

Success Club Evaluation Headlines:

Context: Over the 2018/19 academic year, *Success Club* has been working with 119 students in year 6 at School A. We have been running one session per week with year 6 students. Although we worked throughout the year on all aspects of the SC learning skills, it was agreed with teachers that leading up to SATs we would **focus more on, Attitude to Learning, Growth Mindset and Resilience**. We had 2 members of staff working with 4 classes so had to run double sessions throughout the last part of the term and sent weekly powerpoint presentations for teachers to work with when we were not in the school.

Success Club Skills: We have developed a system of assessment based on 6 key skills identified as being fundamental to success and achievement in school: **Resilience, Communication, Leadership, Problem-solving, Attitude to Learning and Growth Mindset**. We also created a skills level criteria (see separate sheet) which divided each key skill into 4 levels of competency. Level 1 meaning little to no competency in the skill and level 4 being fully accomplished as appropriate to that age group. Towards the end of each term, the SC practitioners planned a showcasing lesson to allow class teachers to observe their students attempting a range of tasks and challenges designed to really test their key skills. Class teachers then awarded students an SC level of 1-4. In the final summer term assessments we looked at:

- Total number of level 4 skills (compared to baseline)
- Improvement in all 6 SC skills levels over the entire year, from baseline to summer term.

SC Skills Summer 2019:

There has been a marked increase in students achieving a level 4 in the 6 SC skills but most notably in Attitude to Learning and Growth Mindset.

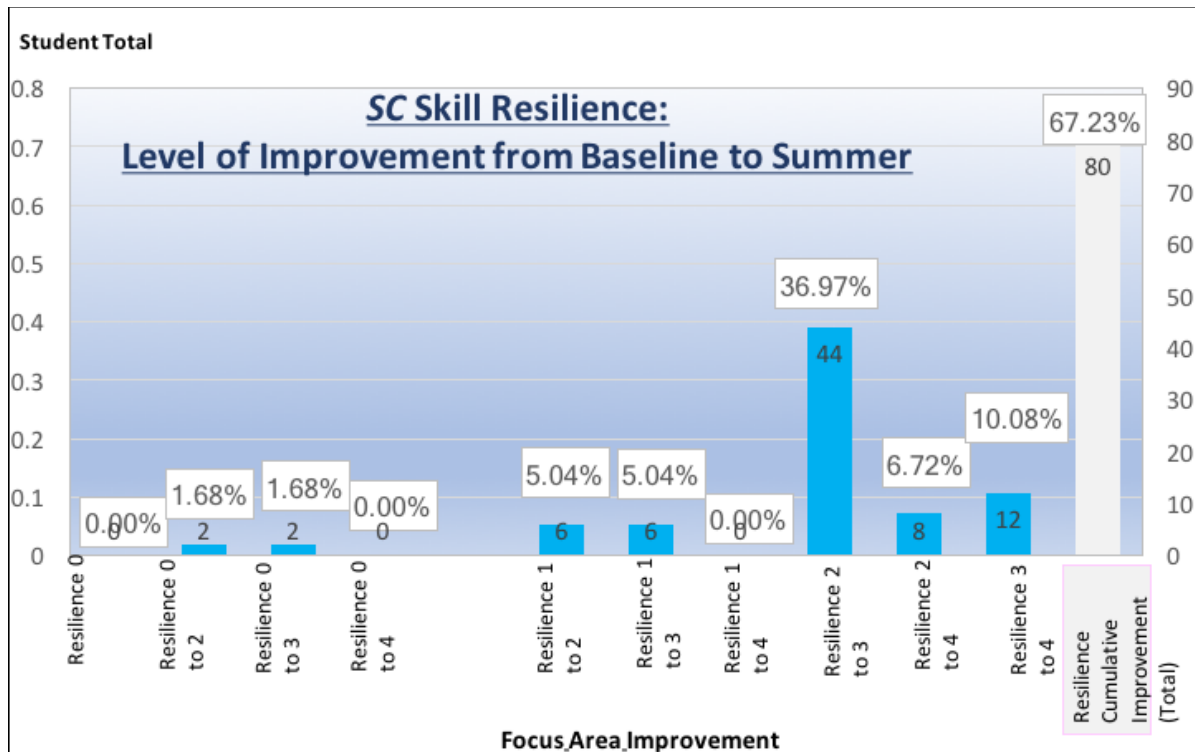
- **From baseline to summer – a 34% increase in the number of children achieving a level 4 in Attitude to Learning.** At the start of the year only 2 students were awarded a level 4 for Attitude to Learning compared to 42 in the final summer term.
- **From baseline to summer – a 20% increase in the number of students achieving the top level for Growth Mindset.** At the start of the year only 1 student was awarded a level 4 for Growth Mindset compared to 25 in the summer term.

