

## **ESIP Forest 2012/13**

### **The Emerging Scholars Intervention Programme**



#### **End of Year Evaluation Report**

**30<sup>th</sup> September 2013**

**For publication**

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Developing the ability to do something, the belief you can do it and the character to get it done

From bright, disadvantaged girls to enterprising, confident, resilient young women



Sarah Bonnell School

**SHINE** 

## TABLE OF CONTENTS

<b>Introduction</b>	.....	<b>3</b>
<b>The Year in Brief</b>	.....	<b>5</b>
<b>Evaluation of Datasets</b>	.....	<b>11</b>
<b>Delivery</b>	.....	<b>18</b>
<b>Future Planning</b>	.....	<b>24</b>
<b>Finance</b>	.....	<b>25</b>
<b>A brief summary of successes</b>	.....	<b>26</b>
<b>Does it matter</b>	.....	<b>27</b>
<b>Conclusion</b>	.....	<b>27</b>
<b>Acknowledgements</b>	.....	<b>28</b>
<b>Appendices</b>	.....	<b>29</b>

## INTRODUCTION

The Emerging Scholars Intervention Programme (ESIP) is a Saturday school for disadvantaged female secondary students from the London Borough of Newham. 2012/13 was its second year of operations and the programme expanded to 60 students through the addition of a second year group.

Through action learning and experience, we have developed and refocused the vision, mission and aims to give us greater clarity on what we are trying to achieve and better support us in achieving it.

### **The original vision, aims and objectives (February 2011)**

**Vision** – "We aim to enhance long-term opportunities for girls between 12 and 15 years of age in Newham. The programme is designed to raise their aspirations, build soundly-based confidence and provide the skills considered appropriate to engage in activities relating to both self-determined interests and enhanced future career opportunities."

#### **Key aims**

1. To increase aspirations (as reflected in university choice)
2. To improve attainment (as reflected in assessment scores)
3. To improve learning capability
4. To increase resilience

#### ***Intended outcomes (over the first two years of the programme)***

Outcome	Target
1. Increased aspirations reflected in university and career choice	<ul style="list-style-type: none"><li>▪ Increased percentage (20 percentile points from baseline) of students who intend to study at Russell Group University (quantitative – split between no university, non-RG and RG; RG will not be formally stated in questions. Clarify 'want to' and 'believe they can get there')</li><li>▪ Career choice defined (and ranked as High/Middle/Low<sup>1</sup>) and improved across cohort during programme</li></ul>
2. Improved attainment reflected in assessment scores	<ul style="list-style-type: none"><li>▪ Averaged three sub-level increase over programme year using Teacher Assessment grade (quantitative)</li></ul>
3. Improved learning capability	<ul style="list-style-type: none"><li>▪ Average 8 points increase (0-100 scale) per student in MALS [Myself as a Learner] from start Year 8 to end Year 9</li><li>▪ Increased passion for learning and commitment in classroom</li></ul>
4. Increase in resilience	<ul style="list-style-type: none"><li>▪ Increase in extracurricular activities (inside and outside school, non-school) and achievements</li><li>▪ Average 5 points increase (0-35 scale) per student in Ashridge Resilience Questionnaire from start Year 8 to end Year 9</li><li>▪ Evidence of new challenges mapped and tracked</li><li>▪ Resilience plan and resilience strategy drafted by all students</li></ul>

<sup>1</sup> Will use Brunel criteria to define and segment careers

## **The revised vision, aims and theory of change**

Whilst staying true to our broad overall objectives, we rewrote the vision and aims in Summer 2012 and have since developed a theory of change based on the experiences of the first two years activity of the programme and in light of initial data analysis and feedback from the first two years. The programme itself did not significantly change in format during 2012/13 but we have made improvements to detail as we went along.

### ***Vision***

- Building a multicultural community, of resilient high achievers, contributing positive change.

### ***The five aims***

1. Develop resilience through challenge and support
2. Inspire new interest in subjects and topics through original perspectives and depth, increasing ability and achievement
3. Stimulate skills development for life, work and learning
4. Support development and expression of aspiration and a lifelong passion
5. Creating a movement of change to inspire schools, parents and communities

### ***The six outcomes (\* = added September 2013)***

- Increased achievement
- Improved learning capability
- Increased aspiration
- Improved confidence\*
- Improved resilience
- Improved self-regulation\*

### ***The ABC model***

- the ability to do something, the belief you can do it and the character to get it done

### ***The overall theory of change***

- (*currently in the final stage of development*)

### ***Our five differentiators and what we seek to provide***

- This is a sustained intervention, working with students for three years. An individual workshop or short course might spark an idea but we follow through in the longer term for longer term impact.
- Our content is academic and beyond academic, enabling character development and better cognitive processing. We dig deep. What we do enables learning and development – the content of knowledge can be found elsewhere.
- Small group, individual focus, highly nurturing, there is no place to hide. In some rooms there can be three members of staff and three mentors supporting fifteen students. That allows for an intensity of provision which if properly managed can have a significant impact.
- Challenging, pushing boundaries and squeezing comfort zones to ensure development and progress. We accept that there will be failure and use this as an opportunity for growth - we sail close to the edge. We are judged on impact and change at an individual level.
- A mix of schools and cultures. We are deliberate in our mix of cultures, faiths and attitudes and seek to grow from the experience, forcing a deep, continuous examination of different perspectives and attitudes.

Our philosophy is centred on making the right individual difference, one child at a time. This evaluation is against the original four key outcomes from the original concept – increasing aspiration, increasing achievement, improving learning capability and improving resilience.

## **THE YEAR IN BRIEF**

Our 2012/13 vision: "*Developing a multicultural community, of resilient high achievers, contributing positive change.*"

ESIP ran on twelve Saturdays from 10<sup>th</sup> November 2012 to 22<sup>nd</sup> June 2013. Each day at Forest School ran from 0930 (approximately) starting with registration and breakfast club to 1525 or 1530, the end of reflection time and dismissal. For awaydays, there was no breakfast club but there was always a reflection time, usually without mentors. Timings for awaydays varied depending on the content and location.

Each year group, Year Eight and Year Nine, comprised 30 students making a total cohort of sixty. Each year group had ten sessions with two of these being awaydays and specific to the individual year group (hence the twelve Saturdays overall).

### **Overview of programme**

The ESIP Governing Board met three times to oversee the programme, support the direction and contribute to operational discussions and decision making. In addition there was regular communication between individual members of the Governing Board and the Programme Leader and at least one member of the Governing Board attended every session. The Programme Leader made a number of visits to the four schools.

The curriculum and programme outline was more complex this year. The Year Eight curriculum was refined from the 2011/12 programme and the Year Nine curriculum developed from scratch with some organic development between sessions to best meet needs of the students. The curriculum was broadly agreed at the September 2012 Governing Board meeting and confirmed in detail at the December 2012 meeting (following Session Two of the programme).

Teachers were recruited through schools. External facilitators, visitors and speakers were recruited through networks and recommendations. A small number of new teachers (those who did not teach on the programme in 2011/12) attended the pre-programme briefing session in December.

There was a deliberate decision to move the start date for Year Eight back seven weeks to 24<sup>th</sup> November which assisted in recruitment of students. As previously, we adopted an application process including application form (updated and extended this year), obtaining two supporting references and interview in their own school.

ESIP has been designed to be rigorous and stretching for all involved, students and teachers alike. Mentors and programme leaders are onsite from 0830 to prepare the environment with teachers joining for a staff and mentor briefing at 0910. Students attend breakfast club from 0930 to 1000 and then begin their first 'lesson'. There are three 'lessons' of 1 hour and 20 minutes each, separated by break and lunch respectively and the student day ends with 25 minutes of reflection time (effectively mini tutorial groups with mentors), extended from 20 minutes in 2011/12. Once students are dismissed, staff attend an evaluation meeting

focused on learning and opportunities for improvement for up to 40 minutes. The day ends for leaders around 1630.

Students are taught in small classes – maximum 15 – and these classes are generally supported by one teacher, one assistant tutor (a teacher not a teaching assistant) and up to three mentors in Year Eight and one mentor in Year Nine. For some sessions the whole year group of 30 works together.

The in-school sessions were hosted by the independent school partner, Forest School in Snaresbrook. In addition there were two university awaydays (Imperial College and Cambridge University) for Year Eight and a visit to Oxford University for Year Nine. The Year Eight students also came together for a morning at St Angela's to prepare for the End of Year event.

