers and sisters	45%	55%	9%
My brother’s and or sisters enjoy school	52%	42%	-9%

Source: YCL data, 2017. Note: based on 33 cases where complete data was available.

Cohesion

Table 9 shows that there were high levels of agreement with many statements. However, there was a fall over time.

	Pre	Post	Change
Cohesion	80%	77%	-3%
It's OK for people to have different views	100%	94%	-6%
I believe I can learn from the experiences of other people	91%	94%	3%
People from different backgrounds get on well together in my school	82%	79%	-3%
I feel part of my school community	67%	67%	0%
I feel like I belong to my local community out of school	64%	58%	-6%
When I get into an argument with someone I try to find a solution	76%	70%	-6%

Source: YCL data, 2017. Note: based on 33 cases where complete data was available.

Resilience, confidence and wellbeing

The level of agreement relating to *resilience, confidence and wellbeing* increased by 10% between the start and the end of the programme **Table 10**.

Students appeared more optimistic with an additional 18% agreeing that 'There are lots of options open to me in the future'.

	Pre	Post	Change
Resilience, confidence and wellbeing	62%	72%	10%
I ask for help if I have problems or worries at school	64%	73%	9%
I am a more confident person because of the experiences I have at school	64%	73%	9%
I am positive about my future	67%	70%	3%
Overall, I have a lot to be proud of	64%	76%	12%
There are lots of options open to me in the future	52%	70%	18%

Source: YCL data, 2017. Note: based on 33 cases where complete data was available.

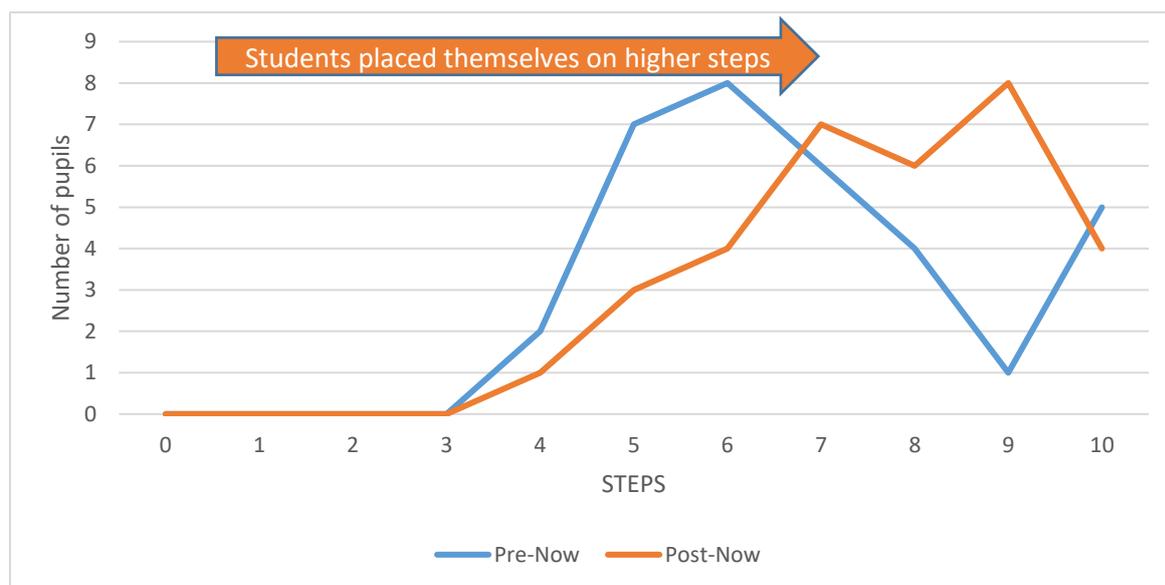
Imaginary Steps

Students were asked as part of the survey to imagine a ladder with steps³ numbered from zero at the bottom to ten at the top and select which step came closest to the way they felt at that moment in time **Figure 2**. On average students moved from a score of 6.8 before to 7.7 after.

There is a clear improvement overall between the way students felt at the beginning and the end of the programme. Students were also more optimistic when we compared 'now' against 'the future' for both pre- and post-surveys.

³ The top of the ladder represents the best possible life for you now and the bottom of the ladder represents the worst possible life for you now.

Figure 2: comparing the step that pupils identified with between pre- and post-surveys



Source: YCL data, 2017. Note: based on 33 cases where complete data was available.

Qualitative Programme Feedback

Students gave the following feedback on different aspects of the One Degree programme:

- There were mixed views on the breakfast at Woodside High but positive feedback from Westminster Academy.
- There were positive responses regarding: morning chats with Roger, Jabba and Moses, Mentors, Ambassadors and outside teachers and guest speakers. There were more mixed views regarding Sports and Quizzes/Debates.
- There was less agreement regarding the lunches. Pizza was the most popular meal with less positive views of other lunches.
- There was some interest in having the sessions at a One Degree Academy but most students said they would prefer it to run at their own school. There was some contradiction here in that Woodside High students also preferred the idea of One Degree being mixed with students from other schools. Westminster Academy pupils preferred the programme to operate only in their school.
- There were positive responses to the guest speakers at the schools.
- Around three-fifths of student said they would be prepared to be Ambassadors.

There were some clear positive comments from students indicating how much they valued the One Degree programme:

"I just want to say thanks for everything, you helped me develop as a person and learn many life skills."

"I love one degree."

"Thanks for your help it was very beneficial."

Some suggestions for improvement included requests for more speakers (in particular at Woodside High), wider coverage of subjects and more dialogue in general:

“To have more speakers and workshops as we learn to socialise with everyone and learn new things while having fun.”

“More learning about English lit and language activity.”

“More life discussions in adult context.”

“More one to one chats”

“You could give us targets to achieve.”

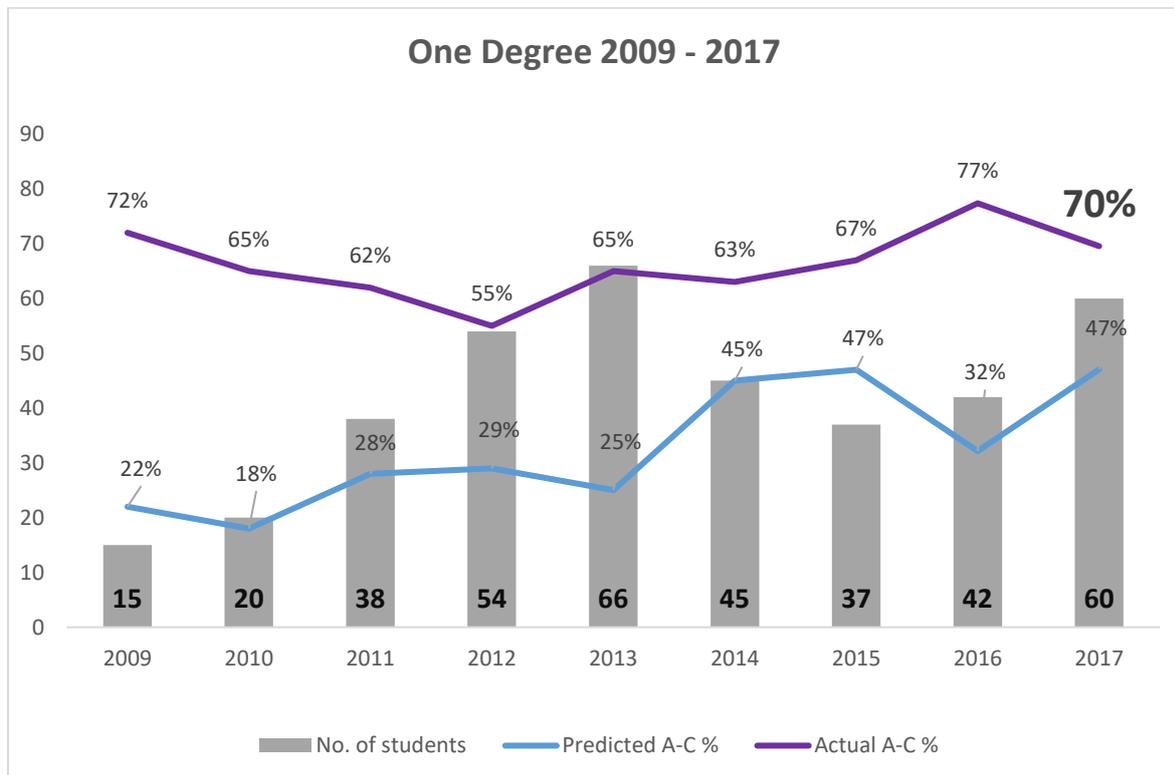
“Have a wider range of subjects.”

“Bring some work from school and the mentors could help.”