We also measured how many **students made progress by at least 1 level in each of the key skills over the year** comparing the baseline scores to the final summer levels.

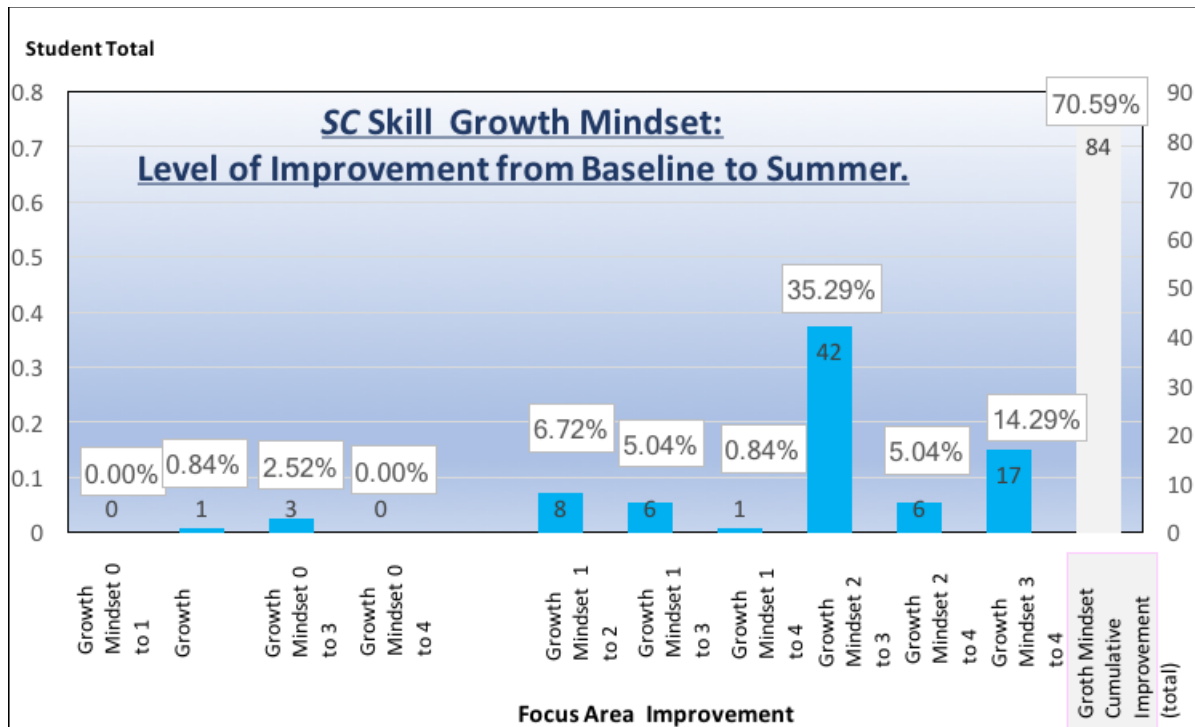
- **From baseline to summer term 70% of the students increased their Resilience** by at least 1 level.
- **61% increased their Communication level.**
- **68% improved in Problem solving.**

- **76% increased** their **Leadership** level.
- **77% improved** their **Attitude to Learning**.
- **71% improved** in **Growth Mindset**.

