One Degree 2019 Programme Report

PART A: One Degree Programme Overview

This year marks a decade long effort and investment into transforming the disadvantaged youth community in North London. That said, we have also seen several monumental changes within our program structure which will be addressed in this impact report. On behalf of the One Degree team, we would like to thank everyone who has been a part of our journey towards changing the education sector.

The following report will address the **Core Changes, Demographics, Programme Structure: Academic and Personal Development, Highlights and Impact Stories.**

➔ Only morning sessions
  This year, we decided to run our sessions only in the mornings, removing the lunch component. The underlying rationale behind this was to ensure that the shorter sessions will lead to greater levels of efficacy and effectiveness. It was also implemented to improve

➔ Neutral location
  Since we are working with three different schools in the North London area, it only made sense to find a neutral location to convene. That said, Ada College (nearest tube station: Tottenham Hale) has decided to host us, providing access to a kitchenette, five classrooms, and a common area (technology supported).

➔ 2 additional schools
  We have the privilege of partnering with Aylward Academy and Harris Academy.

Demographics: Student Profile

41 students

 24 girls | 17 boys

3 schools

Woodside High School | Aylward Academy | Harris Academy

20 nationalities

Albania | Bangladesh | Barbados | Bulgaria | Colombia | Croatia | Cyprus | Ghana | Iraq | Jamaica | Kosovo | Poland | Romania | Syria | Somalia | Turkey | Uganda | United Kingdom | Vietnam | Yemen

Programme Structure

Our programme consists of two important components: academic and personal development. While we focused on English and Maths, it was also one of our two aims to ensure that the students are able to develop a sense of confidence and self-belief.

2 Launching Sessions: November 3 & 10

Given that we were working with three different schools (two of which are first year partnerships), we designed programme launch in November to include two preliminary sessions to foster team morale, participation, and communication amongst students. In order to facilitate that process, students were then divided into four different house groups (a year long fixation).

2 Assessment Days: November 17 & 24

As per usual, we conducted both English and Maths assessments. While students were required to complete 20 math questions in 70 minutes, they're required to complete a writing task in 40 minutes.

15 Mentoring Sessions: December 1 - June 8

We kicked off with our first mentoring session on December 1, focusing on English. Additionally, we have had two mentoring sessions on Maths, and four sessions on English. The following lists include the topics that have been covered thus far.

Academic Development

Information on specific topics coverage was preliminarily gathered from respective subject leaders and teachers. In the case of Mathematics (where there is a myriad of topics), a Google survey was created (based on the 20 weeks learning scheme) and conducted amongst the selected students, which resulted in a list of 12 topics we focused on throughout this programme.

English:

➜ Creative Writing: Communicating Effectively and Imaginatively
➜ Homophones
➜ Varying Sentence Structures for Clarity, Purpose, and Effect
➜ How to Write a Formal Letter
➜ Utilising Literary Devices (Alliteration, Hyperbole, Oxymoron, Metaphor etc.)
➜ How to Write an Article
➜ AFOREST - Features of Speech Writing
➜ Paper 1, Q5: Descriptive Writing
➜ Language Analysis
➜ Language Paper 1 and 2: Exam Structure and Wording
➜ *Optional Literature Session: Macbeth, Power and Conflict*

Mathematics:

➜ Collecting Like Terms
➜ Expanding and Factorising Quadratics
➜ Solving Equations and Quadratics
➜ Simultaneous Equations
➜ Quadratic Formula
➜ Pythagoras Theorem
➜ Trigonometry
➜ Proportion and Similarity
➜ Indices
➜ Ratios
➜ Standard Form
➜ Cumulative Frequency
➜ Straight Line Graphs

➔ Sine, Cosine, Tangent

Personal Development

Every program session starts off with a briefing spearheaded by our One Degree alumni, Jabba Samson (OD '09). Every week has its theme that he purposefully focused on to motivate, encourage, and inspire the 41 kids within the program.

➔ December 1 - First Impressions/Introduction
➔ January 26 - Preparation
➔ February 2 - Respect, Communication & Commitment
➔ February 9 - Priorities
➔ March 2 - Learning
➔ March 16 - Fear of Failure
➔ March 23 - Goals/Aspirations
➔ March 30 - Kickstarting Your Research on Your Career Pathway
➔ April 27 - Decision Making
➔ May 11 - Anticipation
➔ May 18 - Discipline
➔ May 25 - What's Your Plan After GCSEs?
➔ June 1 - Hard Work Works
➔ June 8 - Self Anticipation

Career Workshops

As part of our strong initiative to contribute towards the students' personal development, we decided to have a career workshop, which was held on April 6 at Harris Academy. This workshop was purposefully designed to create opportunities, to spark meaningful conversations, and to ignite passion.

Create Opportunities - *To help bridge the gap between students and professionals to connect, share, and network.*

Spark Meaningful Conversations - *To get students thinking about possibilities, goals, and ideas for their respective future.*

Ignite Passion - *To help guide students as they navigate their way around their strengths, weaknesses, interests, and resources.*

The workshop was divided into 2 specific components: Guest Speakers Panel and Breakout Sessions.

During the first part of our program, we featured a panel of 5 guest speakers who represented a diverse range of industries. Through this component, students were able to hear from the guests who spoke about their professional and personal experiences. This was followed by a Q and A session which opened up the floor for students to ask any relevant questions they may have.