### **Structure of the Year**

- Year 8 recruitment (September to November)
- Session 1 – Year 9 return (early November)
- Session 1 – Year 8 induction (and Parents Welcome Breakfast) (late November)
- Sessions 2 to 8 (December to April)
- Year 10 recruitment process (April to June)
- Session 9 (June)
- End of Year event (late June)

### **Summary of Sessions – Year Eight**

Week 1	Induction (one lesson)	Introduction to ESIP
Week 1	Ways of Seeing (two lessons)	'Ways of Seeing' is designed to encourage pupils to think critically and creatively. The first lesson will be focused around the skills of synthesis and critical reading and the 'spine' of the session is the pupils' response to the question: How are poetry and painting linked? The second lesson is focused around the pupils' own creative and reflective skills.
Week 2	Communications	Developing debate skills through games, full Debate (British Parliamentary style) including a competition.
Week 3	Aspirations (one lesson)	Talks from successful women followed by the Step by Step Aspirations game in career groups.
Week 3	Stunt Factory (two lessons)	NEW. Working with London Stunt School, all students learn a variety of stunt techniques and exercises to develop confidence and enable them to work together.
Week 4	Imperial College Awayday - Robotics	Visit to Imperial College to experience a robotics workshop. Facilitated by Exscitec. To provide an introduction to engineering through the design, build and programming of robotic devices; To improve students' ability to work within a team to solve challenges; To enable students to work with role

		model mentors who are undergraduate scientists' and engineers.
Week 5	Language and Linguistics	Increase pupil awareness of language structure and how the English language makes use of words and structures from different languages. How do languages work – using Swedish as an example; Etymology – investigating Greek and Latin roots of English words; Using different Alphabets and codes – using the Greek Alphabet and cracking a code
Week 6	Maths and Problem Solving	A visit to Cambridge University for a talk and discussion with an Admissions Tutor plus a maths problem solving workshop facilitated by NRICH. Develop the skills of conjecturing, generalising, justifying and proving – key processes at the heart of mathematical thinking. By tackling challenging and sometimes intriguing problems collectively and reflecting on alternative strategies, students gained useful insights that can extend the bounds of their individual mathematical capability.
Week 7	Philosophy and Critical Thinking	A study of free will and determinism – who is responsible for our actions using various murders and abuses as a stimulus including the Mick Philpott Derby house fires and the murder of a homeless man in Liverpool. The social and political explanations of "Life's not fair". What responsibility do I bear for my actions? Poster presentations.
Week 8	Crafty Listening	Whole year group workshop facilitated by Michael Mallows of Social Effectiveness Training. Improve students articulation and listening skills. Exercises including how we make meaning in the world, how we delete/distort/generalise when we speak and listen and the impact this has on how we experience events, how our belief in our capability makes us more likely to move towards something, the drama triangle (and the roles of victim, rescuer and persecutor), the nature and use of System 1 and System 2 thinking, using VAKOG to describe events, sharing personal insights through developing metaphors, and creating anchors and finally a relaxation deep breathing exercise.
Week 9	Engineering	NEW. Thames Network Challenge. Features a game (and competition) to plan and create a water network with kit. Delivered by six Thames Water staff. Would normally be delivered to Year Nine or above. Replaced the Engineering Aerodynamics session and was much improved in its impact.
Week Ten		End of Year event plus rehearsals and preparations

### Summary of Sessions – Year Nine (all new)

Week 1	Crafty Listening Part 2	A reprise and extension of Michael Mallows' Crafty Listening session in Year 8. Including a debate on the merits of an Oxbridge education.
Week 2	Representations of Women	From Green Eggs and Ham to King Lear – editing Shakespeare, acting out roles and developing

		collages around women's roles and representations.
Week 3	Communications – My Voice, My Passion	Session on public speaking based around the 'Inner Hedgehog' concept and big audacious goals. We learned how to be an excellent public speaker (from an expert in the craft) and then composed and delivered our speeches. All students participated and received feedback (peer and expert) immediately after their talks.
Week 4 (was run as the eighth session in Year 9 in May)	PPE – Politics, Philosophy and Economics, a brief introduction	Replaced the intended UCL/LSE visit and was hosted at Forest.  A brief introduction to key aspects of philosophy, economics and politics. From socratic thinking and mind mapping to consideration of opportunity costs and development and development and presentation of business cases. The session was centred on ESIP as a subject.
Week 5	Me and My Brand – Image, Personal Brand and Photography	Creative thinking session about personal brands. Involves creation of 'My Brand' personal strapline as well as photography and generation of an advertisement and a verbal presentation back to the group. Encouraged very deep thinking about our goals and who we are and want to be. Balanced artistic expression with working to a deadline and verbal presentation.
Week 6	How Do You Know What You Know and How Do You Know That You Know It?	Awayday to University of Oxford and a trip to Ashmolean Museum. Focused on history with a postdoc led tutorial and discussion about university. Complements Year 8 visit to Cambridge – a slightly different experience.
Week 7	Path to Success (Planning and Drawing Our Futures)	Three part session. Vision boarding (creating a collage) of ourselves (facilitated by UnglueYou). 21 steps – creating a plan of how we would reach our big audacious goal. Six point presentation – presenting the journey. The switch between very open and deep creative exploration and the critical thinking around planning and the succinctness and communication skills required to present to the audience tested the girls. Was instrumental in developing more meaning and purpose behind the

		aspirations.
Week 8	Biology of Human Machines	Research and development to create a 'model hurdler' including diet, frame and size resulting in creation of a model and development of a short film and presentation.
Week 9	Philosophy of Audacity	The Philosophy of Audacity, moving from abstract ideas through practicality to reality. A follow up on Big Audacious Goals, stripping down barriers and ensuring the move towards practical and real. Small group discussion and question focused including considerable reflection.
Week 10	End of Year event plus rehearsals and preparations	End of Year event plus rehearsals and preparations. Year Nine gave a number of talks on the impact of ESIP, their brands and their big audacious goals.

A key feature of the Year Nine programme was the application process to Year Ten. Students were advised of the process at the start of the Easter Term (late April) and had to complete a detailed application form including a self-analysis of what difference ESIP had made to them and what their strengths and weaknesses were. These had to be supported by references from a teacher and a parent as well as a personal statement of up to 600 words. Finally we requested a project which linked to their passion and Big Audacious Goal. We received 18 applications from the cohort of 30. We understand a handful of girls started but did not complete the application process.

All 18 applicants were then interviewed by the Programme Leader and respective Governing Board member from their own school in interviews lasting approx. 20-35 minutes. The application process provided a substantive test and a useful checkpoint on their journey and the application process stimulated considerable self-reflection even for some of the girls who did not apply.

Full details of all ESIP sessions and key progress made (including photographs) is available at <http://www.esipforest.org.uk/day-in-the-life/> YouTube videos of session photo galleries set to music as well as individual student interviews can be found at [www.youtube.com/esipforest](http://www.youtube.com/esipforest)

### Growing pains

Whilst sixty is a small number of students in a school context, the additional numbers provided a few logistical challenges not least ensuring appropriate exposure and contribution to the End of Year event.

This year saw a growth in the number of visitors and organisations who became interested in ESIP. The challenge has been converting this to specific support and especially income.

We welcomed Pearson (a visit from their Head of Research as part of the Education Innovation Nation project) and Thames Water/Thames Tideway Tunnel who provided speakers and also facilitated a session.

A number of experienced individuals also came to observe and offer advice and support including Jennifer Taylor (an experienced coach) and former think tank head Caroline MacFarland whilst others (including Wendy Briner and Alex Davda from Ashridge) offered support outside sessions.

Whilst more time was available in the Programme Leader role this year, the volume of work and connections mean this is still a highly challenging role but in line with ESIP ethos we are adopting a positive and growth mindset to the challenge. The current activity to support the Saturday session and Sunday's reporting and publishing currently involves 13 hours of work over the weekend.

## EVALUATION OF DATASETS

### Student profile

We learned from last year's experiences in terms of student selection but data was again provided very late by schools (in two cases the lunchtime the day before Year Eight were inducted).

The student profile was much broader as schools developed a better idea of who ESIP works well for and took, with agreement and support, a few more risks in selection.

The nature of the focus on the 'second tier' (those below the top ten) of gifted and talented groups means by definition that there are lower than normal FSM numbers compared to a whole school cohort – in general FSM students are underrepresented in gifted and talented cohorts. One school aimed to select an entire cohort (ten Year Eights) of FSM students whilst a second school focused on FSM and also identifying students outside normal G&T measures. The third school, largely by nature of its student population, is still providing very few FSM students. The revised set of indicators for Eligibility were certainly valuable in selection and the more developed relationships with schools allowed for some more robust challenge and discussion compared to the first year.

We also adopted our Measuring Disadvantage tool this year to create a more detailed profile of our students. This allows us to understand where family size or housing circumstances might present issues beyond the rough and ready FSM indicator as well as looking at family size, position within the family (e.g. youngest of five siblings) and any significant household responsibilities including caring. We broadened the focus to include social disadvantage as well as purely economic disadvantage.

Key indicators (FSM, EAL) are reporting in the *SHINE Monitoring Tool*.

There were a significant proportion of EAL students (increasingly Eastern European this year) partly reflected by one of the partner schools having a significantly high number of Asian students and a smaller number of students were recruited from a school in inner city Stratford. An important aspect of ESIP's core ethos is to support and develop community cohesion and the data does evidence this very rich multicultural mix.

There were no students with SEN, again largely reflective of the nature of the cohort.

### Attendance and retention

The target set for average attendance was 93%. Year Eight and Year Nine proved very different.

We adopted a more collaborative approach with parents this year. 27 of the 30 Year Eight's parents attended an Introductory Parents Breakfast to meet the ESIP Governing Board, Programme Leader and team on the morning of the ESIP Year Eight induction. We were also more explicit in the Parent/Student contract regarding attendance and in following up any absences. We believe this had a positive effect and Year Eight attendance was almost consistently excellent.

One session had very poor attendance – the awayday to Cambridge. One of our schools had an Ofsted visit in the preceding week and was unable to resource taking their students to Cambridge. As a result one third of the year group missed out. Aside from that, absences were typically illness or bereavement with one student missing a number of sessions because of a very sick grandparent.

Overall Year Eight attendance was 92.3% (or 95.2% discounting the absences relating to the Cambridge trip). There were no withdrawals during the year. There were two sessions with full attendance and four sessions with only one absence. Of the four absentees in the second worst attended session, three of those student absences were authorised to enable the girls to represent Newham in a schools cricket competition.

Other school events had no impact on attendance this year.

Year Nine was a much bigger challenge.

Average attendance was 84% and peaked at 29/30 for the Oxford awayday following concerted efforts by Deputy Heads and Year Group leaders. Five girls were persistent non-attenders (three absences or more) and four of these were from the same school. Three of the five were at one stage being provisionally classified as 'school refusers' within their own schools. If students are not attending school Monday to Friday it becomes exceptionally difficult to get them into Saturday school.

The lowest Year 9 attendance was 19/30 – some of this was attributed to confusion over a rescheduled date.

