Impact Report

Autumn Term 2022

OPPIDAN
EDUCATION

Contents

Introduction

It has been a real privilege to compliment the innovative and deliberate pastoral interventions taking place across our varied partner schools during the autumn term 2022. Supporting the personal development of 1,500 students this term has given us an illuminating insight into the perspectives, feelings and priorities of key student groups across regions, sectors and age phases. Irrespective of school or context, our student-reported Year 12 data from those students yet to have started our Peer Mentoring Journey Programme points towards low confidence in resilience and leadership, and a low sense of school community. What is clear is that fostering a sense of belonging can have a powerful role to play in students' happiness, confidence and academic outcomes in school (IOE/ UCL 2020). Ensuring students feel connected with their school community is more vital than ever as school leaders seek to improve attendance (DfE, 2022) and foster students' personal development throughout their school journey.

Empowering students' oracy is top of the agenda in many of our partner schools' development plans and speaking skills are directly linked to developing students' self-confidence (Hanley P et al., 2015); (Gorard et al., 2015). We are really excited to uncover student reported data in the spring term on the role a carefully trained peer or adult mentor can play in fostering student oracy over time, both in 1:1 mentoring and peer mentoring.

Sadly, young people's sense of belonging in school is in decline (IOE/ NEU 2020), so within this climate we will particularly look forward to measuring the impact a research-led, intentional intervention of a peer mentoring programme can have on students' connectivity to their school and in turn their academic outcomes. We are most grateful for the expertise, trust and collaborative community of practice amongst our partner schools and look forward to exploring together the exciting emerging research the Spring Term offers.
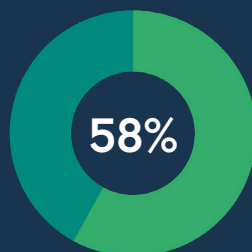
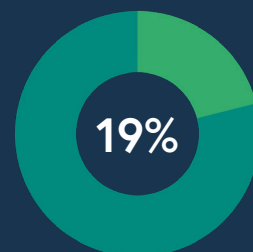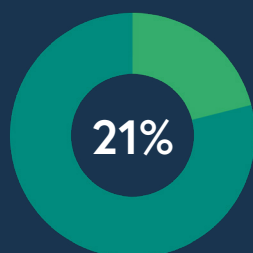**Charlotte Harmer**

Head of Schools

Executive Summary

21%
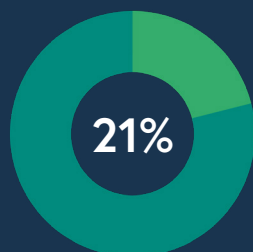
Increase in confidence for a future interview after an Oppidan Interview Day
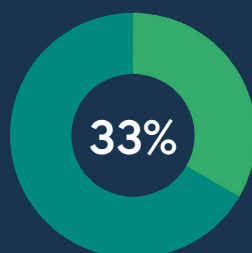
58%

Increase in interview confidence for students with low levels of confidence before taking part
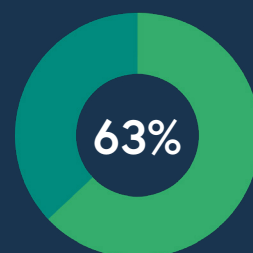
19%

Increase in students' confidence to mentor after Oppidan's Training Day

21%

Increase in students' motivation to mentor after Oppidan's Training Day

33%

Increase in students' perception of the benefits of mentoring

63%

Increase in confidence for students with low levels of confidence before taking part in the Training Day

Y12 data from pupils who have not yet started the journey programme **points towards low confidence in resilience and leadership, and a low sense of school community**. This evidences the importance of the peer mentoring programme for older pupils: **the programme develops leadership through formalised mentor training**, and increases pupils' sense of school community through increased cross-year interaction.

Y5, Y6, and Y7 pupils who completed surveys before taking part in our journey programmes **reported low levels of social confidence**. Students are particularly concerned about speaking to people they do not know. **Our journey programmes develop secure relationships** between these younger pupils and an older mentor, who teaches the child the social skills they need to explore their new environment and form lasting friendships with others.

"

The Oppidan programme was a very influential learning experience and has taught me a lot on what it means to perform as a role model, and to be someone who has aspirations and can inspire others through them.

Year 12 Student, Lodge Park Academy

> **Oppidan has been very successful in our schools. The reach you have enabled us to have across our diverse intake of students, our most vulnerable learners and in creating enriching experiences for all has been invaluable.**
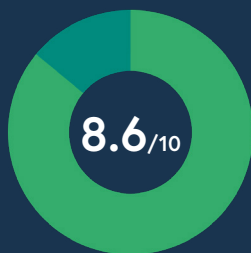
Megan Morris

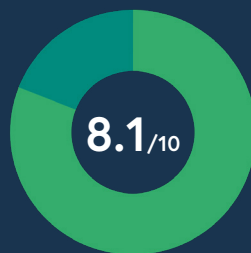Executive Principal, Malcolm Arnold Academy, David Ross Education Trust
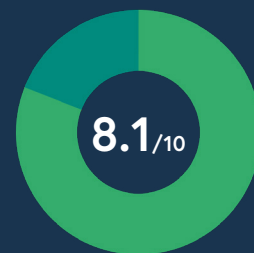
Interview Days

Key Insights

Over the course of the Autumn term, Oppidan worked with **617 pupils** who took part in its interview day workshop. Percentage change figures below reflect a sample of 203 students who completed benchmark surveys.

8.6/10

Average programme rating

8.1/10

Confidence in interviews after the Interview Day

8.1/10

How influential pupils found the day on increasing their confidence

21%
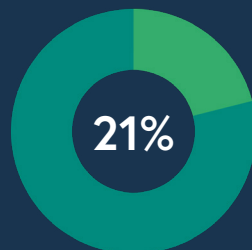
Increase in student confidence for a future interview

58%
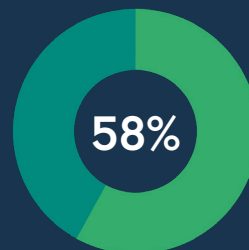
Increase in confidence for students with low levels of confidence before taking part

"
This workshop is very helpful in showing children like me what an interview format is like. The mentors are real confidence boosters, and while they tell you what to improve on, they also make sure to state many positives. Overall, it is a great experience and I would totally recommend it.

Interview Day student

Average % increase in interview confidence

Students had an average percentage increase in confidence of **21%,** which entailed an increase of 1.1 points on a scale of 1-10. 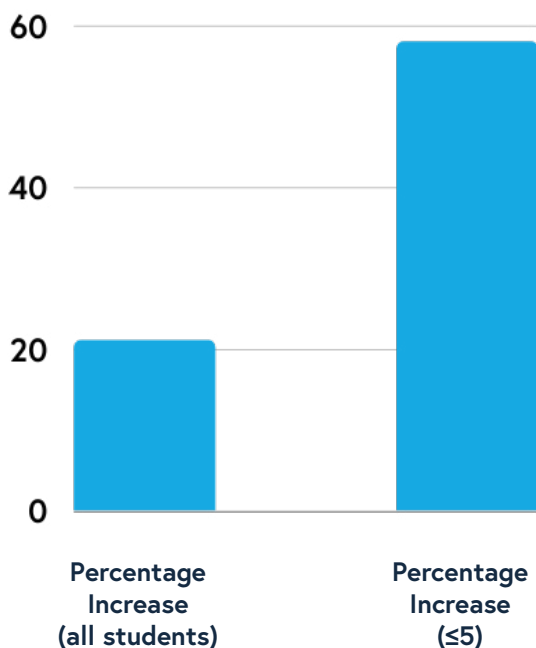Students with low levels of confidence (≤5 before taking part) recorded an average confidence increase of **58%**, moving by 2.4 points in a scale of 1 - 10.

