

# School Impact Report

2018/19

Melland High School



## Part 1: Welcome

- Welcome 3
- Our mission 4

## Part 2: Your evaluations

- Impact evaluation design 5

## Part 3: Results

- Headlines 6
- Data analysis 7
- Areas to discuss from ImpactEd 9

## Letter from the Managing Director

I am delighted to provide you with your school's annual report outlining some of the key findings from your impact evaluations over the last academic year.

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



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

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

*Owen Carter*

Co-Founder and Managing Director

## Melland High School's collaboration with ImpactEd

Over the last academic year, Melland has been part of a group of select schools that have been working with ImpactEd to develop a model for evaluating the impact of interventions and initiatives on both academic and non-academic outcomes.

In particular, we have been working with Melland to assess the suitability of validated measures in a special school context, with particular attention to accessibility and usefulness of results generated by pupil self-reports.

The partnership has focused particularly on the work of Melland's student leaders, who have been conducting work aimed at building motivation and resilience, as well as contributing positively to the local community.

This document provides a detailed break-down of findings from the evaluation Melland High School has carried out over the last academic year. This will help to better identify and prioritise areas where the biggest difference is being made, and what could be improved further in the future.

We look forward to discussing the results with you.

## About us

ImpactEd is a non-profit organisation that exists to improve pupil outcomes and life chances by addressing the evaluation deficit. We support schools to reliably understand the impact of the programmes they run.

We do this through **partnership** to build capacity for research and evaluation, and our digital **platform** which makes monitoring and evaluation easy for schools.

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

## Impact Evaluation

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

Over the last year, Melland has worked in partnership with us to design, implement and evaluate the impact of the programmes and interventions they run. This impact report summarises the findings of this process and includes detailed analysis of the outcomes and how this evidence can be used to inform future decisions about provision. We will discuss the key findings with you in your Annual Review, and jointly agree next steps.

The key components of how ImpactEd facilitates an in-school impact evaluation is shown in the figure below.