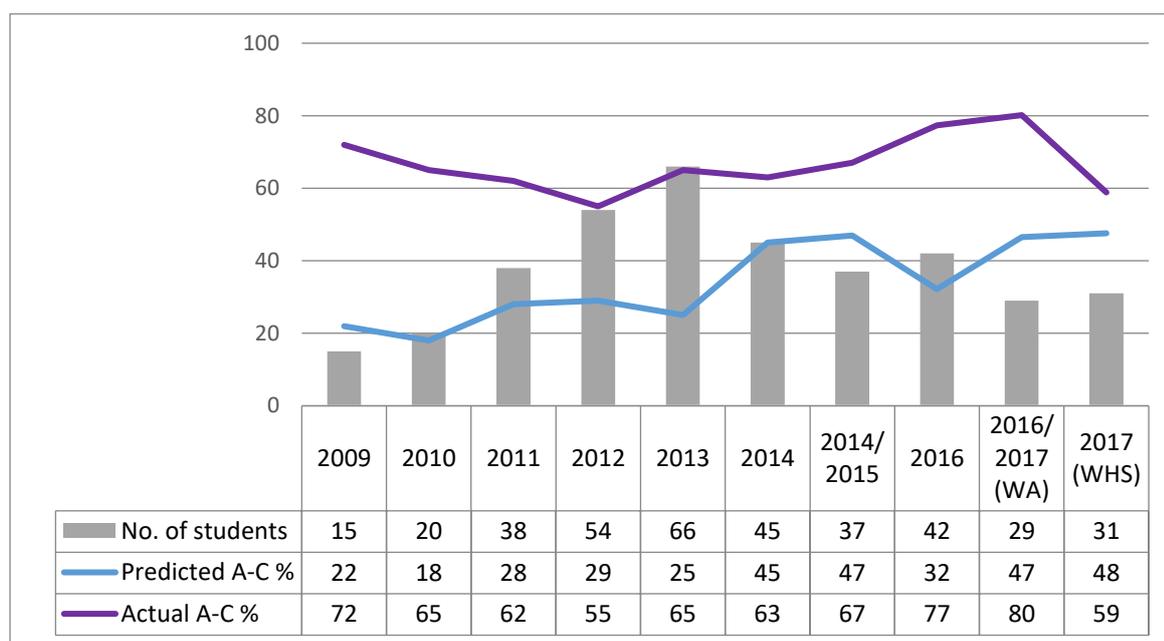
“Bond-building with mentors and ambassadors.”

Comparisons

a) One Degree since 2009



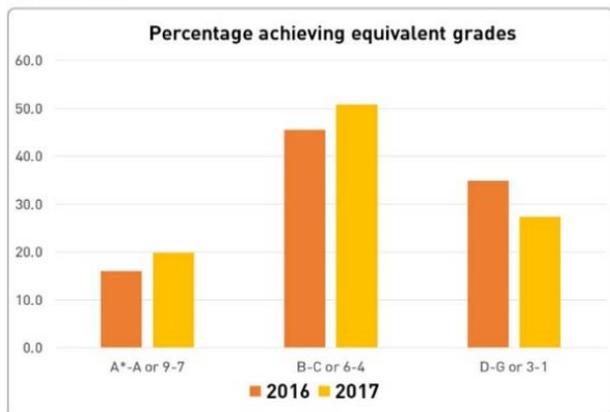
b) By school



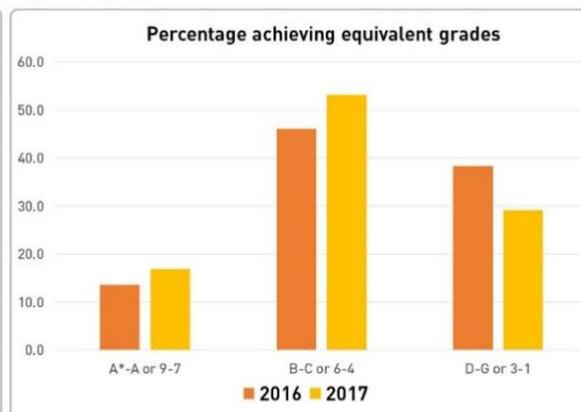
c) Nationally

English Lang.		
Cumulative percentage at grade	2016	2017
A or 7	16.2	16.8
C or 4	69.7	69.9
English Lit.		
Cumulative percentage at grade	2016	2017
A or 7	21.7	19.1
C or 4	72.5	72.5
Maths		
Tier	2016	2017
Foundation	24%	47%
Higher	76%	53%
Cumulative percentage at grade	2016	2017
A or 7	19.7	19.9
C or 4	69.9	70.7

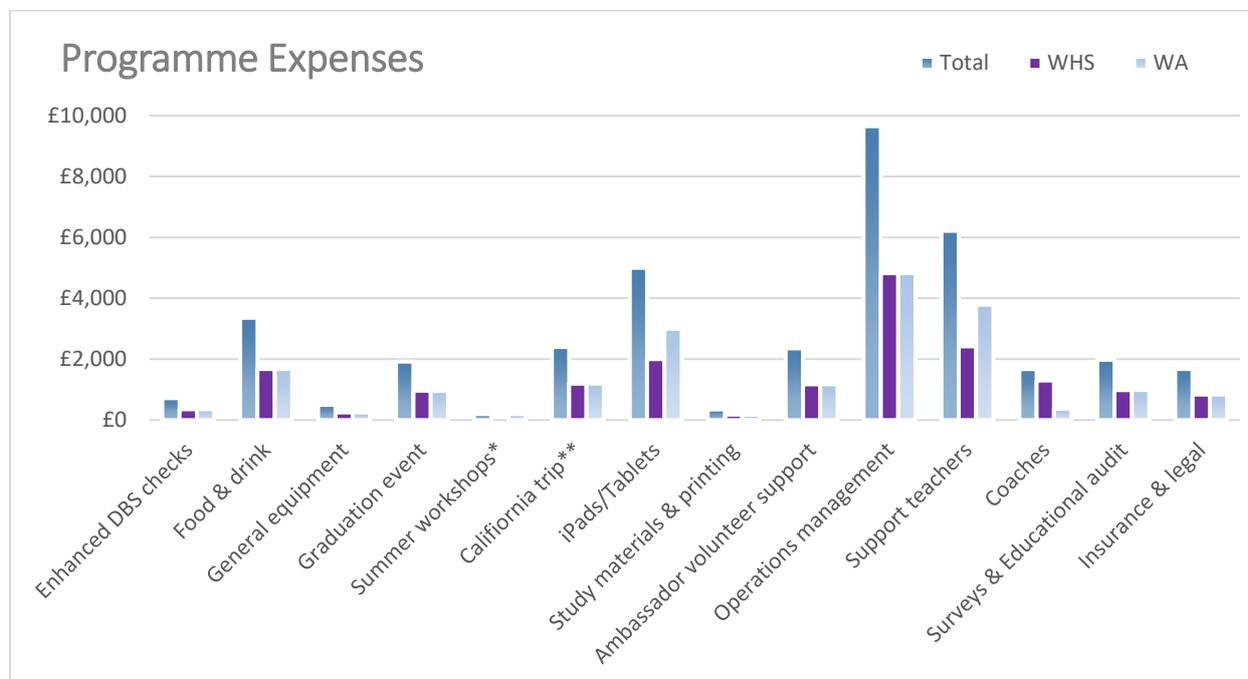
Maths GCSE



English language GCSE



Our budget



Excluding overheads, we spent £38,801 on the two programme locations. Expenses are separated as per the above chart. School breakdowns and marked * and ** details are available in individual programme reports.

Conclusions

1. Prior to the programme students agreed most strongly with statements relating to 'cohesion' (80%) and 'relationships at school' (73%). At the end of the programme students agreed most strongly with statements relating to 'cohesion' (88%), self-esteem (73%), 'relationships at school' (71%) and 'resilience, confidence and wellbeing' (72%).
2. The greatest changes in attitudes related to 'self-esteem' (+17%) and in 'resilience, confidence and wellbeing' (+10%). There were small or no changes in other areas.

3. There is a clear improvement overall between the way students felt at the beginning and the end of the programme in terms of rating where they sit on a 0-10 step. More students rated themselves higher after than before.
4. Students were also more optimistic when we compared 'now' against 'the future' for both pre- and post-surveys.
5. Amongst the total of 60 pupils that completed the 2017 One Degree programme. The greatest improvement was in maths (40%). 17 students (28%) improved on their predicted English grade.
6. Performance against the predicted grades for control group pupils, was consistently below the One Degree group for all subjects and schools.
7. Compared with the previous year's predicted grades, performance in English in 2017 was lower, based on predicted vs actual grades, although performance in maths was similar.
8. English outperformed Maths without predicted grades consideration.
9. Students provided good feedback on their experiences of the programme in terms of speakers, activities and ideas for the future.

Programme location #1: Westminster Academy, W2 5EZ
 Programme length: 18 sessions, 26 November 2016 – 27 May 2017