The workshop therefore improves all pupils' interview confidence, although has a particularly large impact on pupils lacking in confidence before taking part.

What did pupils find most valuable about the Interview Day?

It made me more confident to speak to an adult I don't know **39%**

It improved my knowledge of an interview process **29%**

It helped me learn how to express myself well **24%**

It helped me understand my own feelings and values **5%**

I found the mentors inspiring **3%**
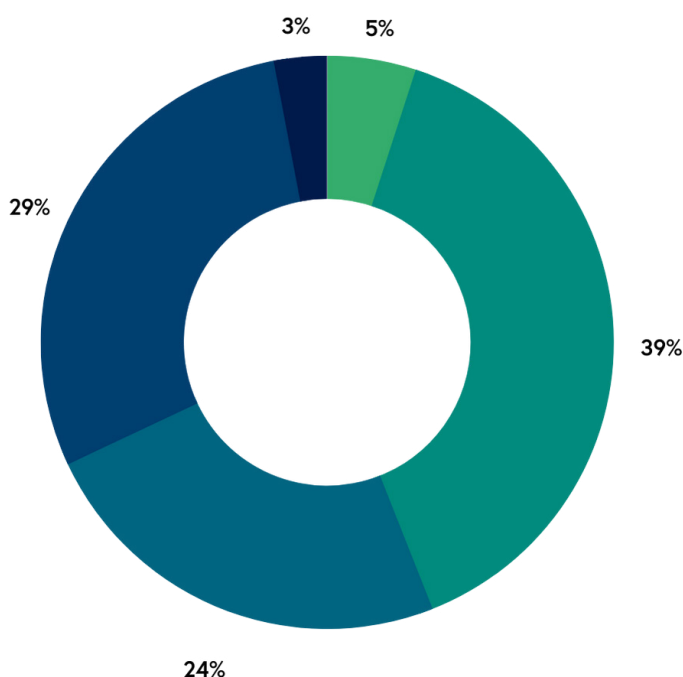
Mentor Training Day

Key Insights

Over the course of the Autumn term, Oppidan worked with **391 Year 12 pupils**, teaching the pupils how to mentor younger peers. The below data is taken from 214 pupils who completed the surveys.

8.4/10

Average programme rating

63%
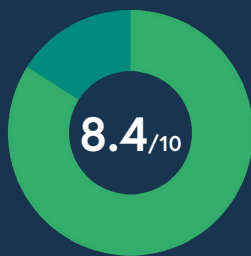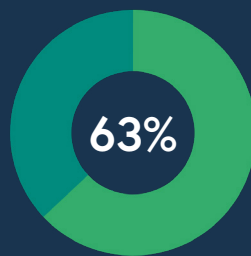
Increase in pupils' confidence to mentor for pupils lacking in confidence before taking part

21%

Increase in students' motivation to mentor

33%
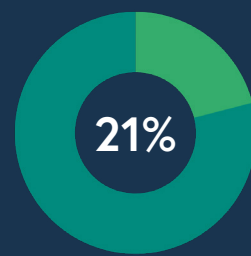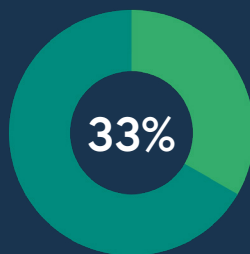
Increase in pupils' perception of the benefits of mentoring

87%
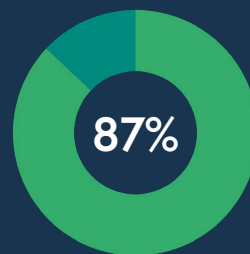
Found the most valuable aspect of mentoring is to provide a space for pupils to discuss things they might not talk to another adult about
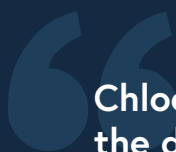
" **Chloe was a great coach/teacher for the day. I really took a lot out of the discussions and now feel I am fully ready to have a mentee and be a helpful, supportive person to them.**

Mentor Training Day student

Average increase in confidence and motivation to mentor

Chart:
- Average increase in motivation
- Average increase in confidence for students with <4 confidence
- Average increase in confidence

Y-axis: 0, 25, 50, 75
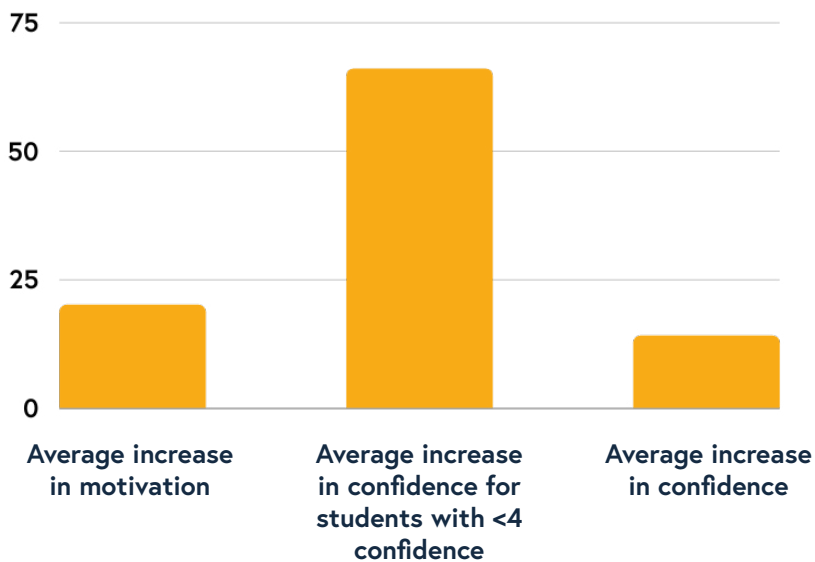
Student confidence to mentor increased by **19%**, and motivation to mentor increased by **21%** on average after taking part in the mentor training day.

The workshop had an even greater impact on pupils with low (>4/7) confidence to mentor before taking part, whose confidence increased by **63%**, rising by 1.5 points out of 7 on average.

Changes in Year 12 knowledge of safeguarding

After taking part in the Mentor Training Day, 48 percentage points more pupils understood the meaning of safeguarding and knew what steps to take in the case of a safeguarding incident.

Before (pink) / **After** (blue)

Chart showing responses:
- Yes, and I know the appropriate steps to take if a concern arises: Before ~40, After ~87
- Yes, although I do not know what steps to take if a concern arises: Before ~47, After ~11
- No, I do not know what safeguarding means: Before ~12, After ~1
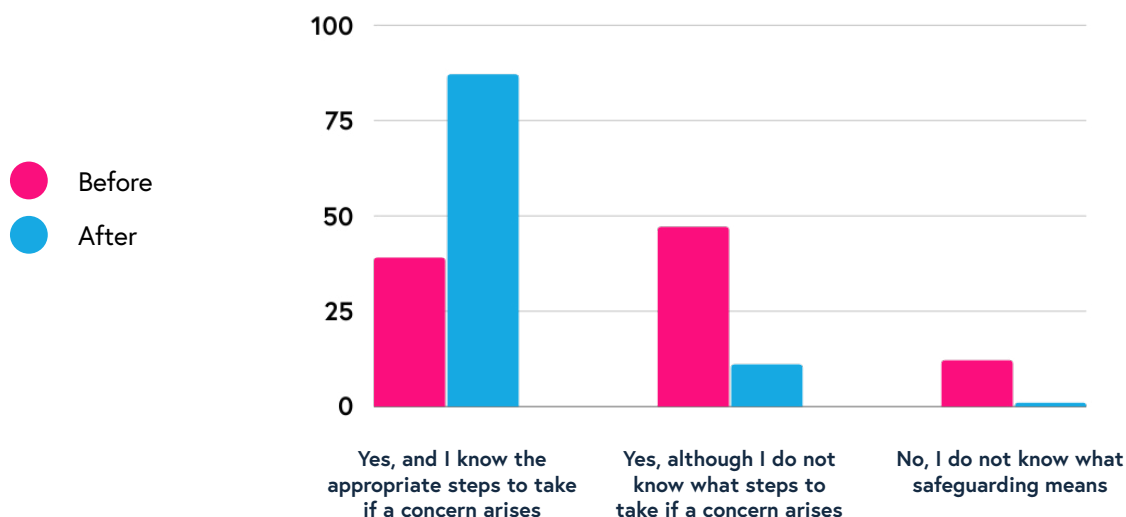
What did pupils find most valuable about their Training Day?

