



ONE DEGREE

One Degree Programme Report 2017/2018

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Introduction

Woodside High School in Wood Green and Westminster Academy in Royal Oak were chosen as the participating schools for the 2017/2018 programme.

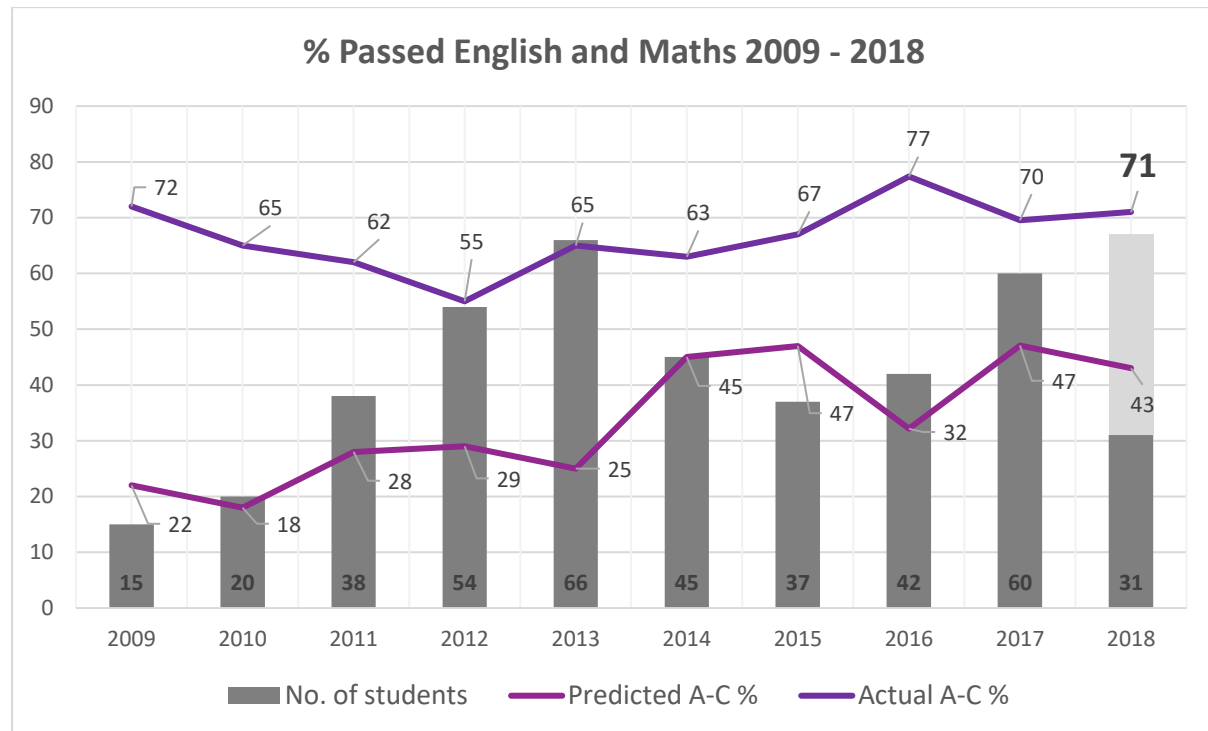
The programme began out of Westminster Academy on the 6th November 2017 with the students of Westminster Academy along with the students of Woodside High School. The programme then moved to Woodside High School for the Spring part of the programme, concluding on the 9th June 2018.

Woodside High School and Westminster Academy had their student interviews in September and October 2017 - 31 students were chosen to partake in the programme from Woodside High School and 44 from Westminster Academy.

The selected 44 students from Westminster Academy students did not complete the programme – see *Annexure D* for details on this.

Annual Comparisons

One Degree since 2009



**Including Literature and Language into the final English %*

***Indicates the number of students that should have completed the programme (light grey) vs actual completion (dark grey)*

Nationally

Old grades	New grades
A*	9
A	8
B	7
C	6 5 STRONG PASS 4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

**Schools did comment on the difficulty to match up the new grade system with old grades and predicted grades.*

*The school subsequently agreed with One Degree, that their predicted grades could have been “a grade too high for each student”. When this was considered One Degree assessed the average percentage of students predicted with a pass grade across English and Maths to be 43% rather than 51%. This would suggested that on average **22% (six participants) achieved a pass who might not have otherwise done so and 43% (14 participants) were supported to achieve or better their predicted grades.***

English language GCSE - England

Percentage achieving grade		
Grade	2017	2018
9	2.6	2.6
8	5.2	5.2
7	9.0	9.7
6	16.6	16.2
5	19.9	19.6
4	16.6	16.8
3	18.7	19.2
2	7.7	7.1
1	2.7	2.6

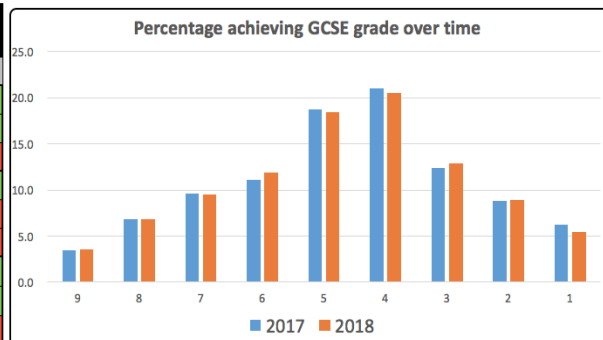
English literature GCSE - England

Percentage achieving grade		
Grade	2017	2018
9	3.3	3.5
8	6.2	6.3
7	9.6	10.2
6	16.9	16.6
5	19.4	19.6
4	17.1	17.3
3	13.4	13.1
2	8.0	7.7
1	4.3	3.9

Maths GCSE - England

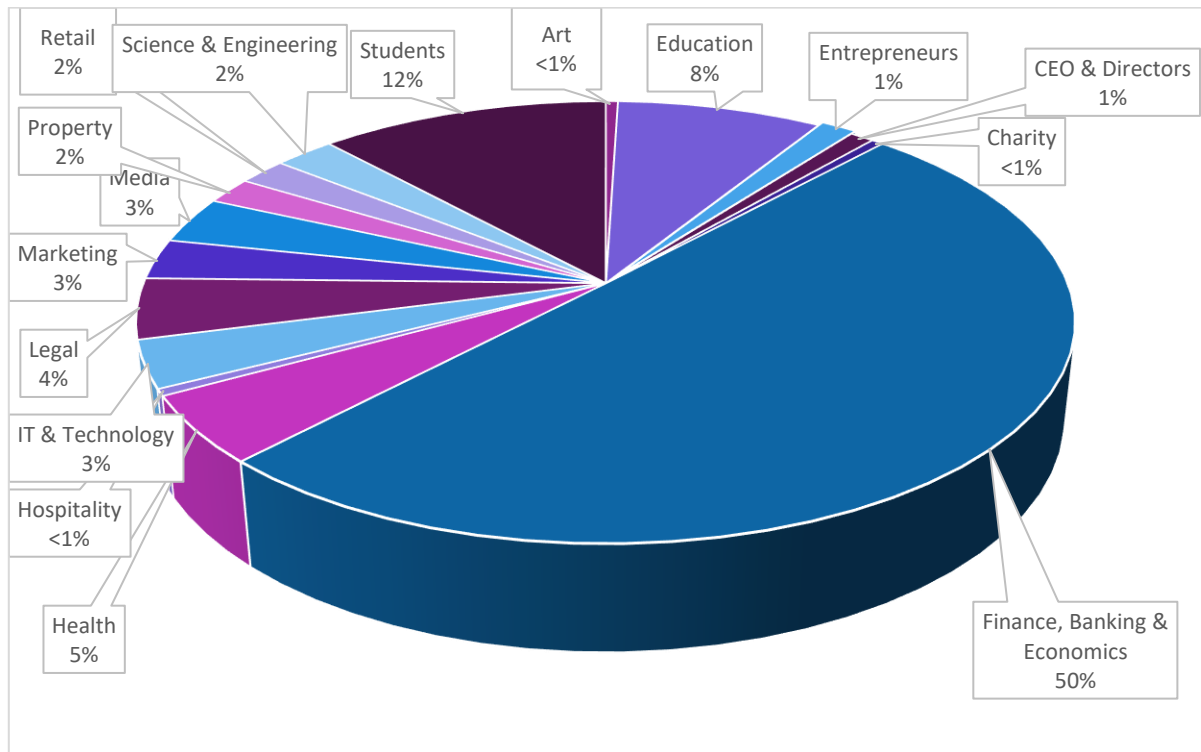
Percentage achieving grade		
Grade	2017	2018
9	3.5	3.6
8	6.8	6.9
7	9.6	9.5
6	11.1	11.9
5	18.7	18.5
4	21.0	20.6
3	12.4	12.9
2	8.8	8.9
1	6.2	5.4

Maths GCSE - England



Our mentors

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



Our mentors participate on a voluntary basis and are vetted, trained, DBS checked and provided with experienced mentor support for initial sessions.