PART B: One Degree Data Analysis 2018-19

Exam impact

Background

Overall the 2019 One Degree programme consisted of 40 participants from three different schools; Woodside High School (21), Aylward Academy (12), Harris Academy (7). The majority of 2019 One Degree participants were pupils from Woodside High School (53%). This represents a great mix of schools than in 2018 when all 29 participants attended Woodside High School. Another contrast to the 2018 cohort was the gender split across the programme. Table 1 shows that 58% of One Degree participants were female, whereas in previous years the programme consisted of proportionately more males.

Table 1: Gender of students participating in the One Degree Program	Count	%
Male	17	43%
Female	23	58%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 2: Schools attended by One Degree Participants	Count	%
Woodside High School	21	53%
Aylward Academy	12	30%
Harris Academy Tottenham	7	18%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

The One Degree programme selected GCSE pupils classified as 'borderline' students to support them to pass their English Language and Maths GCSE. These students came from a variety of different backgrounds with different future ambitions as represented in table 3 and 4.

- Participants selected 18 different careers/sectors.
- The most commonly selected career was arts/drama (18%).
- Programme participants came from a diverse range of backgrounds. Out of the 40 pupils 18 different ethnic backgrounds were selected, representing the multicultural demographics of the cohort.
- The most frequent background was the UK and Turkey both with 6 pupils.
- 13 pupils came from a non-UK European country.
- 13 pupils came from a country outside of Europe.

Table 3: Desired career sectors post GCSE's		
Career/sector	No.	%

Arts/Drama	7	18%
Social science	5	13%
Law	4	10%
Sports	4	10%
Maths/science	3	8%
Business	3	8%
Not sure	3	8%
Veterinary science	2	5%
Engineering	1	3%
Architecture	1	3%
Real Estate	1	3%
Nursing	1	3%
Social work	1	3%
Police	1	3%
Retail	1	3%
Finance	1	3%
College	1	3%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 4: Background of One Degree participants			
	Count	Europe (non-UK)	Non-Europe
UK	6		
Turkey	6	6	
Bangladesh	2		2
Somalia	3		3
Romania	2	2	
Albania	1	1	
Colombia	1		1
Barbados	1		1
Iraq	1		1
Ghana	1		1
Cyprus	1	1	
Poland	1	1	
Jamaica	1		1
Syria	1		1
Kosovo	1	1	
Uganda	1		1
Vietnam	1		1
Bulgaria	1	1	
Blank	8		
Total	40	13	13

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Exam results for One Degree participants

Table 5 shows that the cohort had a greater pass success rate in English (55%) compared with (45%). However, both English and Maths had a lower pass rate in comparison to the 2018 cohort. In the previous year's programme, the English pass rate was 62% and the Maths pass rate was 72%. Of the 40 One Degree participants 27 passed either English or Maths (68%). This was lower than in 2018 when 86% passed either English or Maths. Out of the 27 that passed either English or Maths in 2019, almost half of these (13 out of 27) passed both subjects. Therefore, one third of the 40 on the programme passed both their English and Maths GCSE.

Table 5: Analysis of English Lang and Maths GCSE Attainment for One Degree Students, 2019						
	Passed		Not passed		Total	
	Count	%	Count	%	Count	%
English	22	55%	18	45%	40	100%
Maths	18	45%	22	55%	40	100%
English and/or Maths	27	68%	13	33%	40	100%
Both English and Maths	13	33%	27	68%	40	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 6 shows a breakdown of the number of One Degree participants that achieved each grade in their English GCSE. The results show;

- 22 out of 40 achieved a pass of grade 4 or above.
- Over one third of the group (35%) achieved a grade 3, just missing out on a pass.

Table 6: No. that achieve each grade in GCSE English Language, 2019		
Actual Grades	Count	%
1	1	3%
2	3	8%
3	14	35%
4	7	18%
5	11	28%
6	3	8%
7	1	3%
8	0	0%
9	0	0%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 7 represent the same information as table 6 but for the GCSE Maths results.

- 18 out of the 40 achieved a pass of grade 4 or above in their Maths GCSE.
- Similar to the English results, nearly two-fifths (38%) achieved a grade 3 in Maths, missing out on a pass by one grade.

Tables 6 and 7 indicates that between 45% (English) and 55% (Maths), whilst benefiting from the programme, were not able to achieve a pass.

Table 7: No. that achieve each grade in GCSE Maths		
Actual Grades	Count	%
1	3	8%
2	4	10%
3	15	38%
4	11	28%
5	4	10%
6	1	3%
7	2	5%
8	0	0%
9	0	0%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 8 represents the English pass rate for the End of Year 10, Year 11 Mocks and Final Exam. 22 out of the 40 pupils passed the Final Exam. This is five more than the 17 that were expected to pass in Year 10. However, in Year 10 there was some missing data, 5 out of the 40 had a result of N/A. It is worth noting that three out of the five students that had N/A in their Year 10 results passed their Actual exam.

There was a higher proportion of passes in the Year 11 Mock compared with the Actual exam. 25 out of the 40 participants passed the English Year 11 Mock (63%). This suggests that students struggled under the pressure of the Actual exam.

Table 8: Analysis of English Lang GCSE Attainment for One Degree Students, 2019								
	Passed		Not passed		N/A		Total	
	Count	%	Count	%	Count	%	Count	%
Year 10	17	43%	18	45%	5	13%	40	100%
Year 11 Mock	25	63%	15	38%	0	0%	40	100%
Actual exam	22	55%	18	45%	0	0%	40	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 9 shows a breakdown of the Actual exam by gender. Out of the 22 that passed the Actual exam, 16 of these were female compared to 6 males. Proportionately 70% of females passed the Actual exam compared to just 35% of males. This shows that out of the One Degree cohort females were more successful at English.

