



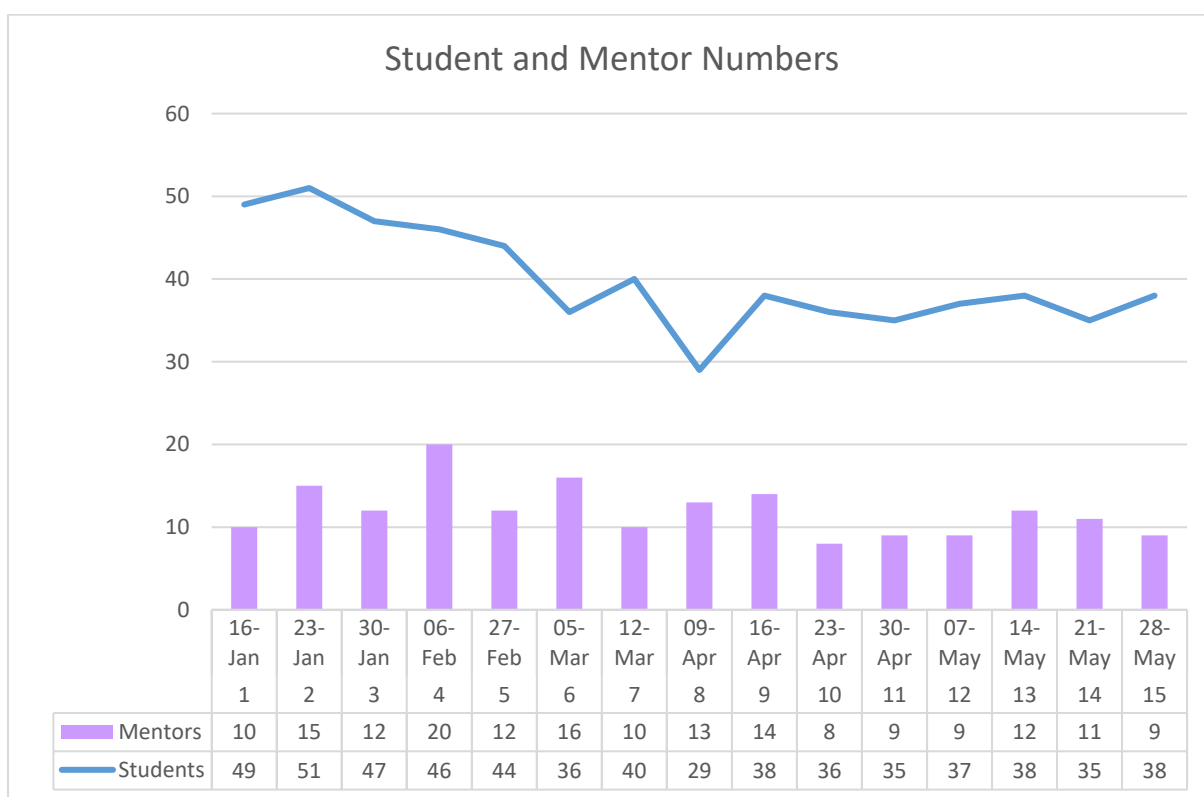
One Degree Post Programme Report 2016

Programme location: Woodside High School, White Hart Ln, London, N22 5QJ

Programme length: 15 Saturdays between 16th January – 28th May 2016

Introduction

In November 2015 Woodside High School identified 71 potential students to join the One Degree programme. Student interviews were conducted by One Degree staff and Trustees in December 2015. Of the 71 identified students, a total of 61 students were accepted onto the launch day session for further assessment. 49 students actually attended the first session on the 16 January 2016.