Mentors participated in all 21 sessions - 97 mentors from 33 different backgrounds, logging almost 4000 mentor hours in total.

We had an average of 9.3 Maths mentors per session meaning an average student to mentor ratio of 3:1. This is compared to an average of 6.3 English mentors per session - an average ratio of 5:1

High involvement this year can be linked to a high student retention rate (94%), a record attendance rate (93%) and the second highest ambassador sign up conversion rate (70%).

Overall impact

The overall 2018 One Degree programme involved a graduating total of 29 pupils from Woodside High School, compared with 60 in 2017¹. All One Degree participants were selected for the programme as they were regarded as ‘borderline’ students. Table 1 shows the progress made in actual GCSE results². Over three in five students (62%) achieved an English GCSE pass (compared with 77% in 2017). Just under three quarters (72%) achieved a maths GCSE pass (compared with 60% in 2017). This cohort were generally stronger at maths than English. Interestingly all those who did not achieve a grade 4 in English achieved a grade 3, whereas in maths there were students with Grades 3,2,1 and U. Only four students (14%) did not achieve a pass in English or maths. When both subjects are considered together this equates to an average achievement of 67%, although 86% of individuals (25 participants) achieved at least an English and/or a maths GCSE pass³.

Table 1: Analysis of GCSE attainment data for One Degree students, 2018						
	Passed (grade 4+)		Not passed (grade <4)		Total	
	Count	%	Count	%	Count	%
English	18	62%	11	38%	29	100%
Maths	21	72%	8	28%	29	100%
English and/or maths	25	86%	4	14%	29	100%

Source: YCL analysis 2018.

We considered the performance against predicted grades, although the teacher assessments were regarded by One Degree as ‘optimistic’, with 97% of English entries predicted a pass and 83% of maths entries predicted a pass. Therefore, analysis indicated smaller than expected improvements (Appendix A), which were quite different to the analysis from 2017 or 2016. One Degree assessed the average percentage of students predicted with a pass grade to be 51% - English (56%) and Maths (46%).

We also analysed performance against ‘derived predicted’ grades⁴ but these created a different bias, with little link to actual grades achieved (almost all students were identified as having made some progress in English or maths). This meant that it is was difficult to be definitive about which individual pupils had made improvements in English and maths.

The school subsequently agreed with One Degree, that their predicted grades could have been a grade too high for each student. When this was considered One Degree assessed the average percentage of students predicted with a pass grade across English and Maths to be 43% rather than 51%. This would suggested that on average **22% (six participants) achieved a pass who might not have otherwise done so and 43% (14 participants) were supported to achieve or better their predicted grades.**

The students were from a diverse range of backgrounds. Of those that completed the programme and declared their background, 19 were from beyond the EU, five from the EU and 3 from the UK.

¹ One school dropped out after the start of the programme (although students did complete the attitudinal questionnaire undertaken prior to the programme).

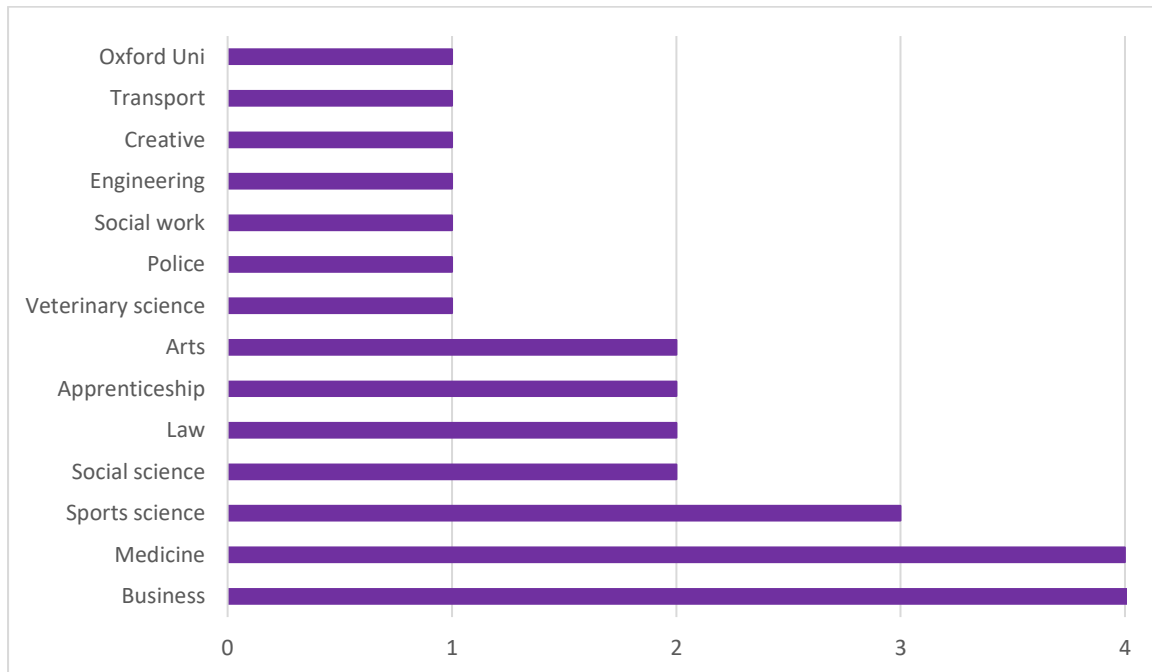
² This analysis only considers GCSEs in English language and maths (excluding English Literature)

³ 14=English and Maths, 4=English only, 7=maths only, 4=no English or Math pass

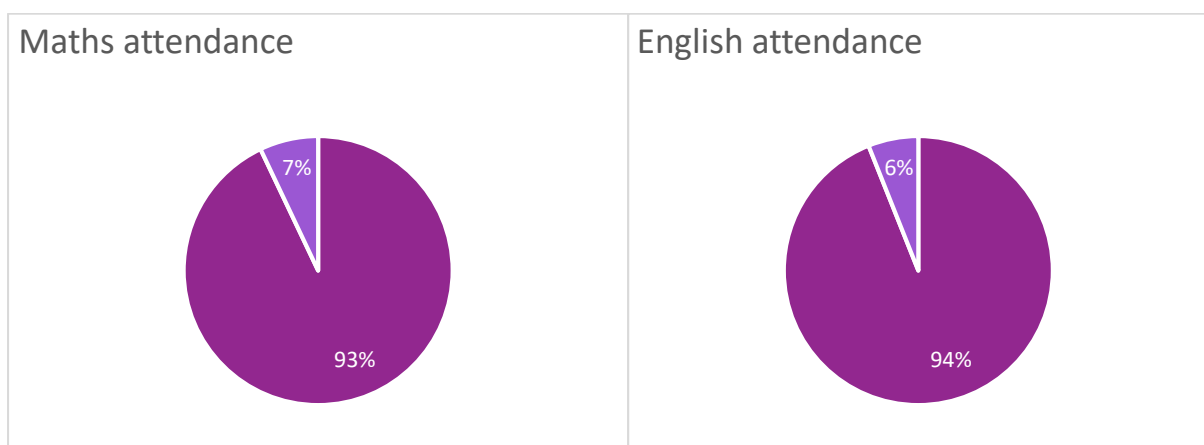
⁴ ‘Derived predicted grades’ were used to account for the optimism bias identified in natural predicted grades – this is explained in Appendix A.

The gender balance on the programme was 17 males (57%) and 12 (13 as of April 2017 with one late student drop-out) females (43%). Just over half (9) of male participants achieved a pass in English, compared with three quarters of female participants (9). Over four-fifths (14) of male participants achieved a pass in maths, compared with three-fifths of female participants (7).

Graduating participants identified a range of future careers/sectors of interest, indicating a clear focus on their future. The below are their selection totals.



Participants demonstrated commitment to the programme with an average attendance of 9.4 out of 10 sessions for English (19 participants attended all sessions) and 10.2 out of 11 for Maths (16 participants attended all sessions). Attendance by female participants was slightly lower on average than males (9.2 for English and 10 for maths), compared with males at 9.6 (English) and 10.4 (maths).