Introduction

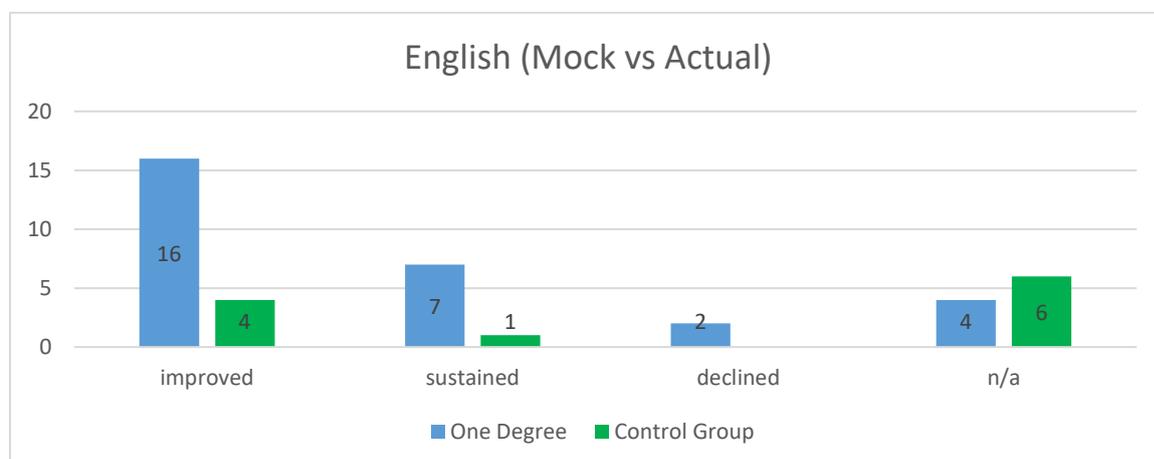
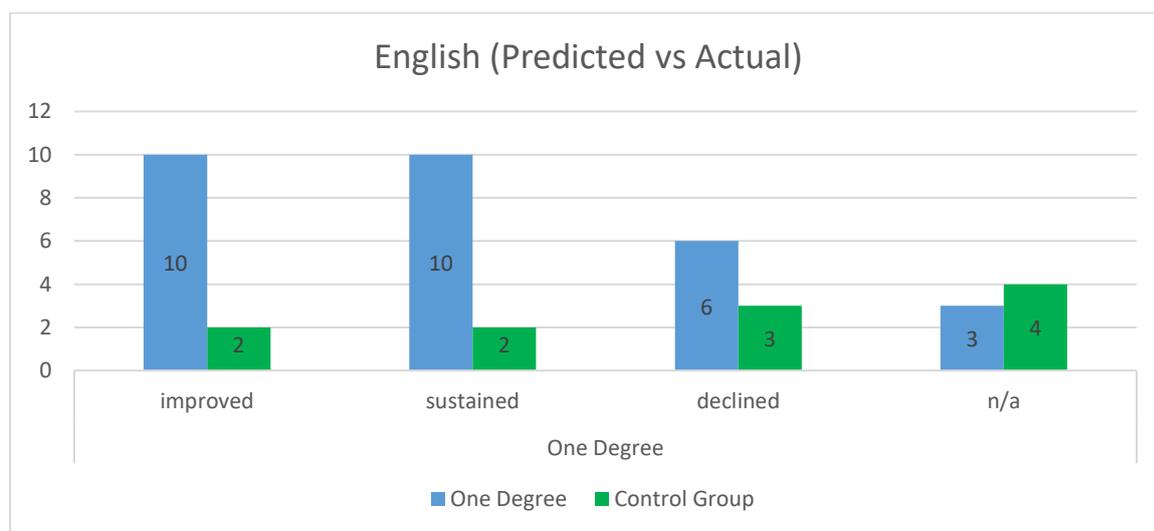
Westminster Academy was one of two schools chosen for our 2016/2017 programmes. This would be the first time we have worked with this school.

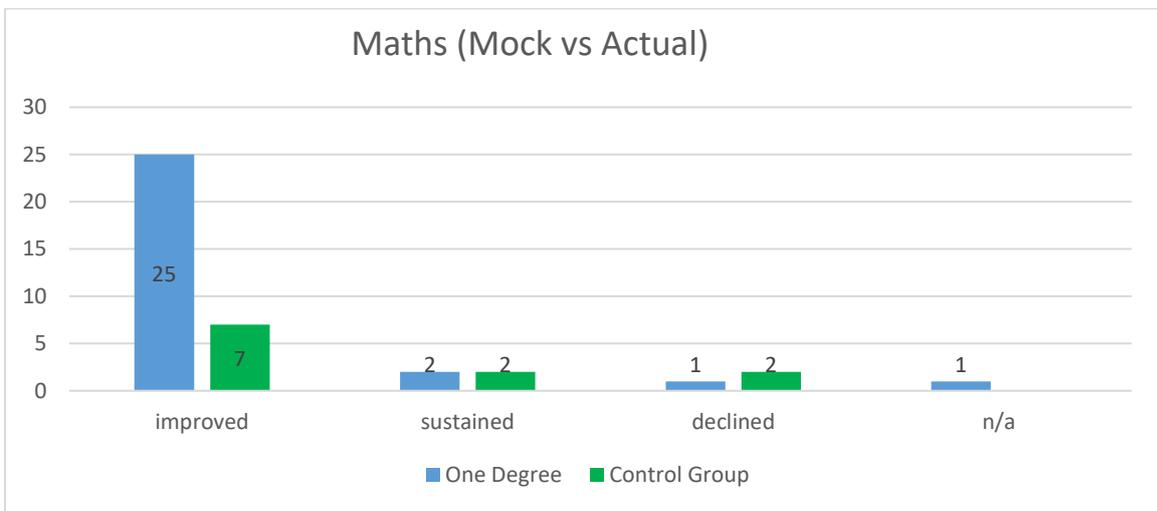
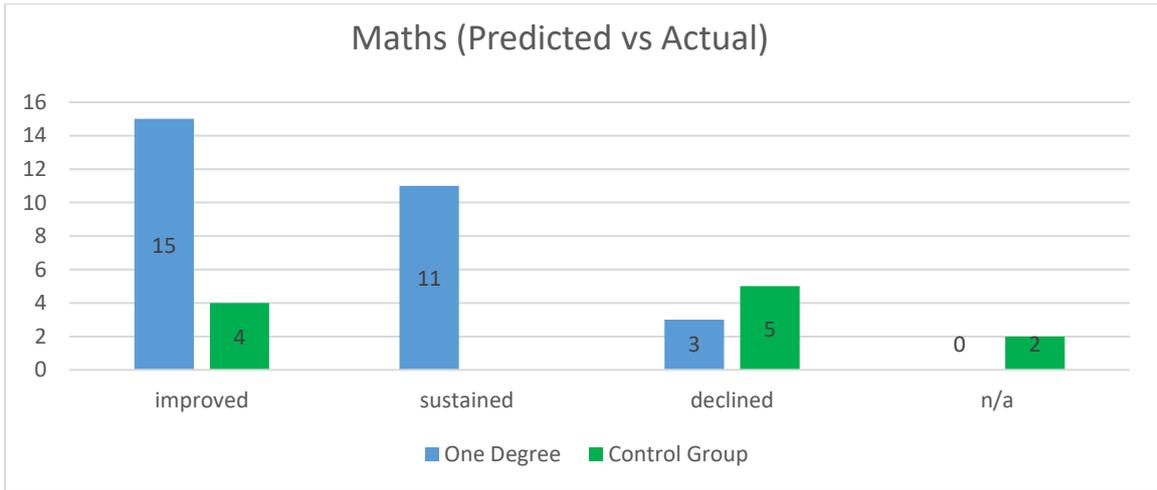
Westminster Academy opted for an Autumn start (26th November 2016).

Westminster Academy interviews were conducted in October 2016. Following interviews, 29 students were chosen.

This year marked another first – a control group analysis allowed us to monitor the progress of non-One Degree students (those that did not progress further than the interview phase).