The Year 9 attendance is clearly unacceptable but also subject to external factors. We will continue to work with schools and parents to ensure high attendance but also seek to ensure the programme is meeting needs - student motivation to attend is important. We are also aware that Year 9 is a very challenging year and that other programmes have had challenges with Year 9 attendance.

As last year students were deliberately selected so as to not have significant competing academic priorities (e.g. similar programmes to this one) but more needs to be done with both parents and students to make them aware not only of the value of the programme (it is too easy to accept that missing one session has no impact especially in the early weeks) and the cost (which could be invested elsewhere and on more committed students) whilst balancing the fact we want to support those most in need.

17 Year 8s (18 last year) and 10 Year 9s achieved 100% attendance. With the exception of the Cambridge trip and the authorised Cricket trip a further six students would have had 100% attendance.

Although there were no formal withdrawals, in practice two girls opted out of Year Nine by virtue of non-attendance and a further eight chose not to apply to Year Ten (reasons ranging from wanting to try other activities such as DoE to 'was too lazy to go through the application process' to one girl becoming disaffected with ESIP).

## **Learning outcomes**

We set ambitious learning outcomes for ESIP.

### ***Attainment/achievement***

Our attainment target was an increase of three sublevels in English and Maths over each programme year which is one sub level greater than that expected for G&T level students (the usual expectation is 2 sub levels a year). The data shows a wide range of progress (some better, some less so). A number of students from one particular school met the 3 sub levels progress target – this may reflect that the programme had more impact on them, that the school focused on that particular area or just that the students started from a weaker point.

### ***Year 8***

#### **English**

- maximum progress = 5, minimum progress = -1;
- number of students progressing 3 sub levels = 11/30 (36.7%). Average increase = 2.27 (30 students)

#### **Maths**

- maximum progress = 4 (note one outlier of 9<sup>2</sup>), minimum progress = 1;
- number of students progressing 3 sub levels = 19/30 (63.3%). Average increase = 2.9 or 2.73<sup>3</sup> omitting the outlier of 9 levels (30 students)

### ***Year 9***

#### **English**

- maximum progress = 4, minimum progress = 0;
- number of students progressing 3 sub levels = 10/30 (33.3%). Average increase = 2.19 (counted as 27 students<sup>4</sup>)

#### **Maths**

- maximum progress = 5, minimum progress = -2;
- number of students progressing 3 sub levels = 13/30 (43.33%). Average increase = 2.30 (counted as 27 students)

### ***General observations***

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<sup>2</sup> We have not included the single outlier of 9 sub levels of progress as the maximum change as it seems too high to be credible.

<sup>3</sup> This average reduces the outlier of 9 to the maximum change seen by other students i.e. 4 sub levels

<sup>4</sup> We only counted 27 students as three students had very poor attendance on the programme (40% or less)

We remain confident that ESIP enhances student capability beyond the individual subject areas but English and Maths are good, robust and predictable indicators to use to assess changes in academic achievement. Increasing confidence ensures students engage better with learning, the ability to self-regulate means they are more likely to stay focused and concentrate on the task in hand whatever the subject. Finding a new love for a subject (or even a slightly different perspective) e.g. love for languages through the code breaking session or love for science through the robotics and problem solving session can make for an attitudinal change which helps motivate students to work harder and more effectively.

As last year we experienced a greater improvement in results for Maths rather than English – intriguing bearing in mind the much larger focus on English-type activities or unsurprising based on the focus on problem solving techniques.

We are still not hitting our target of 3 sub level improvement across the board in both subjects but are beating the average expected improvement of 2 sub levels and meeting our 3 sub level target for between 33% and 63% of our cohort depending on year group and subject.

We do find it worrying that some students actually 'got worse' at some subjects (NC level decreased year on year) and this will need to be picked up at an individual level.

### ***Aspirations, learning capability and resilience***

Teachers and students are consistently reporting an increased passion for learning and interest in subjects, one of our key indicators for Learning Capability.

It has once again not proved feasible to get a control cohort for the groups but we are committed to trying to resolve this and using the whole G&T group appears to be the most representative comparison group, data protection issues allowing.

We have unpicked the data for aspirations. On more detailed examination and arising from the Year Nine sessions as well as Year Eight feedback, the initial high proportion of students who are aiming for Oxbridge and medicine (or law or similar) on entry to the programme is something of a misnomer. It would appear that nearly all bright students in our schools have very high aspirations but these are almost 'empty' aspirations.

In Year Eight they have no understanding of those aspirations and the aspirations are arguably inadequate as motivators – they might as well want to win X Factor or play premiership football. As one girl said, *"Thanks to ESIP, I now know why I want to be a doctor and how to get there."* There is much more to uncover with this but it is becoming clear that empty aspirations are just words and do nothing to motivate or support students to achieve their dreams. This is why we believe our work towards Big Audacious Goals (which starts with the Inner Hedgehog in that very first induction session) is so important.

The majority of our Year Nines finished the second year of the programme with a clear idea of what they want to do and much better equipped, in terms of plans and habits and abilities, to get there. They are clear about their confidence, they have demonstrated resilience and they are employing those techniques of self-regulation which make the

difference between success and plodding along (or surfing the OK Plateau<sup>5</sup> – the place we get to where we just stop getting better at something).

*"Thanks to Emerging Scholars' I have overcome so many hurdles and I have learned to aim high and not be afraid. I used to feel like I was in a truck that was out of control going downhill but now I feel like I am on a smooth road to success."*

We are still reviewing the process for collecting information on aspirations and will continue to link this to our work on Purpose, Inner Hedgehogs and Big Audacious Goals. We have NOT quoted aspirations results in terms of Russell Group universities this year as we do not feel the data is valid. Perhaps one way to overcome this is to additionally ask students both (a) how confident they are of achieving their university goal and (b) how sure they are that this is the right aspiration goal for them. We will implement this in October 2013.

Learning capability and resilience outcomes were again measured using ESIP's About Your Learning Questionnaire. This incorporates the standard MALS (Myself as a Learner Scale) plus a new seven question set assessment tool devised in conjunction with Ashridge Business School (Department of Psychology – working with a researcher with a focus on high achievers) and a three question addendum to examine growth mindset perspective. We added a few narrative questions to this.

In line with last year's experience the data isn't very helpful for showing progress and change. High achieving (gifted and talented) cohorts significantly overestimate their capabilities and resilience at the start of the intervention and this then appears to decrease as they develop self-awareness, essentially following the initial stages of the Kubler-Ross change curve<sup>6</sup>. Again this change was completely contradicted by the qualitative responses from the students themselves, mentors and staff and an end of year follow up with parents. These responses demonstrated significantly increased confidence, ability to try new things, capability to cope with challenge and success in different environments.

Where the data is proving very useful is twofold:

- Identifying outliers (i.e. those areas where a student is admitting a serious weakness relative to the other areas/indicators) e.g. that their self-perception is very different to others perception of them
- As a self reflection tool for students to consider some of these ideas in the first place

The use of scales for both parent and teacher references alongside the narrative reference is proving useful to compare data but whilst we are collecting data at the moment we are still in the process of standardising and validating this data so we have not reported on these changes in this report.

## **Other learning outcomes**

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<sup>5</sup> <http://joshuafoer.com/conquering-the-ok-plateau/>

<sup>6</sup> [http://www.mindtools.com/pages/article/newPPM\\_96.htm](http://www.mindtools.com/pages/article/newPPM_96.htm)

As last year, ESIP has done a great deal to increase the self awareness of its students at a potentially tricky time of their lives as they negotiate adolescence. The one to one support from mentors and staff addressing issues outside standard classroom topics and the focus of sessions like Crafty Listening and this year's Pathways has made the students consider different things and important things.

The interviews with Year Nines were eye-opening for all concerned. The depth in which we challenged each and every student uncovered a number of issues which need further support (and might otherwise not have been uncovered) as well as demonstrating to school leads the impact on the individuals concerned.

Sibling rivalry reared its head as we expanded. This year's Year 9 group were ESIP's first students when they started in Year 8 and as such had a huge amount of support and attention and a whole school to themselves. In a number of cases they did not take kindly to the new Year 8 group although this eased as the year went on. Newer sessions (including Stunt Factory for Year 8) resulted in some jealousy between the groups. We should have anticipated this and also we need to do better in ensuring Year 9 have equal resource to Year 8 particularly in terms of support and attention and the sense of 'fun'.

### **Further benefits for schools and community**

This year we focused attention on asking mentors to reflect more on their experience and some of that is detailed in the ***Appendix - Mentors***. Not only did mentors learn from the sessions they were in (a positive considering the material was aimed at Year 8 and 9) but the emphasis on reflection and the nature of Year 8s and 9s taking on challenges inspired the mentors to work harder and take on their own challenges. Whilst we won't claim any credit for the academic impact on our Year 12 mentors, by their own admissions they are stronger and more capable individuals for having been a part of this.

ESIP students contribute more when they are back in their own schools and in classes are increasingly teaching their non-ESIP classmates some of the techniques and content they are learning (elements of Crafty Listening and specifically the drama triangle). The confidence gained ensures they are able to access learning in a way they weren't before and make more contribution to classroom discussions. The teaching others ensures our work goes wider. As one teacher commented:

*"She has grown in confidence tremendously as a direct result of this programme. It has really lifted her own sights to the potential she could achieve with such guidance. She is beginning to be much more of a leader and has found a voice for this. She continues to strive and attain academically. The programme will only benefit her and allow for further growth in all its stated areas." (Teacher feedback)*

ESIP is good at getting to the bottom of things. Our ethos of 'no place to hide' ensures we uncover issues that students have managed to keep under wraps. One student was evading interview situations (and admitted she never put her hand up in class). Another student had felt socially excluded in Year 7 and 8 before ESIP. Many students have said it has made them realise they aren't rubbish/failures/useless (delete as applicable). There is a

fundamental issue here. These girls are not failures but are coasting along comfortably enough under the radar and so may not get noticed.