Attitudinal changes and improved attainment

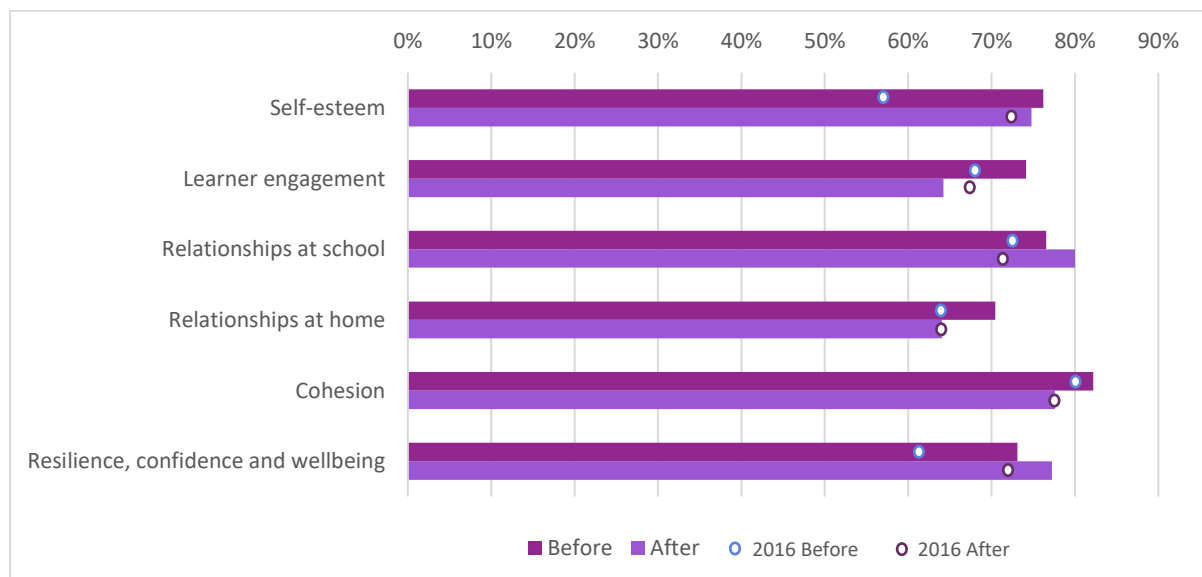
The following analysis focuses only on those pupils that completed attitude questionnaires at the start and end of the One Degree programme: we were able to track progress for 29 pupils over this period. Questions are grouped by the following thematic areas:

- 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. The analysis shows that positive attitudes towards the thematic areas have: improved in the two areas of 'relationships at school' and 'resilience, confidence and wellbeing'; remained similar for 'self-esteem' and reduced for 'learner engagement', 'cohesion' and 'self-esteem'. The percentage figures represent the proportion of all pupils who stayed positive or moved to a positive response when asked the follow-up attitudinal questions⁵.

Compared with the previous year's findings, attitudes towards 'self-esteem' and 'learner engagement' were generally less positive. 'Relationships at school' saw the greatest improvement in attitudes over the period. The drivers of change will be explored later in the report.

Figure 1: Responded positively to attitudinal statements, 2017



Source: YCL data, 2018. Note: based on 29 cases where complete data was available.

The 2017 'before' and 'after' figures are indicated by the white circles. It is clear that this year's cohort had more positive attitudes at the beginning of the programme compared with 2017 data.

⁵ Staying at a positive response or moving from a negative or not sure response to positive response.

Feedback from the school, given to One Degree, indicated that the teachers were satisfied with the programme: *"We are happy with what [One Degree] has offered us [as] an intervention. 20% 5+ and almost 60% 4+ English/Maths combined has left us happy with what One Degree has offered."*

Self-esteem

Table 5 shows a marginal decrease (-1%) in the level of optimistic attitudes towards *Self-esteem*. Note that this figure hides both positive and negative swings in attitudes toward the individual statements. By the end of the programme, three-quarters of pupils on average generally agreed with all statements.

There were generally lower levels of agreement in 'At times I think I am no good at all'. Just over half (52%) of pupils responded positively, compared to 66% at the start of the programme. Relatively fewer pupils agreed with the statement this year than pupils who participated in the previous year (67%).

An increased number of pupils responded positively (i.e. higher disagreement) to the statements 'I feel I do not have much to be proud of' and 'I wish I could have more respect for myself', since participating in the programme. The change equates to a 7% and 10% increase respectively.

The key points to note from Table 5 are:

- Just under a third (31%) of pupils consistently agreed with nine of the ten statements.
- There was a greater improvement in attitudes toward the statement: 'I feel that I am a person of worth (90%), at least on an equal plane with others' in this year's programme, compared to the previous year (64%).
- By the end of the programme, more than four-fifths of pupils showed the highest level of agreement toward:
 - 'I feel that I'm a person of worth at least on an equal plane with others' (90%);
 - 'I feel I have a number of different qualities' and;
 - 'I take a positive attitude toward myself'.

Table 5: Self-esteem			
	Pre	Post	Change
Self-esteem	76%	75%	-2%
On the whole I am satisfied with myself	86%	83%	-3%
*At times I think I am no good at all	66%	52%	-14%
I feel that I have a number of good qualities	90%	86%	-3%
I am able to do things as well as most other people	83%	72%	-11%
*I feel I do not have much to be proud of	72%	79%	7%
*I certainly feel useless at times	66%	69%	3%
I feel that I'm a person of worth at least on an equal plane with others	86%	90%	3%
*I wish I could have more respect for myself	48%	59%	10%
*All in all I am inclined to feel that I am a failure	83%	72%	-10%
I take a positive attitude toward myself	83%	86%	3%

Source: YCL data, 2018. Note: based on 29 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 therefore is considered more positive)

Learner engagement

Table 6 shows that by the end of the programme, on average two-thirds of pupils (64%) agreed with statements associated with *Learner engagement*, which is similar to the previous year. Across all individual statements, attitudes were more optimistic before the programme started.

By the end of the programme, fewer pupils were in agreement with:

- 'I try to be on time for lessons' (-28%);
- 'I think lessons are interesting' (-14%);
- 'My behaviour at school is good' (-10%).

This could be a reflection of participants' honest assessment after participating in the programme.

Key points to note from Table 6 are:

- A quarter agreed with seven of eight statements, while four pupils responded positively to all statements;
- Over four-fifths of pupils (83%) responded positively to 'I give up when schoolwork is difficult' at the end of this year's programme, compared to last year (67%);
- Less than half of pupils agreed with 'I think lessons are interesting', with levels of agreement higher in the previous year (67%);
- Positive attitudes were most strongly associated with:
 - 'My attendance at school is good' (86%);
 - 'I give up when schoolwork is difficult' (83%).

Table 6: Learner engagement			
	Pre	Post	Change
Learner engagement	74%	64%	-10%
I think lessons are interesting	62%	48%	-14%
*I give up when school work is difficult	86%	83%	-3%
*I am bored in class	66%	59%	-7%
I enjoy being at school	69%	62%	-7%
My attendance at school is good	93%	86%	-7%
I try to be on time for lessons	97%	69%	-28%
My behaviour at school is good	86%	76%	-10%
*I worry about my school work	34%	31%	-3%

Source: YCL data, 2018. Note: based on 29 cases where complete data was available.

Relationships at school

Table 7 shows that there were high levels of agreement toward *Relationships at school* and a positive shift in overall attitudes by the end of the programme. On average, there was 80% agreement compared to 71% in the previous year.

The largest improvement in attitudes was found in 'my teachers understand how I like to learn best', an increase of 14% more pupils compared to the start of the programme. In comparison, fewer pupils agreed with 'In general I get on with the other pupils in my class', equating to a change of -11%.

Key points to note from Table 7:

- Over two-fifths (45%) strongly agreed with all eight statements by the end of the programme;
- Similar to last year, changes in attitudes were more positive toward relationships with teachers compared to relationships with pupils;
- The majority of pupils responded positively to 'I get on well with my teachers' (93%).

Table 7: Relationships at school			
	Pre	Post	Change
Relationships at school	77%	80%	3%
I get on well with my teachers	90%	93%	3%
My teachers know me well	72%	79%	7%
My teachers understand how I like to learn best	48%	62%	14%
In general I get on with the other pupils in my class	86%	72%	-11%
In school I am happy to work with all my classmates in my lessons	86%	79%	-7%

Source: YCL data, 2018. Note: based on 29 cases where complete data was available.

Relationships at home

Table 8 shows the change in *Relationships at home*. Nearly two-thirds (64%) generally agreed with these statements, which is similar to the previous year. Overall, fewer pupils responded positively when comparing their attitudes before and after the programme.

The largest decrease was associated with the statement 'my family sometimes struggles' (-21%), equivalent to a fifth of pupils. Perhaps students are encouraged to reflect on how their family circumstances influence their school work while on the programme? 'My parents/carers understand me' is the only statement to see a positive change in attitudes by the end of the programme (+3%).

Key points to note from Table 8 are:

- A third (31%) of pupils consistently agreed with six of seven statements;
- Pupils generally had higher levels of agreement with 'my family sometimes struggles' this year compared to the previous year;
- By the end of the programme, pupils were most optimistic toward 'my parents/carers understand me' (90%).

Table 8: Relationships at home			
	Pre	Post	Change
Relationships at home	70%	64%	-6%
My parents/carers understand me	86%	90%	3%
My family gets along well together	90%	79%	-10%
My family help me out when I have problems	83%	79%	-3%
My family and I do fun things together	83%	79%	-3%
*My family sometimes struggles	41%	21%	-21%
*I often have a difficult time with my parents and or brothers and sisters	62%	52%	-10%
My brother's and or sister's enjoy school	48%	48%	0%

Source: YCL data, 2018. Note: based on 29 cases where complete data was available.