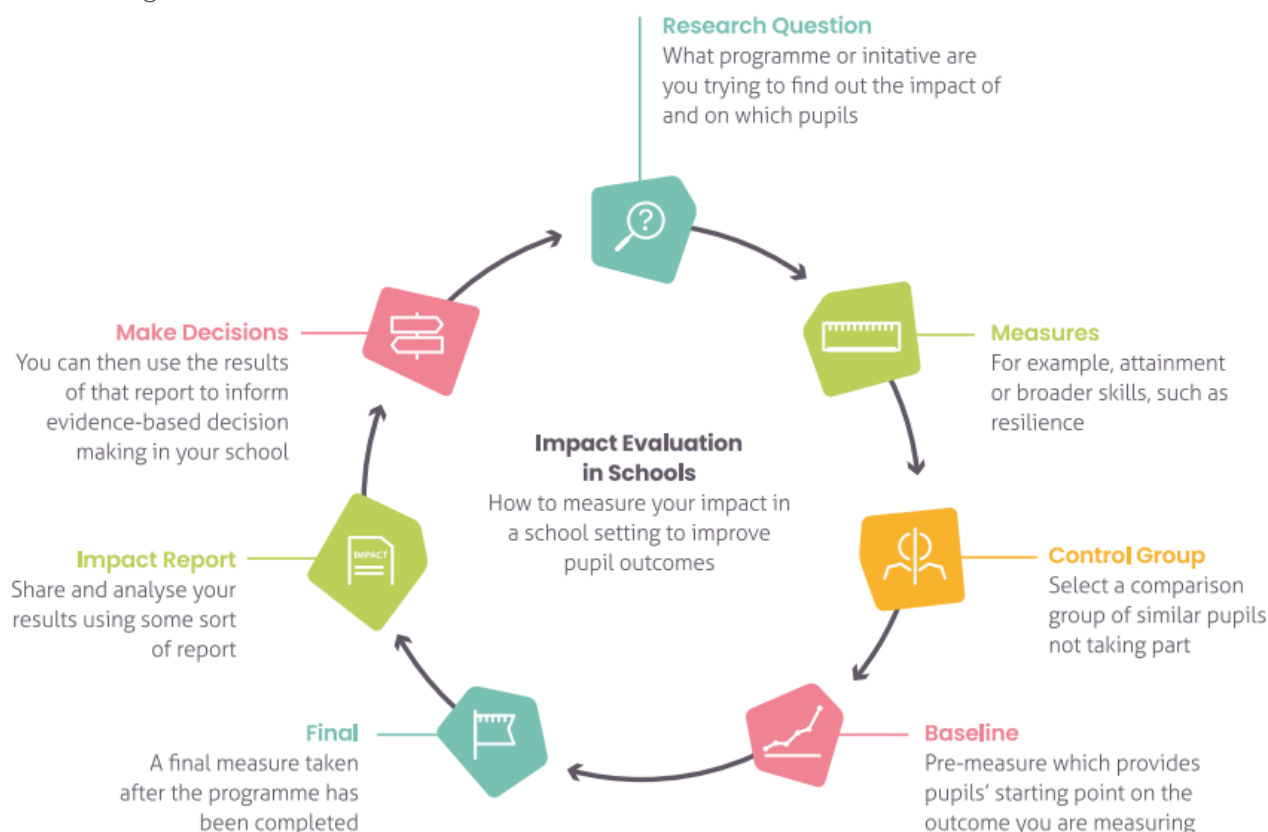


Figure 1 Impact evaluation in schools process

## Design

A special school based in Manchester, Melland High School has been working with ImpactEd since September 2018. Melland have been working in partnership with ImpactEd to test the use of academically validated measures for measuring pupil motivation and resilience with pupils with a wide variety of special educational needs.

This academic year, Melland have focused on evaluating their work with student leaders. This evaluation process involved gathering a baseline at the beginning of the year and collecting follow-up data later in the year: a typical pre/post design, where individuals were assessed at the beginning (baseline) and the end (final) of the intervention.

In addition, we compared outcomes between the student leaders and a similar group of other pupils who were not taking part in leadership activities. This control group enables us to better isolate the impact of the initiative on outcomes, as pre/post designs alone often make it challenging to attribute impact to just one change, as many different activities will typically be occurring in a school at once. The outcome measures assessed using validated self-report measures identified by ImpactEd were:

Motivation	What causes an individual to want to do one thing, and not another. Intrinsic motivation relates to pupils' inherent enjoyment or interest in a task.
Resilience	Perseverance and passion for long-term goals, with an emphasis on the long-term. Pupils with high levels of grit and resilience may work persistently over years to achieve goals despite experiencing setbacks. Resilience has been related to life outcomes including higher earnings and fewer career changes.

## Areas to consider

Any school-based impact evaluation is never going to provide completely reliable evidence of whether a change did or didn't work. Results from an evaluation process should always be considered against other factors, such as teacher or student feedback, ease of implementation, and other qualitative data. Particular areas that you may want to consider when reflecting on the reliability of your results are:

- **Sample size.** Typically, results from more pupils will lead to findings that can be more easily generalised. As a general rule, a sample size of 20–30 pupils or more is better suited to detailed statistical analysis. Smaller pupil numbers are still completely valid, but work best with multiple terms or years of data where possible.
- **Implementation.** For example, if pupils' attendance at sessions was inconsistent, or pupils take part in multiple interventions, then the impact is likely to be affected.
- **Additional Analysis.** All results should be considered alongside qualitative data and feedback from teachers and pupils.
- **Timeframe.** Any changes that are found may need to be investigated further and over longer periods of time to ensure valid and reliable results are generated.

In total, 20 pupils were involved across both the intervention group and the control group.



Our work with Melland High School over the last academic year has focused on Melland's work developing student leaders. This programme is aimed to develop the areas of motivation and resilience and involves pupil activities such as:

- Meeting staff from Manchester City Council to provide them with their views on local council services
- Completing learning walks in schools, and presenting on findings the same day to governors
- Lunchtime survey across school and an interview with catering providers
- Mentoring new pupils
- Interviews with key school staff
- Organising and support roles at various school events
- A range of related social action and school activities targeted at developing leadership skills

The following section summarises the key findings from impact results to date. The data and evidence will be discussed in further detail during an annual review, where we will also consider actions to inform decisions moving forward.

