

2017/18 Impact Analysis at Lilian Baylis Technology School

Executive summary

Future Frontiers operated two programmes in Lilian Baylis Technology School in 2017/18. Analysis of trends in behaviour points - points given to pupils for bad behaviour - shows a substantial reduction in the number of behaviour points awarded in the half-terms after Future Frontiers worked with pupils. This is in contrast to the previous year 11 group in 2016/17, in which the number of behaviour points given to pupils showed little change in the same time periods. The head teacher of the school attributes much of this positive change to the work of Future Frontiers.

Introduction

This case study was set up in partnership with the school to analyse the potential effect on measures of engagement. In working with the school, we identified behaviour points (negative points for poor behaviour or for failing to complete homework) as an appropriate measure for engagement because of the consistency across the intervention group and the comparison group.

During academic year 17/18 Future Frontiers worked in partnership with Lilian Baylis Technology School, to support a cohort of 121 young people in the final year of their GCSEs (year 11). This cohort was identified by the school as disengaged and at risk of becoming NEET; the pupil behaviour points for this cohort were more than double that of the previous year 11 cohort. All pupils received Phase 1 of our programme (six hours of career coaching across four sessions). Full details of the content of each session can be found on our [website](#). The programme was delivered in two different settings, either as classroom-based sessions or in the workplace of a local business partner (St James' property developers).



Methodology/Analysis

The evaluation was conducted in partnership with the school data manager, Head Teacher and through the support of Ben Williams MPA, who has 5 years' experience as a social policy analyst, evaluator and researcher.

We used data that was collected by the school throughout the academic year: behaviour points. Behaviour points are a combination of negative points for poor behaviour and failure to complete homework. We consider this a strong indicator of educational engagement.

Because we worked with the full group of Year 11 pupils we were unable to create a control group of similar pupils within the same year group. Therefore, we gathered data from the previous year group and looked to compare percentage changes in the average amount of behaviour points received by each pupil per half term at the same pre- and post-intervention time periods. Five half terms of data were analysed in this study – the school-based programme operated during half-term 2, while the corporate-based programme operated during half-term 3.

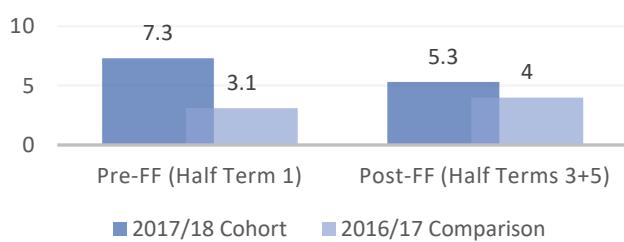
School-Based Programme

Pupils in the school-based programme showed a **27% decrease in behaviour points** in the three half-terms after completing Future Frontiers. In the same period in the previous academic year, pupils in Year 11 showed a 31% increase in behaviour points. Future Frontiers did not operate in the school during the 2016/17 academic year.

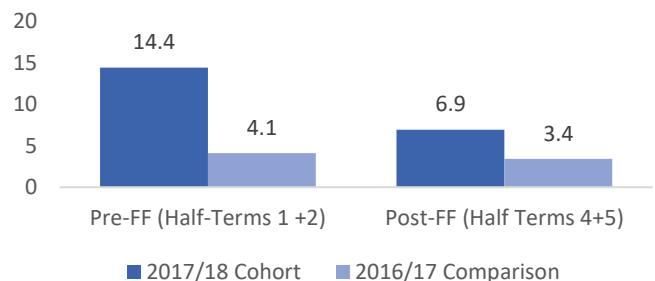
Corporate-Based Programme

Pupils in the corporate programme showed a **52% decrease in behaviour points** in the two half-terms after completing Future Frontiers. In the same period in the previous academic year, Year 11 pupils showed just a 16% decrease in behaviour points.

Average behaviour points per-pupil for pupils in school-based programme



Average behaviour points per-pupil for pupils in corporate-based programme



Further Contextual Information

Interviews with the school leadership team provided us with the following contextual information:

- Behaviour policy stayed the same across the two academic years, however staff were asked to be more aggressive in awarding behaviour points in 2017/18, accounting for the increase in the absolute number of behaviour points at both 'pre-' and 'post-' intervention stages in 2017/18.
- The Head Teacher expressed confidence in the behaviour point data across both year groups

"This analysis demonstrates a significant improvement in student motivation and engagement throughout the academic year. The reduction in behaviour points mirrors the change we have seen in pupils attitude towards their learning throughout the year, and we believe that Future Frontiers has played a significant role in creating this change."

-Gary Phillips, Headteacher