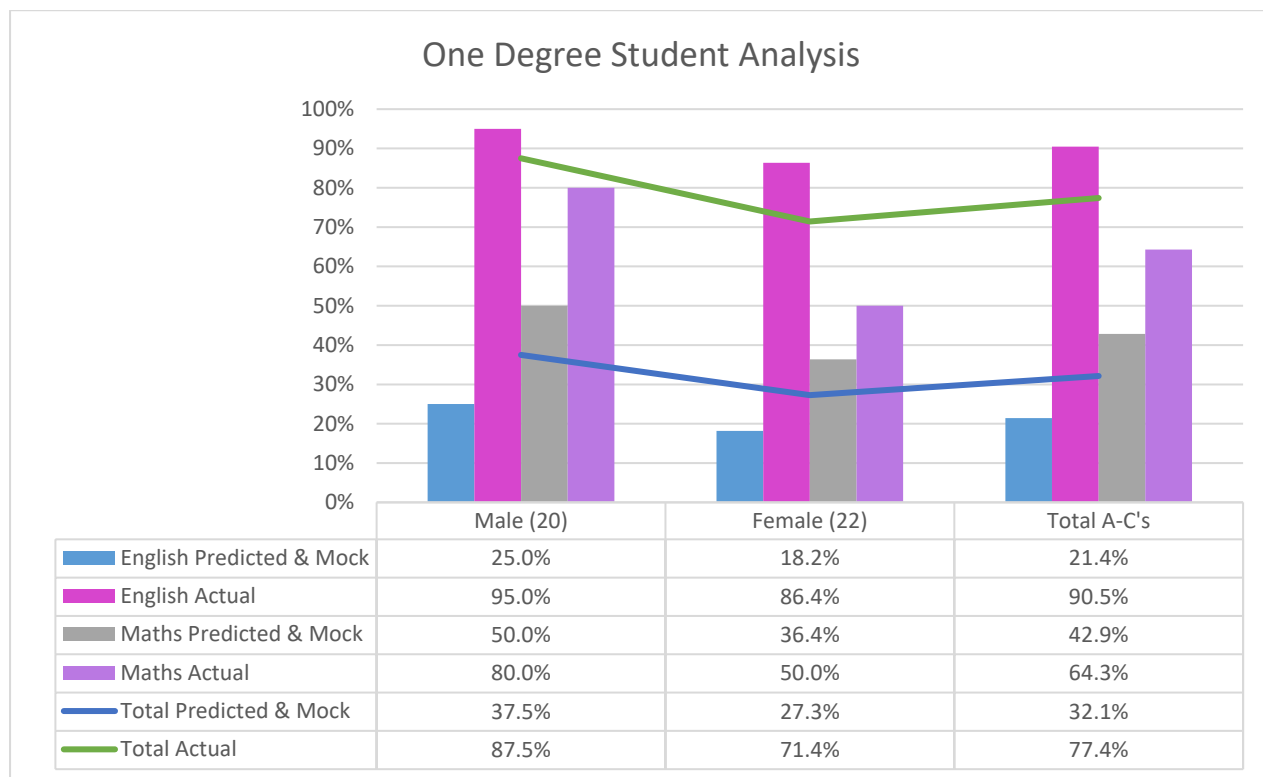
Programme averages

- Students - 40
- Mentors - 12
- Teachers - 2
- Student ambassadors - 3
- Trustees - 1
- External speakers/workshops - 1