### Headlines



There were statistically significant increases in motivation and resilience for the student leaders. Increases of around 30% were seen on both outcome measures, which is substantially larger than we would normally expect on validated scales.



The increases seen in motivation and resilience were higher for the student leaders than the control group, suggesting that the leadership activities were directly contributing to the improvements. However, there was also a statistically significant increase in motivation for the control group, suggesting that other in-school factors contributed to the improvement in this outcome measure.



For the resilience measure, there were significant increases for the student leaders and no changes in results for the control group. This may indicate that leadership activities were the largest contributor to the resilience outcome as the difference between the two groups was much larger for this outcome than for motivation.

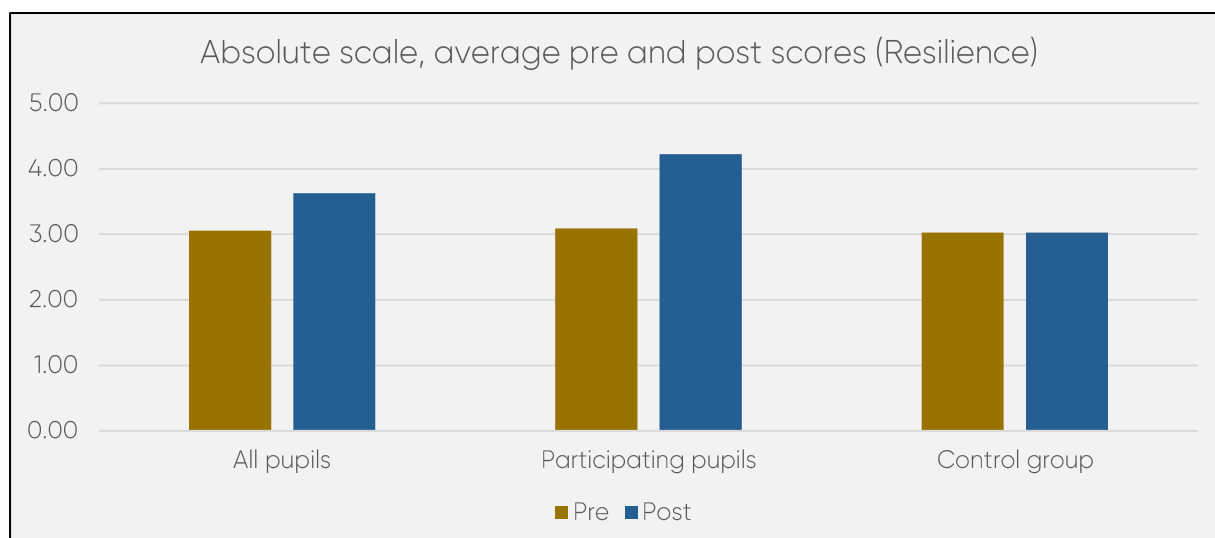
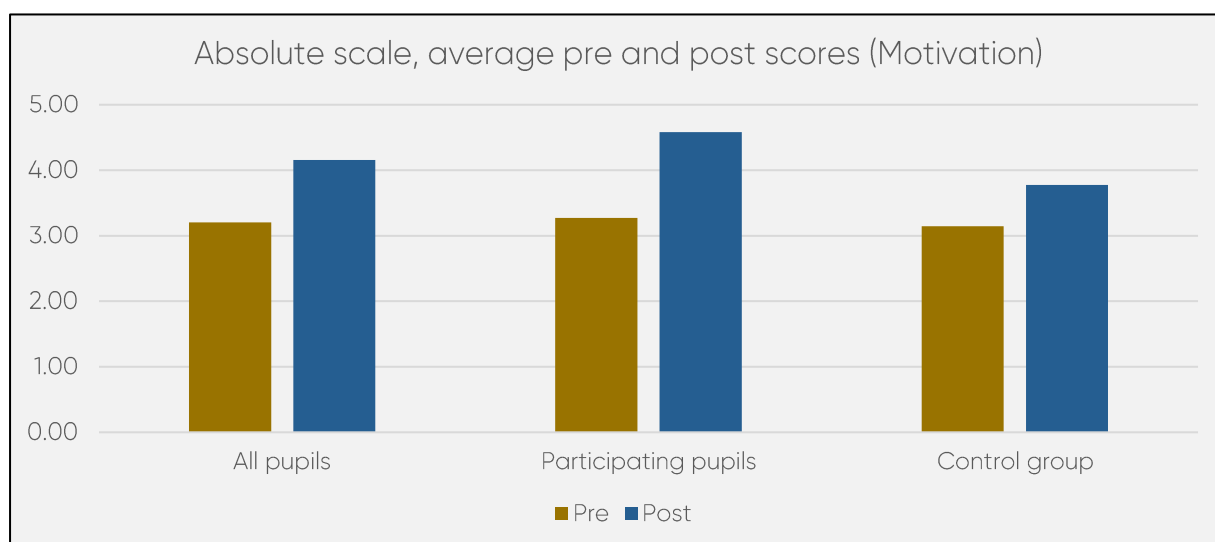
## Break down of results

