



# **Programme and Impact Report for The Astley Cooper School**

Summer 2018–19



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## Partner Universities

Our university partners provide invaluable financial and logistical support to run our trips and to recruit new PhD tutors. In Summer 2018/19, we worked with 39 university partners to host 107 Launch and Graduation trips and to recruit 262 PhD researchers to work as Scholars Programme tutors in the Summer term.



# Part 1: Summary

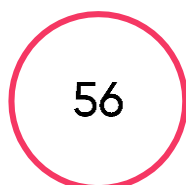
## 1.1 Welcome

I am pleased to present The Astley Cooper School with its impact report outlining your partnership with The Brilliant Club over the Summer 2018–19 programme. I trust your pupils found the work with their PhD Tutor inspiring and challenging.

PhD Tutor	Course Title	University	Research Area
Robin Shields	Politics – The British Prime Minister in the Post-War Years	Royal Holloway, University of London	Carlo II Tocco 1429–1448: Lordship, Diplomacy and Economy in the Fifteenth Century Balkans

## Impact

For the third year in a row, independent analysis by UCAS showed that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils with similar socio-demographic background and GCSE attainment.



The UCAS analysis estimates that **56% of Year 12 pupils that completed The Scholars Programme** progressed to a highly-selective university, compared to only **30% of pupils with similar backgrounds**. This is a sizeable and statistically significant difference.

## Reach

We are continuing to grow across the UK and are supporting 13,000 pupils in 2018/19. For the first time, The Scholars Programme has worked this term with schools in Northern Ireland, and it remains a priority that the programme is accessible to any school that wants to take part in the UK, regardless of geography.



This map shows Scholars Programme placements in 2018/19

## The Scholar



In January The Brilliant Club published the latest issue of our journal of pupil work, The Scholar. This issue as well as previous editions are available [on our website](#). The Scholar includes a collection of exemplary final assignments completed by pupils as part of The Scholars Programme over the past few months. The journal is edited by the PhD tutors and members of staff at The Brilliant Club, and we think it is a fitting celebration of the excellent work that has been produced through the programme.

I am looking forward to continuing to work with you and your pupils over the forthcoming year. We are currently signing up schools for 2019/20 so please do get in touch with me at [steph.hamilton@thebrilliantclub.org](mailto:steph.hamilton@thebrilliantclub.org) to ensure you have confirmed provision or if you have any questions or feedback about the programme.

Thank you for your continuing support of the programme,

**Steph Hamilton, Area Director, The Scholars Programme**

## 1.2 The Astley Cooper School Programme Journey



### 1 Launch Trip

The Astley Cooper School began the programme with a Launch Trip at **Jesus College, University of Oxford**. 12 pupils attended the trip and had a tour of the campus led by current undergraduates, learned about university life from university staff and took part in the first tutorial with their PhD Tutor.