Academic Analysis

One Degree students

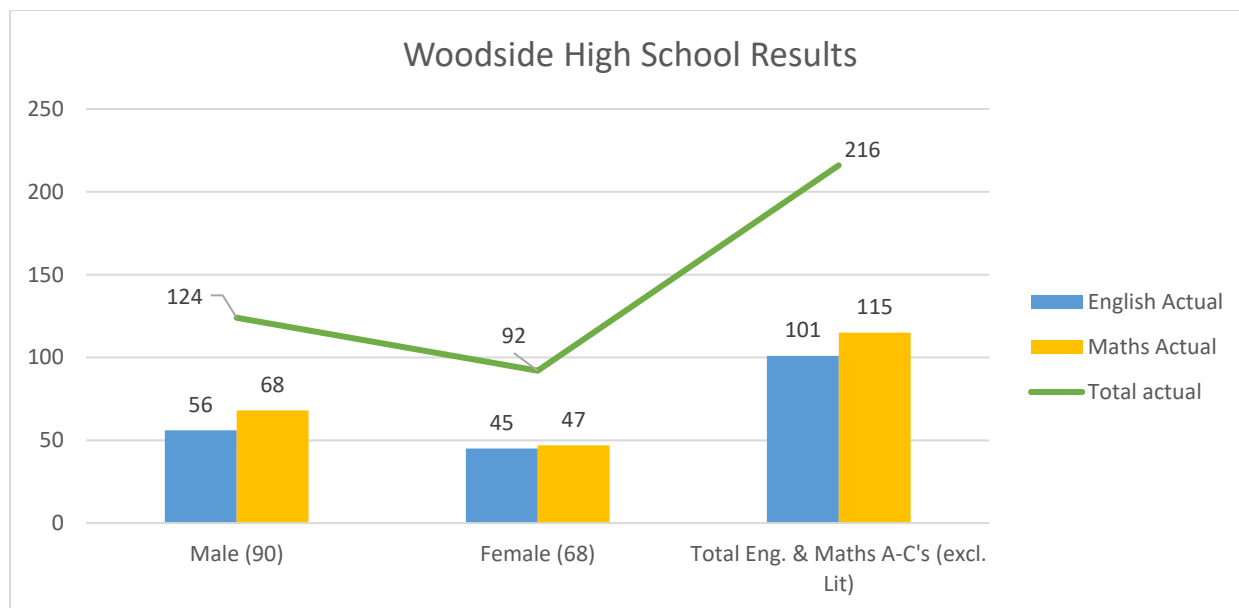


	Male (OD-20; WHS-90)	Female (OD-22; WHS-68)	Total A- C's (Eng & Maths)	Total WHS (excl. Lit)	Total WHS (incl. Lit)	Total	Average
English Mock	4	4	8			19.0%	21.4%
English Predicted	6	4	10			23.8%	
English Actual	19	19	38	101		90.5%	
	95.0%	86.4%	90.5%	63.9%	92.0%		
Maths Mock	10	8	18			42.9%	42.9%
Maths Predicted	10	8	18			42.9%	
Maths Actual	16	11	27	115		64.3%	
	80.0%	50.0%	64.3%	72.8%	78.0%		
Total Mock	14	12	26			31.0%	32.1%
Total Predicted	16	12	28			33.3%	
Total One Degree Actual	35	30	65			77.4%	
	87.5%	71.4%	77.4%				
Total WHS	68.9%	67.6%	68.4%	68.4%	74.0%		
Total Nationally	62.4%	71.3%	66.9%			66.9%	