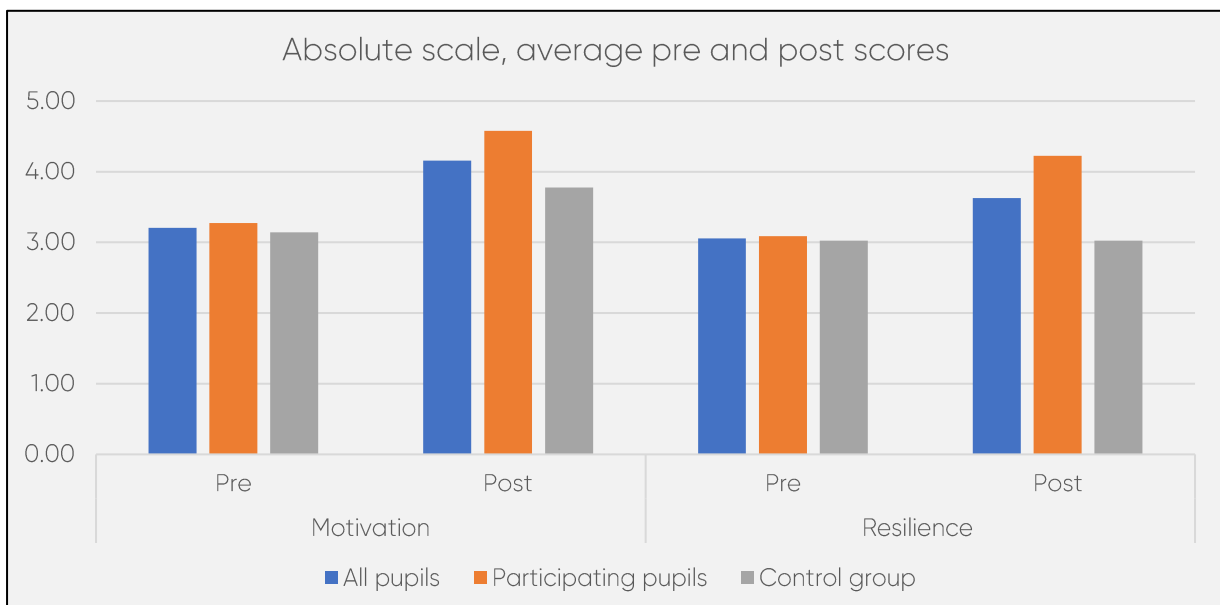
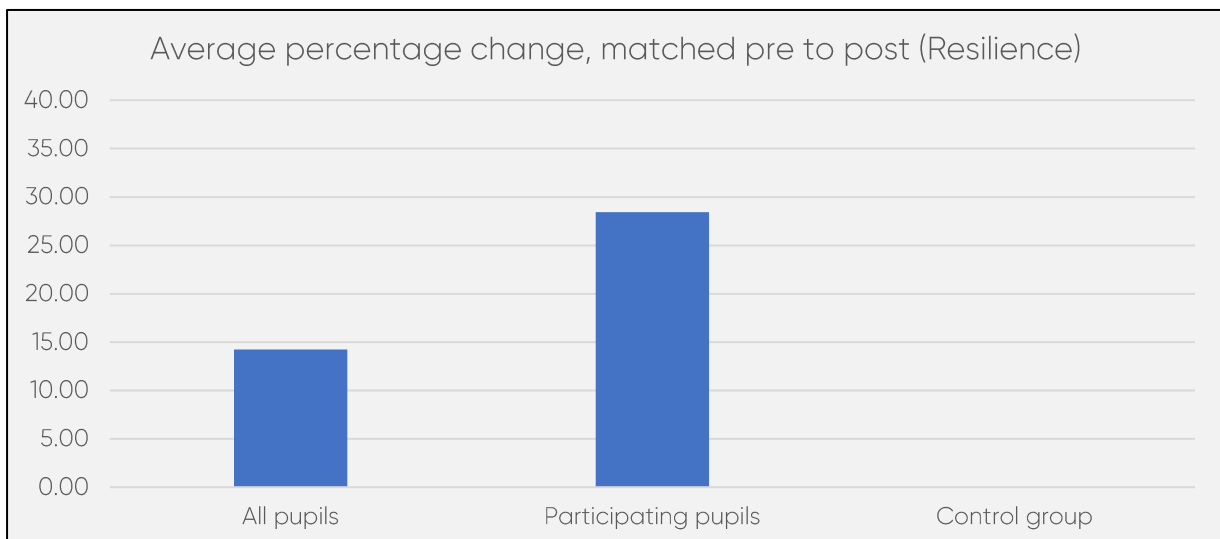