87% of pupils felt that mentoring provides a space for pupils to talk about things they might not speak to other adults about, an increase of 3 percentage points in comparison to before the programme. **74%** of pupils felt mentoring supports pupils with their mental health, an increase of 19 percentage points in comparison to before the Training Day.
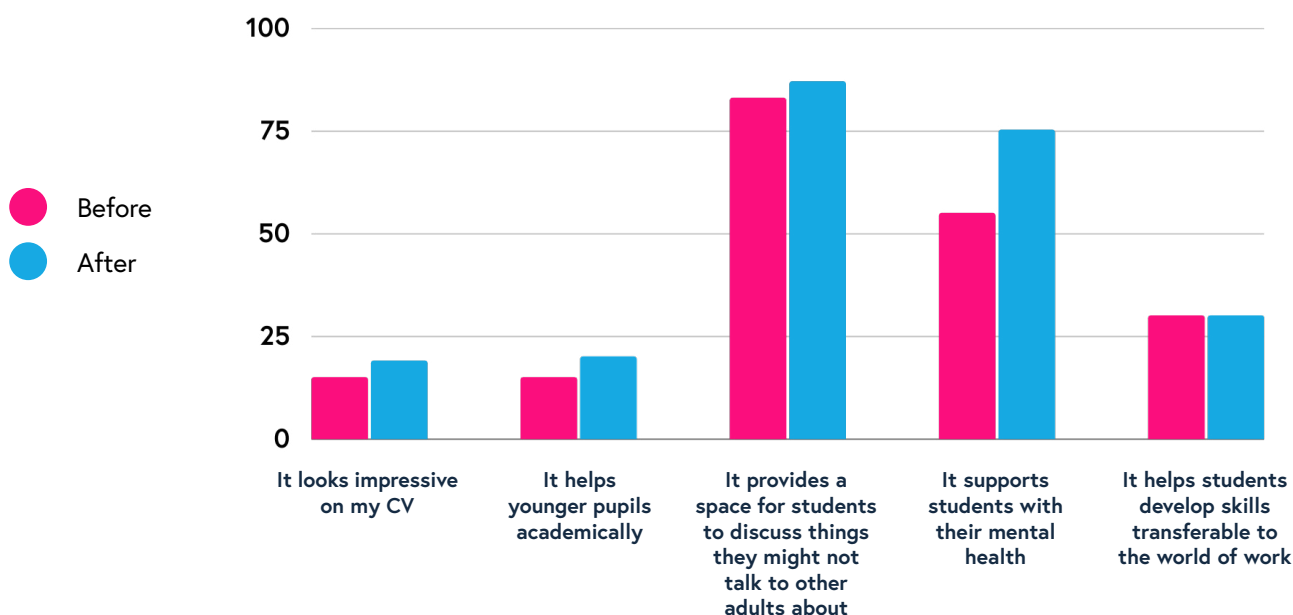
Before (pink) / **After** (blue)

Chart showing responses:
- It looks impressive on my CV: Before ~15, After ~19
- It helps younger pupils academically: Before ~15, After ~20
- It provides a space for students to discuss things they might not talk to other adults about: Before ~84, After ~87
- It supports students with their mental health: Before ~55, After ~75
- It helps students develop skills transferable to the world of work: Before ~30, After ~30

Prep School Transition Journey

Key Insights

This data is taken from **preliminary surveys** completed by pupils who had not yet started the programme.

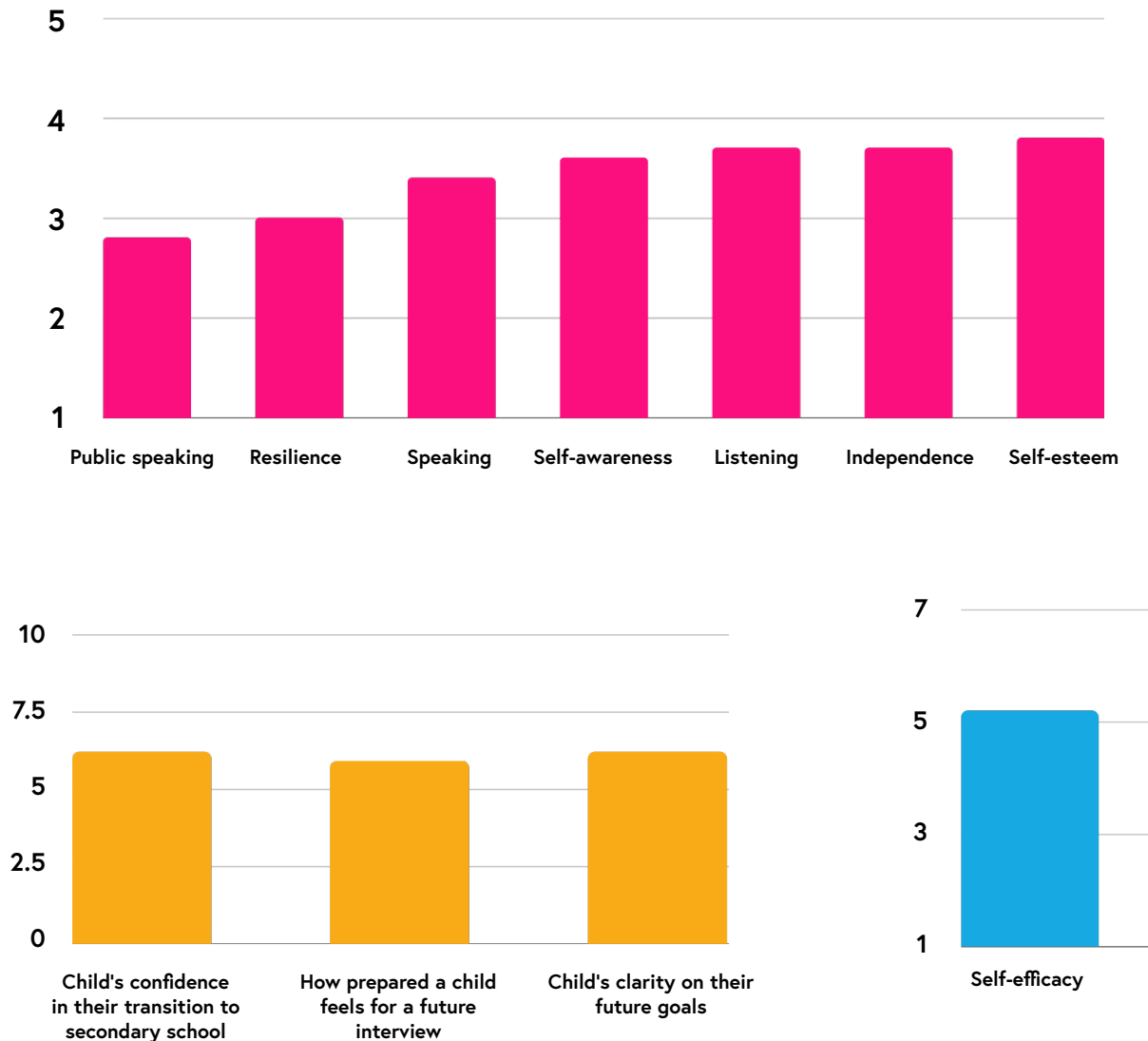| Pupils reported low levels of	Pupils reported high levels of
Public Speaking	Listening Skills
Social Confidence	Independence
Resilience	Self-esteem

Y5/6 Parents

Parents reported **low levels of confidence** in their child's transition to secondary school, and suggested they could have better knowledge of the transition process. Parents particularly felt their child is not yet prepared for a future interview.