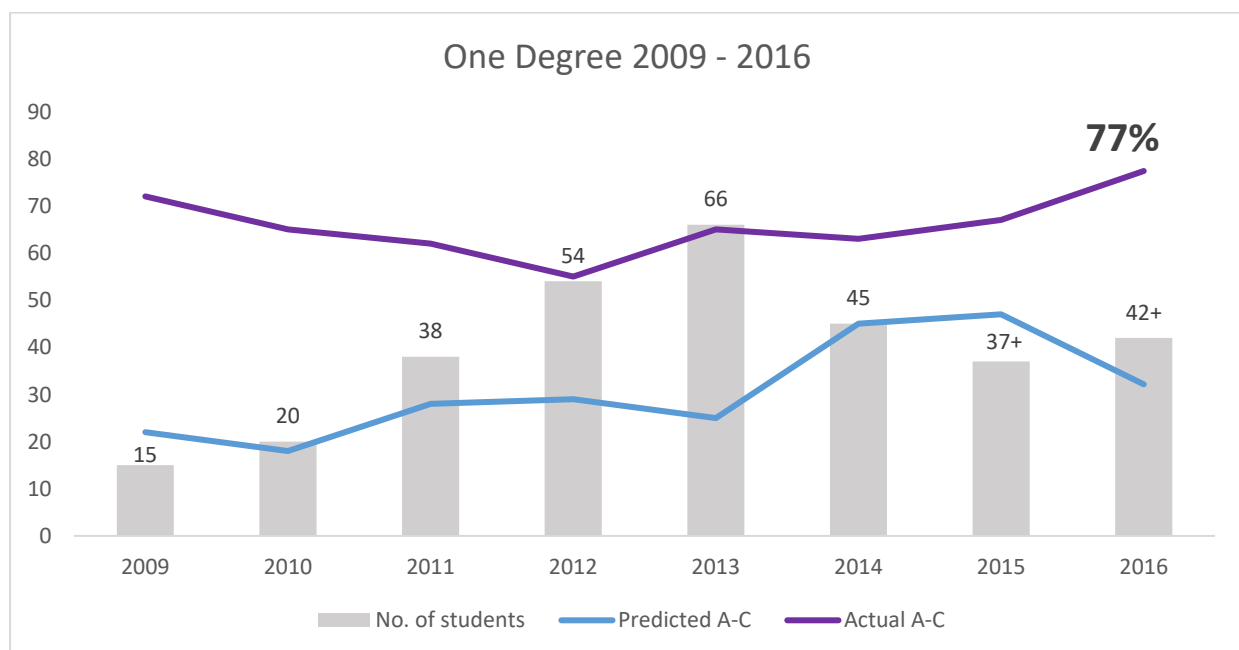
Comparisons

a) Woodside High School students



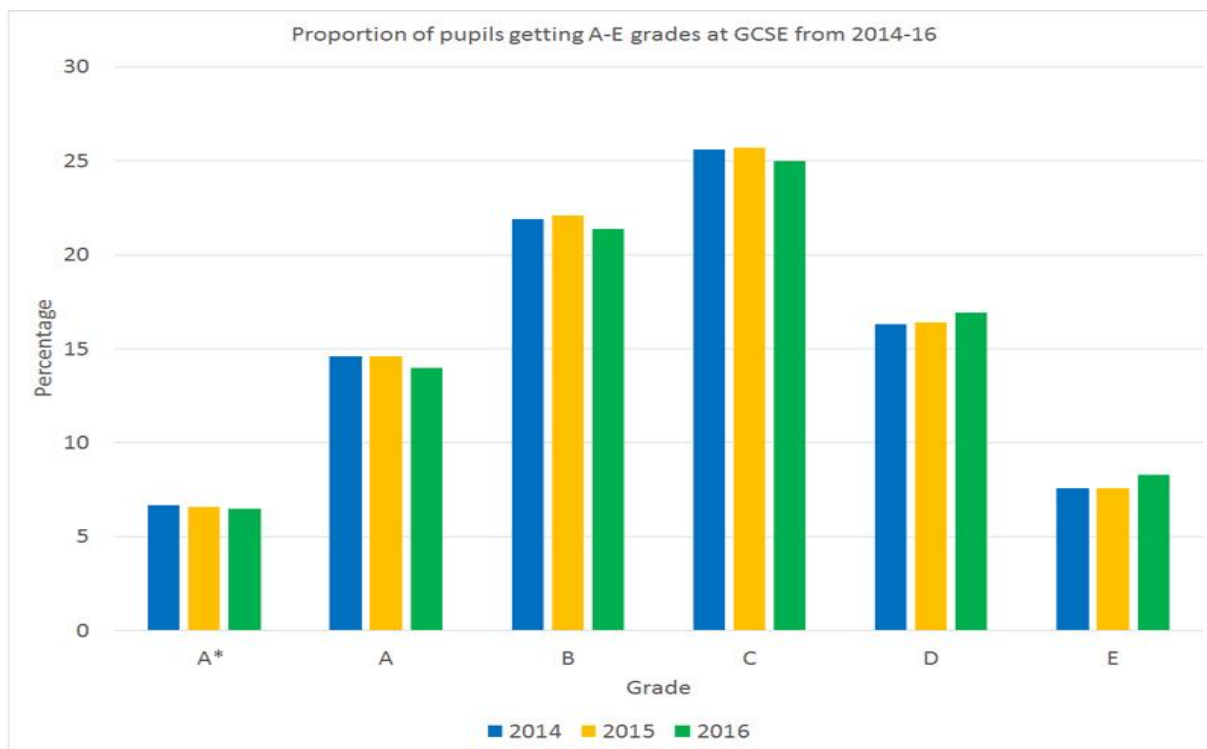
- Overall statistic is 74% 5A*-C including English and Maths (30% increased from 2015 when it was 44%)
- Progress 8 score is 0.82
- English is 92% A*-C
- Maths 78% A*-C

b) One Degree since 2009





c) Nationally



- The overall proportion of entries achieving A* to C has declined from 69% to 66.9%.
- Top A* grades have slipped from 6.6% to 6.5%.
- In England, the proportion of A* to C grades fell from 68.8% last year to 66.6%.
- Top A* grades have slipped from 6.6% to 6.5%.
- The gender gap has widened further - with 71.3% of entries by girls getting a C grade or above compared with 62.4% of boys.
- "Maths is the only subject in which boys outperformed girls
- Female entrants had an A*-A rate 7.3 percentage points higher than male entrants, and an A*-C rate 8.9 percentage points higher.
- Maths was the only subject in which boys received a higher proportion of the grades – outperforming girls by 0.7 percentage points at A*-A and 0.5 percentage points at A*-C.



Attainment Analysis

Overall impact

A total of 42 pupils completed the 2016 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		Total	
	Count	%	Count	%	Count	%	Count	%
English	26	65%	13	33%	1	3%	40	100%
Maths	16	40%	15	38%	9	23%	40	100%

The greatest improvement was in English (65%). 16 students (40%) improved on their predicted maths grade, however, 10 of the 15 pupils that sustained their predicted grades were already performing at a high level (A-C) and therefore there was less scope for improvement. Only a small proportion did not meet their predicted grades.

Analysis conducted by One Degree found that 77% of students achieved at least five A* - C GCSEs; this compares to a predicted 33% at the start of the programme. This is very encouraging given that the national trend for A* - C grades has declined over recent years.