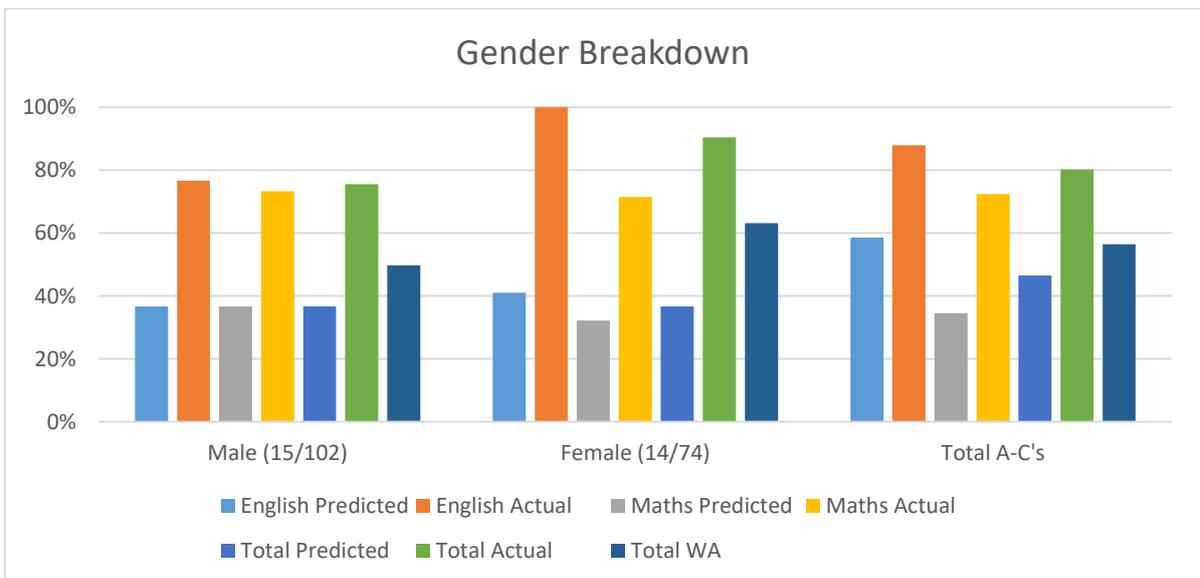
Academic Analysis





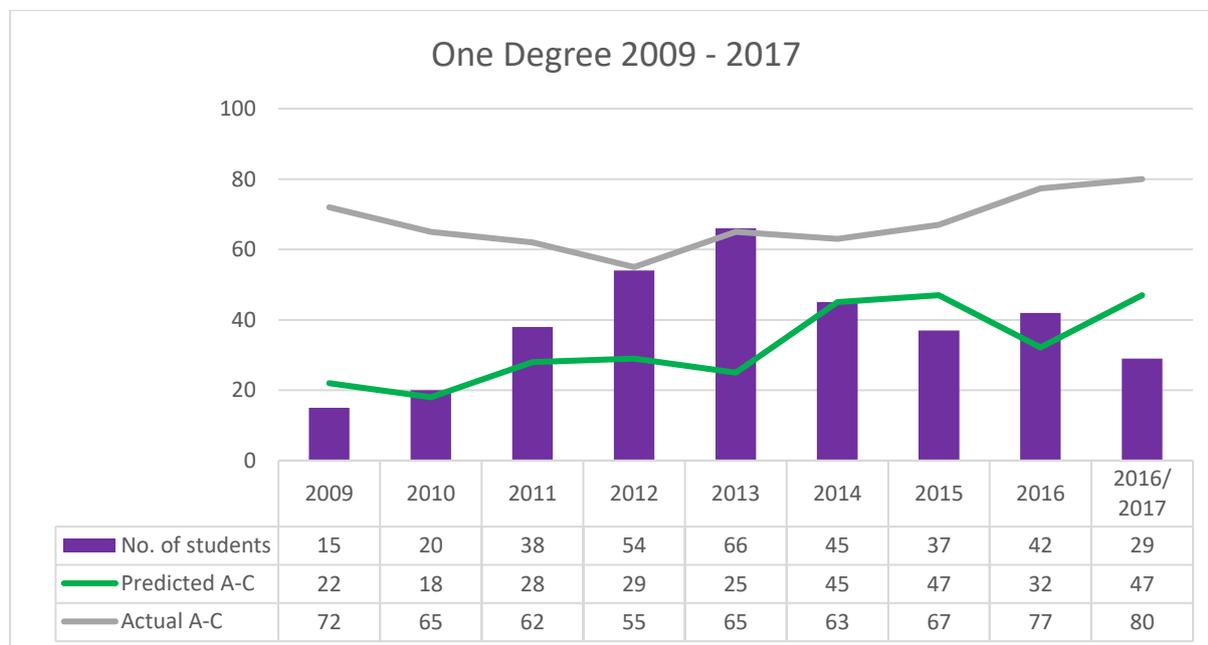
Comparisons

a) Gender



The above chart represents the grades of the 15 male (out of a total of 102 male GCSE students) and 14 female (out of a total of 74 female GCSE students) participants of One Degree.

b) One Degree since 2009 + Westminster Academy 2016/2017



Attainment Analysis

Table1: Attitude data	WA
Self-esteem	51%
On the whole, I am satisfied with myself.	67%
*At times, I think I am no good at all.	53%
I feel that I have a number of good qualities.	33%
I am able to do things as well as most other people.	60%
*I feel I do not have much to be proud of.	60%
*I certainly feel useless at times.	73%
I feel that I'm a person of worth, at least on an equal plane with others.	40%
*I wish I could have more respect for myself.	53%
*All in all, I am inclined to feel that I am a failure.	33%
I take a positive attitude toward myself.	33%
Learner engagement	24%
I think lessons are interesting	40%
*I give up when school work is difficult	53%

*I am bored in class	13%
I enjoy being at school	27%
My attendance at school is good	13%
I try to be on time for lessons	0%
My behaviour at school is good	20%
*I worry about my school work	27%
Relationships at school	16%
I get on well with my teachers	20%
My teachers know me well	13%
My teachers understand how I like to learn best	33%
In general, I get on with the other pupils in my class	0%
In school I am happy to work with all my classmates in my lessons	13%
Relationships at home	27%
My parents/carers understand me	40%
My family gets along well together	27%
My family help me out when I have problems	27%
My family and I do fun things together	20%
*My family sometimes struggles	27%
*I often have a difficult time with my parents and/or brothers and sisters	20%
My brother(s) and/or sister(s) enjoy school	29%

Cohesion	23%
It's OK for people to have different views	20%
I believe I can learn from the experiences of other people	40%
People from different backgrounds get on well together in my school	33%
I feel part of my school community	13%
I feel like I belong to my local community out of school	20%
When I get into an argument with someone, I try to find a solution	13%
Resilience confidence and wellbeing	39%
I ask for help if I have problems or worries at school	20%
I am a more confident person because of the experiences I have at school	33%
I am positive about my future	40%
Overall, I have a lot to be proud of	47%
There are lots of options open to me in the future	53%

Note: This data shows the proportion of students making a positive change between timepoint 1 (beginning of the programme) and timepoint 2 (end of the programme).

Student feedback

Overall feedback

Qualitative Programme Feedback

Students gave the following feedback on different aspects of the One Degree programme:

- The breakfast had positive feedback from Westminster Academy.
- There were positive responses regarding: morning chats with Roger, Mentors, Ambassadors and outside teachers and guest speakers. There were more mixed views regarding Sports and Quizzes/Debates.
- There was less agreement regarding the lunches. Pizza was the most popular meal with less positive views of other lunches.
- Westminster Academy pupils preferred the programme to operate only in their school.
- There were positive responses to the guest speakers at the schools.
- Around three-fifths of student said they would be prepared to be Ambassadors.

There were some clear positive comments from students indicating how much they valued the One Degree programme:

"I just want to say thanks for everything, you helped me develop as a person and learn many life skills."

"I love one degree."

"Thanks for your help it was very beneficial."

There were some apparent trends in what the students would have liked to see more of summarised below:

"More sports, trips and activities."

"More hot food."

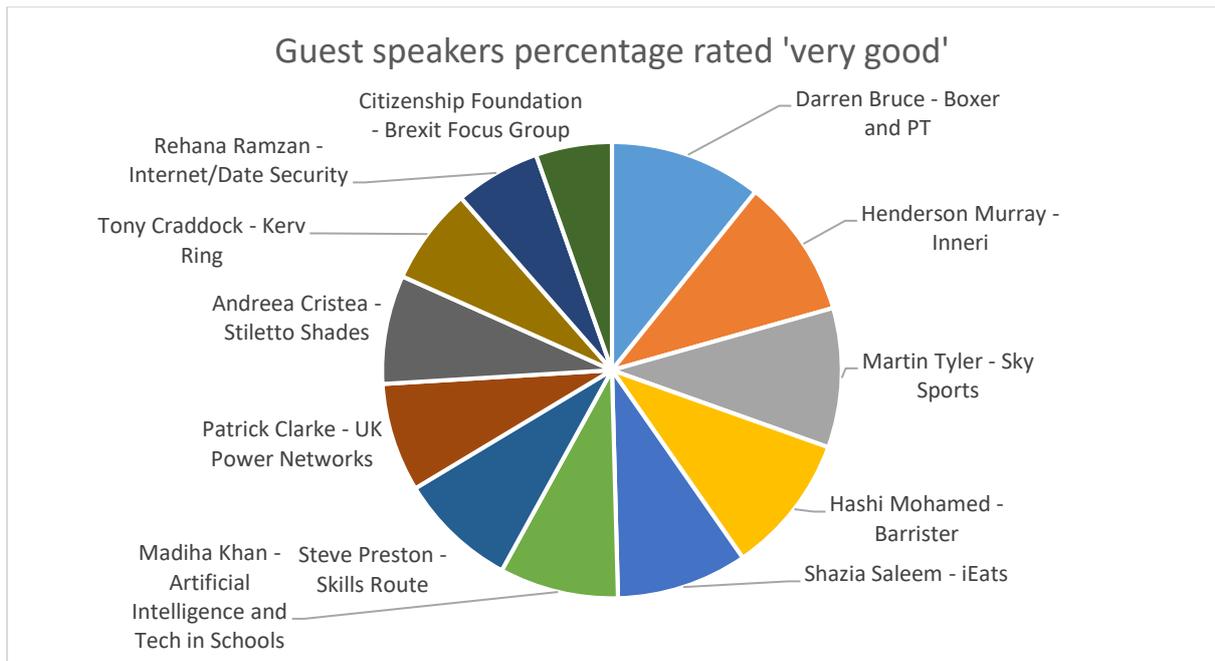
"More guest speakers based on students' interests."

"More English literature."

"More debate in class."

Guest speaker feedback

Our range of guest speakers were rated very highly as the below chart demonstrates:



The aim of these speakers is to provide the students with a range of ideas, choices and relevant points of interest. Westminster Academy students did however ask for more guest speakers based on specific student interests.

Post programme events

End of programme celebration



Following the completion of all their exams the students were taken to Thorpe Park for a day-long celebration of their achievements and hard work. The students raised £310 towards the cost of this trip.



Sponsored prize trip to California

One lucky student, Laura Gomez, won a trip to California, USA for one week. This prize was open to all students and the winner was selected on the One Degree principles of participation and progress, the fundraising achieved by the individual and their interest on this highly beneficial trip.



Laura pictured top row in the middle with her CACS peers

Laura spent a few days with a host family in Santa Barbara and then 5 days at the California Association of Student Councils (<https://www.casc.net/>). More details on her trip can be found here: <http://myonedegree.org/trip-california-usa-2017-student-laura-garcia-zelaya/>

Summer career workshops

Run over two days in August, these sessions, open to all One Degree alumni, hosted 9 sessions, 1 guest speaker, networking, career mentoring, and lots of food!

Sessions included:

1. Riaz – Being Successful by Riaz Shah, EY: *“In its simplest form, you can help control your outcome for most events by managing your response. Or put another way: Event + Response = Outcome”*
2. Laura – Personal Branding by Bright Ideas Trust: *“The key to building a successful personal brand is being true to who you are and where you want to get to. Building a personal brand is about capitalising on your strengths and making sure that your message is consistent and visible. Keep it simple and keep it positive.”*
3. Emmer – Social Media by Accenture: *“If you are thinking about a career in social media or increasing your social media brand, it is really important to understand consumerism and to maintain authenticity throughout.”*
4. May – CV Clinic & Interview Skills by Academe: *“Prepare well, be nice. highlight strengths, proof read.”*
5. Moses – The Successful Failure by Moses Sangobiyi: *“Breath of fresh air in a world where everyone focuses on success! We want to provide support systems for when it doesn’t go to plan!”*
6. Zaynab – Money Twist by MyBnk: *“Financial education is super important because we want young people to understand how money works in this country and how that influences choices. Personally, I didn’t have that education and wish I had that growing up.”*
7. Yasmine – Youth Brexit by MyLifeMySay: *“Young people should have a say on Brexit because they have to deal with outcomes.”*
8. Bina – PreparED by Citizenship Foundation: *“At CF we encourage young people to be active citizens as we think that’s what makes a healthy democracy, when people are aware and know how to work with it.”*
9. Phoebe and Zara – Journey of an Entrepreneur: Self-Esteem and Success in Business by MyPocketSkill: *“You don’t have to be a straight A student to be what you want to in the future.”*



Read more here: <http://myonedegree.org/1st-summer-youth-workshops/>

Graduation

On the 9th September we hosted all our graduating students for a different type of end of programme ceremony. This time it was all fun and games...literally!