### 3 Final Assignment

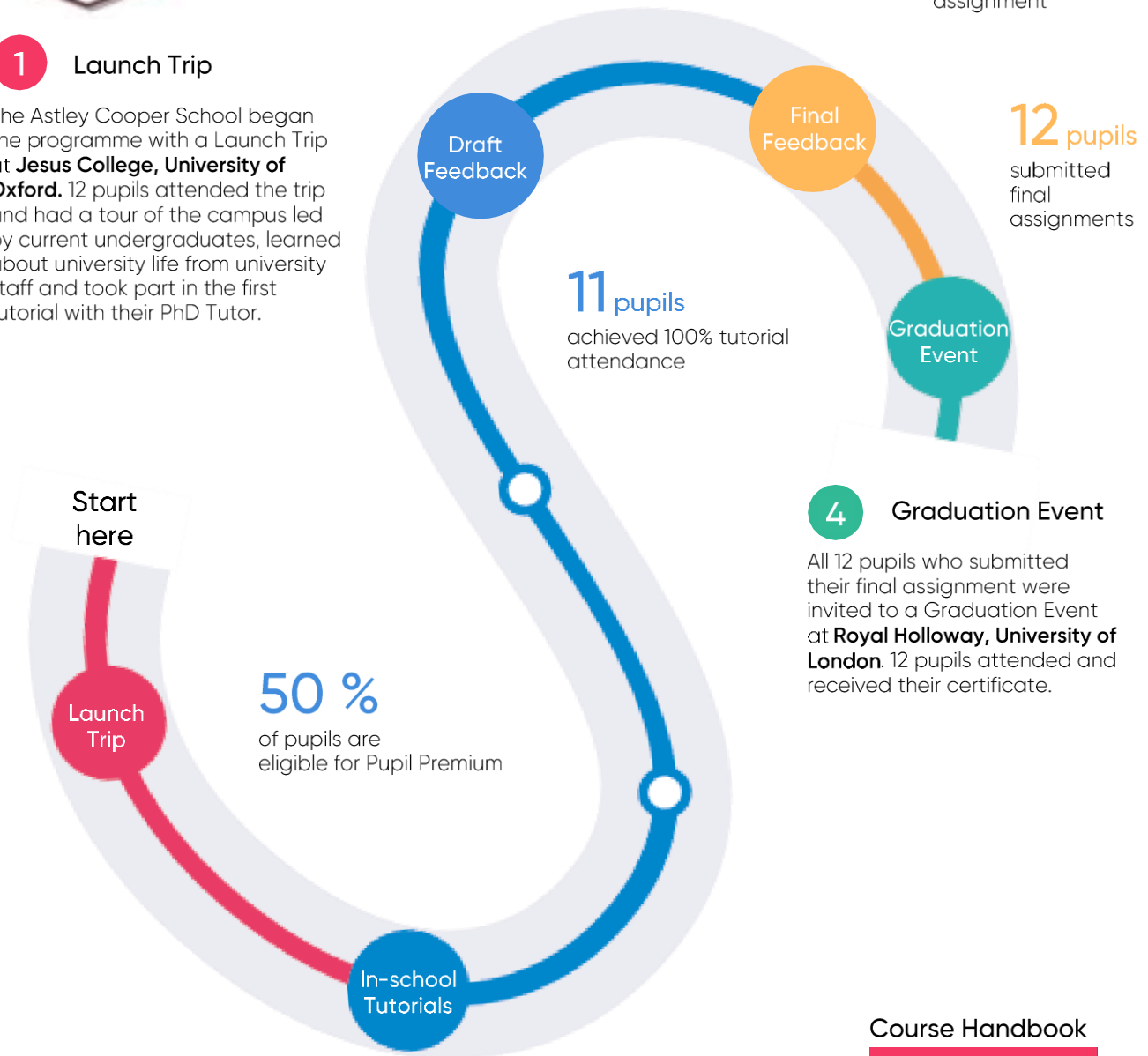
The in-school tutorials culminated in pupils completing a **challenging university-style assignment**, which was marked by PhD tutors at one key stage above their expected level of attainment.

**8 pupils**

achieved a 1<sup>st</sup> or a 2.1 in their final assignment

**12 pupils**

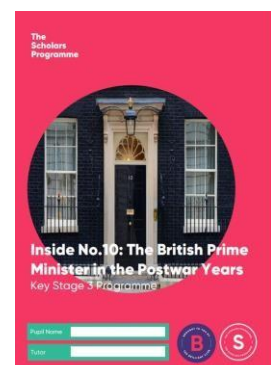
submitted final assignments



### 2 Tutorials




Following the Launch Trip, the PhD tutor visited the school on a weekly basis. To emulate an authentic university learning environment, tutorial groups are capped at a maximum of six pupils and there is a focus on **university-style pedagogy** including independent research, critical thinking and higher-order questioning.

### Course Handbook



## Part 2: Pupil Impact

To be able to report on the impact that The Scholars Programme has on The Astley Cooper School pupils, we look at the demographics of the pupils selected and measure programme outputs and university readiness outcomes.