We have also had success with some girls in helping them focus and 'turning down the volume'. Often it's a question of 'rounding' and sometimes the over exuberance is down to a lack of confidence rather than too much confidence. It may also be a reflection of home circumstances where their responsibility prevents them actually being a child.

Teachers have an opportunity to go 'off piste' with their teaching and learning. Not all of them take the opportunity to learn and develop from the ESIP experience but many reflect in the post session evaluation meetings and take away techniques and ideas to use in their own teaching in their own schools. Most common to this is "I should leave them to get on with it more and stop doing the work for them."

Parents are positive about how ESIP has changed their daughter's perspectives in how they relate to others in the community – specifically in better communication and collaboration and in taking on new activities. Other major differences are in maturity and self-regulation (the latter usually expressed as better habits for getting on with things or persistence at improving that which needs to be improved e.g. History homework) as well as what they are preparing to take on. Some of the parental responses are documented in *Appendix Q*.

### **Student feedback**

Students are asked to feedback continuously through mentors and openly prompted to challenge teachers, facilitators and leaders. In addition they formally feed back as part of the mid term evaluation (at the end of Session Five) and the End of Year event (Session Ten). We are also now encouraging feedback through school student reps and have ideas to implement forums within the Newham VLE to encourage more feedback and reflection on an ongoing basis.

Student feedback over the whole programme is generally very positive but this year was more positive from Year Eight than Year Nine. Whilst that is disappointing we need to balance the increased expectations of the Year Nine group (we recognise ESIP probably wasn't any 'better' in Year Nine compared to Year Eight) not least concern of not getting the same 'fun' sessions (like Stunt Factory) and all of a sudden not being the only group in the programme. We have taught them to be discerning and demanding and to their credit they will make us up our game and we will rise to the challenge.

### ***Rating the programme***

<b>Year Group</b>	<b>Great</b>	<b>Good</b>	<b>OK</b>	<b>Rather Poor</b>	<b>Give Up Now</b>	<b>No answer</b>
8	10	17	1	0	0	2
9	5	9	8	2	0	6 <sup>7</sup>

### ***What (or who) made the difference***

<sup>7</sup> This includes four students who did not attend the session and therefore did not complete any responses

The key differentiators were:

- Mentors, for support, motivation and especially when stuck.
- Leaders for challenging and always having faith and belief in them
- Being pushed
- Seeing and understanding things differently.
- Planning futures and goals (Year 9 only)

In terms of why they come to ESIP, the key responses were

- Meet new people
- Learn new skills/knowledge
- To try something new or to change

This fits neatly with a large scale research study by Clayton Christensen<sup>8</sup> at Harvard on the two key needs of schoolchildren – to find relatedness and to become good at something.

#### ***What did you get out of ESIP (Year 9 only):***

- Confidence (overwhelmingly from so many respondents)
- Opportunities to go to universities
- The big audacious goal exercises

There is more detailed student feedback in the *Appendices*.

## **DELIVERY**

### **Quality assurance, management, teaching and learning**

Our aim is that each taught ESIP session should be outstanding and again we did not reach that mark this year although this was largely with the newer sessions. It remains a challenge bringing in staff and facilitators new to a programme and also ensuring that they feel free to teach outside the Ofsted framework. We also need to ensure the right people are leading the right sessions and be clear what our definition of outstanding is.

Attendance at the staff briefing session was poor but we have identified a clearer view of what we require of staff and documented this so we are able to communicate our needs even if we can't get the whole team in one place at the same time. In addition, the experience of staff who taught on the first year's programme enables them to better articulate what is needed from other teachers and facilitators but also to adapt their practice and style to best suit the outcomes and environment of ESIP.

The Year Eight curriculum worked very well. All sessions made an impact on students, some more than others. The curriculum mixed variants of traditional subjects such as English (language and debate), Maths (problem solving), Science/Engineering (two competition

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<sup>8</sup> Clayton Christensen – Disrupting Class - <http://www.claytonchristensen.com/books/disrupting-class/>

based practical events), PE/Drama (provided by the London Stunt School), the End of Year event (preparation and delivery) together with Philosophy/Critical Thinking and Crafty Listening (consistently the most valuable and impactful session).

The Year Nine curriculum was more mixed and had some highs and lows. Whilst the curriculum is structurally sound, the detail and quality of delivery needs to improve. We will learn from the experience and the post session review meetings are useful in highlighting what went well and what needs to be fixed.

Both curriculums have been formally reviewed and all session plans will be amended (in some cases replaced) before Christmas 2013.

All sessions are reviewed by the Programme Leader, Deputy Programme Leader (both of whom observed the mix of groups throughout the day) and a member of the Governing Board. This is more challenging now we have four concurrent classes compared to last year's two and members of the Governing Board were absent from a handful of sessions this year.

This is not 'classroom observation' as such but allows us to make a good assessment of learning quality (particularly using the perspective of Harvard's Project Zero for evaluation) and ensure we are delivering the best learning environment we can.

The introduction of Emma Carter, a postgraduate researcher from University of Cambridge as an external observer provided another valuable layer of feedback.

Where sessions did not work as well, the reasons were similar to last year:

- Lack of preparation and planning for the sessions by teachers/leaders to ensure activities would work, run to time and be stimulating – this is mitigated by the fact that ESIP supports fluency in our activities allowing us to go down interesting avenues and that not every session is appropriate to run at pace
- An inappropriate or ineffective teaching style
- Too high a dependence on 'chalk and talk' and sessions need to be more interactive. It remains a challenge taking some teachers (and other facilitators) out of the mindset of performing for Ofsted observations.

We measure each session, and the quality of learning, against five components:

- pace,
- engagement,
- depth
- purpose
- challenge

Student feedback to sessions was generally positive (as individual sessions and as a programme as a whole) and as described earlier students are encouraged to challenge and

feedback in sessions including directly, but always respectfully, to facilitators and teachers and mentors. Most reported high levels of satisfaction with the sessions with only two specifically saying they expected improvement. Not all sessions were equally appealing or beneficial to all students but students naturally have their subject preferences, likes and dislikes although negativity towards any subject was reduced as we opened up the new perspectives. Some students have changed their opinions about subjects they previously didn't like. One Year Nine in particular really didn't like their Year 9 experience but this needs to be balanced against the ones who loved it and others who got a lot from it. We are investigating in more detail why the programme didn't work for this particular student but there is a sense that the level of challenge was not quite appropriate and the 'goal' focus confused them.

There were criticisms from Year 9 that there was too much 'English' focus in the first half (e.g. Women in Shakespeare plus the Articulate public speaking session back to back) with a need to have more creative sessions (this was delivered through Pathways, including the vision boarding, and Me and My Brand from February 2013 onwards). There is also a very clear need to increase the energy in the classrooms and introduce more movement in to the sessions.

Depth is important in education and it was pleasing the number of students who proactively articulated how the programme was causing them to reach deep inside themselves. Not all sessions went into subjects in depth or offered the opportunity to 'go deep' but students often went there anyway.

Data gathering was again a challenge - not being school based and collecting data from three different schools across attainment and profile information takes time and of course double the number of students adds to the problem. Some schools are very quick to respond, others take a long time and a number of reminders. Key to success is building trusted, open and supportive relationships with schools and school leaders but also the appropriate level of capacity and priority in the school.

Behaviour was very good (and generally improved on last year). The passion, focus and commitment of all staff showed through. The careful creation of a safe and supportive community facilitated this. We are sufficiently resourced to take an individual to one side if needed and we are proud that some of the more challenging behaviour habits of a few students have not only been overcome over the course of the programme but the individual students also showed an appreciation for our patience in working with them on the issue.

Engagement with parents was better but still limited despite the introductory session. There needs to be a more direct line between ESIP and parents in the future and we have put steps in place for this. By the closing moments of the End of Year Event the parents were very well engaged and a number came up to the leaders and Governing Board to thank them directly.

A key issue last year was the difficulty students find in bonding in early sessions. We overcame this in two ways: (i) having the initial sessions much closer together (2-3 weeks

apart rather than 4-5 weeks) and (ii) having a more formal bonding session in advance of Induction.

ESIP remains a demanding programme on staff and students – too demanding on occasion last year but we grow from the experience.

We will learn from our successes and from our mistakes. We now have a tried and tested Year 9 model to go with the Year 8 model, recruitment is smooth for both new Year 8 and those moving to Year 10 and we have a much clearer idea of what is working and why. Whilst we still have much to improve, we are confident we will end the coming 2013/14 programme with a complete three year curriculum and a documented toolkit for not only programme management but the impact our programme has on adolescence. Alongside evidencing our work we may also look to accreditation but that is a substantial project in itself.

The involvement of Emma Carter, a researcher from University of Cambridge and a qualified teacher was a huge asset. Emma came to us through an introduction from SHINE (our primary funder) and quickly integrated into the team. Emma has produced a number of case studies (see **Appendix – Case Studies**) based on observation and interview with the ESIP students.

We still have work to do on proving our impact and the draft Theory of Change as well as continuing work with universities and experienced evaluation consultants will ensure we not only make the difference but demonstrate it better.

Fundraising has remained a challenge.. The matrix of four key targets (trusts and foundations, participating schools, local authority and corporates) did not enable us to generate the intended income and more effective and efficient work needs to underpin this.

Project management, programme management and information management are good to very good and we have now moved to more concise dashboards and summaries for key reports with the caveat that although easier to read they are not always simpler to produce.

As part of the information and programme review, we now have a detailed programme plan with clearer resource needs and projects identified with specific accountabilities. Whilst programmes like ESIP will always be dependent on a Programme Leader, the size and scale means that responsibilities need to be shared in order that the programme doesn't cause the same issues as similar programmes have.