Furthermore, we were able to analyse attainment data for 10 students that started the One Degree programme but only completed a few sessions. The analysis reveals that all 10 students sustained their predicted grade in English, however, zero students improved and eight results were D or below. In regard to maths, only one student improved whilst nine did not meet their predicted grade. Although this represents a small comparator group and should not be considered statistically significant, it does suggest a level of attribution to the One Degree programme in exam performance.

Impact of the programme

The following analysis focuses only on those pupils that completed questionnaires at the start and the end of the One Degree programme and had GCSE data: we were able to track progress for 26 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.

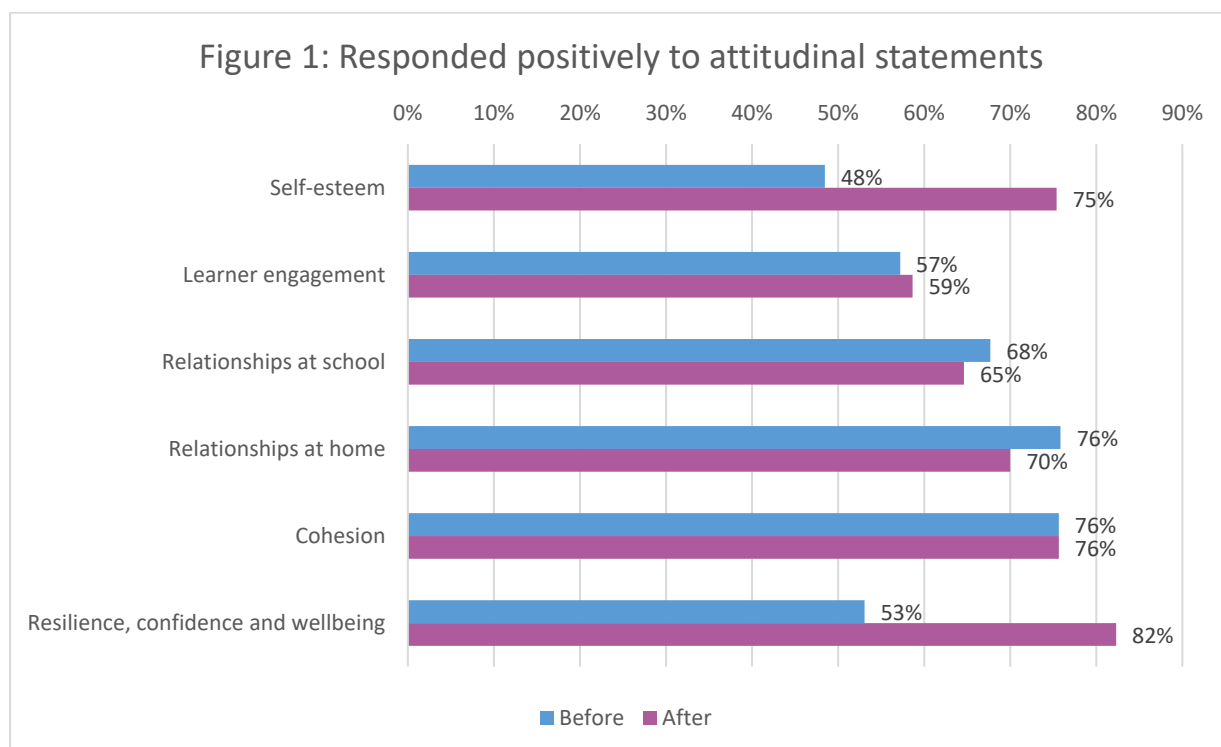
Figure 1 highlights the percentage of pupils that responded positively to attitudinal questions at the start and end of the One Degree programme. There was an aggregate improvement in attitudes in half of the thematic areas. This is encouraging when you consider that most pupils had a high



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.’

In regards to thematic areas that remained the same or declined slightly, consideration has to 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.

We analysed all responses, regardless of whether both surveys had been completed, and the results were similar to those presented in **Figure 1**. This suggests our analysis cohort of the 26 pupils, that we were able to track progress for over the duration of the programme, were a representative sample.



Relationship between attitudinal changes and improved attainment

We examined the number of pupils that experienced a positive shift in attitudes towards themselves and their school work, and where their actual GCSE results surpassed their predicted grades. The percentage figures represent the proportion of all pupils who went from a negative to positive response when asked attitudinal questions¹ and improved grades².

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.

¹ Moving from a negative or not sure response to positive.