Pupil Impact Framework		
	1. Pupil Targeting	Pupil Premium Parental history of HE Postcode deprivation
	2. Programme Outputs	Attendance Assignment submission Pupil reflection
	3. University Readiness Outcomes	Academic achievement University preparation Deeper learning skills

### 2.1 The Astley Cooper School Pupil Targeting

In pursuit of our mission to support pupils from underrepresented backgrounds to progress to highly-selective universities we target pupils who are eligible for Pupil Premium, who have no parental history of higher education and who live in deprived areas according to the Income Deprivation Affecting Children Index (IDACI). The below summarises targeting information of Scholars Programme pupils at The Astley Cooper School.



Pupil Premium

50 %  
(6/12)



No parental history  
of higher education

58 %  
(7/12)



Living in 40% most  
deprived areas  
according to IDACI

75 %  
(9/12)



Target Pupils  
meeting 1 or more  
of 3 criteria

100 %  
(12/12)



## 2.2 The Astley Cooper School Programme Outputs



We monitor pupils' attendance and assignment submission and how much they enjoy and believe to have benefited from visiting universities at trips and studying with their PhD Tutor.

### 2.2.1 Pupil Engagement

This table reports how the pupils have engaged with the programme. We believe a high level of engagement to be a pre-requisite of a strong impact on pupil outcomes.

The Astley Cooper School Attendance and Assignment Submission	
# pupils attending Launch Trip	12
# pupils attending Graduation Trip	12
% average tutorial attendance	99 %
% final assignment submission	100 %

### 2.2.2 Pupil Reflection

The Astley Cooper School	% Strongly Agree + Agree
<b>Launch Trip</b>	
I have enjoyed visiting this university for The Scholars Programme Launch Trip	83 %
The Launch Trip has made me feel excited about being in The Scholars Programme	75 %
I have learned something I didn't know about this university before	83 %
I am more likely to apply to this university after visiting today	58 %
I will be able to study at this university when I am older if I work hard at school	83 %

'I thought that today was a really fun and educational experience and I think that I learnt a lot about this university.'

Year 8, The Astley Cooper School

The Astley Cooper School	% Strongly Agree + Agree
<b>Graduation Trip</b>	
I have enjoyed visiting this university for The Scholars Programme Graduation Trip	82 %
The Graduation Trip has made me feel proud about being in The Scholars Programme	91 %
I have learned something I didn't know about this university before	73 %
I am more likely to apply to this university after visiting today	55 %
I will be able to study at this university when I am older if I work hard at school	82 %

## 2.3 The Astley Cooper School University Readiness Outcomes



Based on academic evidence, The Brilliant Club designed an outcomes framework that details how we will support pupils to progress to highly-selective universities. This framework is built upon six cognitive and non-cognitive skills that academic research shows are linked to attainment and university progression.

	Academic Achievement	Subject Knowledge
	University Preparation	Written Communication
	Deeper Learning Skills	Critical Thinking
		University Knowledge
		Meta-Cognition
		Motivation and Self-Efficacy

### 2.3.1 Academic Achievement

#### Competencies 1: Written Communication, Subject Knowledge and Critical Thinking

Academic achievement is about the skills and knowledge that pupils are explicitly learning in the context of The Scholars Programme. These include written communication, subject knowledge and critical thinking.

The following averages are based on the 12 pupils that have submitted both their baseline and final assignments. The table also includes national averages, allowing you to compare scores at baseline and progress made.

Programme  
Officer  
Comment

'We are pleased to report that pupils' progress, on average, was positive across all three academic competencies. Students should be very proud of their achievements.'