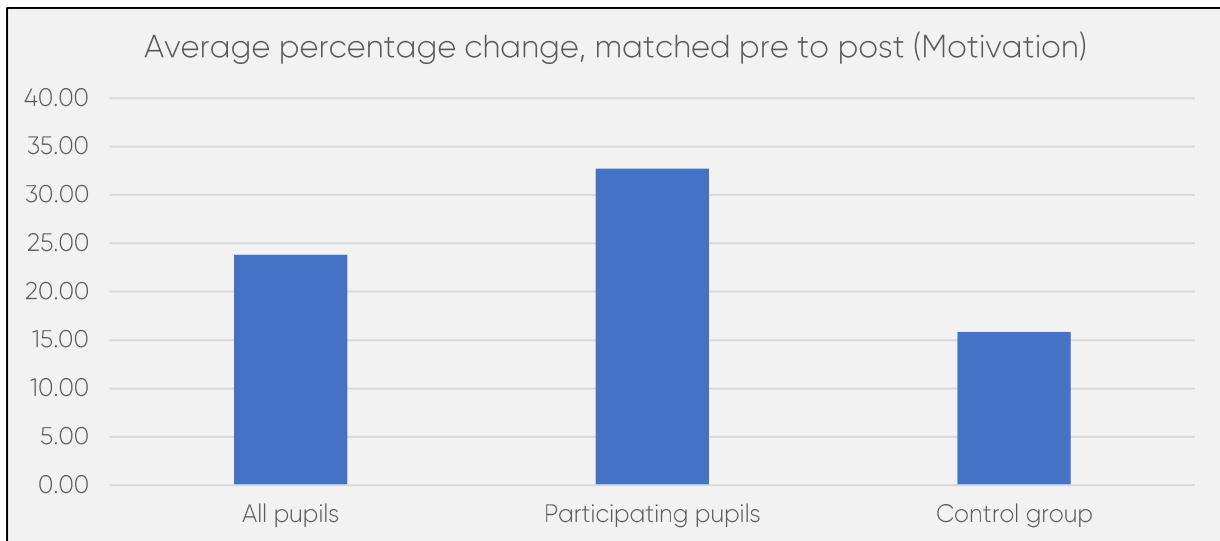
### Motivation