The Programme Leader made regular visits to schools to meet with GB members and also for the Year 10 interviews and End of Year event preparations. Maintaining these relationships and meeting schools needs and wants is fundamental to delivering a programme in partnership.

Mentor recruitment was later than last year and we suffered as a consequence. We were fortunate to recruit seven very good mentors but this was five short of the number needed – the pool had been taken up elsewhere in school. As a consequence, with only one returning mentor from last year, we made a decision to allocate six mentors to Year Eight, ensuring it

was fully resourced, and only two to Year Nine. With the usual illnesses and other commitments, this meant Year Nine was lacking in mentors and didn't always get the close support they benefited from last year.

### **Codifying the narrative feedback**

Whilst we are confident of our ABC (ability, belief, character) model and our intention (our planned outcomes) to increase aspiration, achievement, learning capability and resilience, the narrative information we collect from students, parents and teachers is rich and diverse in demonstrating the value of the model and the extent to which the outcomes are met.

In Summer 2013 we made an attempt to codify the responses. The key words coming out of the codification are:

<b>Response</b>	<b>Fit with ABC and outcomes</b>	<b>Our interpretation</b>
Confidence	Belief	Developing self-awareness and then clearer understanding of what it really means to be confident and developing greater confidence through experience
Understanding of 'how to get there'	Ability and Character	Learning skills and learning how to learn skills
Persistence e.g. in editing work	Character	Learning how to develop effective habits and break ineffective habits
Aspiration – cement, increase, make practical	Belief	Ensuring aspiration is something practical and realisable and something they really believe in
Achieving own goals not goals imposed by others	Character	Finding own purpose and increasing motivation to do what they want in life
Logical thinking and problem solving	Ability	Logical thinking and problem solving, tackling challenges thoughtfully instead of rushing in
Communication	Ability	Getting on with others, making and retaining new friends, ability to speak to anyone regardless of status, gender or culture
Self awareness	Ability	Better sense of who they are and why they act the way they do leading to improvements in general habits, behaviour and attitude
Maturity, getting on with things and overcoming obstacles	Character and Ability	Becoming resilient and developing self-regulation

This fits well with our Theory of Change and the indicator sets we are developing in advance of the start of the 2013-14 programme.

### **Report on 2012/13 management targets**

Increase FSM targeting – not enough FSM students are taking part in the programme. We will increase that in 2012/13 and encourage schools to look outside G&T cohort. One school will select only FSM students and intends to contribute 50% of these students' pupil premium (£300 each) in funding.	More FSM students including one school committing to 80%+ FSM students (their original intention had been 100% FSM students).
More explicit assessment of disadvantage – better understanding of needs through 'Measuring Disadvantage' including parental occupation and education and living conditions	Implementation of Measuring Disadvantage questionnaire and correlation with support needs
Improve selection and briefing of staff – develop clearer profile of the type of staff needed to act as tutor and assistant and brief more clearly on approach/ethos including adequate time for getting together and developing sessions	Specific Staff Briefing Pack and ESIP tutors to advise new recruits on approach.  Development session requires improvement and better attendance
Ensure better planning and time management so resources and reports are updated more promptly (this will be helped by increased management time)	Better structured planning tools and scheduling. Reports met target publication times.
Address concerns about teaching quality through a more robust assessment of session plans, which will be delivered on time, and a clear understanding of what and why we are trying to do, usually by staff who have some experience on the programme. Focus outcomes on Harvard's Project Zero assessment of learning quality.	Better for Year Eight but still requires improvement for Year Nine. Evidence that the first run through of a session sees improvement for the second attempt.
Reinforce contracts with parents and students re attendance and emphasize the cost, value and impact of ESIP places which can be removed from individuals at our discretion.	Parents Breakfast helped build relationships with new Year 8 parents; parent contract more explicit and rigorously managed; value and cost of ESIP place emphasized.  Identify more opportunities for direct contact with parents

Support students to develop skills in completing learning journals so responses are more useful to them.	Some improvement but requires a more specific intervention
Make better use of administrative support to ease the pressure on the Programme Leader and Deputy Programme Leader	Not implemented because of a lack of funding although some success with using administrative support in school.
Build on existing partnership of pro bono advisors to improve the programme operation, delivery and focus and to raise funds to ensure financial sustainability.	Success with some pro bono advisors but not yet realised the full potential
The terminology may need to change - 'Lessons' sets the wrong tone for ESIP so we are planning to refocus them as 'Learning Waves'. We are also looking more deeply at the science of individuals 'energy waves' and how these maximise focus and achievement and how to develop the self regulating habits which lead to greater success.	This change in terminology did not really work so we need to consider the implications
A clear revision and refinement of mission, vision and aims based on experience and capability – see <i>ESIP in One Page</i> .	ESIP in One Page complete and acts as good guide.  Revision to outcomes in September 2013

## FUTURE PLANNING

Every ESIP Saturday session is evaluated by the programme leaders in an open session with staff and mentors. This is then followed up with the attending member of the Governing Board in the following week and discussed again at the next Governing Board meeting.

All ideas and feedback are written up as individual session reports and the key points are recorded under Continuous Improvement Targets (challenge, proposed resolution, target) which is monitored by session and by month by the Programme Leader. We currently have a number of issues to work on and develop and expect to implement most of these for the 2013/14 programme.

A selection of these are:

1. Improve communication with parents through e-newsletters (the technology systems and content required already exist) and visits to parents evenings at schools as well as one annual 'check-in' call to each parent and text reminders
2. Improve business relationships (and hopefully future funding potential) through an annual Business Meets Emerging Scholars event – a round table with Year Ten

showcasing our successes. Also leverage the existing business relationships we have e.g. with Thames and Pearson.

3. Streamline our systems – it often requires some complexity before we can reach our ideal and most effective level but we definitely don't need to make anything more complicated
4. Work with pro bono (or paid) communications support to overhaul the website and key publications – we have a rough strategic direction for this but it needs focused effort and a practical plan
5. Write up the ESIP Model and Theory of Change formally and use to underpin all communications – this is in rough outline draft already
6. Build a more supportive network to help the Programme Leader deliver the programme
7. Reduce pressure on the Deputy Programme Leader (including not attending sessions external to Forest)
8. Bring in enough funding and resources to ensure a full service programme including residential for all three year groups (although it is unlikely all three year groups will have a residential this coming year). We are currently planning a Year Ten weekend residential to Cambridge for this year's cohort.
9. Ensure there is a balance between 'school-like' topics including public speaking and more creative work such as 'Me and My Brand' and vision boarding.
10. Increase the energy in the rooms and make movement a key part of each and every session – link this to 'pace' in the evaluation of each session.
11. Get a control group (blinded names) of all other G&T students in the three schools to compare the achievement data and ideally the NPC wellbeing scales.
12. Ensure a full complement of mentors for Year 9 (and Year 10).
13. ESIP clubs in schools – each school now has a nominated ESIP Student rep who is charged with setting up a fortnightly ESIP after school club to reflect on sessions and encourage accountability
14. Creation of the ESIP Alumni network whose first members will be all of the first cohort of students who didn't enter Year Ten
15. Better access to learning material outside of sessions through shared resources on Fronter
16. Increased and more formalised student voice. We have always had an open door and encouraged speaking up but recognise this isn't working as well as it might do.
17. Discussion forums (on Fronter) for each session to encourage post session dialogue.
18. Continue to improve the quality of learning – in particular better planned sessions with much more energy and movement in the classroom
19. Make better use of volunteers
20. Address confidence of aspiration goals during Induction to assess the extent to which an aspiration is personal and substantive

## **FINANCE**

The comments on individual budget lines are included in the *SHINE Budget Monitoring Tool*.

We were unsuccessful with our two main fundraising applications and whilst the local authority were supportive of our work they do not have budget to fund it. The affiliative nature of ESIP (a group not a formal registered charity) means we are often competing with our own partner schools for funding and relationships. Company engagement takes time but we will use, paid where necessary, additional expertise to submit applications and improve our income streams. Fundraising remains a challenge but one we are confident we will meet this year.

Leadership time is the most substantial cost of the programme recognizing that a significant amount of effort goes in to this role. The role is now largely funded (83.4%) by the contributions from schools. Costs will increase slightly but not substantially from 2012-13 to account for the third year group, an increase in 18 students.

## A BRIEF SUMMARY OF SUCCESSES

ESIP is focused on change and improving the lives of our students and sharing that improvement and new ideas into their schools and communities. We are proud of the hard work of our staff, facilitators and mentors, the progress of our students and a handful of other successes:

- YouTube channel – simply created short interviews (e.g. What ESIP Has Done For Me) as well as each session in pictures set to music
- ES Journeys – an eleven page document with a page by page summary of each session including photos and quotes. There is an ES Journey for each year group and these have been well received.
- Case studies – thanks to Emma Carter we now have case studies to demonstrate impact.
- Year Ten application process – created from scratch and implemented successfully a challenging application process modelled on an Oxbridge entry type process for students seeking to continue in Year Ten of ESIP.
- Keeping it going – ESIP is a huge team involving 20 members of staff across four schools, one leader, a deputy, five school leaders, eight mentors and a committed band of sixty students. For most it will never be their primary priority but the team work well together on the whole.
- Timely publication – session reports and the session blog update are available by 9pm on the Sunday, the day after the session and before the students return to school. This means schools (especially GB members) and parents can see what has happened before the students go back in on Monday.
- Greater clarity of what difference we make. We are proud of the ABC model and the ongoing dialogue in how we can make the biggest impact and evidence it.

- Document sharing – working across systems and work cultures to ensure effective and timely document sharing including box.com and Fronter (although the latter needs to improve).
- The mini-assemblies at the start and end of each day to provide helpful tips and direction including habit formation and growth mindset.

In addition, we remain proud of the key features introduced last year.