Table 9: Analysis of English GCSE Attainment for One Degree Students by gender, 2019						
	Passed		Not passed		Total	
	Count	%	Count	%	Count	%
Actual exam male	6	35%	11	65%	17	100%
Actual exam female	16	70%	7	30%	23	100%
Actual exam total	22	55%	18	45%	40	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 10 shows the pass rate in Maths for the three exam timepoints; End of Year 10, Year 11 Mocks, the Actual Exam. Table 10 shows that there was an increase in the pass rate over time, with the highest pass rate being in the Actual exam (18 out of 40).

- 11 out of 40 passed the Year 10 exam (28%).

- 13 out of 40 passed the Year 11 Mock (33%).
- 18 out of 40 passed the Actual exam (45%).

Likewise, as per the English results, 5 out of the 40 had a Year 10 result of N/A due to missing data. Of the 5 N/A students from the Year 10 results, just one of the five achieved a pass in the actual exam.

Table 10: Analysis of Maths GCSE Attainment for One Degree Students, 2019								
	Passed		Not passed		N/A		Total	
	Count	%	Count	%	Count	%	Count	%
Year 10	11	28%	24	60%	5	13%	40	100%
Year 11 Mock	13	33%	27	68%	0	0%	40	100%
Actual exam	18	45%	22	55%	0	0%	40	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 11 shows the breakdown of the Maths Actual exam by gender. The proportion of males and females that passed GCSE Maths is much more similar than English. A slightly higher proportion of males (47%) passed GCSE Maths compared to females (43%), however the difference is minor.

Table 11: Analysis of Maths GCSE Attainment for One Degree Students by gender, 2019						
	Passed		Not passed		Total	
	Count	%	Count	%	Count	%
Actual exam male	8	47%	9	53%	17	100%
Actual exam female	10	43%	13	57%	23	100%
Actual exam total	18	45%	22	55%	40	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 12 and 13 show the breakdown of the Actual exam by school. Table 12 looks specifically at the breakdown of results in English. The pass rate at Woodside High School was proportionately higher than both Aylward Academy and Harris Academy Tottenham. Almost three out of four passed the English exam at Woodside High School (71%). In comparison, less than half passed the English Actual exam at both Aylward Academy (33%) and Harris Academy Tottenham (43%).

Table 12: Analysis of English GCSE Attainment for One Degree Students by school, 2019						
	Passed		Not passed		Total	
	Count	%	Count	%	Count	%
Woodside High School	15	71%	6	29%	21	100%
Aylward Academy	4	33%	8	67%	12	100%
Harris Academy Tottenham	3	43%	4	57%	7	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 13 shows the breakdown of the Maths Actual exam by school. As per the English results, Woodside High School was the only school to have over half of participants pass the Maths exam (62%). Three out of five pupils from Woodside High School passed the Maths exam (62%), this was proportionately lower than Woodside high School's pass rate in English (71%). Each school achieved a pass rate that was equivalent or higher in English compared to Maths.

Table 13: Analysis of Maths GCSE Attainment for One Degree Students by school, 2019						
	Passed		Not passed		Total	
	Count	%	Count	%	Count	%
Woodside High School	13	62%	8	38%	21	100%
Aylward Academy	4	33%	8	67%	12	100%
Harris Academy Tottenham	1	14%	6	86%	7	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Results compared to predicted grade

Table 13 and 14 represent the changes in grade in the Actual exam compared with the grades from the Year 10 exam and the Year 11 Mock.

Table 13: Analysis of English Lang GCSE Attainment for One Degree Students, 2019									
	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Change from Year 10	17	43%	13	33%	5	13%	5	13%	40	100%
Change from Mock	8	20%	15	38%	17	43%	0	0%	40	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 13 shows the changes in the English GCSE grade:

- 17 out of the 35, that had results in Year 10, improved in their final exam. 13 out of the 35 remained the same. 30 out of 35 increased or sustained.
- 8 out of the 40 improved from the mock exam result. 15 out of the 40 sustained.
- 17 out of 40 had their results decline from the mock exam.

Table 14: Analysis of Maths GCSE Attainment for One Degree Students, 2019									
	Improved		Sustained		Declined		N/A		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Change from Year 10	20	50%	7	18%	8	20%	5	13%	40	100%
Change from Mock	17	43%	21	53%	2	5%	0	0%	40	100%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 14 represents the changes in Maths GCSE results:

- 20 out of 35 improved from the year 10 results.
- A fifth (8 out of 40) declined from their year 10 result.
- 17 out of 40 improved from the mock results with 21 sustaining their result.
- Only 2 out of the 40 (5%) had their results decline from the mock to the actual exam.

Due to missing data there were no results for the 2018 Mock exam. Therefore 2019 and 2018 comparisons have been drawn from improvements between the Year 10 to Actual results.

Table 15: Analysis of attainment data with Year 10 results to Actual results from OD students, 2019										
	Improved		Sustained		Declined		N/A		Total	
Subject	Count	%	Count	%	Count	%	Count	%	Count	%
English	17	43%	13	33%	5	13%	5	13%	40	100.00%
Maths	20	50%	7	18%	8	20%	5	13%	40	100.00%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

In table 15, the 2019 results show that 17 out of 40 (43%) had a positive change in their English result. 13 out of 40 (33%) sustained and 5 out of 40 (13%) had their results decline. A higher proportion had an improvement in their Maths results (20 out of 40) compared with English, however a greater proportion also had results decline (8 out of 40). Five pupils had no Year 10 results recorded, meaning an improvement could not be calculated.

| Table 16: Analysis of attainment data with Year 10 results to Actual results from OD students, 2018										
	Improved		Sustained		Declined		N/A		Total	
Subject	Count	%	Count	%	Count	%	Count	%	Count	%
English	14	45%	10	25%	6	19%	1	3%	31	100.00%
Maths	24	77%	3	8%	1	3%	3	10%	31	100.00%

Source: YCL data, 2019. Note: based on 40 cases where complete data was available.