Competency	Mark scheme skill	The Astley Cooper School			National Comparison		
		Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	Structure and Presentation	55	58	6 %	51	63	23%
	Language and Style	58	63	9 %	53	64	21%
Subject Knowledge	Subject Knowledge	56	63	12 %	53	65	22%
Critical Thinking	Research and Evidence	55	60	9 %	50	63	26%
	Developing an Argument	51	57	13 %	51	63	23%
	Critical Evaluation	54	60	12 %	49	61	24%

**Note** – Due to the small sample sizes and a lack of control groups, no statements about causality should be made.

## Individual Pupil Outcomes

Pupil Name	PhD Tutor	Baseline Assignment Grade	Final Assignment Grade	Baseline Assignment Mark	Final Assignment Mark	Tutorial Attendance %
	Robin Shields	2.2	2.1	57	68	100 %
	Robin Shields	2.2	3rd	52	48	100 %
	Robin Shields	2.2	2.1	51	68	100 %
	Robin Shields	2.2	2.2	56	52	100 %
	Robin Shields	3rd	WTP	44	36	100 %
	Robin Shields	2.2	2.1	55	68	86 %
	Robin Shields	2.2	2.1	57	61	100 %
	Robin Shields	2.1	2.2	60	55	100 %
	Robin Shields	2.1	1st	64	71	100 %
	Robin Shields	2.2	2.1	51	66	100 %
	Robin Shields	2.2	2.1	58	64	100 %
	Robin Shields	2.2	2.1	57	62	100 %

**Note** – Assignments are marked by PhD tutors in line with mark schemes that reflect the assessment criteria for pupils who are one key stage above. Assignments are then moderated by qualified teachers. “DNS” stands for did not submit, and assignments that do not meet passing requirements are marked as working toward pass (“WTP”). Pupils that withdrew from the programme are not part of the impact report. Mark deductions, for example for late submission, are applied to the full marks and grades displayed in this table, but not to the sub-marks for competencies in the table on the previous page.

- For Key Stage 3 programmes, a 1st class assignment is roughly equivalent to a grade 7-9 at GCSE, with a 2:1 being roughly equivalent to a grade 6. However, the nature of the assignments does mean that marks may not always be comparable, as they would not necessarily fit neatly with GCSE exam mark schemes.



## 2.3.2 University Preparation

### Competencies 2: University Knowledge

Research shows that the lack of knowledge about higher education is one of the key barriers in university access for underrepresented pupils. In The Scholars Programme, pupils receive Information, Advice and Guidance (IAG) resources at trips to highly-selective universities from Key Stage 2 onwards. Year 12 pupils in the programme receive additional IAG material via our Virtual Learning Environment (VLE).

The below questions measure subjective knowledge as well as the self-confidence and perceived ability of pupils to progress to and succeed at university. Questions were asked both at the beginning and at the end of the programme.

The percentages are based on the 11 pupils from The Astley Cooper School who completed both questionnaires.

The Astley Cooper School	% Strongly Agree + Agree	
University Preparation	Before	After
I have a good level of knowledge in the subject that The Scholars Programme focuses on	9 %	45 %
I can complete written work to the same standard as a pupil two years above me at school	27 %	73 %
I would feel confident talking to a university teacher about my work	45 %	55 %
I understand why and how people study when they are at university	45 %	55 %
I know the steps I need to take to apply to university in the future	9 %	27 %
I am capable of studying at a highly selective university	55 %	64 %

**Note** – Pupils responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). This table shows the percentage of pupils who agreed or strongly agreed with the statements.

'I think the graduation trip was an amazing experience and I'm glad I am part of it. The Scholars Programme was fun, I felt so proud and accomplished.'