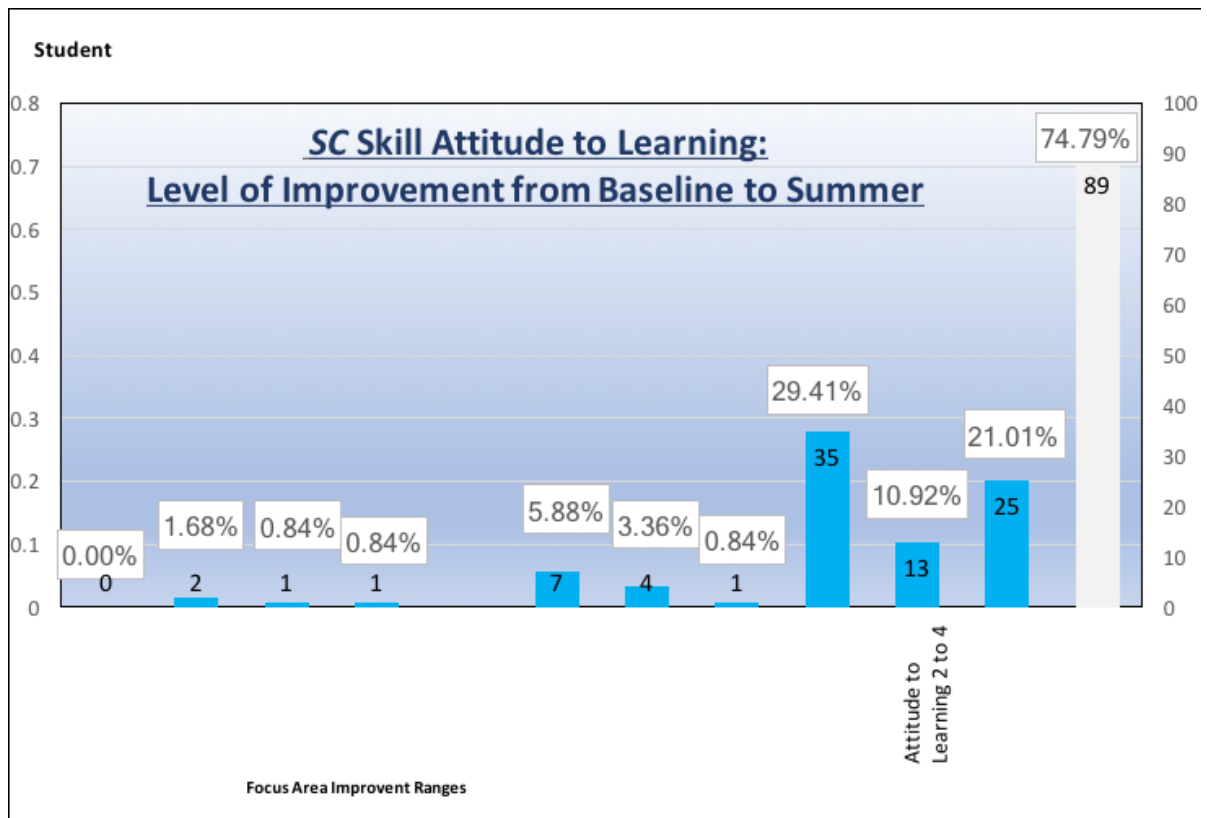
See the charts of focus skills below for a more detailed breakdown



To summarise progress in Resilience: 53% of students made 1 level of progress; 13% made 2 levels of progress and 2% made 3 levels of progress.



To summarise progress in Growth Mindset: 56% of students made 1 level of progress; 11% made 2 levels of progress while 3% made 3 levels of progress.