Table 16 shows that in 2018 just under half, 14 out of 31, had improvements in their English results. Proportionately this is slightly higher than the 2019 results (45% compared to 43%). Six out of the 31 had a decline in their Final results, which is proportionately higher than in 2019 (19% is greater than 13%).

There was greater positive change in the 2018 Maths result compared to the 2019 results. 77% had an improvement in their Maths grade from their Year 10 to Actual results with only 3% having results decline in that period.

Improvements could not be calculated in the results of one pupil for their English GCSE and three pupils for their Maths GCSE due to missing data in the Year 10 results recorded.

Figure 1: One Degree Year 10 and Final Exam results, English
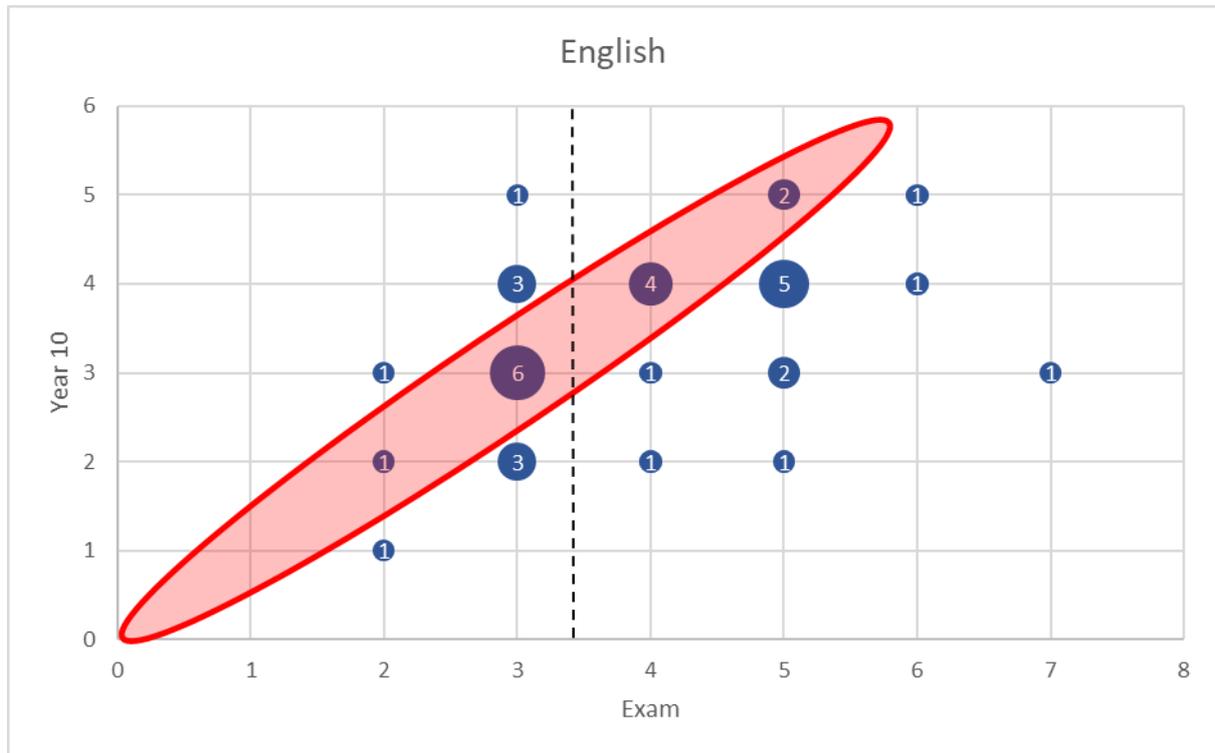
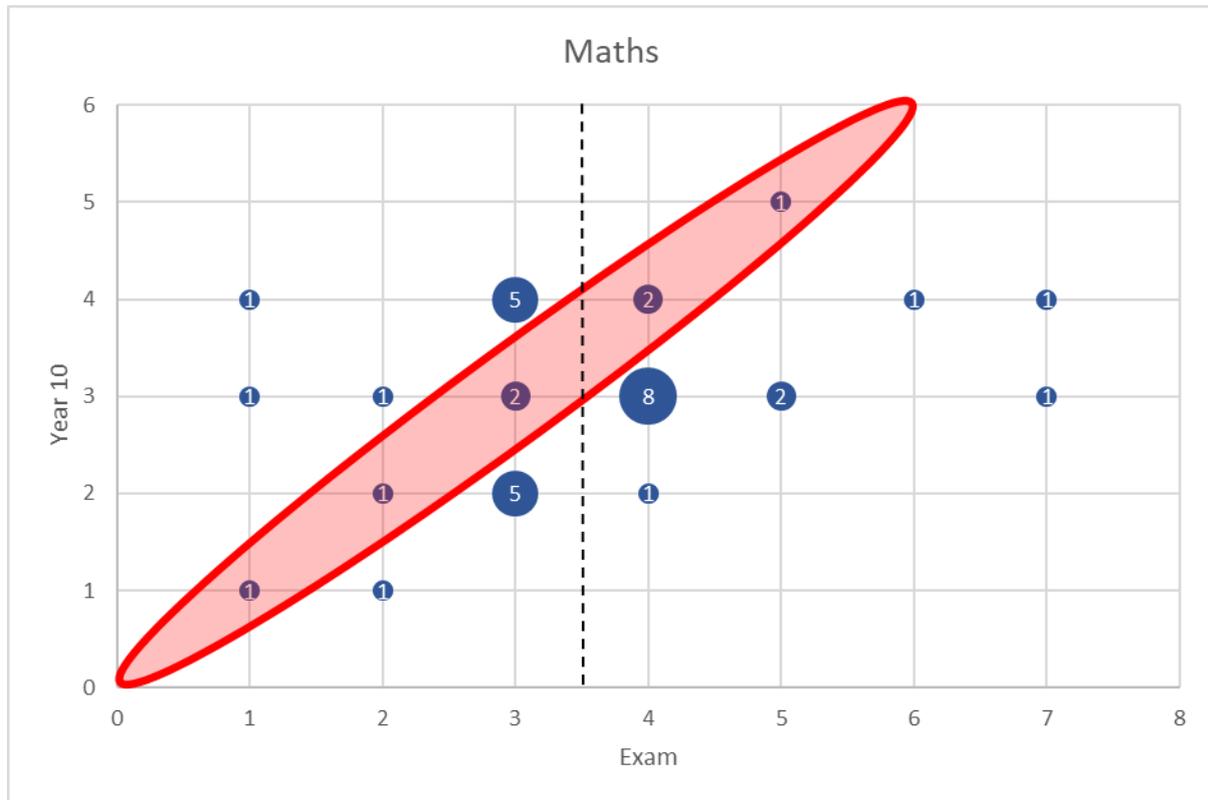Source: YCL data, 2019. Note: based on 35 cases where complete data was available.