Year 7, The Astley Cooper School

### 2.3.3 Deeper Learning Skills

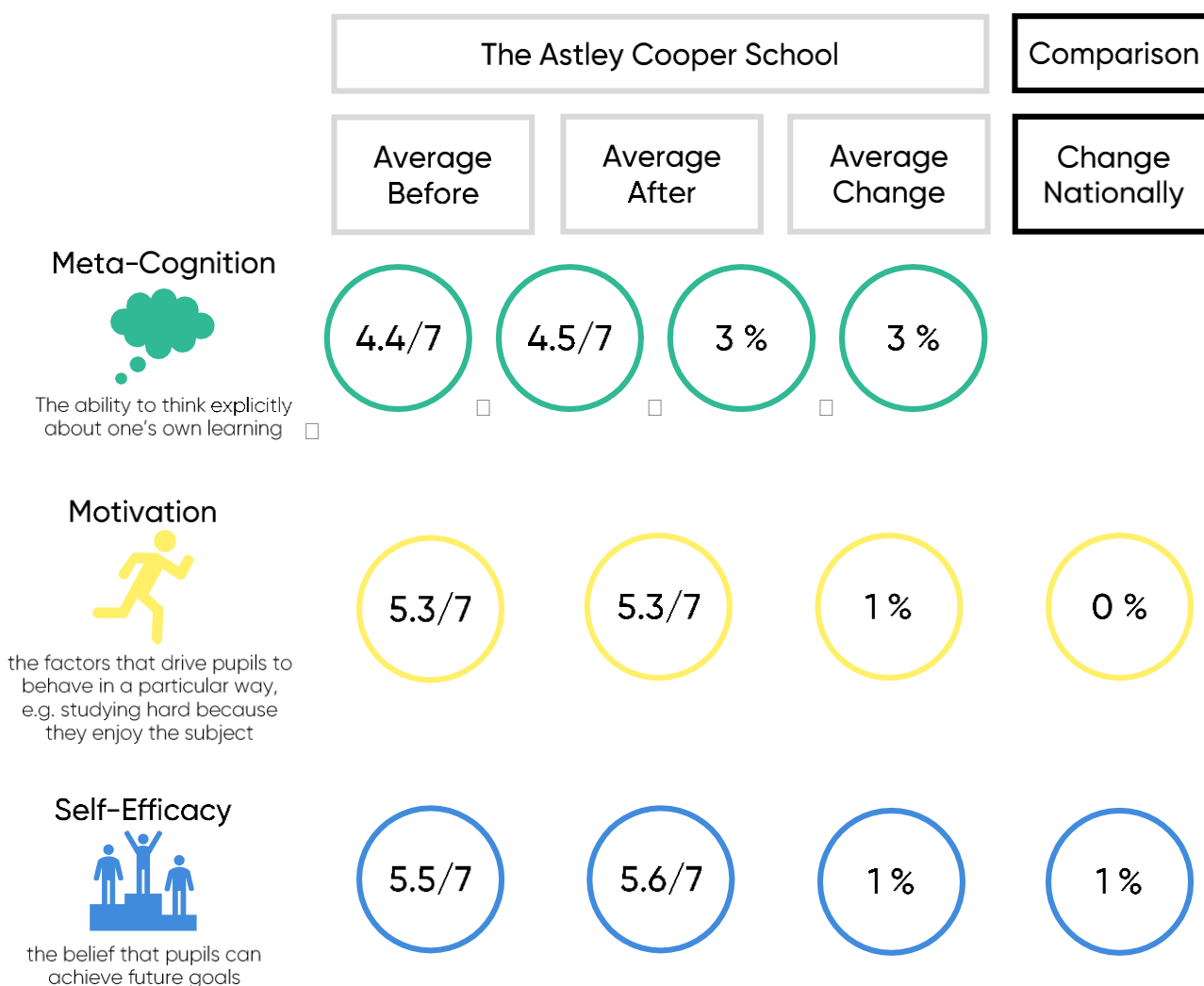
Deeper learning skills are a broader set of skills that underpin the ethos of our programmes and which are directly transferable to different contexts. The outcomes were chosen because academic research shows that they are linked to attainment and university progression. Pupils answered 36 questions both before and after the programme, and responses from The Astley Cooper School pupils were averaged on a scale from one to seven for three deeper learning skills: **meta-cognition**, **motivation** and **self-efficacy**.

Programme  
Officer  
Comment

'We are pleased to see that pupils' average progress in their self-assessed deeper learning skills are in line with or exceed the national average.'

#### Competencies 3: Meta-Cognition, Motivation and Self-Efficacy

This chart displays before and after averages for the 11 pupils who have completed both questionnaires.