The **skill** parents feel their child most needs **to develop is self-awareness**.

Analysis of Year 5/6 character skills

Oppidan's Year 5/6 averages are taken from surveys completed by **181 Year 5/6 pupils** from four different schools who have not yet started the mentoring programme.

The Year 5/6 pupils self-reported low levels of public speaking and social confidence, and low resilience. In contrast, they reported high levels of listening skills, independence, and self-esteem. Self-efficacy was recorded to be **5.2/7** on average, measured using the self-efficacy MSLQ sub-scale.

Students reported fairly low levels of confidence in their transition to secondary school and low clarity on their future goals, both scoring **6.2/10** on average. Students also suggested they do not feel prepared for a future interview, recording this to be **5.9/10**.

What do Y5s think will be the most valuable aspect of the programme?

Strengthening my communication skills	Building my confidence	Building my resilience	Helping me understand my feelings and goals
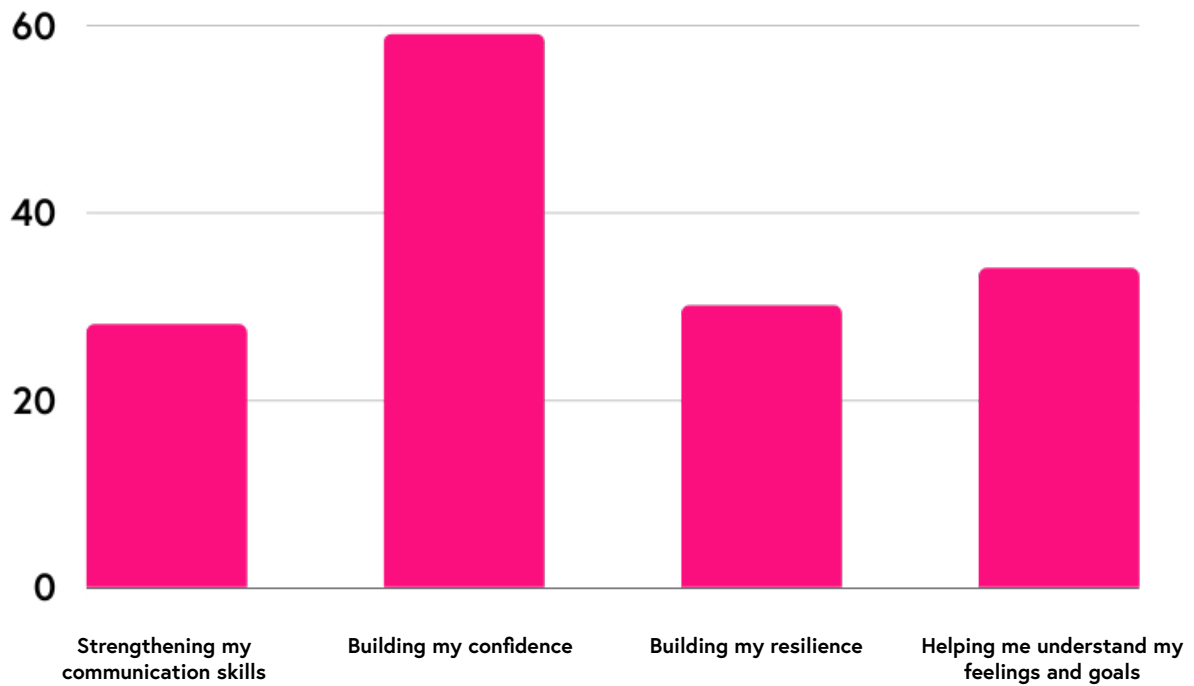
59% of Y5s think the most valuable aspect of the programme will be to build their confidence. 34% think it will help them understand their feelings and goals.

> **"** The space a mentor holds for a mentee is bridled with a sense of equality and autonomy - two ingredients essential for the social and emotional growth of any young person.
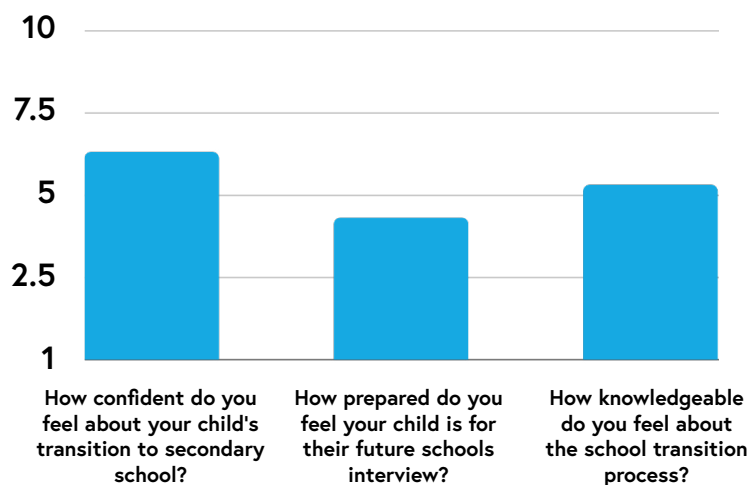
Will Adolphy, Pro Mentor

Analysis of parent survey responses

Oppidan's parent averages are taken from a survey completed by **55 parents** whose child has not yet started their Prep School Transition Journey.

The skill parents feel their child most needs to develop to ensure a successful transition is **self-awareness**, followed by **confidence** and then **communication**. **Resilience** scored lowest out of the four skills, although over half of parents still think this is an important skill to learn.

Confidence   Communication   Resilience   Self-awareness

An understanding of goals, feelings and values
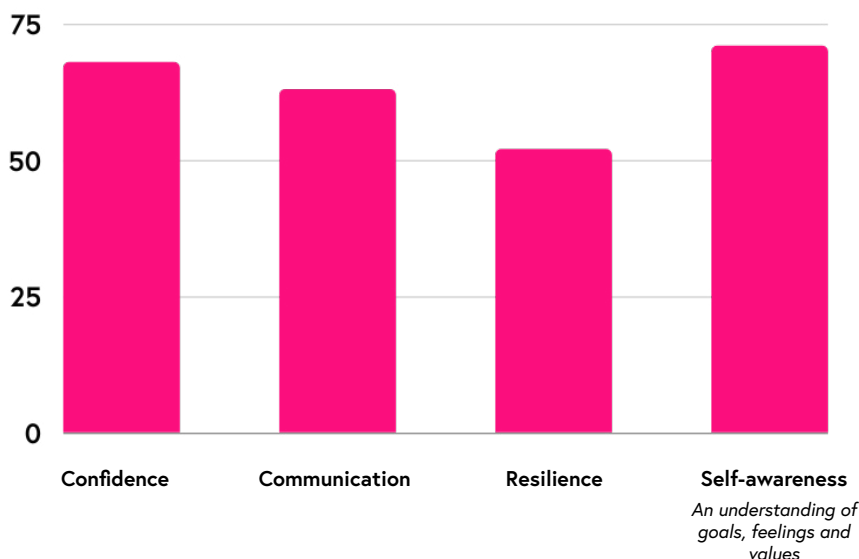
Parents recorded fairly low levels of confidence about their child's transition to secondary school. Parents are particularly concerned with interview preparation, rating this **4.3/10** on average, a lower score than the self-reported figure in the children's responses. Parents also felt they could develop their knowledge of the school transition process further. Interestingly, there was a strong correlation between how confident a parent felt about the transition, and how prepared the parent felt their child was for a future interview, suggesting communication skills are central to parents' perceptions of transitions. This echoes the children's' own self-reported low scores in speaking skills.