Group	Average pre	Average post	% Change	P-value	Statistically significant?	Sample size
All pupils	3.20/5	4.16/5	23.83	0.0000003	Yes	19
Participating	3.27/5	4.58/5	32.72	0.0000015	Yes	9
Control group	3.14/5	3.78/5	15.83	0.0022353	Yes	10

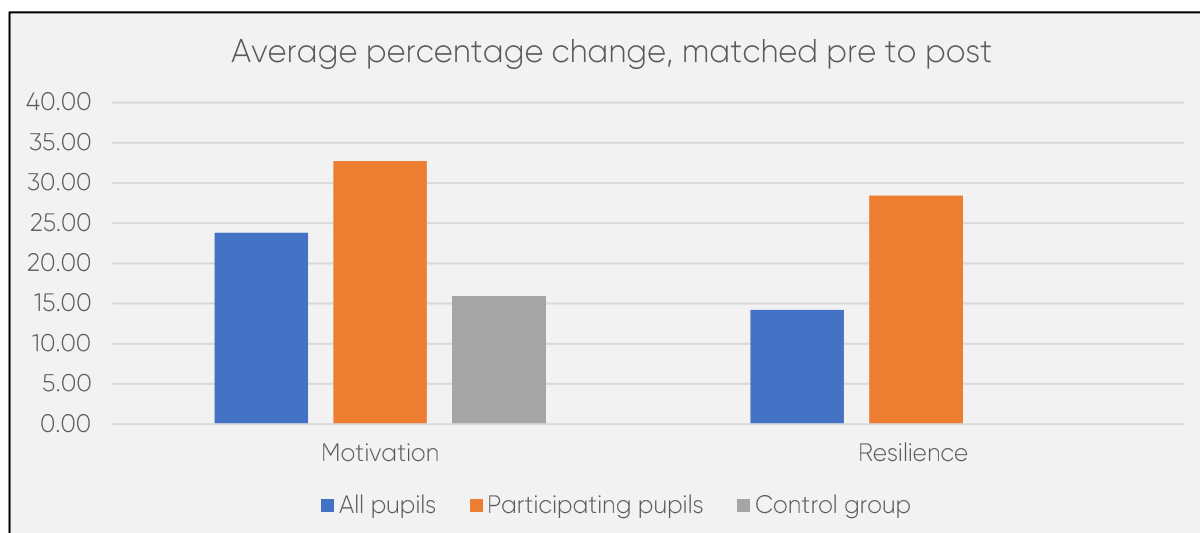
### Resilience

Group	Average pre	Average post	% Change	P-value	Statistically significant?	Sample size
All pupils	3.06/5	3.63/5	14.22	0.0034360	Yes	19
Participating	3.09/5	4.23/5	28.44	0.0000863	Yes	9
Control group	3.03/5	3.03/5	0	1	No	10









Based on the results thus far, particular areas to consider would be:

- The results so far provide strong evidence of impact for Melland's work on student leadership, across both motivation and resilience. We can attribute the improvements with more certainty to the student leadership programme for resilience, as in this case the control group saw no change, whereas for motivation both groups saw improvements. Are there ways in which the benefits of these leadership activities could be cascaded more broadly across the school, particularly in connection to resilience?
- For motivation, the control group also saw a statistically significant improvement (although less strongly so than for the student leaders). Are there other in-school activities which could be contributing to this improvement, that could support the student leadership work in future?
- Do trends in the individual level data (shared with Melland as a raw Excel file) reflect teachers' observations of individual pupils? If not, where do these vary? Could use of these type of self-report assessments support individual identification of needs or areas for support in future?

For further information or any questions regarding anything in this report, please contact your school partnership manager. We look forward to discussing the results with you.



**Many schools are struggling with stretched resources, limited capacity, and young people with a variety of complex needs. They need to choose the right interventions to best support their pupils. Helping schools to better understand their impact is key to helping them get the most out of their resources. I'm thrilled that ImpactEd is working to help schools make the biggest impact possible with the resources at their disposal."**

**RUSSELL HOBBY, CEO, Teach First**



**High-quality evaluation is crucial to making a difference for outcomes for pupils. ImpactEd is leading the way in making this possible for schools and school groups."**

**JON COLES, CEO, United Learning; former Director General, Department for Education**



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

## **Partners and supporters**