We had an afternoon of not just certificate presentations and speeches but also a private area at Namco Funscape, Southbank for us to enjoy our own ten pin bowling alleys, table tennis, pool, arcade games, and of course food and drink!



The day celebrated, in true party fashion, the dedication and hard work of our 2017 students from Westminster Academy and Woodside High School.

Becoming an ambassador & mentor, career mentoring, work experiences and other alumni opportunities

Would you like to be an Ambassador for One Degree



Now that the 2016/2017 Westminster Academy students have completed a One Degree programme, what's next?

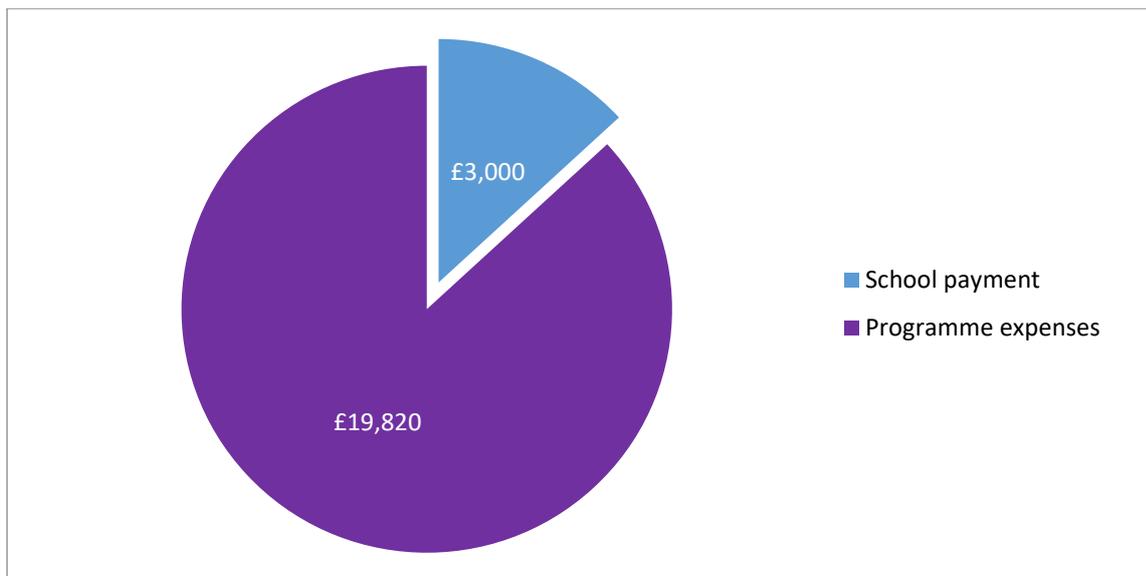
Their One Degree journey does not end now that they have completed a GCSE programme. There is so much more they get involved in –

- Alumni can become a One Degree ambassador and pass on their experiences to new students;
- They can become a One Degree mentor and help new students with English and/or Maths revision;
- They can sign up for career mentoring and receive their very own personal development and career development mentor;

- They can join our summer workshops and training where they will gain skills in CV writing, interview techniques, career choices, university advice and so much more;
- They can join our alumni board and help shape One Degree's future;
- and they can even become a junior trustee on our charity board.

More details available here: <http://myonedegree.org/alumni-network/>

Programme budget



Excluding overheads, £19,820 was spent on the programme at Westminster Academy. Westminster Academy contributed an amount of £3,000 to the programme plus location facilities, stationary and printing, storage and water-bottles.



Budget notes:

- Food was reduced through some sponsored items
- * Our summer workshops expense only indicates the students from WA that attended
- ** This only includes the return flight, visa and insurance for the one chosen student to California. This does not include the expenses and costs covered by our programme partner in California.

Conclusions

1. Conduct Psychological surveys during interview process, not for selection purposes but for post programme OD and non-OD assessments – how students fair based on OD involvement or not vs predicted grades. It is also proving difficult to get non-OD students to complete surveys during school hours and match them with student IDs when repeated pre-exams.
2. The 2017 academic results from a point of view of final grades where the second best in One Degree's history.
3. While the attainment and psychological assessments were excellent, they could be improved with additional time on one-on-ones, student mapping and targets.
4. To improve the drop-out rate of students towards the end of the programme, a less intensive schedule may be recommended for 2017/2018. I.e. shorter sessions in May.
5. Areas of success include – grades, mentor feedback, teacher feedback, speaker feedback and launch day activities. Areas of improvement needed include – sports and food.
6. While the GCSE results for the 29 pupils that completed the One Degree programme were, for most students, either better than predicted or, for those students with good predictions, sustained at a high-level, it was clear that with curriculum changes and grade changes their predictions might have been optimistic.
7. Most pupils that experienced a positive shift in attitudes did better than expected in their GCSE exams. Thematic areas with high potential impact on attainment (when considering the number of students affected rather than just percentages) include: self-esteem, learner engagement and resilience, confidence and wellbeing.

**Annexures and additional information available on request. Also see appendix for data summaries*

Programme location #2: Woodside High School, N22 5QJ
Programme length: 13 Saturdays between 14th January – 27th May 2017

Introduction

Woodside High School was one of two schools chosen for our 2016/2017 programmes.

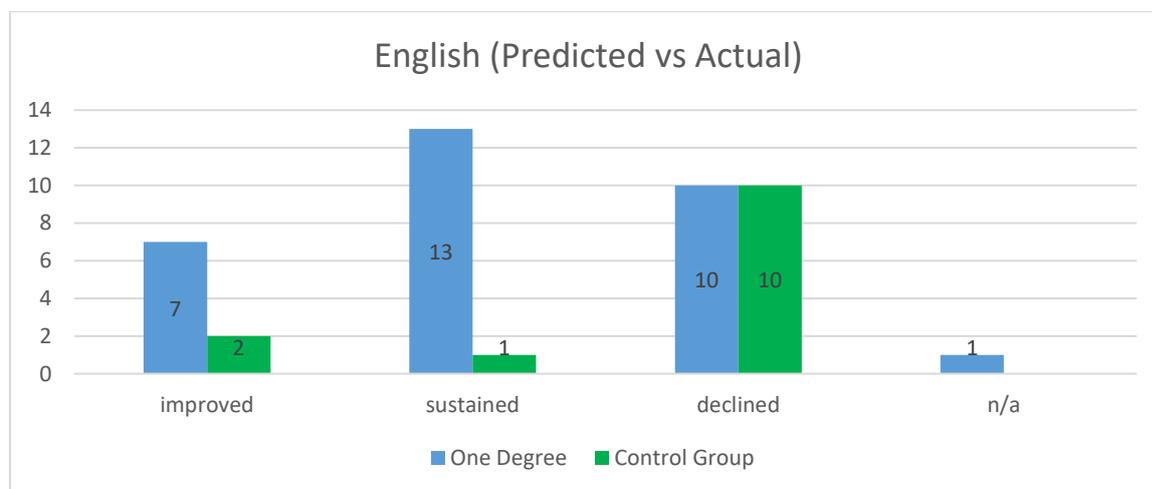
Woodside High School chose a late Winter start (14th January 2017).