How confident do you feel about your child's transition to secondary school?   How prepared do you feel your child is for their future schools interview?   How knowledgeable do you feel about the school transition process?

Peer Mentor Transition Journey

Key Insights

This data is taken from preliminary surveys completed by **131 Year 12 pupils** and **53 Year 7 pupils** before starting the peer mentoring programme.

Y12

Pupils reported low levels of

- Resilience
- School community
- Leadership skills

Y12

Pupils reported high levels of

- Pro-social behaviour
- Listening
- Self-esteem

Y7

Pupils reported low levels of

- Resilience
- Self-awareness
- Speaking skills

Y7

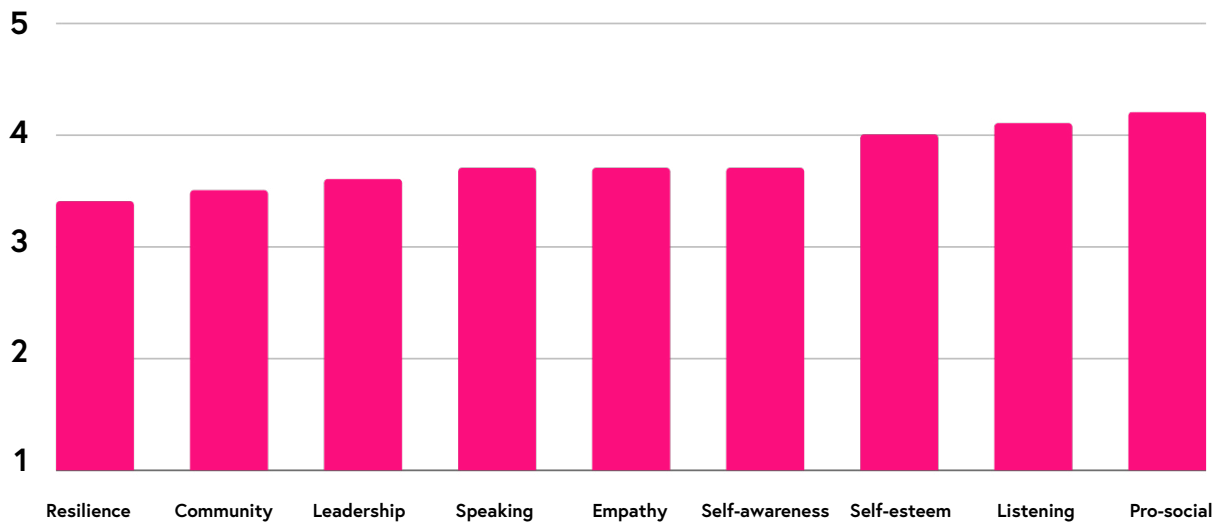**Pupils reported high levels of**

- Pro-social behaviour
- Empathy
- Self-esteem

Analysis of Y12 character skills

Oppidan's Year 12 averages are taken from surveys completed by **131 Year 12 pupils** from six different schools who have not yet started the mentoring programme.


The Year 12 pupils were least confident in resilience, their sense of school community, and leadership, scoring between **3.4 - 3.7 / 5** in these skills.

Students reported their self-efficacy to be **5.3**, measured using the MSLQ self-efficacy sub-scale.