Cohesion

Table 9 shows that the level of agreement relating to *Cohesion* decreased by 5% between the start and the end of the programme. The change is consistent with the previous year's findings.

There was a notable improvement in attitudes toward the statement 'people from different backgrounds get on well together in my school', with four-fifths of pupils in agreement by the end of the programme. This is 10% higher than the start of the programme.

A decline of 21% in attitudes toward 'I feel part of my school community' indicates more pupils disagreed after participation in the programme. Maybe the programme makes them feel separate to the school?

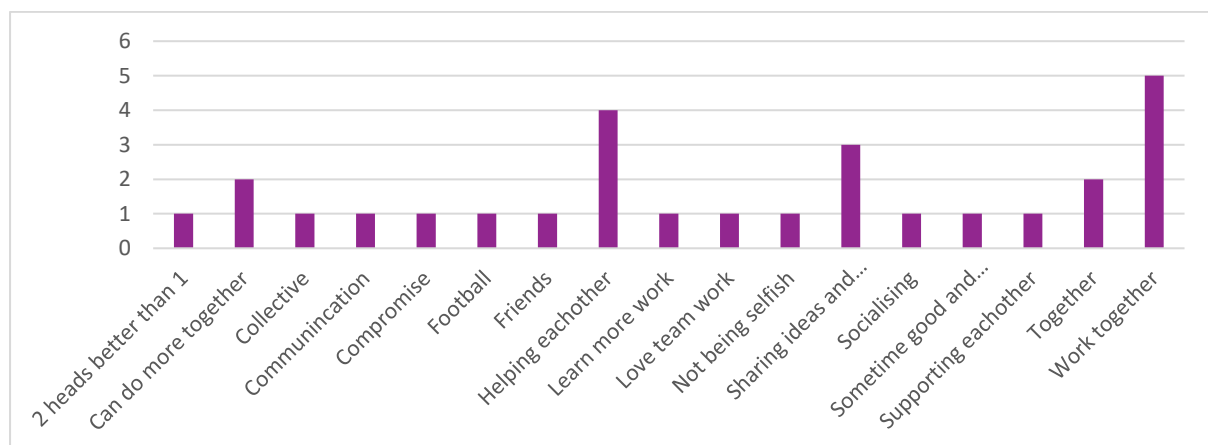
Key points are:

- Three-fifths (59%) of pupils agreed with five of six statements, and 28% strongly agreed with all six statements;
- Pupils had a strong consensus in:
 - 'it's OK for people to have different views (97%)
 - 'I believe I can learn from the experiences of other people' (93%).

Table 9: Cohesion			
	Pre	Post	Change
Cohesion	82%	78%	-5%
It's OK for people to have different views	100%	97%	-3%
I believe I can learn from the experiences of other people	97%	93%	-3%
People from different backgrounds get on well together in my school	72%	83%	10%
I feel part of my school community	93%	72%	-21%
I feel like I belong to my local community out of school	55%	52%	-3%
When I get into an argument with someone I try to find a solution	76%	69%	-7%

Source: YCL data, 2018. Note: based on 29 cases where complete data was available.

Further to this, time was spent defining and developing team work skills during the Autumn programme. The below were the words and phrases most associated with team work and social cohesion.



Resilience, confidence and wellbeing

Table 10 shows a 4% increase in positive attitudes from the start of the programme. Over three-quarters (77%) of pupils, on average, showed high levels of agreement this year compared to 72% last year.

There were some improvements across the individual statements, which suggested greater optimism among pupils. By the end of the programme, more pupils agreed with:

- 'I am a more confident person because of the experiences I have at school' (+14%);
- 'Overall I have a lot to be proud of' (+14%);
- 'There are lots of options open to me in the future (+10%).'.

Key points are:

- 83% of pupils agreed with 'I am positive about my future' this year compared to 70% in the previous year;
- Two-fifths (38%) of pupils strongly agreed with all five statements;
- 'I ask for help if I have problems or worries at school' was the only statement to see a decline in pupil attitudes over the programme's duration and compared to last year.

Table 10: Resilience, confidence and wellbeing			
	Pre	Post	Change
Resilience, confidence and wellbeing	73%	77%	4%
I ask for help if I have problems or worries at school	76%	62%	-14%
I am a more confident person because of the experiences I have at school	69%	83%	14%
I am positive about my future	86%	83%	-3%
Overall I have a lot to be proud of	69%	83%	14%
There are lots of options open to me in the future	66%	76%	10%

Source: YCL data, 2018. Note: based on 29 cases where complete data was available.

Imaginary Steps

Students were asked as part of the survey to imagine a ladder with steps⁶ 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. The current 'steps position' in pre and post surveys are shown in **Figure 2**. On average students moved from a score of 7.6 before to 6.9 after. This represents a small decrease, with the average 'post-now' score lower than the previous year (7.7).

Despite this change, students generally felt more optimistic about their future at the end of the programme, compared to the start. This is shown in **Figure 3**, where the average score increases from 7.4 to 7.9. A similar shift occurred between the current and future 'steps' in the post survey, representing improved attitudes and confidence across all students.

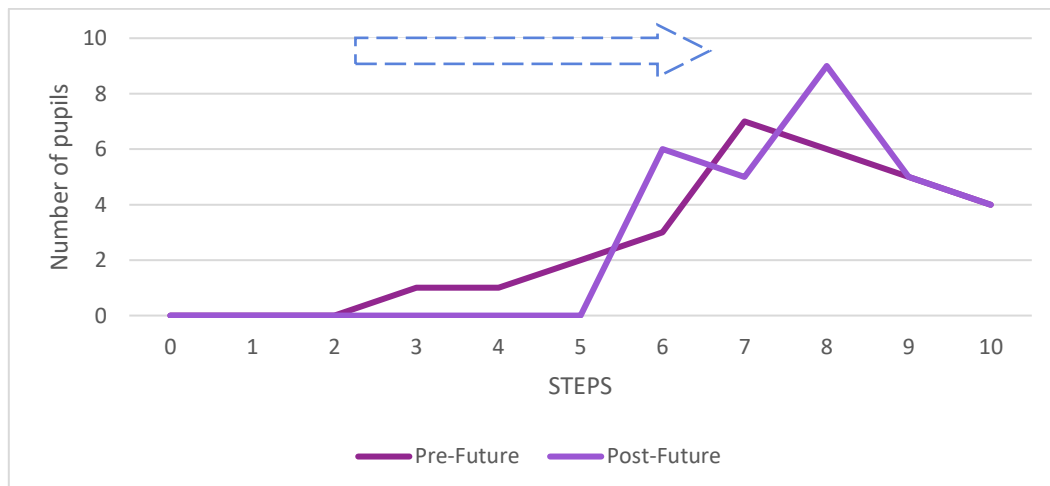
⁶ The top of the ladder represents the best possible life for you now and the bottom of the ladder represents the worst possible life for you now.

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



Source: YCL data, 2018. Note: based on 29 cases where complete data was available.

Figure 4: comparing the 'future' step that pupils identified with between pre and post surveys

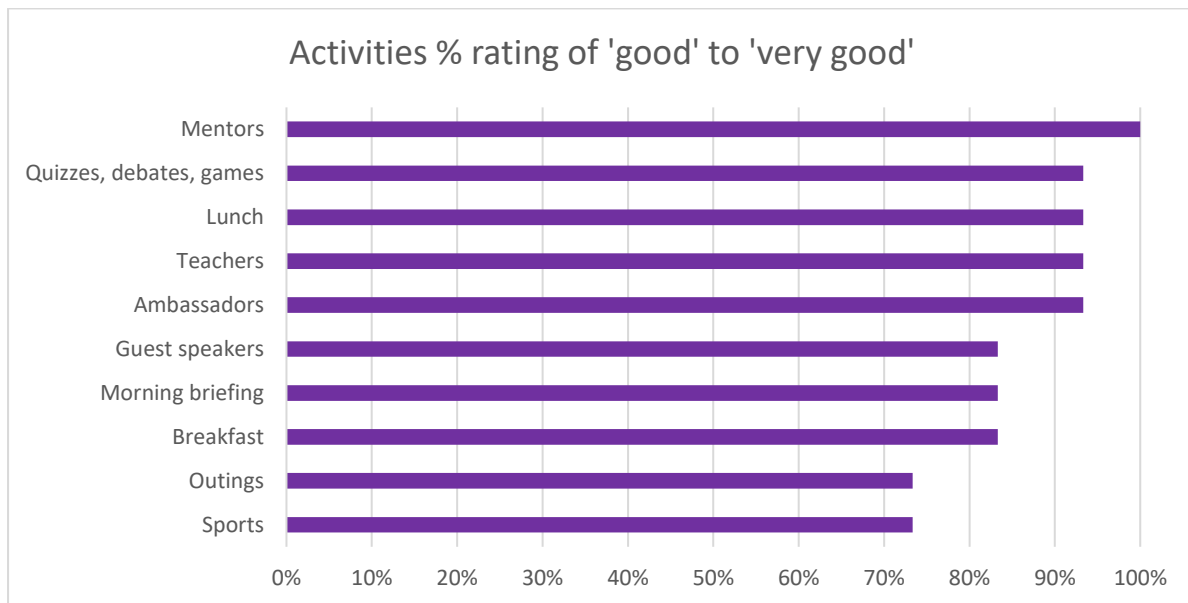


Source: YCL data, 2018. Note: based on 29 cases where complete data was available.