Figure 1 represents the results of the 35 pupils who took the Year 10 and Actual exam. The size of each bubble indicates the number of pupils that achieved the specific grades in both exams.

The diagram shows that 19 pupils passed the final English GCSE exam (right of the dotted line) and 13 of the 19 that passed achieved a higher grade than in the Year 10 exam (below the red highlight).

An explanation of the diagram is provided below:

- Any result to the right of the vertical dotted line represents pupils that passed the final exam.
- Results to the left of the dotted line indicate pupils that failed the final exam.
- The red shaded area indicates students that achieved the same result in the final exam as in the Year 10 exam (for example, six pupils were not able to convert a Year 10 grade 3 into a pass).
- Above the red shaded area are pupils that had their results decline in the final exam.
- Below the red shaded area shows pupils that improved their results in the final exam.

Figure 2: One Degree Year 10 and Final Exam results, Maths

Source: YCL data, 2019. Note: based on 35 cases where complete data was available.

Figure 2 above is the same design as figure 1, illustrating the GCSE Maths results for the 35 pupils that took both the Year 10 and final exam.

- The diagram shows that 17 out of the 35 pupils passed the final exam.
- Of the 17 students that passed, 14 improved their grade from the Year 10 result.

Attitude Questionnaire Analysis

Overview

The following analysis focuses on pupils that completed the attitude questionnaires at the start and end of the One Degree programme. The pre to post analysis consists of the 27 One Degree participants that we were able to track the progress over the period. Questions are grouped into the following categories:

- Self-esteem;
- Learner engagement;
- Relationship at school;
- Relationship at home;
- Cohesions;
- Reliance, confidence and wellbeing.

Figure 3 represents the percentage of pupils that responded positively to questions in each category at the start and end of the course. The analysis shows that there has been positive change to four of the six categories; Self-esteem, Learner engagement, Relationship at school, Reliance, confidence and wellbeing. The greatest increase in positive attitudes across the period was in Self-esteem. Both Relationships at home and Cohesion had negative changes over the period.

In comparison, the previous year's findings only had positive changes in two categories. These being, Relationship at school and Reliance, confidence and wellbeing. The largest increase in positive attitudes across the previous year was in Reliance, confidence and wellbeing.

**Figure 3: Positive responses to attitudinal statements, 2019**
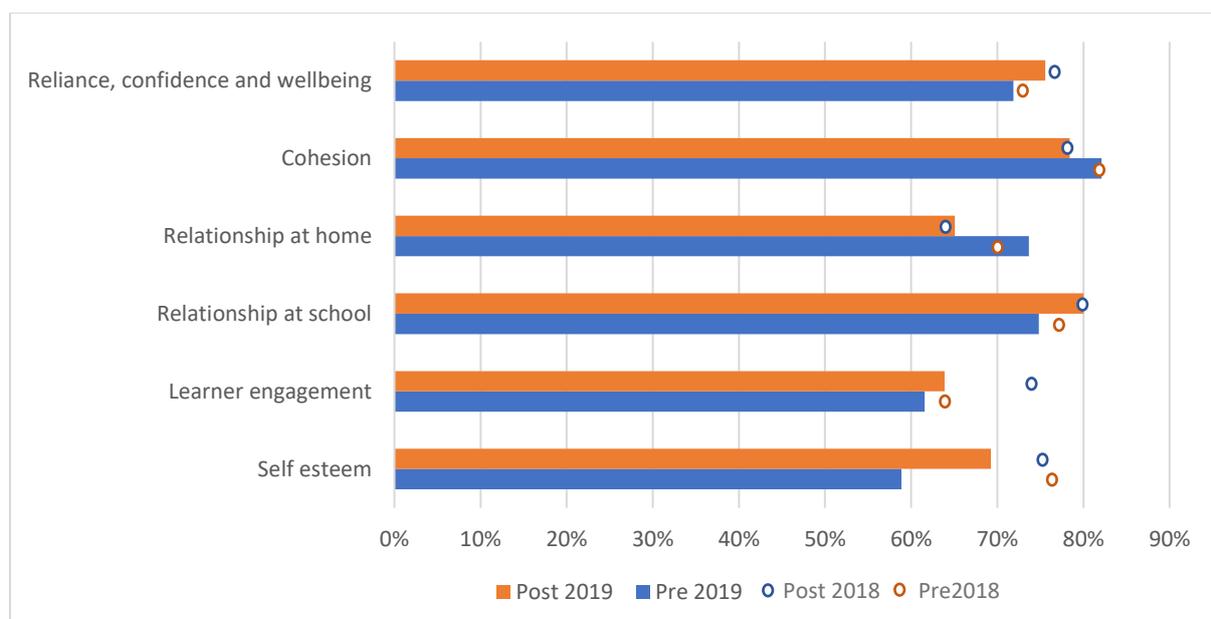
Source: YCL data, 2019. Note: based on 27 cases where complete data was available.