- Blog – ongoing communication and PR at [www.esipforest.org.uk](http://www.esipforest.org.uk)
- Box.com – self service documentation.
- Mentors and tutorial groups – each group of five or six girls is allocated their own mentor (typically a Forest sixth former but occasionally an older university student).
- Learning journals to track progress including breakfast targets – the girls set targets for their expectations at breakfast club and complete a one page learning journal proforma at the end of every session.
- Relationships and partners – ESIP depends on so many people across the four schools that relationships and partnerships are fundamental.

## **DOES IT MATTER?**

The crunch question for any programme is 'does it matter?' What would happen if we weren't here and is this a good way to spend money anyway?

Almost without exception the girls and parents are vocal in the positive and significant difference ESIP has made to them (see Appendices for some of the breadth of this feedback) . They are already recognising how their lives have changed. They are extending their experience into their schools and wider community, teaching others.

So is it worth it? There's no doubt there is an economic cost – we have never claimed to be cheap - but just as Cambridge University can count the large size of an individual's tax bills as a measure (albeit not the primary one!) of the financial value of studying there, we believe the newly found enterprise, confidence and resilience of our students is worth the investment for what it is doing for them in their current school life but also in the habits, drive and abilities they are developing to become successful later in life and what they will give back to society.

## **CONCLUSION**

The second year of ESIP has continued to build on the success of the first. Some excellent learning sessions were accompanied by less good ones (although these were generally at least useful). The overall direction of travel is positive. The increasing scale and size presented challenges but these were largely overcome. Next year (2013/14) – year three – is the crunch. It will test the systems, resilience of participants (students and staff) and require strong leadership as we expand to 78 students. We expect to pass with flying colours, define the model and be ready to expand as well as begin our second three years.

## **ACKNOWLEDGEMENTS**

- Our Funders (SHINE, Ogden Trust, Forest School, St Angela's Ursuline, Sarah Bonnell, Plashet School, Omega Alpha Limited)
- Savpreet Dhanjal, Deputy Programme Leader for ensuring the programme operates smoothly at Forest School and supporting the Programme Leader
- The Governing Board for supporting strategy and ensuring support from the schools
- Staff and mentors for delivering sessions, contributing to developing the ESIP body of knowledge and providing excellent support to the students
- Facilitators – Michael Mallows, Andrea Watts, the Thames Water team for inspiring sessions and changing lives
- Speakers – Sasha Henriques, Patricia Tumwine, Kate Organ, Sarah Kerr-Dineen for their talks and inspiring our students
- Students for getting involved and making the difference to themselves and each other
- Volunteers and advisors for countless contributions, advice and support to the Programme Leader
- Emma Carter for supporting evaluation and helping define the programme indicators
- A cast of others including Forest's catering and security team for helping keep the show on the road, giving us a place to be and food and drink to keep us going

## **APPENDICES**

### **APPENDICES (external)**

- A - SHINE data monitoring tool (2012-13)
- B - SHINE budget monitoring tool (2013-14)
- C - SHINE financial report (2012-13)
- D and E - Student journey pack (ES Journeys of 2012-13 – Year8, Year 9)
- F - ABL Questionnaire
- G - ESIP in One Page
- H - ESIP – Emerging the Scholar in 50 Steps
- The Video Channel – see [www.youtube.com/esipforest](http://www.youtube.com/esipforest)

### **FURTHER APPENDICES (included below)**

- I - "What ESIP Has Done For Me" by Lara
- J - Personal statement examples
- K - A handful of stories
- L - Mentor Feedback
- M - A selection of Big Audacious Goals
- N - Quotes from Students (mid term including change)
- O - Quotes from Specific Sessions
- P - Measuring Disadvantage 2012
- Q - Eligibility Criteria
- R - Parental Feedback
- S - Case Studies

## **APPENDIX I – “What ESIP Has Done For Me” by Lara**

ESIP has opened my eyes and made me look at the world and other things in a different perspective. Before I came to ESIP I didn't know what I wanted to be.

Today, I'm still not one hundred percent sure but I have an idea of what I could be and what I am capable of achieving. I have developed a lot of confidence through attending ESIP.

For example, I would have never imagined speaking in front of an audience as small as my form class, but here I am today speaking in front of you all. This is also a skill I have developed while being on the ES programme.

ESIP has helped me with ideas for the future. This was done through making all of us girls choose an ‘Audacious Goal’. My audacious goal is to become an Architect. During the ESIP sessions we all have been working on our audacious goals, mapping and planning how we can achieve them.

Now, at the end of ESIP year nine, I am a very pleased with what I have achieved personally and in other environments. Thank you Simon, thank you ESIP.

## **APPENDIX J – Personal Statement Examples (application to Year Ten)**

### ***Student 1***

I have enjoyed working for two years in ESIP, where I have had great experiences and developed new skills that will help me achieve many things in the future. I enjoy extra-curricular activities and have participated in events in school, but ESIP is different and I enjoy going to Forest on Saturdays, as I receive a unique opportunity. Also, it allows us to develop skills in the way we think and behave; which allows us to become a better individual, therefore I want to be selected for Year 10 to further develop my skills, but also learn new ways in which I can help myself and others around me so that we can all achieve together.

I always try to aim high in school and have a lot of aspirations which can be shown through the levels I get for my work and extracurricular activities I take part in. Within school, I have roles such as: school council representative, peer mediator and library helper. I also attend clubs: debating, Enterprise and STEM club. Additionally, I do take part in other activities and events around school: Student Sacre, Model United Nations, interviewing head teachers and assistant head teachers and meeting the Ofsted inspector. School events include: The Science Show, Diwali event, Salter's Festival of Chemistry and the regional finals of the UKMT Team Maths Challenge and many more. Although I do a lot of extracurricular activities, I am still able to balance these interests with school work, which shows that I can manage lots of tasks at once. From this you can imply that I will be an active participant in ESIP and will also work hard in school.

Furthermore, I have learnt many things in ESIP, of how we have to think (crafty listening) to be positive, how we can help other students that we work with achieve high (the triangle), have a strong aspiration and make great achievements for a change in the world, and also skills such as critical and creative thinking but also being resilient – a key to achievement as we all make mistakes in which we have to come strongly out of, therefore, I want to establish more skills in Year 10 as this will help me improve my character and ability. Also, I have a 100% attendance in school and very good punctuality, and I have also attended each session of ESIP, being punctual, since Year 8, which shows that in Year 10 I will be able to attend each session and make the most out of this opportunity as I will be committed to ESIP.

In Year 10, I want to help others that I work with. In each session, I will work with other members and share my knowledge with them, so that we teach each other and make the most of the opportunity that ESIP is giving us. In addition to this, I believe that I would make a good student representative of my school in Year 10 and would be able to use my teamwork and communication skills to set up an 'ESIP club' in school for Year 8, 9 and 10 so that the older students can share their experiences with younger students but the club will also help them develop their skills. I will be a team worker, in organising this club and setting out aims by working with fellow students. If this clubs becomes a success, then Plashet will be able to help the other schools set up their own clubs in their schools. Therefore, I believe that I will make great contributions towards ESIP in Year 10.

### ***Student 2***

I think that I should be selected for year 10 of ESIP because I believe that I still have so much I can learn and take away from another year of this programme. I have developed as a person over the course of these two years and I want to continue developing as a person and developing my knowledge outside of the school curriculum. I understand that this is an amazing opportunity and that is why I want to grasp it with both of my hands. I believe I am capable of transforming my world, however I also understand that I will need help and ESIP is the kind of place that will be able to give me that help. I am not afraid of a challenge. I went to an international debating competition, where everyone was older than me and more experienced with only 3 months training and I tried my best. I am proud I decided to go and take part even if I didn't win. I have become more resilient, more determined, more creative by attending the Saturday sessions and I want to improve on these qualities and gain more. Before I started attending the Saturday sessions I had no drive in me. I wasn't passionate about anything. I didn't have any interests. Even my future wasn't something I was determined about. I wanted to become a doctor. I wasn't passionate about becoming a doctor. I just wanted to have a good job that paid that's it, but now I am passionate about becoming a doctor and helping people. I have many passionate interests that I am more than happy to defend. I have changed for the better because of the Saturday sessions and different activities within and I want to continue improving. I actually stand for something now. I stand for women's rights and I believe in what I stand for. When I have to defend my passion I enjoy every second because I believe that I am doing something meaningful and something that is important to me. Every session I leave an improved and different person and I don't want that to stop. Every session I try and act upon what was taught in the session and I reflect upon what was said. I know that I won't be able to gain all these qualities overnight but I am ready for a challenge and prepared to work hard to transform into something better. I know that I can do it and that I will gain so much from year ten. Since I started the Emerging Scholars programme I have achieved so much. I have entered various competitions within and outside of school and I have thoroughly enjoyed taking part in them. I finally have some interest. I really enjoy swimming and I go regularly. I have taken up debating and I absolutely love it. I want to start horse riding and I want to start my own online business. ESIP has really given me the confidence to go out and do what I want to do and what I enjoy doing. I have so much I want to contribute to year ten of ESIP. I want to share my enthusiasm with everyone especially in the mornings. I want to help the other girls when they need it. I want to share my love for learning new things that I wouldn't be able to learn within school. I want to share my determination and my resilience when things might not be going our way. I want to give so much back to ESIP and learn and take away so many things as well. I believe that I am the perfect student for year 10 of ESIP and I believe that ESIP is perfect for me. I am usually afraid of making decisions because I am scared that they may not be right, however I didn't even have to think twice to make this decision.

### ***Student 3***

I steadfastly believe that ESIP has helped me to flourish as an individual. At first I used to complain and say that it was rather untimely, and not completely necessary, but my

thoughts are now unclouded, and I am able to see how it has had a positive influence on my life.