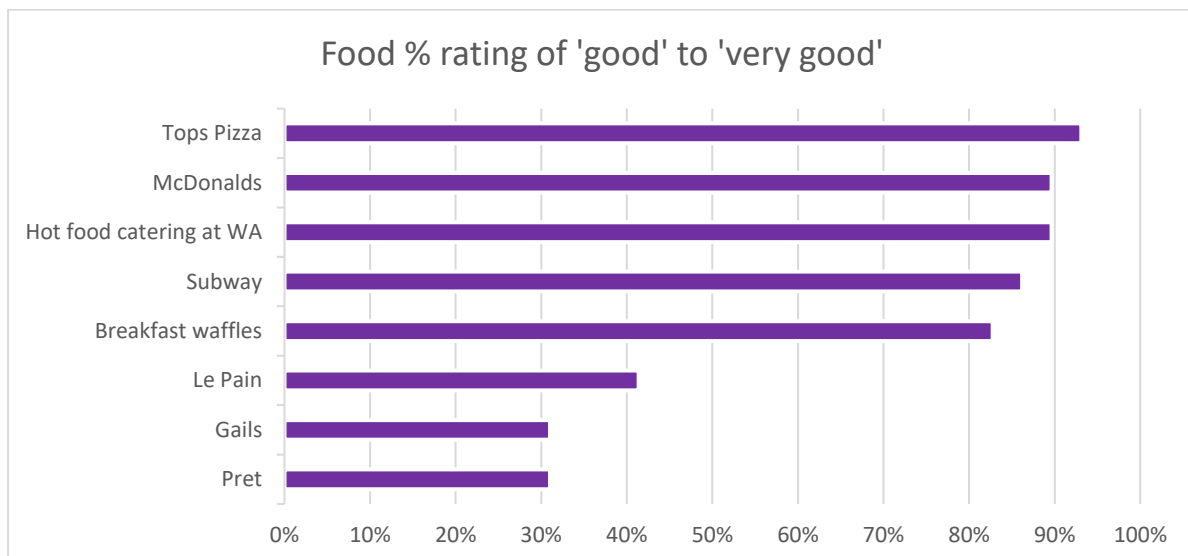
Qualitative Programme Feedback

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

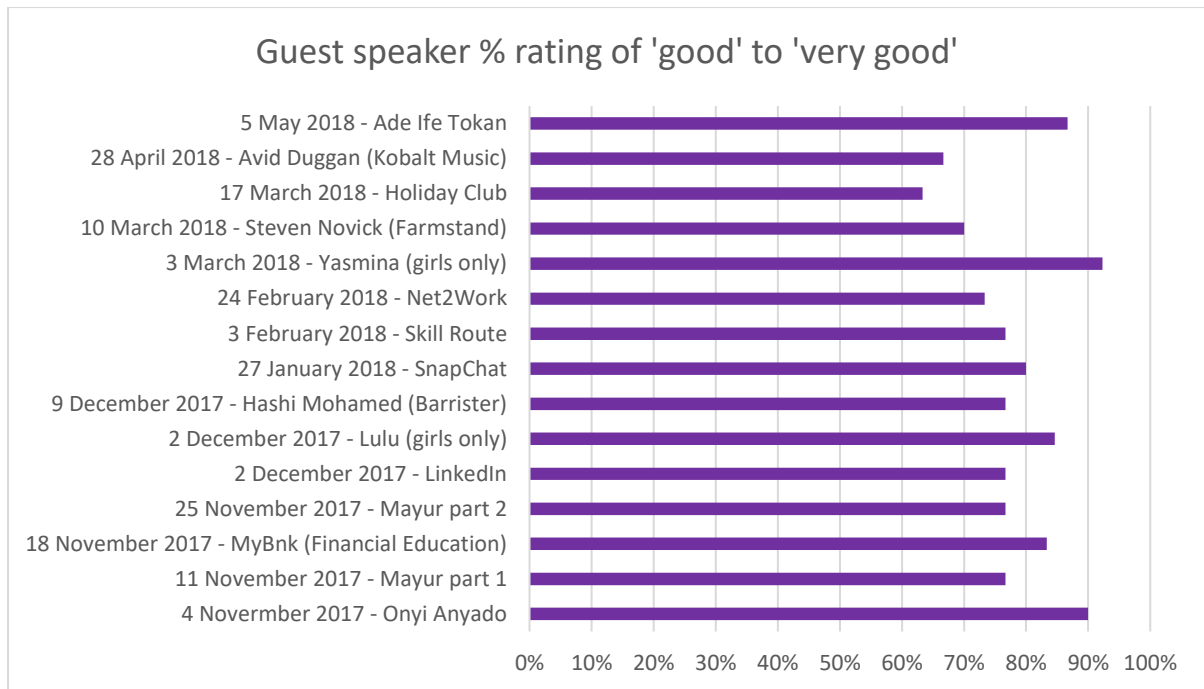
- There were clear positive responses regarding: Mentors, Ambassadors, outside teachers and guest speakers; and quizzes and debates. On average, 93% of students viewed these parts as 'good' or 'very good'.



- There was a lower preference for: Pret sandwiches, Gail's salads and Gail's and Le Pain pastries. Like last year, Tops Pizza was rated the highest for lunch meals (90% of students), followed by hot food catering at Westminster Academy and McDonald's.

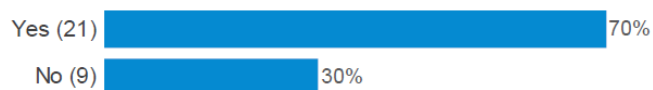


- There were positive views on all guest speakers. On average, three-quarters of students rated guest speakers as 'good' or 'very good'.



- Seven in ten students (70%) would be interested in becoming an Ambassador for One Degree. This proportion is slightly higher than the previous year.

Would you like to be an Ambassador for One Degree



- A greater variety of activities in the One Degree programme was mentioned most frequently by students when asked about areas for improvement. Some examples include sports, outdoor activities, challenges and games.
- Over half (52%) of students recognised that receiving additional support with other subjects would be most beneficial to them. Science and English Literature were examples frequently used.
- When students were asked about their programme student mix preferences, 80% chose the current format of combining schools into one venue.

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

"I like all the people in this programme and I hope to see all of them in the future."

"Lovely experience, I've learnt a lot!"

"Keep running this amazing programme."

"Thanks for everything!"

Post programme events

End of programme celebration – Thorpe Park

We celebrated the end of the exams by taking all students to Thorpe Park for the day.