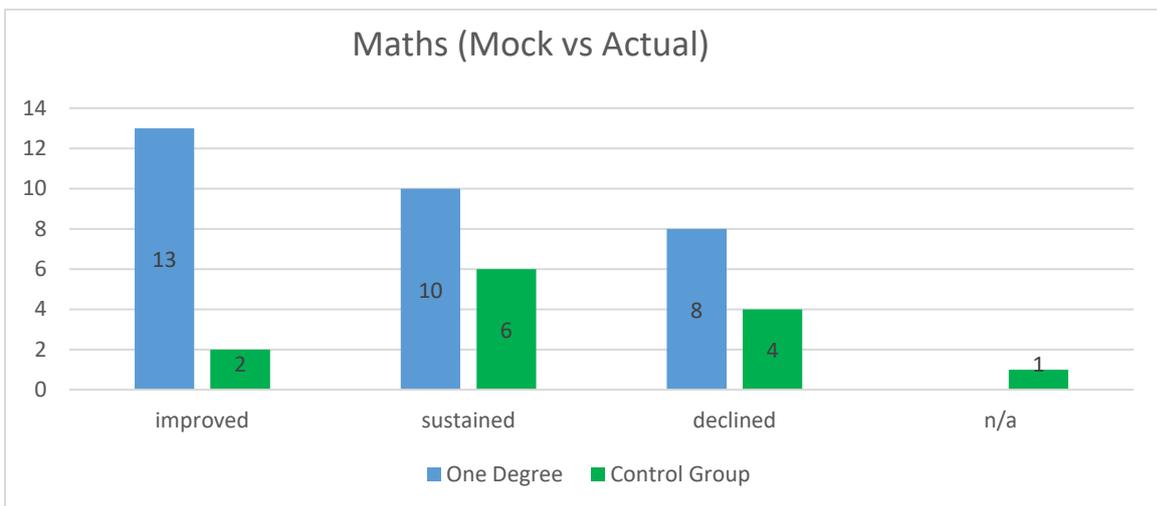
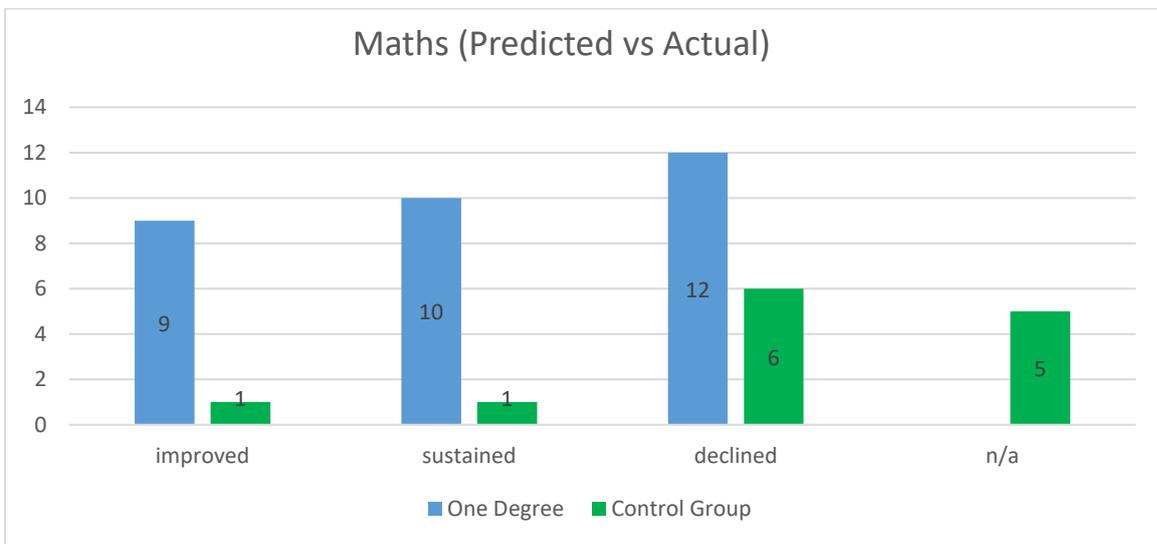
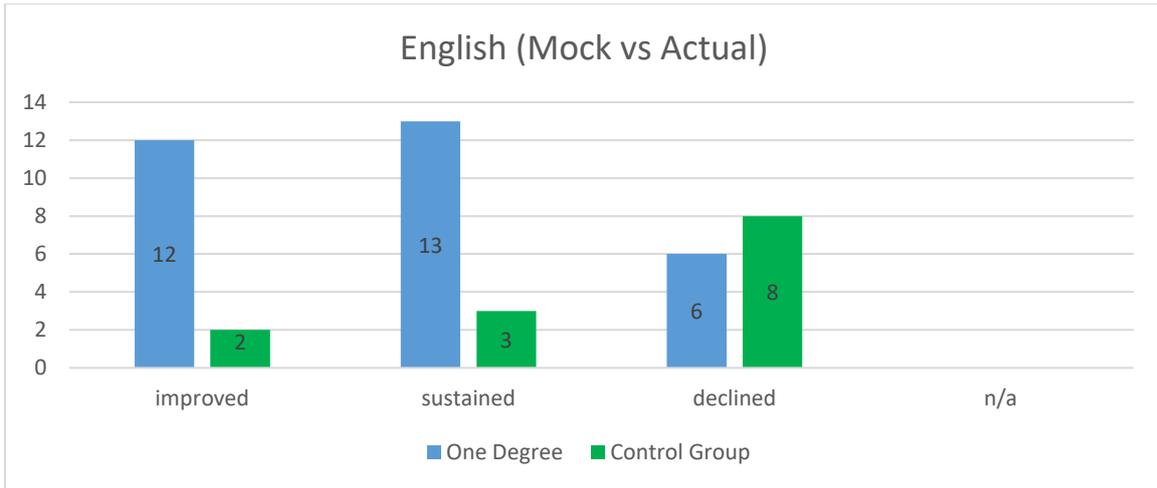
Woodside High School had their interviews in November and December 2016. Following interviews 31 students were chosen.

This marked another first – a control group analysis allowed us to monitor the progress of non-One Degree students (those that did not progress further than the interview phase).

Academic Analysis

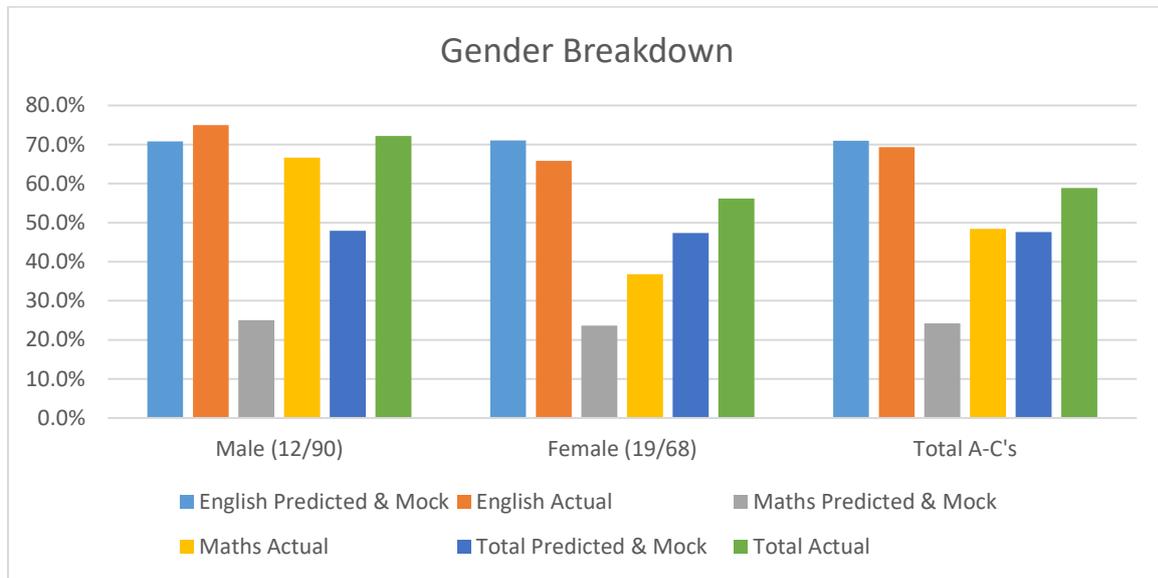
One Degree students





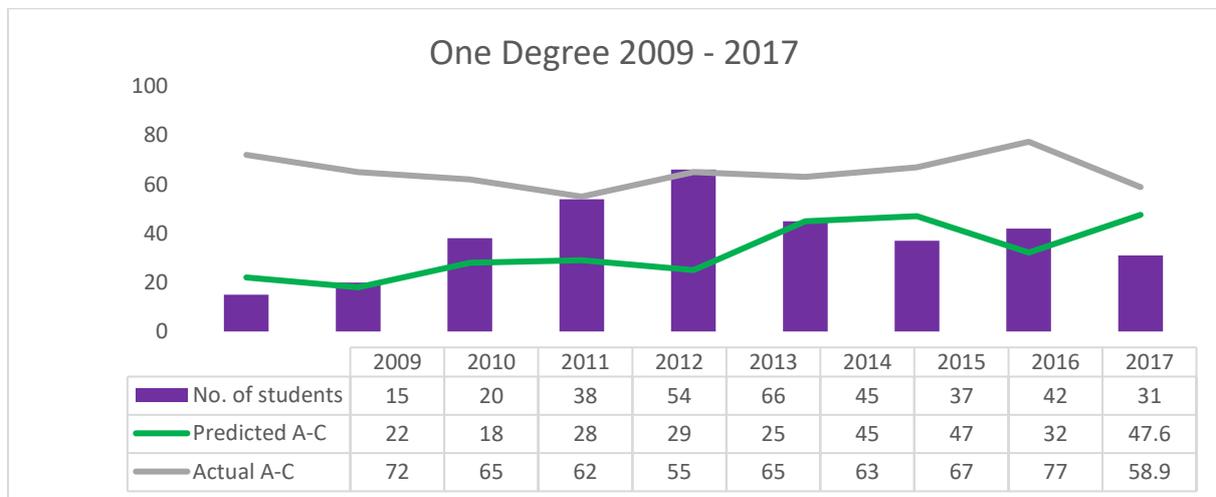
Comparisons

a) Gender breakdown



The above chart represents the grades of the 12 male (out of a total of 90 male GCSE students) and 19 female (out of a total of 68 female GCSE students) participants of One Degree.

b) One Degree since 2009 + Woodside High School 2017



Attainment Analysis

Overall impact

Woodside high attitude data

Table1: Attitude data	WHS
Self-esteem	41%

On the whole, I am satisfied with myself.	56%
*At times, I think I am no good at all.	56%
I feel that I have a number of good qualities.	33%
I am able to do things as well as most other people.	39%
*I feel I do not have much to be proud of.	44%
*I certainly feel useless at times.	44%
I feel that I'm a person of worth, at least on an equal plane with others.	44%
*I wish I could have more respect for myself.	22%
*All in all, I am inclined to feel that I am a failure.	33%
I take a positive attitude toward myself.	39%
Learner engagement	19%
I think lessons are interesting	28%
*I give up when school work is difficult	17%
*I am bored in class	17%
I enjoy being at school	33%
My attendance at school is good	11%
I try to be on time for lessons	17%
My behaviour at school is good	28%
*I worry about my school work	6%
Relationships at school	29%
I get on well with my teachers	28%
My teachers know me well	39%
My teachers understand how I like to learn best	39%
In general, I get on with the other pupils in my class	22%
In school I am happy to work with all my classmates in my lessons	17%
Relationships at home	30%
My parents/carers understand me	22%
My family gets along well together	17%
My family help me out when I have problems	28%
My family and I do fun things together	28%
*My family sometimes struggles	44%
*I often have a difficult time with my parents and/or brothers and sisters	39%
My brother(s) and/or sister(s) enjoy school	33%
Cohesion	30%
It's OK for people to have different views	17%

I believe I can learn from the experiences of other people	22%
People from different backgrounds get on well together in my school	39%
I feel part of my school community	33%
I feel like I belong to my local community out of school	33%
When I get into an argument with someone, I try to find a solution	33%
Resilience confidence and wellbeing	34%
I ask for help if I have problems or worries at school	22%
I am a more confident person because of the experiences I have at school	44%
I am positive about my future	28%
Overall, I have a lot to be proud of	39%
There are lots of options open to me in the future	39%

Note: This data shows the proportion of students making a positive change between timepoint 1 (beginning of the programme) and timepoint 2 (end of the programme).