² A greater actual exam result than predicted in any of the following: GCSE English and GCSE Maths. (identified by One Degree)



Self-esteem

Table 2 shows a potential strong relationship between increased self-esteem and improved attainment.

To explain clearly what this is showing: out of 11 individuals who experienced a positive change to the statement “On the whole, I am satisfied with myself”, 9 or 82% made better than expected progress in their GCSE results.

Table 2: Self-esteem			
	Improved GCSE results		Total
Self-esteem		81%	
On the whole I am satisfied with myself	9	82%	11
*At times I think I am no good at all	8	89%	9
I feel that I have a number of good qualities	6	86%	7
I am able to do things as well as most other people	6	67%	9
*I feel I do not have much to be proud of	10	77%	13
*I certainly feel useless at times	7	78%	9
I feel that I'm a person of worth at least on an equal plane with others	6	75%	8
*I wish I could have more respect for myself	6	100%	6
*All in all I am inclined to feel that I am a failure	5	83%	6
I take a positive attitude toward myself	4	80%	5

Note: the asterisk * indicates a negatively framed question

The key points to note from **Table 2** are:

- On average, four-fifths of pupils that recorded they felt better about their self-esteem by the end of the programme went on to do better than expected in their exams;
- This positive impact was particularly strong for questions around students feeling good and having self-respect.

Further to the data in **Table 2** we found that 65% of those that showed an increase in their self-esteem did better than expected in the English GCSE exam. A full breakdown of improvements by subject are provided in **Annex A**.



Learner engagement

Table 3 shows that on average 88% of pupils demonstrating an increased engagement in learning did better than expected in their exams.

Table 3: Learner engagement			
	Improved GCSE results		Total
Learner engagement		88%	
I think lessons are interesting	4	80%	5
*I give up when school work is difficult	3	100%	3
*I am bored in class	6	100%	6
I enjoy being at school	5	83%	6
My attendance at school is good	2	67%	3
I try to be on time for lessons	0		0
My behaviour at school is good	0		0
*I worry about my school work	3	100%	3

Key points to note from **Table 3**:

- All of those that reported that they are now less likely to give up when school work is difficult, were no longer bored in class and worry less about their school work improved on their GCSE results.



Relationships at school and at home

Table 4 shows the link between better relationships at school and GCSE exam performance. The 67% average across the questions was relatively lower than other thematic areas. There appears to be a particularly strong link between teachers understanding how individuals learn best and GCSE attainment.

Table 4: Relationships at school			
	Improved GCSE results		Total
Relationships at school		67%	
I get on well with my teachers	0		0
My teachers know me well	3	60%	5
My teachers understand how I like to learn best	7	88%	8
In general, I get on with the other pupils in my class	1	50%	2
In school I am happy to work with all my classmates in my lessons	1	33%	3

Table 5 shows the impact of improved relationships at home.

Table 5: Relationships at home			
	Improved GCSE results		Total
Relationships at home		83%	
My parent's carers understand me	0		0
My family gets along well together	2	100%	2
My family help me out when I have problems	0		0
My family and I do fun things together	0		0
*My family sometimes struggles	2	67%	3
*I often have a difficult time with my parents and or brothers and sisters	3	100%	3
My brother's and or sister's enjoy school	3	75%	4

Key points to note from **Table 5** are:

- On average, 83% of pupils that experienced a positive change regarding their relationships at home surpassed their GCSE predictions;
- Interestingly, 75% of pupils recording a positive change did better than expected in maths. This was the most prominent thematic area impacting on maths.

However, in regards to this thematic area in particular, it is worth noting the relatively small number of students reporting a change – as to not overestimate the impact of the One Degree programme on relationships at home.



Cohesion, resilience, confidence and wellbeing

Table 6 shows that most students that experienced a positive change in attitudes towards cohesion showed some improvement in their GCSE results. Feeling part of the school community had the greatest recorded impact on GCSE results.

Table 6: Cohesion			
	Improved GCSE results		Total
Cohesion		76%	
It's OK for people to have different views	0	0%	1
I believe I can learn from the experiences of other people	1	50%	2
People from different backgrounds get on well together in my school	3	75%	4
I feel part of my school community	4	100%	4
I feel like I belong to my local community out of school	4	80%	5
When I get into an argument with someone I try to find a solution	4	80%	5

The impact of improved resilience confidence and wellbeing are detailed in **Table 7**.