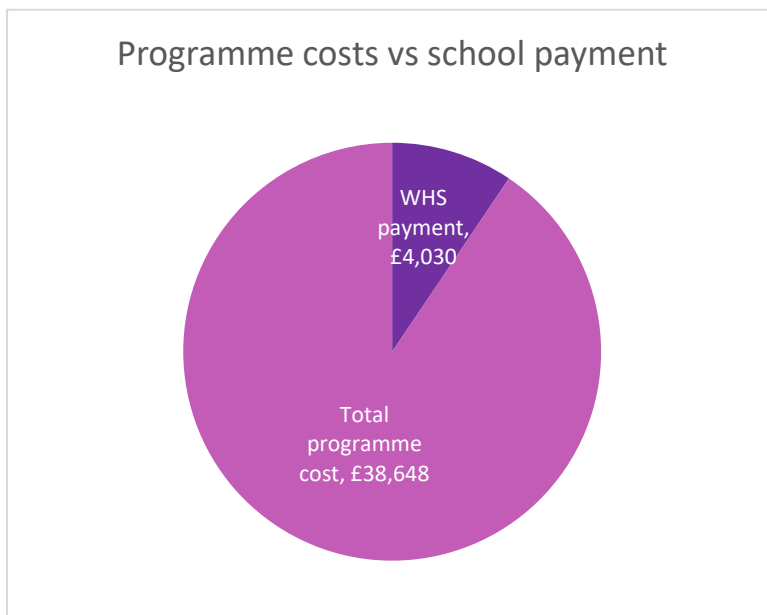
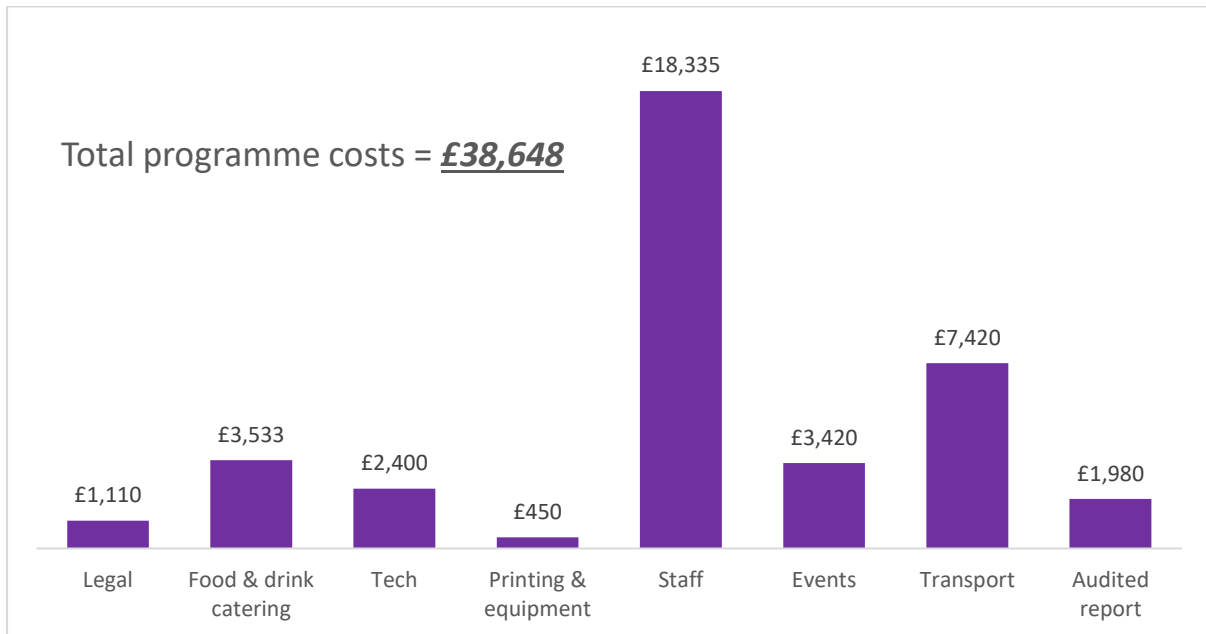


Graduation

Following results day, we celebrated by treating the graduating students to lunch and certificate ceremony.



Programme Cost



**The total cost per student rose from £650 forecast per student to £1,288 with the loss of Westminster Academy students (see Annexure A)*

Woodside High School payment of 9% of programme costs accounted for the coach transport to Westminster Academy and represented a lower than average payment due to this transport experimentation.

The higher than normal staffing costs represented development of new roles to further support the proposed higher number of students (originally 75).

Conclusions

1. Graduating students achieved 86% of Maths and/or English passes (4-9), 71% Maths and English (including Literature), 67% Maths and English (excluding Literature), originating from an average 47% predicted pass rate (an average of 51% down to 43% following new grade assessments)
2. Amongst the total of 29 pupils that completed the 2018 One Degree programme, the greatest number of passes was in Maths (21 participants or 72%). 18 participants (62%) achieved a pass in their English language GCSE.
3. This represents an average across the two subjects of 67%. One Degree analysis concluded that 43% of participants were predicted a pass across the two subjects. This would suggested that 22% (six participants) achieved a pass who might not have otherwise done so and 43% (14 participants) were supported to achieve or better their predicted grades.
4. A higher average ratio of 3:1 student per mentor in Maths could be linked to the higher Maths results of 72%. This is compared to an average ratio of 5:1 for English resulting in a 62% pass rate.
5. Prior to the programme, students agreed most strongly with statements relating to 'cohesion' (82%) and 'relationships at school' (77%), the same balance, but higher percentages than in 2017 (80% and 73% respectively). At the end of the programme, students agreed most strongly with statements relating to 'cohesion' (78%), 'relationships at school' (80%) and 'resilience, confidence and wellbeing' (78%).
6. The greatest positive changes in attitudes related to 'relationships at school' (+3%) and in 'resilience, confidence and wellbeing' (+4%). The individual statements which saw the largest improvements were:
 - 'My teachers understand how I like to learn best' (+14%);
 - 'I am a more confident person because of the experiences I have at school' (+14%);
 - 'Overall I have a lot to be proud of' (+14%).
7. The greatest negative changes in attitudes related to 'learner engagement' (-10%) and in 'relationships at home' (-6%) and 'cohesion' (-5%). The individual statements which saw the largest reductions were:
 - 'I try to be on time for lessons' (-28%);
 - 'My family sometimes struggles' (-21%);
 - 'I feel part of my school community' (-21%).
8. Students were generally more optimistic when we compared 'the future' against 'now' for both pre and post surveys. By the end of the programme, more pupils (62%) placed themselves on a 'step' of at least eight out of ten when asked about their life expectations a year from now. This compares to 52% at the start of the programme.
9. Students provided good feedback on their experiences of the programme in terms of speakers, activities and ideas for the future.
10. Representing the original intake of 31 students from Woodside High School versus the graduating 29 students, the 2018 programme has seen the most successful retention rate on record (94%), record attendance rate (93%) and the second highest ambassador sign up conversion (70%).

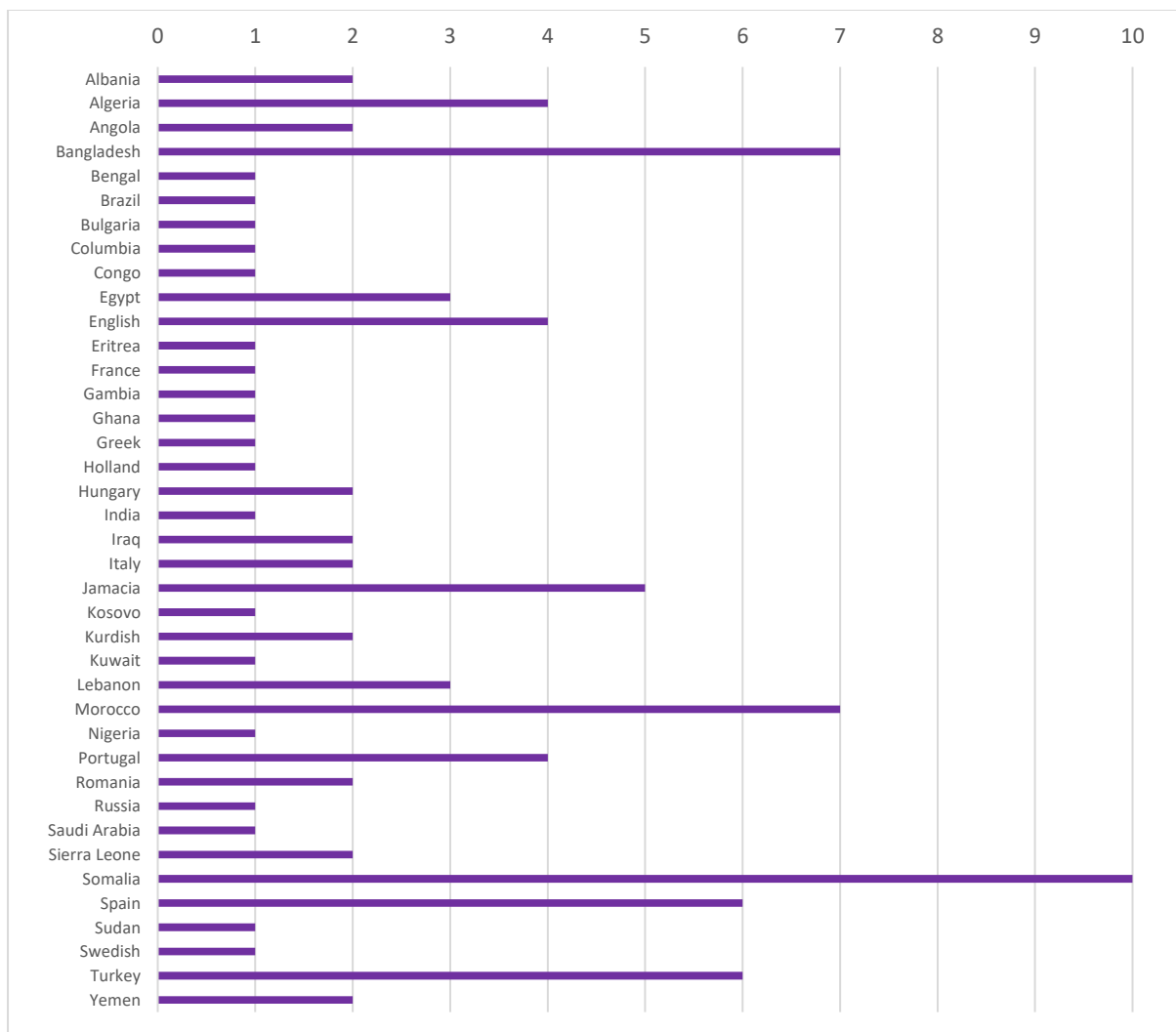
Appendix A: Participation of additional school - Westminster Academy

56 Westminster Academy students were interviewed in September and October 2017 and 44 were selected.

Following 11 sessions on the joint programme, the school chose to discontinue in March 2018 due to a conflict of programme structure, issues relating to the programme venue being run out of Westminster Academy, and a dismissed safeguarding incident⁷. Becoming unreconcilable, Westminster Academy chose to continue with their own intervention without One Degree, however One Degree did offer the opportunity for the Westminster Academy students to continue to programme out of Woodside High School with transport provided – Westminster Academy declined.