Our first session inaugurated on Saturday 1<sup>st</sup> October 2011 and I was not exactly looking forward to it. It was not because I lacked in confidence; I just didn't have as much as I do now. I wasn't comfortable with the prospect of 'mingling' with the other schools, so I always tried eluding conversing with them; I was much more at ease with people that I knew.

However, now, I am able to easily approach one of the Plashet or Sarah Bonnell girls, and have a normal conversation. I still would like to attend the program because I have so much more to discover about myself now, and what I aim to be in the future. The session where we made vision boards really helped me to mentally visualize what I want to become. It opened my eyes, like many other ESIP sessions have and it has given me the opportunity to go to prestigious and elite universities such as Cambridge and Oxford. There they were able to answer many of our questions, and passed on important information to us all.

Already, ESIP has opened so many doors for me, and has given me a better insight on the responsibilities of a student, I never would have dreamt that I would step inside Oxford or Cambridge University – let alone both, however because of The Emerging Scholars Intervention Programme, I am able to reach goals I have never fathomed nor conceived.

My greatest inspiration, Audrey Hepburn once said "*As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others*". This is the motto that I plan to keep beside me whatever I do; I believe that you must open the door for yourself, and most importantly for others. I truly admire Dr Simon Davey, as he has opened the door, for the 30 of us Year 9s and one day, I too will pass on this legacy of hope.

#### ***Student 4***

I was born in the Philippines and have lived there for the first 7 years of my life. Moving here was a big step as I wasn't even fluent in English and so I quickly turned into a socially awkward, timid person. Although I did end up making friends, I wasn't really good at communicating to them, so I worked hard every day to improve what I lacked to the point of even having extreme lessons during time-offs. Secondary school was harder as friends altered and there were many times where I was isolated from my usual peers.

ESIP has helped me get used to the feeling of being in a room where I don't really know most of the people there. I have improved my communication skills drastically as well as my self-belief and confidence, for example, ESIP has helped me build up the courage to join Debate Club in my school and to take more risks. Through ESIP, I have found new interests and even discovered things about myself that I was not aware of in the past, such as I'm actually pretty good at graphic design as well as thinking up of points for a debate. Before, it seemed impossible to talk to group of five, let alone a whole class, but ESIP built up my confidence and I can now stand up in front of an audience without feeling too nervous about it.

In the past 2 years, I have achieved many awards such as gold in the UK Junior Maths Challenge (2012); an achievement award in my school for MFL (2013); winner of E-Fit Challenge in Palmer Catholic (2013).

In my spare time, I like to do photography and have taken a liking to computer programs such as Photoshop, Macromedia Dreamweaver/Flash. Sometimes, I practice my piano and guitar skills but mainly I revise and better my communication skills because I feel that is what I lack the most in.

Because ESIP has done so much for me, I want to return the favour by helping others as well. I want to help others who are like the 'me' before and also help build their confidence and possibly their communication skills. I want to help them speak out and stand up for what they believe in. I want them to believe that through hard work and effort they can do even the impossible. "A 1% chance of something happening doesn't mean it's impossible but with effort and hard work, it can happen".

I will try to fundraise for ESIP if I were to be chosen for next year. I can get donations through my parent's connections. In the future, I hope to keep in touch with ESIP and since I plan to support a charity or a programme when I'm older, I hope to be part of the future board of chairs in ESIP (if possible). I would like to continue out Simon's vision and expand it to not just UK or to Europe, but also overseas to Asia, America etc. I plan big things for ESIP to go worldwide.

I feel that if I were to stay in ESIP I can benefit even more from it and I can further develop the skills I have learnt and those that I lack. ESIP has now turned into some-what like a second family to me and I have already gotten used to everyone so parting is quite heart-breaking. I am quite punctual and I have attended every session so far, so why not?

## **APPENDIX K – A HANDFUL OF STORIES**

### **Developing drive**

*"Before I started attending the Saturday sessions I had no drive in me. I wasn't passionate about anything. I didn't have any interests. Even my future wasn't something I was determined about. I wanted to become a doctor. I wasn't passionate about becoming a doctor. I just wanted to have a good job that paid that's it, but now I am passionate about becoming a doctor and helping people. I have many passionate interests that I am more than happy to defend."*

A student who was quiet when she started ESIP and whilst being carried along on the wave to go to a high ranking university and study medicine she had no desire. ESIP helped her find meaning and understand herself, become committed to working harder and focused on what needs to be done, being willing to take risks. Whilst she still has a lot of learn (especially in verbal communication) she is making excellent progress.

### **Can't do interviews or put my hand up**

It comes as something of a shock that a student at the end of Year Nine, the third year of secondary school, is so nervous that they are physically unable to put their hand up in class when they don't understand something. They were also unwilling to put themselves forward or activities if it meant an interview which they found literally paralysing.

Through the support of a fellow ESIP student, she found the strength to attend her Year Ten application interview and through an intervention with the Programme Leader and her assistant Head agreed and worked through, with face to face and email coaching and support, appropriate strategies to overcome her fear of teachers, interviews and asking for help. Whilst still a work in progress she was able to take her Headteacher on a guided tour of the ESIP End of Year exhibition and start to have short discussions with teachers and overcome her fears. She is now logging her actions and being accountable to her Assistant Head. It's not easier but it's getting easier.

### **Media not medicine**

Young people start life wanting to please their parents (and then teachers) but this can lead to conflict when what they want to do doesn't match the parental expectations. In this case we helped a Year Nine think through what was important to them and open up the communications so they didn't end up in a job they disliked. They were able to be clear about what they wanted, why it was important to them and agree a way forward. More importantly through the increased confidence and greater security in their ambitions, they became more motivated towards their schoolwork and other activities.

### **Overcoming shyness – nowhere to hide**

*"ESIP has helped me get used to the feeling of being in a room where I don't really know most of the people there. I have improved my communication skills drastically as well as my self-belief and confidence, for example, ESIP has helped me build up the courage to join Debate Club in my school and to take more risks."*

ESIP is all about challenge. The nowhere to hide ethos means that however shy you are and however uncomfortable it gets, the support and persistence to make new friends and collaborate will help you overcome those challenges. In this case a girl clearly lacking self-confidence with a fear of meeting new people was continually pushed and supported until she overcame her fears. The caring, challenging and nurturing nature of the programme ensures that challenge is almost always set at the right level but definitely high enough to make the difference.

## **APPENDIX L – MENTOR FEEDBACK**

The mentors were asked to write short speeches to deliver at the End of Year event and in the closing session with students. Their brief was to give an honest reflection of ESIP and also talk about the different it had made to them. Here are a selection of the speeches from Forest School's Year 12s.

### **Fariha (Year 12 student, Year 9 mentor)**

The first thing I would say is that ESIP is a very rewarding experience, but it is also a commitment. Students have to give up 10 of their Saturdays a year to go to what would essentially be considered a Saturday school.

However, from what I have seen by talking and interacting with these girls, is that ESIP is so much more. It is a chance for students to expand their knowledge outside of school, which I, as a sixth form student going through the university process, can fully appreciate the value and merit of. It is a chance for students who may not receive the full attention and benefits of school to increase their confidence and stimulate their minds. It is a chance for students to cultivate the skills needed to further their progress in learning and everyday life.

I, and my fellow mentors, have been able to see the growth and development of these girls throughout ESIP. There are girls who are now giving speeches in front of a group of around 60 people, when at the beginning of the project they were too afraid to ask questions in case they seemed "stupid". Of course there are students who may not have had any problems in confidence and communication, in which case ESIP is an extra outlet for ideas and creativity.

The one thing that I found most impressive about ESIP is activities such as reflection time, where the girls have to reflect on themselves. This is one of the hardest things to do at any age, which was made clear in a session on Socratic questioning, and an incredibly useful tool throughout life.

I myself have been able to put these methods into practise with my personal statement and schoolwork. One of the girls has said: "*I've realized I need to work harder to get to where I want to be. My challenge is to work harder and not let others distract me.*" This motivation has definitely developed from ESIP's encouragement of girls to think about their future, with university visits and regular discussions.

Learning should not just be about memorisation and writing skills, it should be a collaboration of knowledge, creative thinking, teamwork and communication; which is why ESIP should be a standard in teaching and support of youths.

### **Sian (Year 12 student, Year 9 mentor)**

To Sum up ESIP in one phrase is difficult, because the skills the girls learn are so broad, it's not enough to say that it's academic or extra-curricular. We've had maths problems, debates, and martial arts training, built robots and walked our career pathways. Therefore if someone asked me "What is ESIP" my response would have to be that it's a growing community where ambitions and skills are shared by all. Not only have the sessions aided

the girls' school work, but they have also been given the chance to explore their futures and life options in a way they wouldn't have thought of before.

The confidence that you have all gained has been immense and it's so great to see you all happily chatting away to whoever you are paired with. The programme, in my opinion, has definitely allowed some of you girls to pick up valuable communications skills that you can use throughout your lives. It has been a delight to watch you come out of your shells and it's always a pleasant shock to think you are only in year 8 and yet coming out with some of the ideas you do. It really has been great being on this journey with you, watching your ways of thinking develop from session to session as you stretched yourselves and encouraged others to do the same.

However, in my opinion the ESIP programme is a progressive journey for everyone involved. At the beginning of this process when I signed up to be a mentor, I don't think I quite realised how much of a difference ESIP would make to me as well as the Students taking part. Taking part in the university and career discussions has really opened my eyes to all the different opportunities that are out there, and I definitely hadn't thought I would have been programming robots at imperial when I started out. I believe that I have also seen a different way of teaching and learning that I can take away with me for my future studies, and I'm sure all the other mentors will agree with me when I say that we've been just as inspired by some of these sessions as the girls involved.

I wish all of you the very best for the next few years, and I hope that you all take away these experiences to use in life, as I know I will. Thank you!