**Note** – Due to the small sample sizes, no statements about causality should be made as a single pupil's result can significantly skew the data that is reported. The data should be used for purely descriptive purposes and read in the context of the qualitative information provided by the pupils and Programme Officers in this report. Nationally, the average pre scores are 5.3 for meta-cognition, 5.9 for motivation and 5.8 for self-efficacy. **To see pre/post data of the additional competencies that you selected when registering on the Impact Toolkit, please log in to your Impact Toolkit account.**

## Part 3: Pupil Premium Impact and Comparison Data

*This section can be fed into your school's Pupil Premium spend reports or other reporting relating to Pupil Premium funding.*

On The Scholars Programme this term, six pupils from The Astley Cooper School were eligible for Pupil Premium. Their average attendance was 100 %, which means they were in receipt of 42 hours of tutoring from a PhD researcher. Of these pupils, three received a 2:1, performing well at the key stage above their current level.

The programme is designed to stretch and challenge 'more able' pupils, especially those underrepresented at highly-selective universities, by giving them the opportunity to work with a PhD tutor, receive information, advice and guidance including two visits to highly-selective universities, and produce an extended final assignment, which is assessed at one level above their current key stage.

This table shows programme attainment and attendance for Pupil Premium pupils compared to all pupils. It also provides averages for the 141 schools within the South of England and for the 364 schools that took part in The Scholars Programme in Summer 2018/19 across the country.

Averages are based on pupils who submitted both their baseline and final assignment.

	The Astley Cooper School		National Averages		South of England Average	
	Overall	Pupil Premium	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	55	53	51	50	51	50
Final assignment mark average	60	56	62	60	62	61
Average progress between baseline and final assignment	9 %	7 %	21 %	21 %	22 %	21 %
% 1st/2.1 final assignment grades	67 %	50 %	66 %	59 %	67 %	61 %
% Final assignment submission rate	100 %	100 %	89 %	86 %	90 %	87 %
% Tutorial attendance	99 %	100 %	92 %	90 %	92 %	90 %

## Part 4: Reflections and Next Steps

### 4.1 Notes from your Programme Officer

It has been a pleasure working with Astley Cooper School. Students' tutorial attendance and submission rates for both the baseline and final assignments are highly impressive in comparison with regional and national averages, reflecting students' dedication and resilience in studying an unfamiliar subject, and the support they received from their teachers throughout the programme. We are pleased to report on the high number of students achieving 1<sup>st</sup> and 2.1 grades in their final assignments; students should be very proud of their achievements.

It is also fantastic to see how much students gained from their experiences of university at the Launch and Graduation Trips from reading students' comments, especially from the Graduation. We are pleased to share that following both trips, over 80% of students reported agreeing with the statement 'I will be able to study at this university when I am older if I work hard at school'. The trip feedback also demonstrated considerable improvements to students' understanding of university and sense of confidence in their written work.

In terms of deeper learning skills, we are pleased to report that students made positive progress in their self-assessed levels of meta-cognition, motivation and self-efficacy. We hope that these skills serve students well as they progress through school. It is worth noting that we expect the programme to have a greater impact on the academic achievement competencies, which are explicitly about what pupils learn in the context of The Scholars Programme.

Congratulations to the students from Astley Cooper School for their exceptional efforts and achievements on The Scholars Programme. We hope to continue our partnership next academic year.



**Siri Minsaas**  
Programme Officer –  
South of England

### Your feedback and notes on data collection

We hope you have enjoyed reading your school impact report. We consider it an important document to celebrate the success of your pupils and to provide you with detailed evidence of the academic progress that your pupils have made. If there are any inconsistencies in the data that we report for your school, please let us know via your Programme Officer and we will send you an updated report. Please also do not hesitate to get in touch if you have any questions or comments about the data displayed in this document or if you have suggestions for making the impact report more relevant for you and your school.

To see pre/post data of the additional competencies that you selected when registering on the Impact Toolkit, please log in to your Impact Toolkit account.

## 4.2 Placements in 2019-20: Sign-up Information

# The Scholars Programme

## 2019-20 School Sign up



We would love to work with you again in 2019-20. To sign up, follow the unique link that your Scholars Programme contact will provide you with via email. Online you can select your placements and update your contact details for the year. For information about the Programme next academic year, [click here](#).