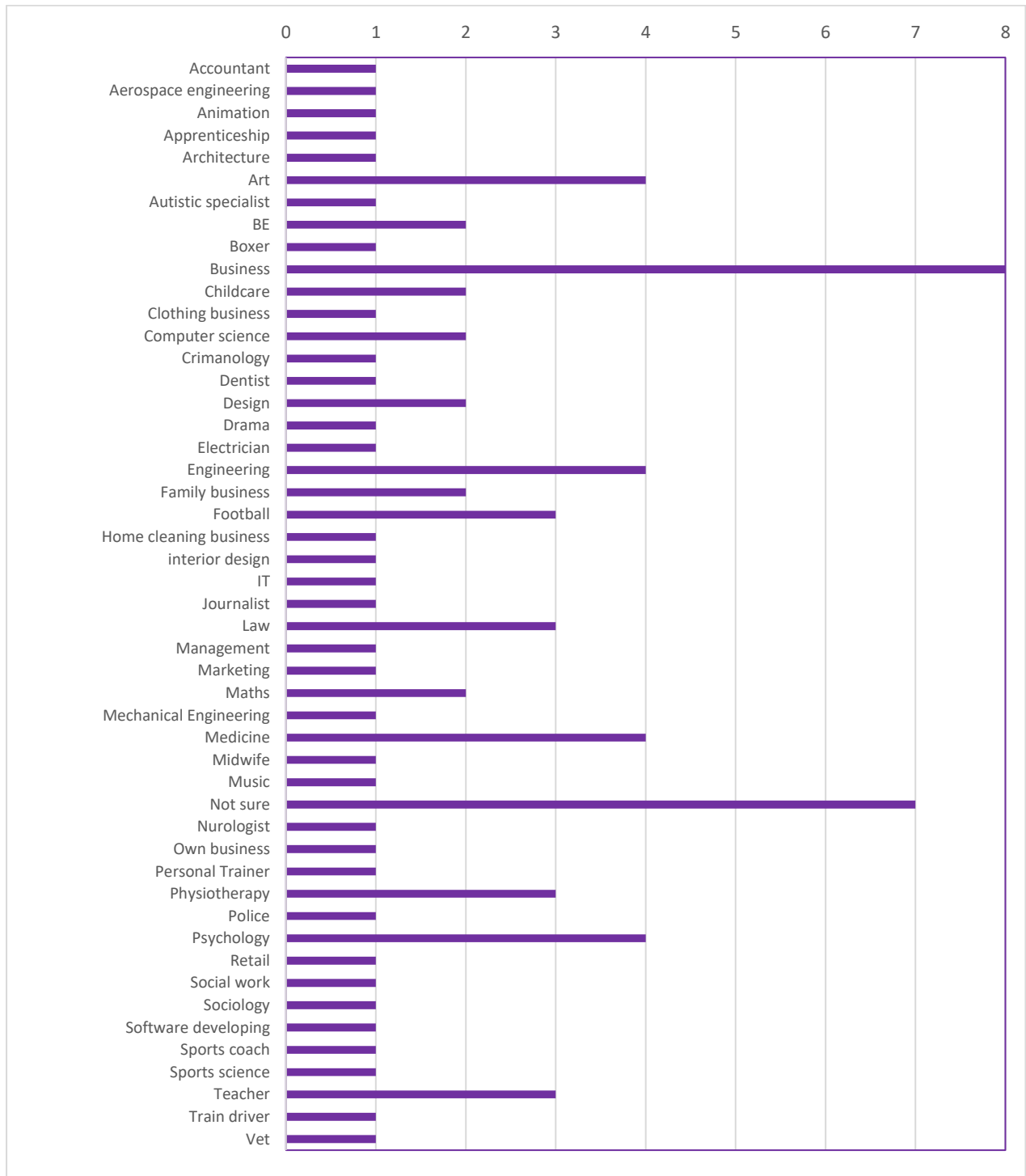
The programme therefore started with 75 students from both schools (44 from Westminster Academy and 31 from Woodside High School) and finished with 29 (out of 31) from Woodside High School.

The start of the programme, which included students from both Westminster Academy and Woodside High School, declared 39 different backgrounds as below.



⁷ Any safeguarding issues raised by a mentor, student or school must be investigated by an external child protection officer and the police (if required). An issue was raised and was dismissed following an external investigation

At the start of the programme, students from both participating schools at the time expressed an interest in the below as potential careers.



Appendix B: Evidence and calculation of derived predicted grades

The predicted grades from teachers for the 2018 cohort were regarded as highlight optimistic, which leads to some slightly distorted figures for 2018 (Table A1) when compared to 2017 (Table A2).

Table A1: Analysis of attainment data with predicted grades for OD students, 2018										
	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
English	2	7%	11	38%	15	52%	1	3%	29	100%
Maths	7	25%	15	52%	6	21%	1	3%	29	100%

Source: YCL analysis 2018; Note: 1 English and 1 math candidate did not have complete data

Table A2: Analysis of attainment data with predicted grades for OD students, 2017										
	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

Therefore, we used additional predictive data to create a 'derived predicted' grade for each young person as follows:

- English: Average across three predictive datasets (teacher predictions, Year 10 grade, OneDegree Assessment Test).
- Maths: Average across two predictive datasets (teacher predictions, Year 10 grade)⁸.

Table A3: Analysis of attainment data with 'derived predicted' grades for OD students, 2018
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⁸ the One Degree Assessment Test was not undertaken for maths

	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
English	9	31%	12	41%	7	25%	1	3%	29	100%
Maths	22	83%	2	7%	4	14%	1	3%	29	100%

Source: YCL analysis 2018; Note: 1 English and 1 math candidate did not have complete data

From this we identified those students that made an improvement in English or maths (25 students, 86% of 29).

Appendix C: One Degree 2018 Analysis, compared with 2017

	2018 Pre Agree	2018 Post Agree	Change	2017 Pre Agree	2017 Post Agree	Change	Difference between years
Self-esteem							
<i>On the whole, I am satisfied with myself.</i>	86%	83%	-3%	58%	76%	18%	-21%
<i>*At times, I think I am no good at all.</i>	66%	52%	-14%	33%	67%	33%	-47%
<i>I feel that I have a number of good qualities.</i>	90%	86%	-4%	73%	73%	0%	-4%
<i>I am able to do things as well as most other people.</i>	83%	72%	-11%	67%	82%	15%	-26%
<i>*I feel I do not have much to be proud of.</i>	72%	79%	7%	52%	70%	18%	-11%
<i>*I certainly feel useless at times.</i>	66%	69%	3%	42%	79%	36%	-33%
<i>I feel that I'm a person of worth, at least on an equal plane with others.</i>	86%	90%	4%	67%	64%	-3%	7%
<i>*I wish I could have more respect for myself.</i>	48%	59%	11%	36%	61%	24%	-13%
<i>*All in all, I am inclined to feel that I am a failure.</i>	83%	72%	-11%	67%	79%	12%	-23%
<i>I take a positive attitude toward myself.</i>	83%	86%	3%	73%	85%	12%	-9%
Average	76%	75%	-2%	57%	73%	17%	-18%

	2018 Pre Agree	2018 Post Agree	Change	2017 Pre Agree	2017 Post Agree	Change	Difference between years
Learner engagement							
<i>I think lessons are interesting</i>	62%	48%	-14%	48%	67%	18%	-32%
<i>*I give up when school work is difficult</i>	86%	83%	-3%	76%	67%	-9%	6%
<i>*I am bored in class</i>	66%	59%	-7%	52%	61%	9%	-16%
<i>I enjoy being at school</i>	69%	62%	-7%	58%	45%	-12%	5%
<i>My attendance at school is good</i>	93%	86%	-7%	100%	91%	-9%	2%
<i>I try to be on time for lessons</i>	97%	69%	-28%	94%	94%	0%	-28%
<i>My behaviour at school is good</i>	86%	76%	-10%	82%	85%	3%	-13%
<i>*I worry about my school work</i>	34%	31%	-3%	18%	27%	9%	-13%
Average	74%	64%	-10%	66%	67%	1%	-11%