Figure 4 compares the percentage of positive responses in the pre survey of the 27 One Degree treatment group against 50 pupils, categorised as the control group. The pupils in the control group

have similarities to the treatment group, such as being identified as 'borderline' pass students, however they were not involved in the One Degree programme.

Figure 4 highlights that two out of six categories had more positive responses in the treatment group; Relationship at school (6%) and Reliance, confidence and wellbeing (5%). The other four had a more negative response compared to the control group; Self-esteem (-1%), Learner engagement (-6%), Relationship at home (-3%), Cohesion (-3%). This could suggest, at the initial base level, that the control group had a more positive attitudinal score than the treatment group in four out of six categories. Although as the differences are minor, we can assume that attitudinal score between the two groups are similar.

Figure 4: Positive responses from the pre survey
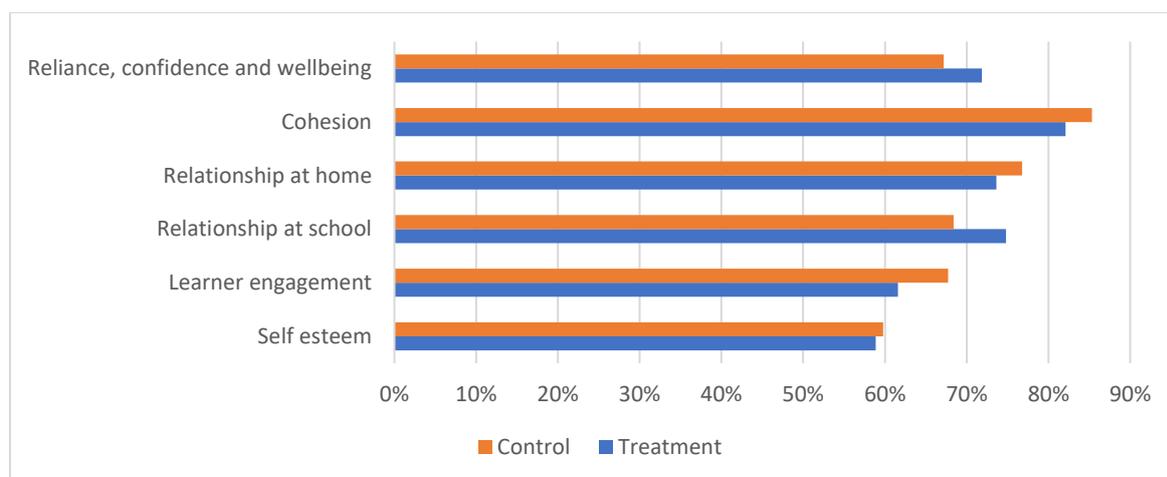
Source: YCL data, 2019. Note: based on 57 cases where pre survey data was available.

Self-esteem

Table 17 shows that there was an increase in the level of positive responses towards pupils' Self-esteem. Overall Self-esteem increased by 10% over the project, from 59%. In the post survey 69% had a positive response to statements related to Self-esteem. Self-esteem had a more positive change than the 2018 results which recorded a negative change of -2%, although self-esteem started at a lower level in 2019 than the 77% recorded in 2018.

The statements that had the largest positive changes resulting in the biggest impact on Self-esteem were; 'On the whole, I am satisfied with myself' (26%), 'I feel I do not have much to be proud of' (19%), 'I feel that I'm a person of worth, at least on an equal plane with others' (19%). All but one of the statements related to Self-esteem had a positive change.

It is worth noting that nine out of the ten statements related to Self-esteem had a positive change from the start to the end of the programme. There was no statement related to Self-esteem that had a negative change across the programme.

Table 17: Self-esteem			
Statement	Pre	Post	Change
On the whole, I am satisfied with myself	63%	89%	26%
*At times, I think I am no good at all	30%	44%	15%
I feel that I have a number of good qualities	81%	85%	4%
I am able to do things as well as most other people	78%	81%	4%
*I feel I do not have much to be proud of	37%	56%	19%
*I certainly feel useless at times	48%	56%	7%
I feel that I'm a person of worth, at least on an equal plane with others	67%	85%	19%
*I wish I could have more respect for myself	37%	44%	7%
*All in all, I am inclined to feel that I am a failure	67%	70%	4%
I take a positive attitude towards myself	81%	81%	0%
Self-esteem	59%	69%	10%

Source: YCL data, 2019. Note: based on 27 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 18 shows that over the programme there was a small increase in positive attitudes towards Learner engagement (2%). This was a more positive increase compared to the 2018 results which recorded a negative change of -10%. On average two-thirds (64%) agreed with statements related to Learner engagement by the end of the programme.