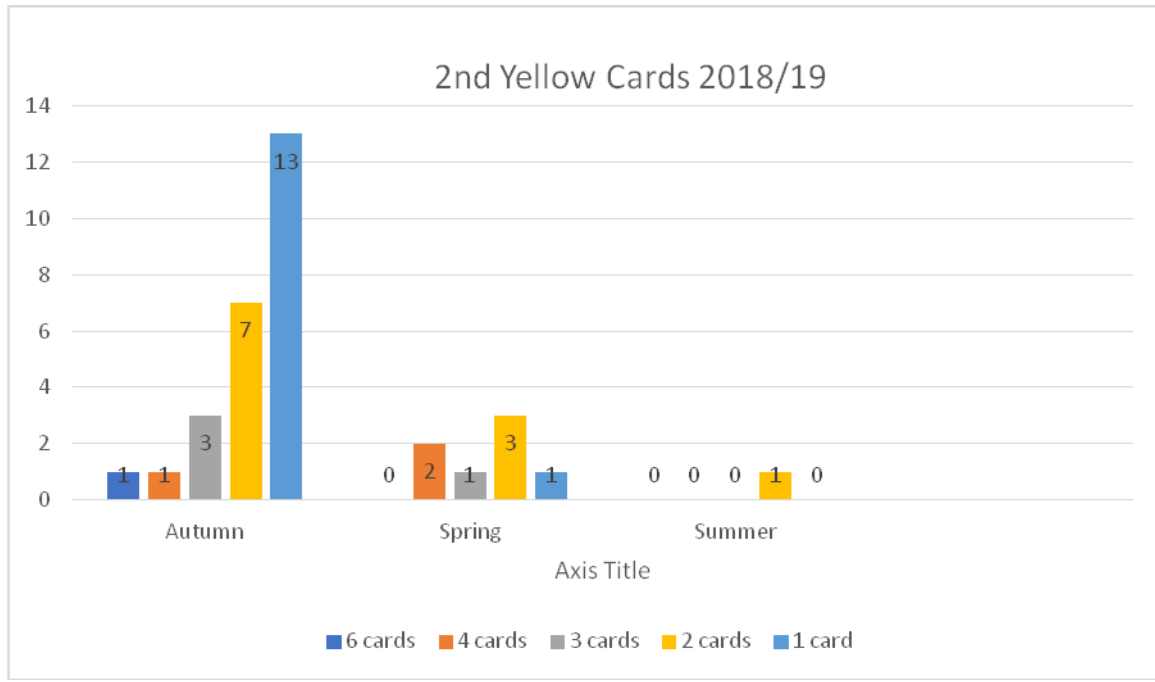


To summarise progress in Attitude to Learning: 56% of students made 1 level of progress; 16% made 2 levels of progress; 2% made 3 levels of progress and 1% made 4 levels of progress.

Behavior Points 2018/19:

School A has a consequences system which issues yellow and red cards which we have tracked to evaluate poor behavior across the cohort for the academic year.