	2018 Pre Agree	2018 Post Agree	Change	2017 Pre Agree	2017 Post Agree	Change	Difference between years
Relationships at school							
<i>I get on well with my teachers</i>	90%	93%	3%	82%	88%	6%	-3%
<i>My teachers know me well</i>	72%	79%	7%	67%	67%	0%	7%
<i>My teachers understand how I like to learn best</i>	48%	62%	14%	39%	42%	3%	11%
<i>In general I get on with the other pupils in my class</i>	86%	86%	0%	97%	85%	-12%	12%
<i>In school I am happy to work with all my classmates in my lessons</i>	86%	79%	-7%	82%	73%	-9%	2%
Average	77%	80%	3%	73%	71%	-2%	6%

	2018 Pre Agree	2018 Post Agree	Change	2017 Pre Agree	2017 Post Agree	Change	Difference between years
Relationships at home							
<i>My parents/carers understand me</i>	86%	90%	3%	79%	85%	6%	-3%
<i>My family gets along well together</i>	90%	79%	-10%	88%	79%	-9%	-1%
<i>My family help me out when I have problems</i>	83%	79%	-3%	73%	79%	6%	-10%
<i>My family and I do fun things together</i>	83%	79%	-3%	73%	76%	3%	-6%

*My family sometimes struggles	41%	21%	-21%	39%	33%	-6%	-15%
*I often have a difficult time with my parents and or brothers and sisters	62%	52%	-10%	45%	55%	9%	-19%
My brother's and or sister's enjoy school	48%	48%	0%	52%	42%	-9%	9%
Average	70%	64%	-6%	64%	64%	0%	-6%

	2018 Pre Agree	2018 Post Agree	Change	2017 Pre Agree	2017 Post Agree	Change	Difference between years
Cohesion							
It's OK for people to have different views	100%	97%	-3%	100%	94%	-6%	3%
I believe I can learn from the experiences of other people	97%	93%	-4%	91%	94%	3%	-7%
People from different backgrounds get on well together in my school	72%	83%	11%	82%	79%	-3%	14%
I feel part of my school community	93%	72%	-21%	67%	67%	0%	-21%
I feel like I belong to my local community out of school	55%	52%	-3%	64%	58%	-6%	3%
When I get into an argument with someone I try to find a solution	76%	69%	-7%	76%	70%	-6%	-1%
Average	82%	78%	-4%	80%	77%	-3%	-1%

	2018 Pre Agree	2018 Post Agree	Change	2017 Pre Agree	2017 Post Agree	Change	Difference between years
Resilience, confidence, wellbeing							
I ask for help if I have problems or worries at school	76%	62%	-14%	64%	73%	9%	-23%
I am a more confident person because of the experiences I have at school	69%	83%	14%	64%	73%	9%	5%
I am positive about my future	86%	83%	-3%	67%	70%	3%	-6%
Overall I have a lot to be proud of	69%	83%	14%	64%	76%	12%	2%
There are lots of options open to me in the future	66%	76%	10%	52%	70%	18%	-8%
Average	73%	77%	4%	61%	72%	11%	-7%

Appendix D: Pre-Questionnaires for both schools

Pre-Questionnaires for both schools §		WHS=33				WA=56				PPT Diff
		Agree Strongly	Agree	Agree +Ag Str	% Agree +Ag Str	Agree Strongly	Agree	Agree +Ag Str	% Agree +Ag Str	
Self-esteem					77%				59%	18%
Q7a_AV	<i>On the whole, I am satisfied with myself.</i>	10	19	29	88%	6	29	35	63%	25%
Q7bX_AV	<i>*At times, I think I am no good at all.</i>	6	17	23	70%	2	13	15	27%	43%
Q7c_AV	<i>I feel that I have a number of good qualities.</i>	11	19	30	91%	9	33	42	75%	16%
Q7d_AV	<i>I am able to do things as well as most other people.</i>	11	16	27	82%	12	26	38	68%	14%
Q7eX_AV	<i>*I feel I do not have much to be proud of.</i>	12	10	22	67%	5	21	26	46%	20%
Q7fX_AV	<i>*I certainly feel useless at times.</i>	13	10	23	70%	6	21	27	48%	21%
Q7g_AV	<i>I feel that I'm a person of worth, at least on an equal plane with others.</i>	8	20	28	85%	8	29	37	66%	19%
Q7hX_AV	<i>*I wish I could have more respect for myself.</i>	8	9	17	52%	6	19	25	45%	7%
Q7iX_AV	<i>*All in all, I am inclined to feel that I am a failure.</i>	15	12	27	82%	17	19	36	64%	18%
Q7j_AV	<i>I take a positive attitude toward myself.</i>	11	17	28	85%	16	31	47	84%	1%
Learner engagement					72%				66%	6%
Q8a_AV	<i>I think lessons are interesting</i>	4	16	20	61%	6	28	34	61%	0%
Q8bX_AV	<i>*I give up when school work is difficult</i>	18	9	27	82%	15	18	33	59%	23%
Q8cX_AV	<i>*I am bored in class</i>	6	16	22	67%	5	27	32	57%	10%
Q8d_AV	<i>I enjoy being at school</i>	11	10	21	64%	10	28	38	68%	-4%
Q8e_AV	<i>My attendance at school is good</i>	19	9	28	85%	19	29	48	86%	-1%
Q8f_AV	<i>I try to be on time for lessons</i>	26	5	31	94%	35	16	51	91%	3%
Q8g_AV	<i>My behaviour at school is good</i>	17	11	28	85%	30	23	53	95%	-10%
Q8hX_AV	<i>*I worry about my school work</i>	4	9	13	39%	0	6	6	11%	29%
Relationships at school					73%				80%	-7%
Q9a_AV	<i>I get on well with my teachers</i>	13	15	28	85%	21	25	46	82%	3%
Q9b_AV	<i>My teachers know me well</i>	11	12	23	70%	15	30	45	80%	-11%
Q9c_AV	<i>My teachers understand how I like to learn best</i>	5	10	15	45%	5	28	33	59%	-13%

Q9d_AV	<i>In general I get on with the other pupils in my class</i>	14	13	27	82%	22	27	49	88%	-6%
Q9e_AV	<i>In school I am happy to work with all my classmates in my lessons</i>	12	15	27	82%	19	31	50	89%	-7%
Relationships at home					71%				69%	2%
Q10a_AV	<i>My parents/carers understand me</i>	18	11	29	88%	25	22	47	84%	4%
Q10b_AV	<i>My family gets along well together</i>	16	13	29	88%	29	18	47	84%	4%
Q10c_AV	<i>My family help me out when I have problems</i>	16	11	27	82%	27	23	50	89%	-7%
Q10d_AV	<i>My family and I do fun things together</i>	10	17	27	82%	25	23	48	86%	-4%
Q10eX_AV	<i>*My family sometimes struggles</i>	4	10	14	42%	5	16	21	38%	5%
Q10fX_AV	<i>*I often have a difficult time with my parents and or brothers and sisters</i>	11	10	21	64%	9	14	23	41%	23%
Q11_AV	<i>My brother's and or sister's enjoy school</i>	7	9	16	48%	10	24	34	61%	-12%
Cohesion					82%				84%	-2%
Q12a_AV	<i>It's OK for people to have different views</i>	24	9	33	100%	25	31	56	100%	0%
Q12b_AV	<i>I believe I can learn from the experiences of other people</i>	18	13	31	94%	23	27	50	89%	5%
Q12c_AV	<i>People from different backgrounds get on well together in my school</i>	10	15	25	76%	25	26	51	91%	-15%
Q12d_AV	<i>I feel part of my school community</i>	8	22	30	91%	17	25	42	75%	16%
Q12e_AV	<i>I feel like I belong to my local community out of school</i>	6	13	19	58%	10	24	34	61%	-3%
Q12f_AV	<i>When I get into an argument with someone I try to find a solution</i>	10	14	24	73%	14	35	49	88%	-15%
Resilience, confidence, wellbeing					72%				65%	7%
Q13a_AV	<i>I ask for help if I have problems or worries at school</i>	9	15	24	73%	11	33	44	79%	-6%
Q13b_AV	<i>I am a more confident person because of the experiences I have at school</i>	6	16	22	67%	8	31	39	70%	-3%
Q13c_AV	<i>I am positive about my future</i>	14	14	28	85%	12	20	32	57%	28%
Q13d_AV	<i>Overall I have a lot to be proud of</i>	10	12	22	67%	10	24	34	61%	6%
Q13e_AV	<i>There are lots of options open to me in the future</i>	10	12	22	67%	12	20	32	57%	10%

*=scale reversed so this measures extent of disagreement with statement §=this data cannot be compared with 'OD participant data' as some WHS pupils did not participate

§=this data cannot be compared with 'OD participant data' as some WHS pupils did not participate