Table 7: Resilience, confidence and wellbeing			
	Improved GCSE results		Total
Resilience, confidence and wellbeing		79%	
I ask for help if I have problems or worries at school	4	80%	5
I am a more confident person because of the experiences I have at school	7	88%	8
I am positive about my future	10	83%	12
Overall I have a lot to be proud of	5	71%	7
There are lots of options open to me in the future	11	73%	15

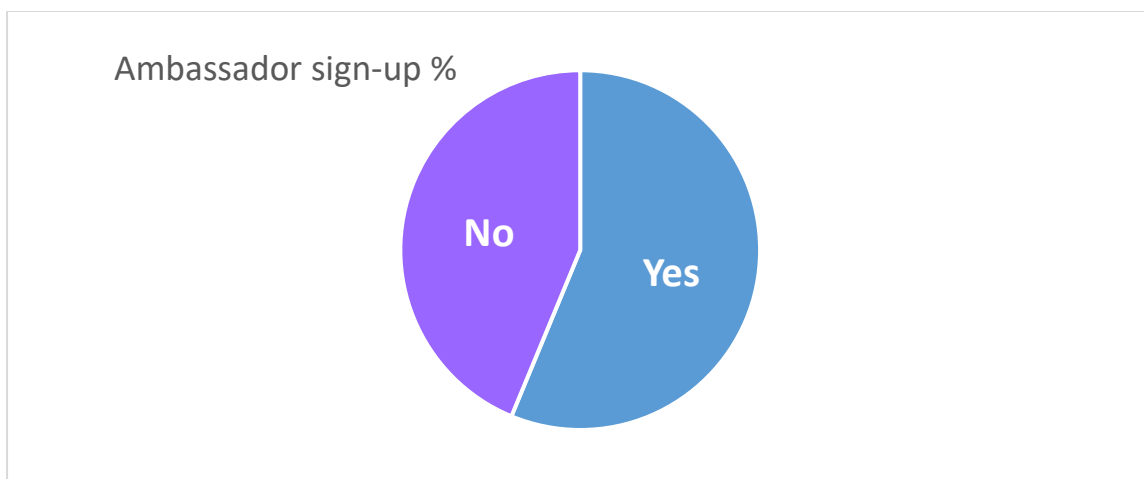
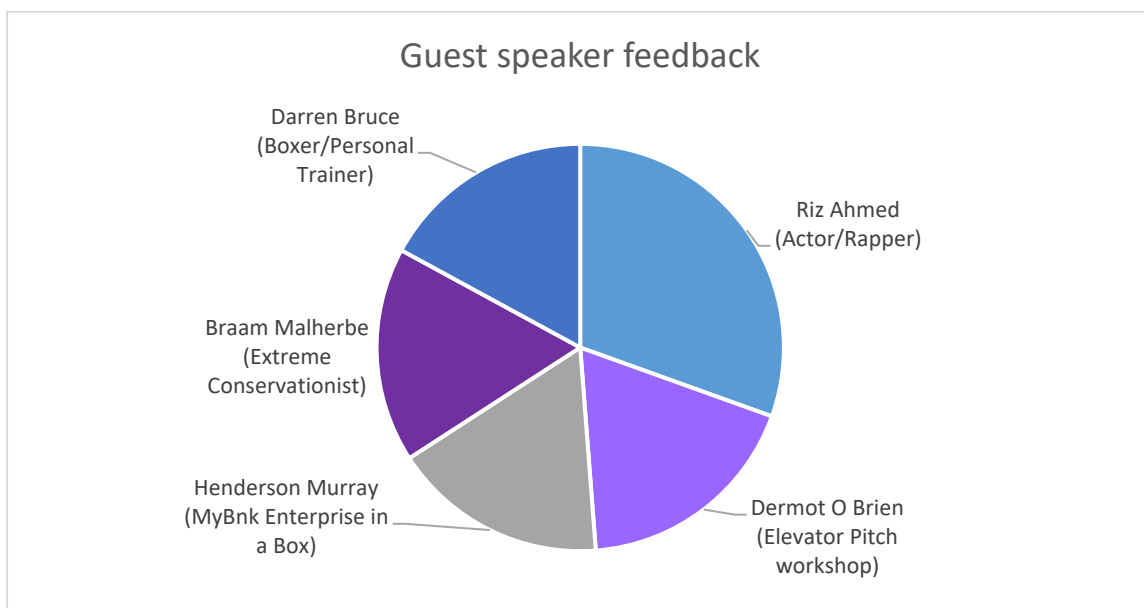
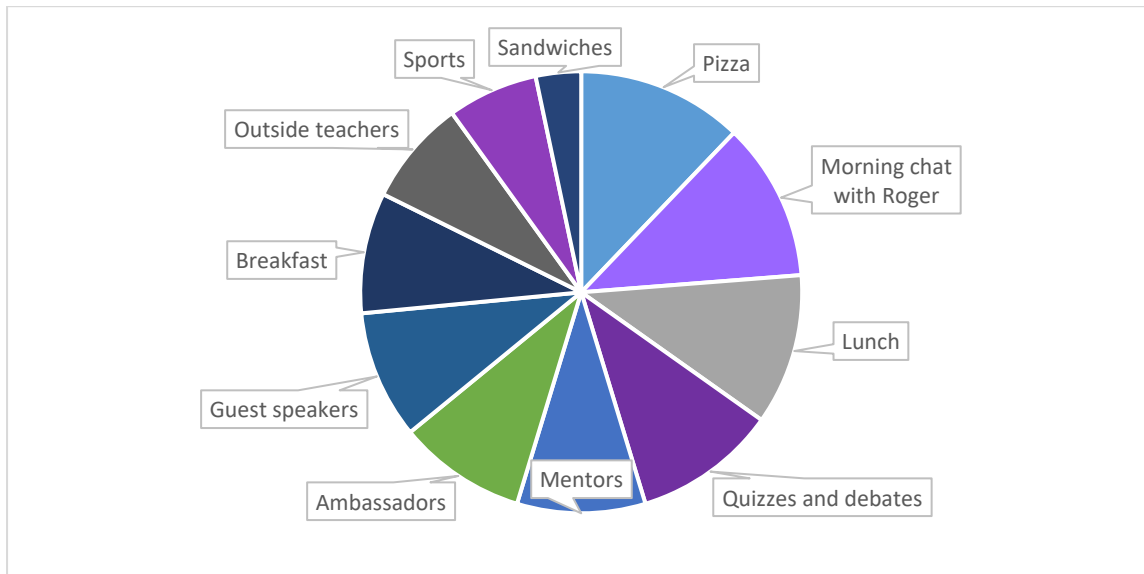
Key points to note from **Table 7** are:

- On average, 79% of those that recorded an increase in resilience, confidence and wellbeing did better than expected in their GCSE exams;
- The greatest impact was on confidence, being able to ask for help at school and future prospects.



Student feedback

Overall feedback





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Post programme events

Work experiences

Google work experience day:



"I feel as though the experience at Google was extremely positive. It helped me to understand that it takes loads of people - 60k to be exact based in the UK sector of Google." Savannah. 2016 student

"The experience was eye opening. You expect offices to be dull and boring, Google flipped this perspective creating enthused workers who can relax whilst doing optimum work for the company. I would definitely advise others to take these opportunities networking and gaining personal experiences will help you in the future." Domonyc, 2014 student

LinkedIn work experience day:

LinkedIn was such an amazing experience. The office is full of inspiring individuals; LinkedIn also has employees from all over the world which sets a very multicultural atmosphere boosting the energy around the office." Artur, 2016 student

Graduation

Our annual graduation hosted at Soho Theatre on the 17th September 2016 included: 42 students invites, 75 mentor invites and 30 ambassador invites. The line-up included: 2 guest speakers, 2 youth music acts Including one from Woodside High School), 3 youth comedians, 1 poem reading, 3 student speeches, 1 trustee speech, 1 teacher speech, a famous London DJ and lunch.



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Conclusions

1. The 2016 academic results from a point of view of final grades where the best in One Degree's history.
2. It is clear that while the attainment and psychological assessments were excellent, they could be improved with additional time, possibly a 5 session autumn programme. This is also validated by the relatively low % of ambassador sign-ups this year (56%) – this figure is usually 80-90%.
3. Analysis of the 10 students that did not complete the One Degree programme reveals that all 10 students sustained their predicted grade in English, however, zero students improved and eight results were D or below. This does suggest a level of attribution to the One Degree programme in exam performance.
4. Areas of success include – grades, mentor feedback, teacher feedback, speaker feedback and launch day activities. Areas of improvement needed include – sports and food.
5. The GCSE results for the 42 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. This was particularly the case for English. A large proportion of those that achieved their predicted grades in maths passed with a C grade or higher.
6. Generally, pupil's attitudes improved over the course of the programme; in particular there were large increases in 'self-esteem' and in 'resilience, confidence and wellbeing. This is encouraging when you consider that most pupils had a high starting point on which there was little room for improvement.
7. The vast majority of 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.*

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