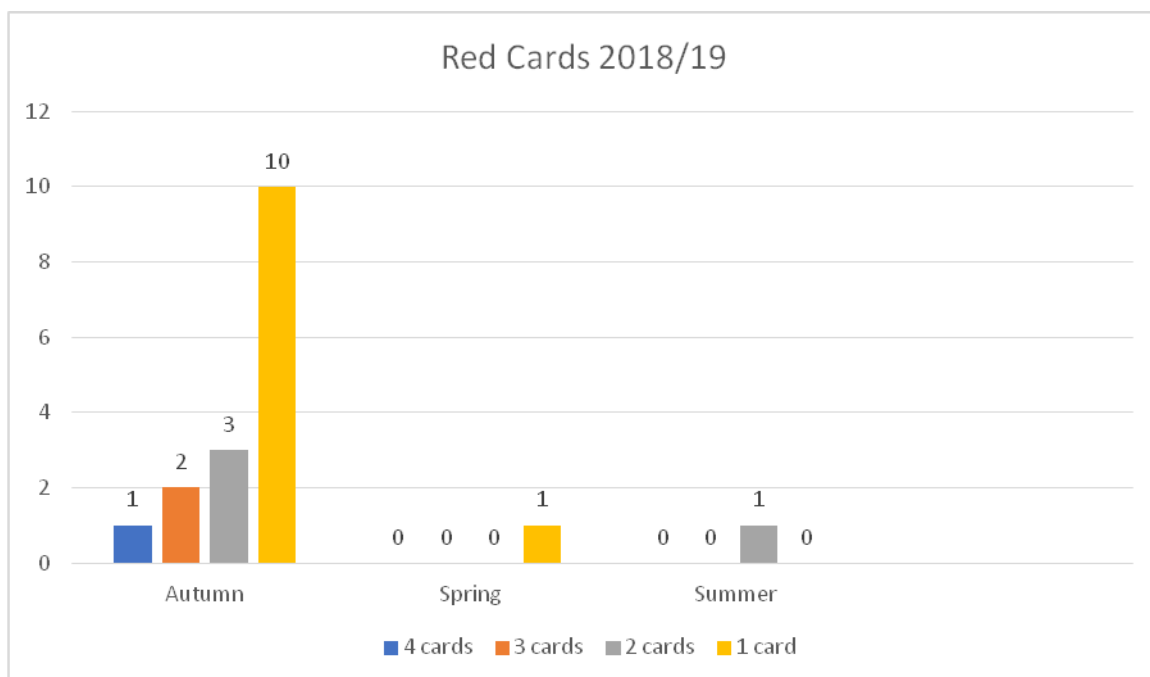
A first yellow card is merely a warning so we took the decision not to include these. A 2nd Yellow card is more serious and may result in a consequence being issued and/or parents being contacted. A red card is a serious offence, almost always resulting in some form of sanction.



This rapid decline in the number of behavior warnings being issued is a clear indicator that the general behavior in School A improved over the course of the year.

In the Autumn term 1 student was awarded 6 yellow cards, 1 student was awarded 4 yellow cards, 3 students were awarded 3 yellow cards, while 7 students received 2 yellow cards and a significant 13 students received 1 yellow card each. This adds up to a total of 46 yellow cards being issued to a total of 25 students.

These numbers drop dramatically in the spring only 2 students receiving 4 cards, 1 receiving 3, 3 receiving 2 and just 1 student getting 1 yellow card; a total of 18 yellow cards being awarded to only 7 students. This number drops again in the summer to almost nothing with only 1 student receiving 2 yellow cards.



This significant drop in number after the Autumn term indicates that serious behavior incidents decrease very quickly after the first term and sustain a low level for the remainder of the year.

The picture for the number of red cards follows a very similar pattern of being reasonably high at the start of the year and declining as the year progresses. In the Autumn term, 1 student was awarded with 4 red cards, 2 students received 3 red cards, 3 students received 2 cards and 10 students received 1 red card each. A total of 26 red cards among 16 students. This drops to only 1 student gaining 1 red card in the Spring and then 1 student receiving 2 cards in the Summer.

Academic Achievement in SATs 2019

Finally, we wanted to see if we could identify some correlation (if any) between academic achievement in the final SATs exams and progress made in the *Success Club* skills. Even though we firmly believe that the aims of *Success Club* are to develop students into successful, lifelong learners, meaning the impact is more long term, we decided that if we found any links, we could possibly use them to discover how much of an immediate positive impact *Success Club* is having on academic achievement.

We have looked at the correlation between where *Success Club* scores have been successfully maintained or improved and where academic scores have either maintained or improved from the previous term.

We found that in the autumn term 80% of the year 6 cohort who made suitable progress in their *Success Club* skills also made good progress academically and this number increased to 95% in the spring term and then evened off at 86% by the summer term.

Although this increase spike is not as consistent as we would have liked, we have identified several factors that have influenced this data:

- While the SC skills progress remained reasonably high across the three terms there were 5 students who were 'progress killers' ie, they brought down the average % as they did not attain as well in their SC skills as they should. We are currently liaising with the school and the teachers to identify why this might have occurred.
- The spring term data is based on teacher assessments of what they predict their students will achieve in the SATs. However, the summer term data is based on the final external examination results which have come in slightly under predictions which is showing up as negative progress, and again, bringing down the percentages.