Only **13.7%** of pupils felt they gave 'lots' of support to younger peers before taking part in the programme.
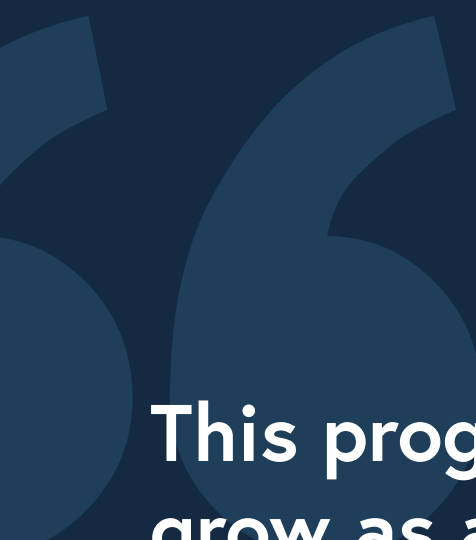
Students rated themselves highly in pro-social behaviour, listening, and self-esteem. They also felt mentoring would be valuable, rating the benefits of mentoring highly.
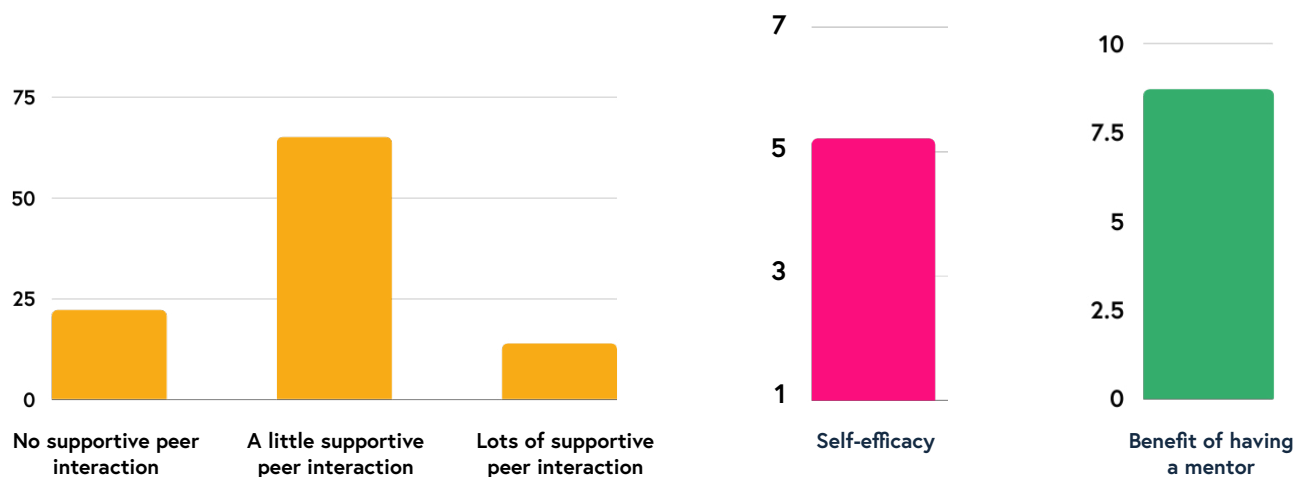
What aspects of resilience are Year 12 secondary pupils struggling most with?
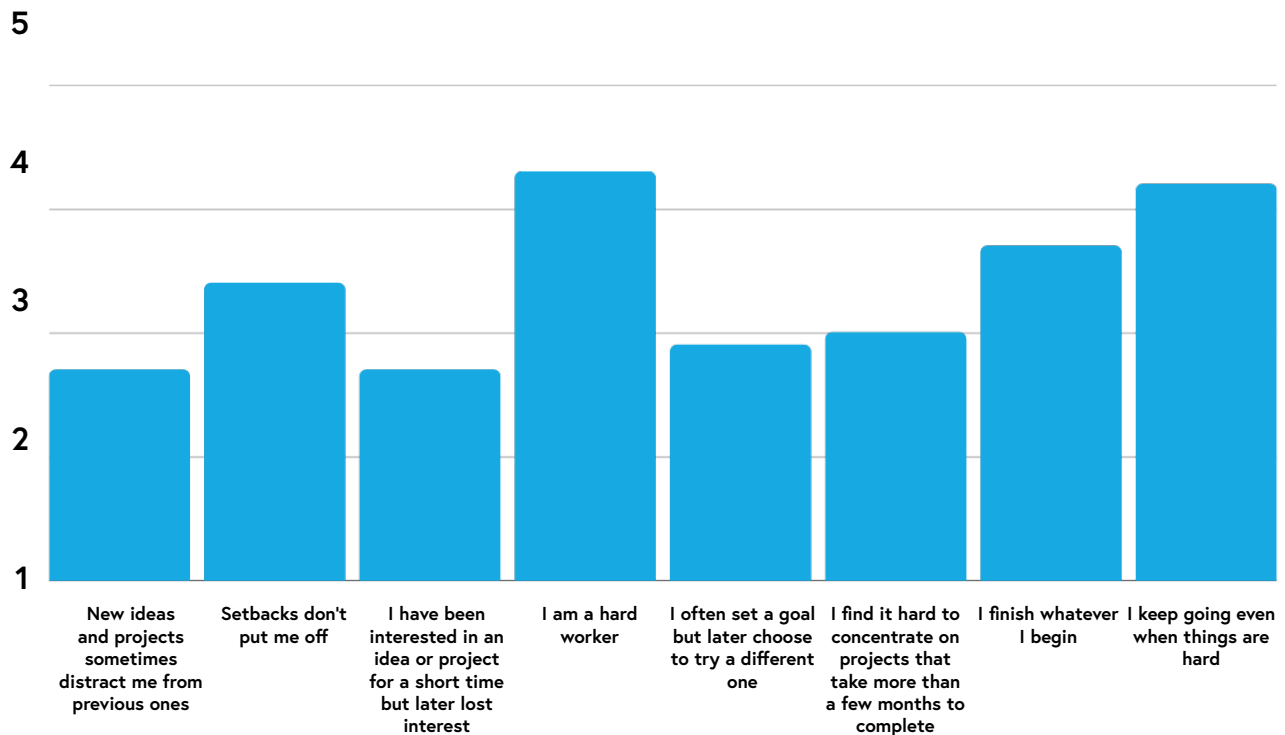
The Year 12s gave themselves a **low score in resilience**, measured using the Grit S scale. Breaking down resilience further, pupils suggested they struggle particularly with focusing on tasks or projects, with pupils getting distracted easily and losing concentration. In contrast, pupils felt they do 'work hard'. This suggests pupils have 'grit' and determination, but struggle to concentrate despite trying hard to do so. Oppidan's programmes help with this by teaching pupils strategies to enhance their focus and to commit to longer-term goals through planning, preparation, and having a strategic and achievable 'game plan'.

This programme has helped me grow as an individual. It has also helped me interact in a way that individuals see me as a good role model and a great support role. This has hugely impacted my daily life as I have learnt many skills I wouldn't have learnt before this excellent programme.

Y12 Student

Chelsea Academy

Why do Year 12s have a low sense of school community?

The Year 12s gave themselves a relatively low score in their sense of school community. In particular, pupils did not feel they 'mattered' that much to others in the school. It is interesting to note that only 13.7% of Year 12s gave 'lots of support' to younger peers. Working as peer-mentors should help pupils see how valuable they are to their peers, increasing cross-year interaction and helping pupils see themselves as a valuable asset to, rather than merely a product of or participant in, the school system.
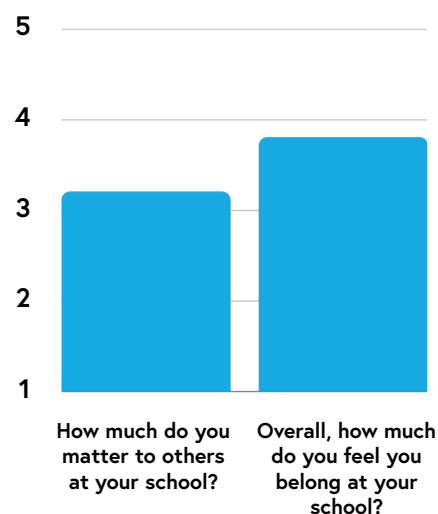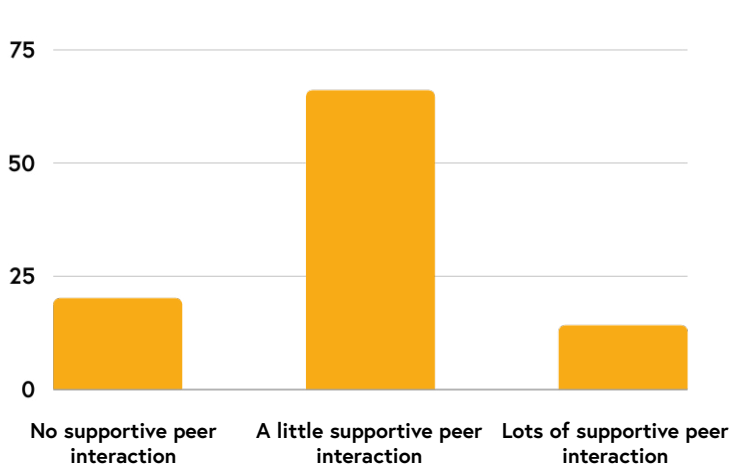
What aspects of leadership do Year 12s feel least confident about?

Year 12s gave themselves a low score in leadership, measured using questions from the Skills Builder Framework. Students suggested they often motivate others and conduct conflict resolution. However, they suggested they do not act as mentors very often. This highlights how positions of responsibility will help formalise the leadership qualities of older pupils. This is particularly helpful for the pupils' CV development.
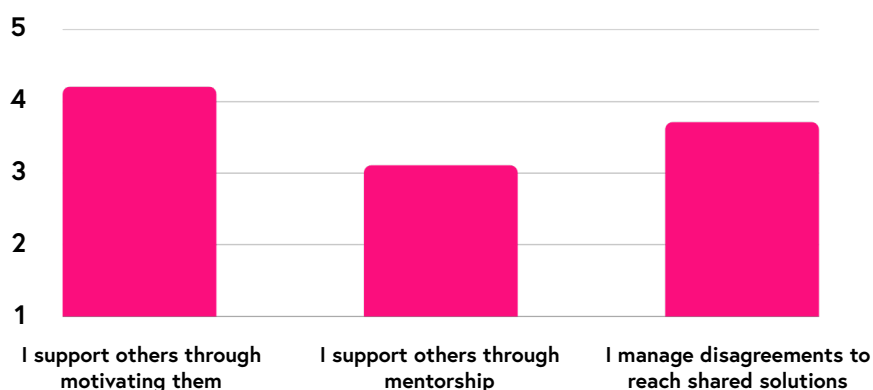
Analysis of Year 7 skills