By the end of the programme the statements with the most positive change of student agreement were:

- 'I worry about my school work' (26%);
- 'I think lessons are interesting' (19%).

Table 18: Learner engagement			
Statement	Pre	Post	Change
I think lessons are interesting	63%	81%	19%
*I give up when school work is difficult	59%	59%	0%
*I am bored in class	56%	33%	-22%
I enjoy being at school	44%	56%	11%
My attendance at school is good	78%	85%	7%
I try to be on time for lessons	96%	81%	-15%
My behaviour at school is good	85%	78%	-7%
*I worry about my school work	11%	37%	26%
Learner engagement	62%	64%	2%

Source: YCL data, 2019. Note: based on 27 cases where complete data was available.

Relationship at school

Table 19 shows a high level of agreement in pupil attitudes surrounding Relationships at school with 80% agreeing by the end of the project. This is the same level of agreement towards Relationship at school as at the end of the 2018 programme. Attitudes towards Relationship at home had a positive change by the end of the programme of 5%, this was more positive than the change over the 2018 programme (3%).

The greatest improvements in attitudes towards Relationships at school were from the statements:

- 'My teachers understand how I like to learn best' (11%);
- 'In general, I get on with other pupils in my class' (11%).

Table 19: Relationship at school			
Statement	Pre	Post	Change
I get on well with my teachers	89%	89%	0%
My teachers know me well	70%	67%	-4%
My teachers understand how I like to learn best	48%	59%	11%
In general, I get on with other pupils in my class	85%	96%	11%
In school, I am happy to work with all my classmates in lessons	81%	89%	7%
Relationship at school	75%	80%	5%

Source: YCL data, 2019. Note: based on 27 cases where complete data was available.

Relationship at home

Table 20 shows that attitudes towards Relationships at home became more negative by the end of the programme. The amount of students in agreement about statements related to Relationships at home fell by 9%. This was the largest reduction in agreement in any category and is a larger decrease than the 2018 survey results (-6%).

Although the negative change in agreement was greater in the 2019 survey, there is a greater amount that agree with statements in the post survey compared to the 2018 post survey (65% compared to 64%).

The statements with the largest negative change in agreement were:

- 'My family helps me out when I have problems' (-19%).
- 'My parents/carers understand me' (-15%);

Table 20: Relationship at home			
Statement	Pre	Post	Change
My parents/carers understand me	96%	81%	-15%
My family gets along well together	93%	85%	-7%
My family helps me out when I have problems	89%	70%	-19%
My family and I do fun things together	96%	89%	-7%
*My family sometimes struggles	26%	37%	11%
*I often have a difficult time with my parents and/or brothers and sisters	56%	44%	-11%
My brother(s) and/or sister(s) enjoy school	60%	48%	-12%
Relationship at home	74%	65%	-9%

Source: YCL data, 2019. Note: based on 27 cases where complete data was available.

Cohesion

Table 21 shows that the level of agreement relating to cohesion decreased by -4% between the start and end of the programme. This is the same level of decrease as the 2018 survey.

There was a large increase in the level of agreement in the statement 'I believe I can learn from the experiences of other people' from the start to end of the programme (15%).

The most notable decreases in agreement are from attitudes towards 'I feel like I belong to my local community' (22%) and 'I feel part of my school community' (11%). This indicates a decrease in the pupil's belongingness within both school and local community.

Table 21: Cohesion			
Statement	Pre	Post	Change
It's okay for people to have different views	96%	100%	4%
I believe I can learn from the experiences of other people	85%	100%	15%
People from different backgrounds get on well together in my school	85%	85%	0%
I feel part of my school community	89%	78%	-11%
I feel like I belong to my local community	70%	48%	-22%
When I get into an argument with someone, I try to find a solution	67%	59%	-7%
Cohesion	82%	78%	-4%

Source: YCL data, 2019. Note: based on 27 cases where complete data was available.

Reliance, confidence and wellbeing

Table 22 represents an increase in the level of agreement in attitudes towards Reliance, confidence and wellbeing. On average attitudes increased by 4%, this is equivalent to the increase from last year. Overall 76% of pupils agreed with attitudes toward Reliance, confidence and wellbeing at the end of the programme, this is marginally lower than the previous year (77%).

The most significant increases in agreement came from attitudes towards 'Overall, I have a lot to be proud of' (19%). There was also a notable increase in the level of agreement in attitudes towards 'There are lots of options open to me in the future' (11%).

Table 22: Reliance, confidence and wellbeing			
Statement	Pre	Post	Change
I ask for help when I have problems or worries at school	74%	63%	-11%
I am a more confident person because of the experiences I have at school	81%	81%	0%
I am positive about my future	81%	81%	0%
Overall, I have a lot to be proud of	59%	78%	19%
There are lots of options open to me in the future	63%	74%	11%
Reliance, confidence and wellbeing	**72%**	**76%**	**4%**

Source: YCL data, 2019. Note: based on 27 cases where complete data was available.