### Terms and School Contributions

Autumn	Spring	Summer
October – February Planning begins July 2019	January – May Planning begins November 2019	March – July Planning begins January 2020
 8 pupils (£1,280) per placement	 8 pupils (£1,280) per placement	 12 pupils (£1,920) per placement
 12 pupils (£1,920) per placement	 12 pupils (£1,920) per placement	 12 pupils (£1,920) per placement

Sign up closes in **July** for Autumn placements, **October** for Spring placements and **December** for Summer placements. We would encourage you to sign up as soon as you can in order to guarantee places for your pupils in 2019-20.

### Spread the word

Our partner schools find out about us through their networks. If you would like to recommend the programme to a colleague or friend, please pass our information on and we would be delighted to talk to them about running the programme in their school. <https://thebrilliantclub.org/the-brilliant-club-for-schools/get-in-touch/>

## Part 5: Appendix

### A1: Raw Data The Astley Cooper School Pupil Assessments

The following tables show detailed results of the competencies assessed with pupil self-evaluation forms. The three competencies are assessed using a standardised self-report questionnaire from the academic literature called 'The Motivated Strategies for Learning Questionnaire'. For each survey item that we used to calculate the scores in section 2.3, the table lists average response scores before and after the programme.

	Average score (max score: 7)	
	Before	After
<b>Meta-Cognition</b>		
When I study for a test, I try to put together the information from class and from the book	4.73	5.18
When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	5.55	5.36
When I study I put important ideas into my own words	4.64	5.09
I always try to understand what the teacher is saying even if it doesn't make sense	6.09	6.00
When I study for a test I try to remember as many facts as I can	6.00	5.82
When studying, I copy my notes over to help me remember material	3.64	3.91
When I study for a test I practice saying the important facts over and over to myself	3.09	3.91
I use what I have learned from old homework tasks and the textbook to do new tasks	4.82	4.18
When I am studying a topic, I try to make everything fit together	4.09	5.36
When I read material for my lessons, I say the words over and over to myself to help me remember	3.09	3.45
I outline the chapters in my book to help me study	3.00	2.73
When reading I try to connect the things I am reading about with what I already know	4.91	4.55
I ask myself questions to make sure I know the material I have been studying	4.00	3.64
I work on practice exercises and answer additional questions even when I don't have to	3.55	3.73
Even when study materials are dull and uninteresting, I keep working until I finish	4.91	5.18
Before I begin studying I think about the things I will need to do to learn	4.27	4.27
When I'm reading I stop once in a while and go over what I have read	3.18	3.64
I work hard to get a good grade even when I don't like a class	5.45	5.00
<b>Motivation</b>		
I prefer schoolwork that is challenging so I can learn new things	4.92	4.92
It is important for me to learn what is being taught in my lessons	5.58	6.08
I like what I am learning in my lessons	4.75	5.00



I think I will be able to use what I learn in one class in other classes	5.67	5.67
I often choose topics I will learn something from even if they require more work	4.83	5.00
Even when I do poorly on a test I try to learn from my mistakes	4.83	4.92
I think that what I am learning in my lessons is useful for me to know	5.58	5.42
I think that what we are learning this year is interesting	5.25	5.00
Understanding my subjects is important to me	5.92	5.83
<b>Self-Efficacy</b>		
Compared with other students in my year I expect to do well	5.67	5.67
I'm certain I can understand the ideas taught in my lessons	5.75	5.25
I expect to do very well in this school	6.33	6.25
Compared with others in my year group, I think I'm a good student	5.17	5.83
I am sure I can do an excellent job on the problems and tasks assigned in my lessons	5.58	5.33
I think I will receive good grades in my classes	5.75	5.67
My study skills are excellent compared with others in my year	4.33	4.75
Compared with other students in my school I think I know a great deal about my subjects	5.25	5.25
I know that I will be able to learn the material for this year	5.92	6.08

**Note** – Pupils responded to the statements using a seven-point scale from 'not at all true of me' (1) to 'very true of me' (7). This table shows the average response scores of your pupils before and after the programme.