Oppidan's Year 7 averages are taken from surveys completed by **53 pupils** before the start of the peer mentoring programme. The year 7s were selected to take part if they were struggling with the transition to secondary school.
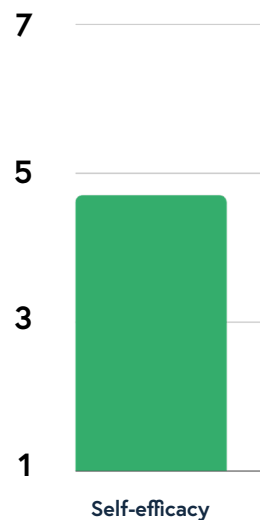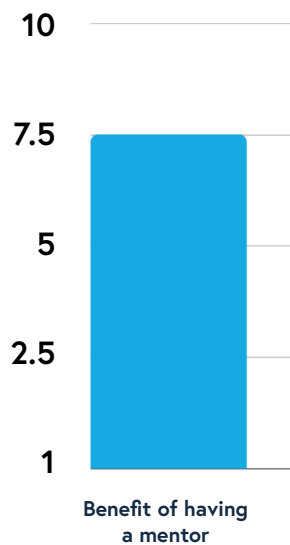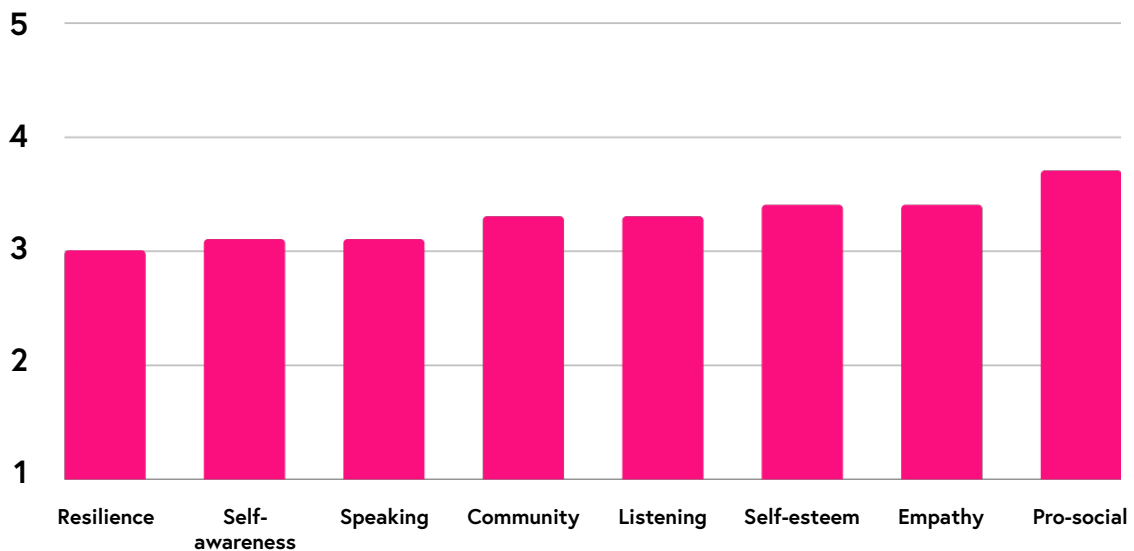
The Year 7s suggested they were least confident in resilience, self-awareness, and speaking skills. The pupils also reported fairly low self-efficacy at **4.7/7**, measured using the MSLQ self-efficacy sub-scale.

The Year 7s reported high levels of pro-social behaviour, empathy, and in self-esteem, suggesting they take a generally positive attitude towards themselves and others.

It is interesting to compare the relatively higher scores of the Year 12s with the Year 7s, reflecting different stages in educational development and the excellent impact of our partner schools' work. The pairing of older pupils with younger peers should enable the older pupils to impart their knowledge and skills to the younger pupils, catalysing impact.

Developing Year 7 self-awareness

The Year 7s gave themselves a low score in self-awareness at 3.1/5. In particular, pupils felt they do not frequently examine their feelings. This may lead to increased exposure to people or environments that induce negative emotions in the pupils, which in turn can lead to reduced wellbeing and/or increased poor behaviour.
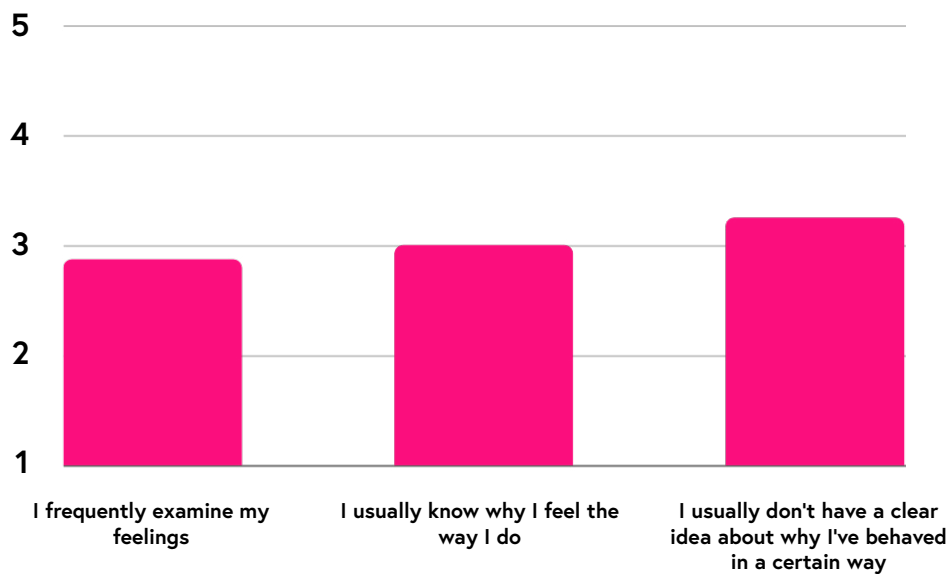
What aspects of speaking do Year 7s feel least confident about?

The Year 7s gave themselves a relatively low score in speaking skills, something expected of children at this stage in their development. In particular, pupils reported feeling nervous speaking to people they do not know. The peer mentoring programme will develop Year 7s' social confidence to speak to people they have not spoken with before.
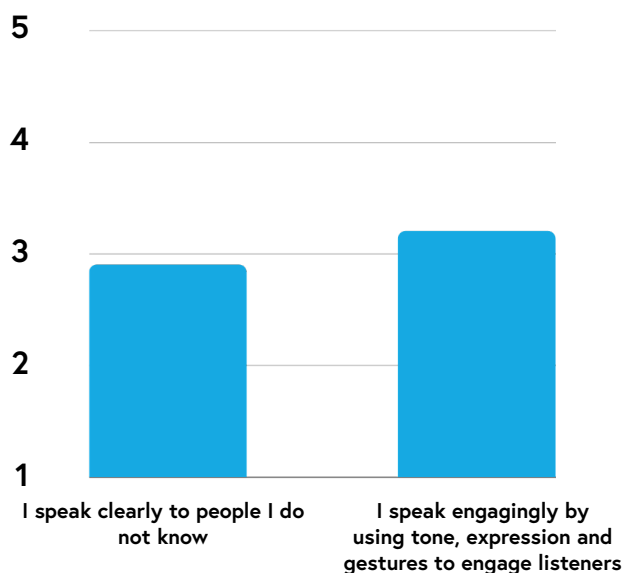
What aspects of resilience do Year 7s find difficult?