Imaginary steps

As part of the survey students were asked to describe there overall 'current' attitudes to how they felt at this moment in time by giving a score on an 'imaginary ladder', from 1 being the lowest to 10 the highest. The steps for students' 'current' attitudes are reflected by figure 5. On average students moved from a score of 6.8 in the pre survey to 8.3 in the post survey. This is greater than the 2018 post survey (6.9). The 2019 survey had an increase in current attitudes from pre to post of 1.5 compared to the decrease in the 2018 survey of -0.7.

Similarly, to the 'current' attitudes, students also had a more optimist outlook on their future at the end of the programme. The 'future' average steps position increased from 7.8 in the pre survey to 8.3 in the post survey. This is greater than the 2018 post survey (7.9). The increase from the pre to post is 0.5 in both the 2019 and 2018 surveys. More positive responses towards 'current' and 'future' attitudes represents improved attitudes and confidence across all students.

Figure 5: comparing the 'current' steps that pupils identified with between pre and post surveys

Source: YCL data, 2019. Note: based on 27 cases where complete data was available.

Figure 5: comparing the 'future' steps that pupils identified with between pre and post surveys
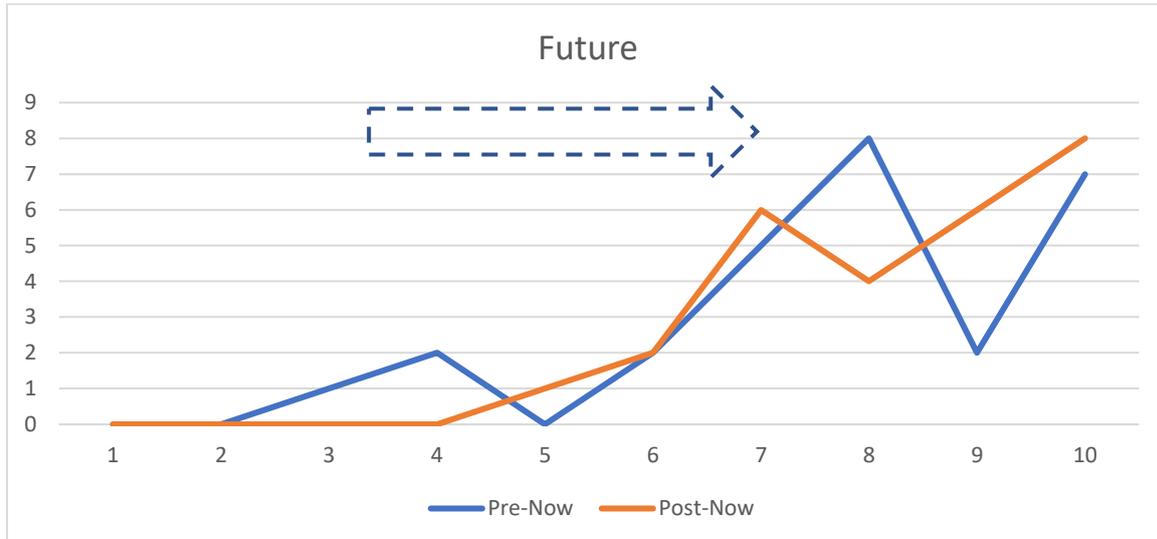
Source: YCL data, 2019. Note: based on 27 cases where complete data was available.

Conclusions

- Of the 40 pupils that completed the One Degree programme that largest number of passes was in English (22 participants or 55%). 18 participants achieved a pass in Maths (45%). The pass rate for both subjects is lower than the previous year (72% for English and 62% for Maths).
- Both English and Maths had improvements in the pass rate from the Year 10 results to the Actual exam:
  - In English there was an increase in passes from 17 to 22;
  - In Maths there was an increase in passes from 11 to 18.
- The Questionnaire results showed positive increases to four out of the six categories; Self-esteem, Learner engagement, Relationship at home, Reliance, confidence and wellbeing. Only two out of six had a positive change in 2018 – Relationship at home and Reliance, confidence and wellbeing.
- The category with the largest positive change in levels of agreement was Self-esteem (10%). This change was impacted the most by increases in positive attitudes towards:
  - 'I worry about my school work' (26%);
  - 'I think lessons are interesting' (19%).
- The category with the largest negative change in levels of agreement was Relationship at home   (-9%). The most significant effect on this was related to negative changes in attitudes towards:
  - 'I feel like I belong to my local community' (-22%);
  - 'I feel part of my school community' (-11%).
- Of the 6 categories:
  - Three have a more positive change than 2018 (Self-esteem, Learner engagement and Relationship at school);
  - Two have an increase equal to 2018 (Cohesion and Reliance, confidence and wellbeing);
  - One has had a more negative change than 2018 (Relationship at home).
- 'Current' and 'future' self-assessments, based on ten steps, both increased across the delivery of the programme. Both 'current' and 'future' attitudes were more positive in the pre survey compared with 2018.

PART C: Post Programme

Mentor & Student Awards

Every year, we appreciate our mentors and students for their commitment to our program. The following categories were awarded:

- OD Male Student of the Year: Georgie Neofetou
- OD Female Student of the Year: Patrycja Krauze
- Most Improved Student (English): Rachel Anderson
- Most Improved Student (Maths): Shakirah Khouri
- Students with 100% Attendance: Danielle Grant, Ahmad Abou Sweid, Joel Boakye
- OD Mentor of the Year: Craig Rydqvist
- Most Dedicated Mentor: Jen Macchia
- Mentor with the Highest Attendance: Toby Hurlstone

Thorpe Park

One of the things we want our students to remember is: *"There is a reward for the hard work that they have put in throughout the year."*

A trip to Thorpe Park was planned for June 15; 27 students and 3 staff members were present for this occasion.