Table 2: Woodside High	WHS	WHS (passed Maths)
Self-esteem	41%	51%
On the whole, I am satisfied with myself.	56%	63%
*At times, I think I am no good at all.	56%	50%
I feel that I have a number of good qualities.	33%	50%
I am able to do things as well as most other people.	39%	50%
*I feel I do not have much to be proud of.	44%	50%
*I certainly feel useless at times.	44%	38%
I feel that I'm a person of worth, at least on an equal plane with others.	44%	88%
*I wish I could have more respect for myself.	22%	38%
*All in all, I am inclined to feel that I am a failure.	33%	38%
I take a positive attitude toward myself.	39%	50%
Learner engagement	19%	19%
I think lessons are interesting	28%	13%
*I give up when school work is difficult	17%	25%
*I am bored in class	17%	38%
I enjoy being at school	33%	0%
My attendance at school is good	11%	13%
I try to be on time for lessons	17%	13%
My behaviour at school is good	28%	38%
*I worry about my school work	6%	13%
Relationships at school	29%	20%

I get on well with my teachers	28%	13%
My teachers know me well	39%	25%
My teachers understand how I like to learn best	39%	25%
In general, I get on with the other pupils in my class	22%	25%
In school I am happy to work with all my classmates in my lessons	17%	13%
Relationships at home	30%	40%
My parents/carers understand me	22%	38%
My family gets along well together	17%	38%
My family help me out when I have problems	28%	38%
My family and I do fun things together	28%	38%
*My family sometimes struggles	44%	50%
*I often have a difficult time with my parents and/or brothers and sisters	39%	38%
My brother(s) and/or sister(s) enjoy school	33%	40%
Cohesion	30%	23%
It's OK for people to have different views	17%	0%
I believe I can learn from the experiences of other people	22%	25%
People from different backgrounds get on well together in my school	39%	38%
I feel part of my school community	33%	13%
I feel like I belong to my local community out of school	33%	38%
When I get into an argument with someone, I try to find a solution	33%	25%
Resilience confidence and wellbeing	34%	40%
I ask for help if I have problems or worries at school	22%	13%
I am a more confident person because of the experiences I have at school	44%	38%
I am positive about my future	28%	50%
Overall, I have a lot to be proud of	39%	50%
There are lots of options open to me in the future	39%	50%

Student feedback

Overall feedback

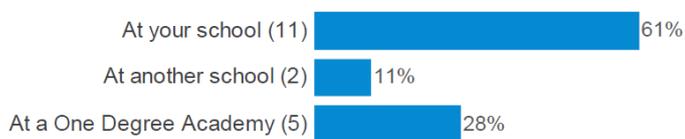
Qualitative Programme Feedback

Students gave the following feedback on different aspects of the One Degree programme:

- There were mixed views on the breakfast at Woodside High.

- There were positive responses regarding: morning chats with Jabba and Moses, Mentors, Ambassadors and outside teachers and guest speakers. There were more mixed views regarding Sports and Quizzes/Debates.
- There was less agreement regarding the lunches. Pizza was the most popular meal with less positive views of other lunches.
- There was some interest in having the sessions at a One Degree Academy but most students said they would prefer it to run at their own school. There was some contradiction here in that Woodside High students also preferred the idea of One Degree being mixed with students from other schools.
- There were mostly positive responses to the guest speakers at the schools.
- Around three-fifths of student said they would be prepared to be Ambassadors.

Would you prefer the One Degree programme to be...



Would you prefer the One Degree programme to be...



There were some clear positive comments from students indicating how much they valued the One Degree programme:

“Thank you, One Degree,”

“Thanks for your help it was very beneficial”

“I just want to say thanks for everything, you helped me develop as a person and learn many life skills”

There were some apparent trends in what the students would have liked to see more of summarised below:

“More activities, debates and games”

“More speeches and guest speakers”

“More life discussions in an adult context”

“More one to one chats”

“Other subjects including English Literature”

“More targets to achieve”

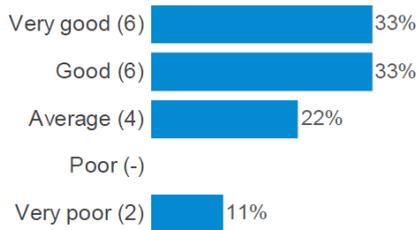
“More hot food”

“More exam practice”

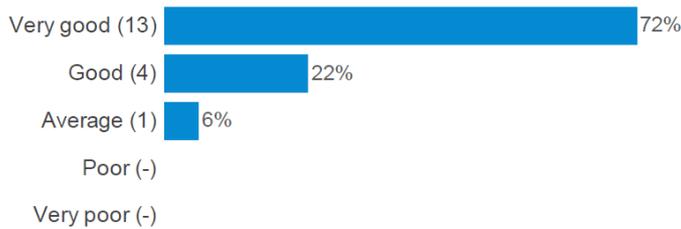
Guest speaker feedback

The guest speaker feedback represents an overall more negative outlook than normal by the Woodside High School students this year. This is represented in not just guest speakers but food and activities:

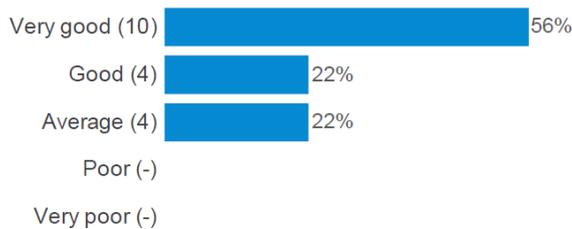
What did you think of the guest speakers... (May Kwong - Academe)



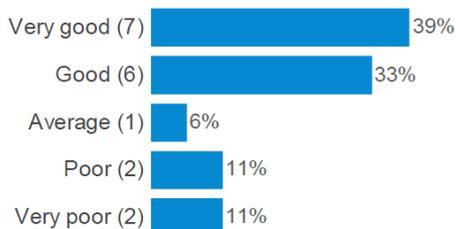
What did you think of the guest speakers... (Hashi Mohamed - Barrister)



What did you think of the guest speakers... (Tony Craddock - Kerv Ring)



What did you think of the guest speakers... (Andreea Cristea - Stiletto Shades)



The aim of these speakers is to provide the students with a range of ideas, choices and relevant points of interest.

Post programme events

End of programme celebration

Following the completion of all their exams the students were offered to be taken to Thorpe Park for a day-long celebration of their achievements and hard work. The students had to raise as much money as they could for this outing and set a target of anything from £5 to £50. Unfortunately, only one student raised any money - £10 – and so we were unable to afford to take the students on this trip.



Instead of the planned Thorpe Park trip, One Degree sponsored a coach trip and meal to Boondocks Restaurant in Old Street, east London.

Sponsored prize trip to California

One lucky student, Daniel Stone, won a trip to California, USA for one week. This prize was open to all students and the winner was selected on the One Degree principles of participation and progress, and their interest on this highly beneficial trip.



Daniel pictured with Laura (student winner from Westminster Academy) enjoying an American style pizza

Daniel spent a few days with a host family in Santa Barbara and then 5 days at the California Association of Student Councils (<https://www.casc.net/>). More details on her trip can be found here: <http://myonedegree.org/trip-california-usa-2017-student-daniel-stone/>

Summer career workshops



Run over two days in August, these sessions, open to all One Degree alumni, hosted 9 sessions, 1 guest speaker, networking, career mentoring, and lots of food!

Sessions included:

10. Riaz – Being Successful by Riaz Shah, EY: *“In its simplest form, you can help control your outcome for most events by managing your response. Or put another way: Event + Response = Outcome”*
11. Laura – Personal Branding by Bright Ideas Trust: *“The key to building a successful personal brand is being true to who you are and where you want to get to. Building a personal brand is about capitalising on your strengths and making sure that your message is consistent and visible. Keep it simple and keep it positive.”*
12. Emmer – Social Media by Accenture: *“If you are thinking about a career in social media or increasing your social media brand, it is really important to understand consumerism and to maintain authenticity throughout.”*
13. May – CV Clinic & Interview Skills by Academe: *“Prepare well, be nice. highlight strengths, proof read.”*
14. Moses – The Successful Failure by Moses Sangobiyi: *“Breath of fresh air in a world where everyone focuses on success! We want to provide support systems for when it doesn’t go to plan!”*
15. Zaynab – Money Twist by MyBnk: *“Financial education is super important because we want young people to understand how money works in this country and how that influences choices. Personally, I didn’t have that education and wish I had that growing up.”*
16. Yasmine – Youth Brexit by MyLifeMySay: *“Young people should have a say on Brexit because they have to deal with outcomes.”*
17. Bina – PreparED by Citizenship Foundation: *“At CF we encourage young people to be active citizens as we think that’s what makes a healthy democracy, when people are aware and know how to work with it.”*
18. Phoebe and Zara – Journey of an Entrepreneur: Self-Esteem and Success in Business by MyPocketSkill: *“You don’t have to be a straight A student to be what you want to in the future.”*

Read more here: <http://myonedegree.org/1st-summer-youth-workshops/>

Unfortunately, no Woodside High School students attended this free event.