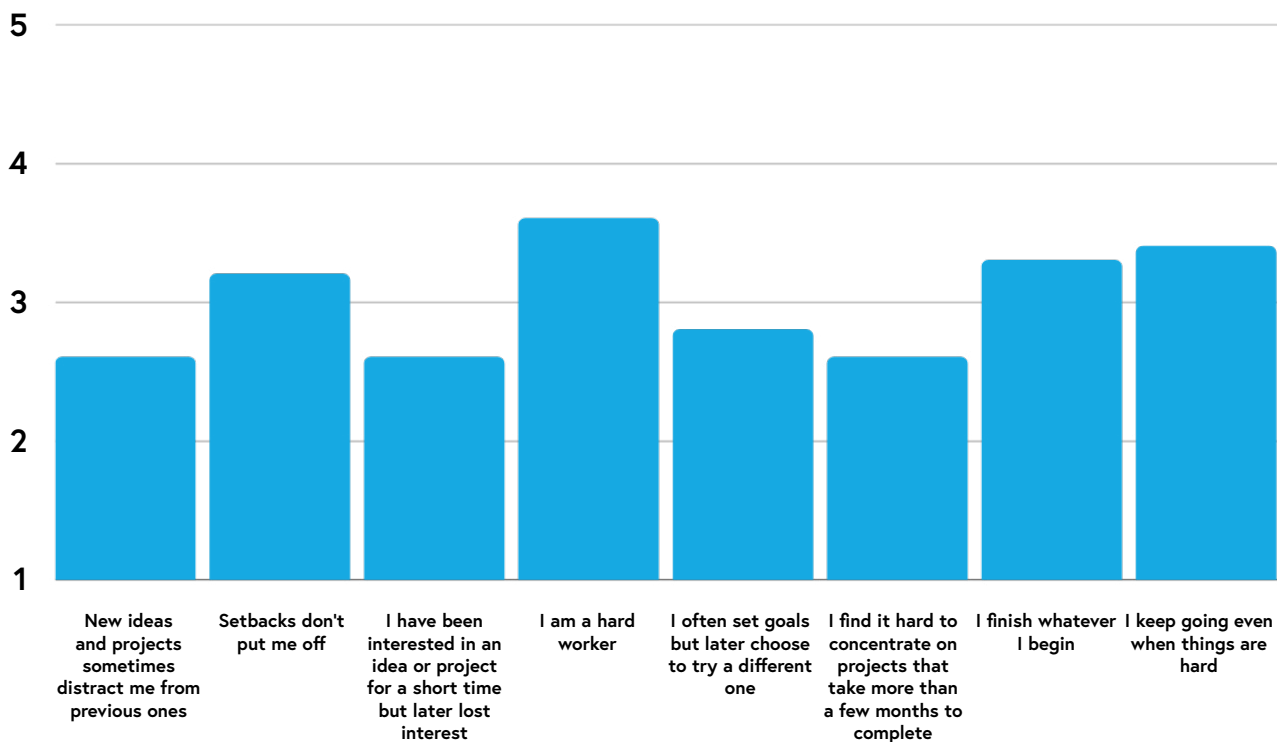The Year 7s reported a low score in resilience, measured using the Grit S scale. Breaking down resilience further, pupils suggested they struggle particularly with focusing on tasks or projects, with pupils getting distracted easily and losing concentration. In contrast, pupils felt they do 'work hard'. This suggests pupils have 'grit' and determination, but struggle to concentrate despite trying hard to do so. Oppidan's programmes help with this by teaching pupils strategies to enhance their focus and to commit to longer-term goals through planning, preparation, and having a strategic and achievable 'game plan'.

As a mentor, I am able to use my own experiences and mistakes to help guide those younger and less experienced than myself. There is nothing I find more rewarding than helping someone overcome an obstacle, be it mental, emotional or academic. Being a mentor also ensures I hold myself accountable, which helps me grow and develop everyday. The skills I teach are skills I continue to use; no one is too young or too old to benefit from mentoring.

Bethany Evans
Pro Mentor

Evaluation Methodology

01 Prep-School Transition Journey (PSTJ)

A) What do we measure?

Resilience	Communication	Self-awareness
Focus, hard work, and the ability to keep going despite adversity. Measured using the Grit S Scale.	Speaking and listening skills. Measured using questions from the Skills Builder Framework.	Self-esteem, self-efficacy, independence, and reflection. Measured using the Rosenberg self-esteem scale, the MSLQ self-efficacy subscale, and bespoke questions.

Surveys also measure changes in parent confidence and changes in the number of pupils getting into their first choice of secondary school.

B) How do we measure this?

A mixed-method approach combining longitudinal student, teacher, and parent survey data with qualitative student focus groups. Surveys use bespoke and validated survey scales.

Surveys	Focus Groups	Teacher-Reported Data
• Three student surveys before, during and after the programme • Two parent surveys, before and after the programme. • Two teacher surveys, before and after the programme	Student focus groups run with a representative sample of participating pupils at a small number of schools involved in the programme	Demographic data is collected on SEND and gender to correlate impact with these variables.

02 Peer-Mentor Transition Journey (PMTJ)

A) What do we measure?

Community	Communication	Character
Bespoke questions on pro-social behaviour and peer-relationships, empathy using the Basic Empathy Scale, and adapted survey questions based on the Harvard-Panorama Student Perception Survey scale on Sense of Belonging and Yorke's (2016) sense of belonging in higher education scale.	Speaking and listening skills measured using Skills Builder Scales	Self-esteem using questions from the Rosenberg self-esteem scale, self-efficacy from the MSLQ self-efficacy subscale, resilience using the Grit S Scale, and bespoke questions on independence, leadership, insight, and reflection.

B) How do we measure this?

A mixed-method approach combining longitudinal student survey data, single-time point teacher surveys, and qualitative student focus groups. Control group of teacher-reported data taken. Surveys use bespoke and validated survey scales and national benchmark data.

Surveys	Focus Groups	Teacher-Reported Data
Two Y12 student and two Y7 student surveys taken before and after the programme. One teacher survey after the programme.	Student focus groups run with a representative sample of participating pupils at a small number of schools involved in the programme.	Y12 attainment, Y7 behaviour and attainment, and student demographic characteristics will be obtained from the schools, showing changes in time.

03 Career Day

A) What do we measure?

Aspiration	Self-efficacy
An adaptation of the Deloitte Careers Survey measuring career knowledge, career confidence, and career motivation. Bespoke questions on the connection between students' values and their aspirations.	Adapted MSLQ scale and bespoke questions focusing on career self-efficacy.

B) How do we measure this?

A mixed method approach combining qualitative student feedback with quantitative student survey data at two time points, before and after the career day.

04 Peer Mentor Training Day

A) What do we measure?

Increased confidence in ability to mentor	Increased motivation to mentor	Increased knowledge of mentoring
Adapted MSLQ self-efficacy subscale focusing on self-efficacy in ability to become a peer mentor.	Adapted MSLQ scale and bespoke questions focusing on motivation to become a mentor.	Bespoke questions on the purpose of mentoring and safeguarding techniques.

B) How do we measure this?

A mixed method approach combining qualitative student feedback with quantitative student survey data at two time points, before and after the training day.

05 Interview Day

A) What do we measure?

Confidence	Value of the day	Career aspirations (secondary only)
Bespoke questions relating to student confidence in their ability to do well in an interview.	Bespoke questions to raise student voice on what they found valuable during the day and why.	An adaptation of the Deloitte Careers Survey measuring career knowledge, career confidence, and career motivation.

B) How do we measure this?

A mixed method approach combining qualitative student feedback with quantitative student survey data. Some schools will be assessed at two time points, before and after the interview day. Other schools will be assessed at one time point, after the interview day.

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