Graduation

On the 9th September we hosted all our graduating students for a different type of end of programme ceremony. This time it was all fun and games...literally!

We had an afternoon of not just certificate presentations and speeches but also a private area at Namco Funscape, Southbank for us to enjoy our own ten pin bowling alleys, table tennis, pool, arcade games, and of course food and drink!

The day celebrated, in true party fashion, the dedication and hard work of our 2017 students from Westminster Academy and Woodside High School.

Unfortunately, only 6 Woodside High School students joined us for this event.



Becoming an ambassador & mentor, career mentoring, work experiences and other alumni opportunities

Would you like to be an Ambassador for One Degree



Now that the 2016/2017 Woodside High School students have completed a One Degree programme, what's next?

Their One Degree journey does not end now that they have completed a GCSE programme. There is so much more they get involved in –

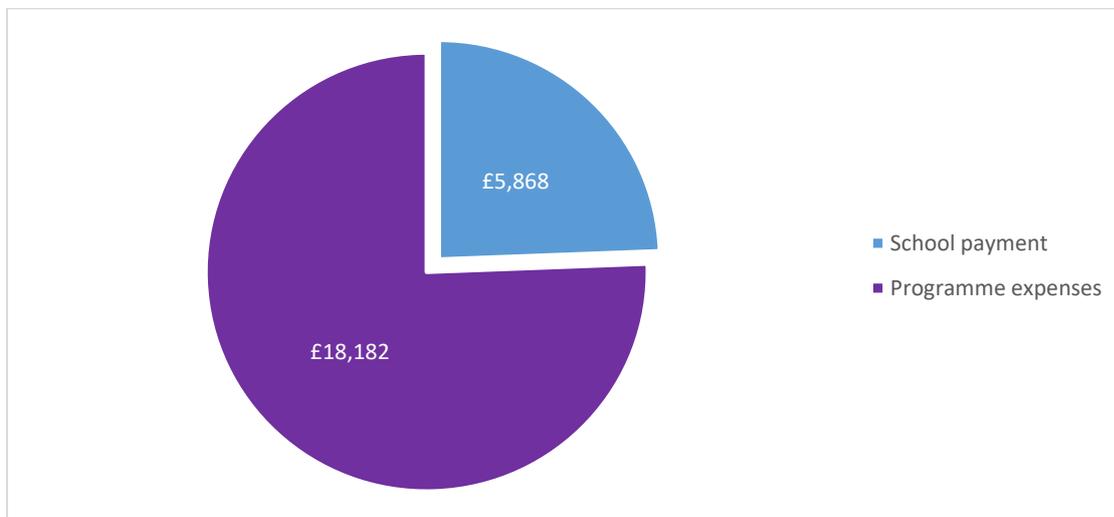
- Alumni can become a One Degree ambassador and pass on their experiences to new students;
- They can become a One Degree mentor and help new students with English and/or Maths revision;
- They can sign up for career mentoring and receive their very own personal development and career development mentor;
- They can join our summer workshops and training where they will gain skills in CV writing, interview techniques, career choices, university advice and so much more;

- They can join our alumni board and help shape One Degree’s future;
- and they can even become a junior trustee on our charity board.

More details available here: <http://myonedegree.org/alumni-network/>

Programme budget

Excluding overheads, £18,182 was spent on the programme at Westminster Academy. Westminster Academy contributed an amount of £5,868 to the programme plus location facilities, stationary and printing, storage and selected food items.



Expenses notes:

- Food was reduced through some sponsored items
- * Our summer workshops expense only indicates the students from WHS that attended – WHS had zero attendees
- ** This only includes the return flight, visa and insurance for the one chosen student to California. This does not include the expenses and costs covered by our programme partner in California.

Conclusions

1. Conduct Psychological surveys during interview process, not for selection purposes but for post programme OD and non-OD assessments – how students fair based on OD involvement or not vs predicted grades. It is also proving difficult to get non-OD students to complete surveys during school hours and match them with student IDs when repeated pre-exams.
2. Looking at the Woodside High School results separately from other participating students and schools, the 2017 academic results from a point of view of final grades were good however the difference between predicted and final grades showed a lower than normal change.
3. While the attainment and psychological assessments were good, they could be improved with additional time on one-on-ones, student mapping and targets.
4. To improve the drop-out rate of students towards the end of the programme, a less intensive schedule may be recommended for 2017/2018. I.e.: shorter sessions in May.
5. Areas of success include – grades, mentor feedback, teacher feedback, speaker feedback and launch day activities. Areas of improvement needed include – sports and food.
6. While the GCSE results for the 31 pupils that completed the One Degree programme were, for most students, either better than predicted or, for those students with good predictions, sustained at a high-level, it was clear that with curriculum changes and grade changes their predictions might have been optimistic.
7. Most pupils that experienced a positive shift in attitudes did better than expected in their GCSE exams. Thematic areas with high potential impact on attainment (when considering the number of students affected rather than just percentages) include: self-esteem, learner engagement and resilience, confidence and wellbeing.

**Annexures and additional information available on request. Also see appendix for data summaries*

Appendix A: Performance against predicted and Mock scores

English (Predicted vs Actual)

School	One Degree					Control Group														
	improved		sustained		declined	n/a	Total	improved		sustained	declined	n/a	Total							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
WA	10	34%	10	34%	6	21%	3	10%	29	100%	2	18%	2	18%	3	27%	4	36%	11	100%
WHS	7	23%	13	42%	10	32%	1	3%	31	100%	2	15%	1	8%	10	77%		0%	13	100%
Grand Total	17	28%	23	38%	16	27%	4	7%	60	100%	4	17%	3	13%	13	54%	4	17%	24	100%

English (Mock vs Actual)

School	One Degree					Control Group														
	improved		sustained		declined	n/a	Total	improved		sustained	declined	n/a	Total							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
WA	16	55%	7	24%	2	7%	4	14%	29	100%	4	36%	1	9%		0%	6	55%	11	100%
WHS	12	39%	13	42%	6	19%		0%	31	100%	2	15%	3	23%	8	62%		0%	13	100%
Grand Total	28	47%	20	33%	8	13%	4	7%	60	100%	6	25%	4	17%	8	33%	6	25%	24	100%

Maths (Predicted vs Actual)

School	One Degree					Control Group														
	improved		sustained		declined	n/a	Total	improved		sustained	declined	n/a	Total							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
WA	15	52%	11	38%	3	10%	0	0%	29	100%	4	36%		0%	5	45%	2	18%	11	100%
WHS	9	29%	10	32%	12	39%		0%	31	100%	1	8%	1	8%	6	46%	5	38%	13	100%
Grand Total	24	40%	21	35%	15	25%	0	0%	60	100%	5	21%	1	4%	11	46%	7	29%	24	100%

Maths (Mock vs Actual)

School	One Degree					Control Group														
	improved		sustained		declined	n/a	Total	improved		sustained	declined	n/a	Total							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
WA	25	86%	2	7%	1	3%	1	3%	29	100%	7	64%	2	18%	2	18%		0%	11	100%
WHS	13	42%	10	32%	8	26%		0%	31	100%	2	15%	6	46%	4	31%	1	8%	13	100%
Grand Total	38	63%	12	20%	9	15%	1	2%	60	100%	9	38%	8	33%	6	25%	1	4%	24	100%

Appendix B: Comparing the control group with the One Degree group

English (Predicted vs Actual)

GCSE grade	WA						WHS						Total					
	One Degree		Control		Total		One Degree		Control		Total		One Degree		Control		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2		0%	2	29%	2	6%		0%		0%		0%		0%	2	10%	2	3%
3	6	23%	1	14%	7	21%	4	13%	2	15%	6	14%	10	18%	3	15%	13	17%
4	9	35%	3	43%	12	36%	20	67%	6	46%	26	60%	29	52%	9	45%	38	50%
5	8	31%		0%	8	24%	4	13%	4	31%	8	19%	12	21%	4	20%	16	21%
6	3	12%		0%	3	9%	2	7%	1	8%	3	7%	5	9%	1	5%	6	8%
7		0%	1	14%	1	3%		0%		0%		0%		0%	1	5%	1	1%
Grand Total	26	100%	7	100%	33	100%	30	100%	13	100%	43	100%	56	100%	20	100%	76	100%

Maths (Predicted vs Actual)

GCSE grade	WA						WHS						Column Labels					
	One Degree		Control		Total		One Degree		Control		Total		One Degree		Control		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1	2	7%	4	36%	6	15%	1	3%		0%	1	2%	3	5%	4	17%	7	8%
2	5	17%	1	9%	6	15%		0%	1	8%	1	2%	5	8%	2	8%	7	8%
3	8	28%	2	18%	10	25%	18	58%	6	46%	24	55%	26	43%	8	33%	34	40%
4	8	28%	3	27%	11	28%	9	29%	4	31%	13	30%	17	28%	7	29%	24	29%
5	4	14%	1	9%	5	13%	3	10%	2	15%	5	11%	7	12%	3	13%	10	12%
6	1	3%		0%	1	3%		0%		0%		0%	1	2%		0%	1	1%
7	1	3%		0%	1	3%		0%		0%		0%	1	2%		0%	1	1%
Grand Total	29	100%	11	100%	40	100%	31	100%	13	100%	44	100%	60	100%	24	100%	84	100%