**Jessie (Year 12 student, Year 9 mentor)**

The Emerging Scholars Intervention Programme, or as we know it ESIP, has been an amazing experience this past year. It has been a unique opportunity to work with some fantastic girls and to be a prominent role in their journey this year.

Working at such close proximity to the girls in a concentrated space and time period, I have had the chance to observe and watch them grow and mature throughout this programme. One thing that is clear to see in all of the girls is their confidence levels; those who started in November, shy and reserved have blossomed into the wonderfully confident and enthusiastic girls sat here today.

Furthermore, seeing them getting very involved in absolutely everything thrown their way, no matter how strange or eccentric it may seem, and without complaint, is one of the most rewarding things to see, especially when they are smiling and enjoying themselves.

For me, as well as for the girls, ESIP has opened up a great number of unexpected avenues, from stage fighting to code learning and water network building. It has revealed an entire world of education, very different but nonetheless interlinked with the classroom. Not only has this experience been incredibly rewarding, watching the girls go from strength to strength, but I also feel as though it has provided myself and my fellow mentors with invaluable life skills.

I would just like to thank Simon, Mrs Seehra and the senior ESIP team for this opportunity but most importantly, I would like to thank you girls, for being so enthusiastic and wonderful to get to know, you have made all of our Saturdays a little brighter. Thank you.

**Maggie (Year 12 student, Year 9 mentor)**

ESIP to any ordinary individual is simply just an acronym. But to all of us who have full coverage of the matter, it means so much more. The Emerging Scholars Intervention programme is so much more than meeting up systematically on Saturdays to distribute extremely optimistic messages. I think I can speak on behalf of the mentors that ESIP has truly allowed us to recognise that we are role models; likewise you girls are too, so a continuation to set a good example for those younger than us is vital. ESIP has helped us realise and appreciate the power of sharing ideas to benefit ourselves and our peers.

For you girls I hope it has opened up new ways of thinking, very much like our very first session which emphasised alternative perspectives and solutions to a challenge. This newfound knowledge will not only be applicable for school but to our lives as a whole. These generic skills will aid you in all aspects of life beyond formal education, for example, applying for a job or when you are conversing with new people you have not met before. It will help in sustaining solid friendships and the list goes on and on. Being open-minded and in turn being able to compromise with others is not something we get taught in our day-to-day school life, therefore I hope ESIP has managed to instil this in you.

This year through ESIP, I have learnt the importance of communication. Independent work is equally as significant but being able to showcase and persuade others your views and vice-versa is very beneficial. I feel like I can really relate to you girls because in Year 8 I was not at all sure about my own capabilities. Although you do not need me to tell you this, I will still reiterate that you are all so bright, even to the extent that I am slightly jealous because I wish that I was that worldly a couple years back.

There is almost left to say but to continue to believe in yourselves. From my own experience I have learnt that sometimes it can really be the deciding factor whether or not you test and push yourself to the limit so that you are able to reach your full potential. I sincerely wish you as successful a Year 9 for ESIP as it has been this year. Good luck girls, keep being ambitious. It has been a pleasure meeting and working with you.

## **APPENDIX M – A SELECTION OF BIG AUDACIOUS GOALS**

We believe all great work and great lives start with purpose and meaning – motivation and success need to be backed up by something bigger than simply doing the task because someone told you to. From the very first interaction with ESIP we ask students about their passions and strengths as part of their ‘Inner Hedgehog’. As they move through the programme this becomes more formalised and more deeply considered to become a ‘Big Audacious Goal’. Here are a few examples of the big audacious goals of the students applying to Year Ten. Some are more explicit and articulated than others. Our Year Tens will continue to refine these, understand them better and create the plans to make them happen.

- help people, be an inspiration, make my mark on the world.
- travelling doctor/surgeon and be an independent women changing the stereotype
- start charity to help the less privileged gain the basic essentials of life
- reduce child poverty in the UK, set up foundations and then spread globally.
- try and make people think in ways besides the obvious through creative writing.
- happy with no regrets and teach others.
- change through humanitarian and philanthropic means, to be a great doctor
- baker with bakery business
- be an architect and be happy
- discovery, living by the sea
- do the impossible
- ESIP like programme for Year 7 and 8, helping people who would find it difficult to reach their full potential.
- run a performing arts school, locally and for free
- change the way women and girls see themselves as well as seen by society. Keen to set up campaigns alongside a role as psychiatrist.
- solution to global warming
- artist or architect

### **And why they want to return in Year Ten**

- Feels there is still so much for her to learn and so much to give to year ten. ESIP has helped her plan her future and done something meaningful with her life.
- Wants to build up creativity and problem solving skills.

- Committed and wants to make a contribution. Recognises uniqueness of opportunity.
- Increased open mindedness and positivity towards challenge. Committing to do more public speaking.
- ESIP impacted way I think and learn, gave me something to be proud of and look forward to.
- Wants to develop skills for her future ambitions and goals
- Committing to be more fully committed in my obligations, to see more success in my actions
- Wants to learn even more.
- Committing to navigating out of your comfort zone to help with confidence and test capabilities
- Haven't finished what I came to ESIP to do – gain 100% confidence in myself and find a little self-belief (middle child of five at home).
- Committing to always trying. Will never say I can't do something under the right circumstances.
- Has a lot more to learn about herself – thinks year ten will help complete the journey.
- Gained a lot, wants to improve even more and be the best she can be
- Committing to talk more in groups and put hand up more.
- Enjoyed and benefited so far. Wants to further knowledge and expand core skills. To effect and benefit those around her. More academic than creative person so pushed herself to do a creative project. Wants to improve confidence and leadership skills, take more of a lead role and not a back seat. Commits to changing habits.
- Loves attending, Sees learning as an honour. Wants to improve public speaking, art and debating and will get involved with public speaking.
- Amazing opportunity to build on skills already acquired – the foundation to enable her to make her difference in the world. Passionate about women's rights and body image. Sees year ten as opening doors to become neurosurgeon or psychiatrist.
- Benefitted from ESIP immensely – more confident, resilient and in approach to tackling more difficult tasks. Appreciates help ESIP has given her in preparing for the rest of her life.
- Still needs to work on her confidence. Committing to lots of effort and taking part in everything with enthusiasm.

### **Where I Am Right Now (feedback from a mid Year 9 exercise)**

- *When I started ESIP I was...* fixed minded, thinking that this would go this way, things would go that way.
- *Where I am right now...* a lot more open minded, more open to new ideas though not completely. I know that failure is what makes up success. That you can't wait for change to happen, you have to make it.
- *When I started ESIP I was...* not sociable, not confident, not positive, shy and not capable
- *How I act at the moment...* more cooperative, confident, positive and talkative and more comfortable
- *When I started ESIP I was...* extremely unconfident. This made me hesitate when trying out new things (or stopped me completely)
- *Where I am right now...* In my head I am a confident person who just needs a little help to show it. No matter how nervous I feel before doing something, I say to myself that I can do it and I will do it.
- *When I started ESIP I was...* timid, quiet, well-behaved
- *Where I act at the moment...* well-behaved but more open, more confident, more experimental

## **APPENDIX N – QUOTES FROM STUDENTS (recorded from the mid-term evaluation)**

As part of the mid term evaluation, students were asked to give a specific quote about ESIP. Here are a selection:

### **Year 8**

- ESIP has two benefits – you can learn and have fun at the same time. It's not school as its much better and gives you the extra boost to fulfil your aspirations and goals.
- I really enjoy ESIP. All the things I've learnt have helped me in school and as a person in some way or another. I'm glad I'm doing something productive with my Saturdays instead of just wasting them.
- It's not school, it's much better and it's fun. A perfect way to spend my Saturday.
- ESIP has made me want to set goals for me to achieve.

### **Year 9**

- ESIP really helps with boosting your confidence and also finding out who you are. You may not realise it at first but over time you see the benefit.
- When I started I was a seed planted in the soil. Now I'm a freshly flourished flower.
- ESIP helps us be comfortable with our discomfort.
- ESIP is good for finding yourself and being the absolute best you can ever be.
- ESIP brings different ideas, communities and thoughts together
- ESIP broadens your horizons, makes you stand up tall and be proud of who you are
- ESIP has helped me develop as a person as well as enabled me to develop skills and ideas that will allow me to build a better future for myself. It has given me a much brighter outlook on life
- In ESIP the impossible can be made possible
- Thanks to ESIP I have overcome so many hurdles and I have learnt to aim high and not be afraid. I used to feel like I was in a truck that was out of control going downhill but now I feel like I am on a smooth road to success.
- It doesn't change us but makes us be a better version of ourselves
- A chance for us to work hard, strive for success, meet others like us and get help with making decisions about life. A very exciting and amazing place to be.
- ESIP makes you think about things you'd only think about when it's too late.
- ESIP is like a hand wiping down the mist on a window on a cold day.

### **What changed about their aspirations**

- I took more interest in science and became more confident in my work.
- I am now being more realistic and instead of fantasizing about things that are almost impossible I'm considering things carefully and asking myself truly if I think I'll get somewhere with my decisions.
- At the start of ESIP I thought that getting into university was easy but after visiting the universities I realised it is difficult and we have to work hard to get a space.
- I have found something I really care about. I have learnt ways to achieve my goals.
- I have set my goals higher and have learnt to make them more uncomfortable.
- Before I wasn't sure if I really wanted to go to Uni but now I definitely am because ESIP has showed me I do have the ability to go.
- I'm now almost certain that I want to go to Uni and have a clearer idea of what I want to do

## **What they learned about themselves**

- That I do have strengths and qualities
- I have learnt that if I want to achieve my goal I have to work hard now. I know that I like to save things for later but end up not doing them. So whatever I want to do DO IT NOW!
- I have learnt that I can explore other activities that I would never think of doing freely and confidently.
- I've learned that if I set my mind to something and force myself through difficult or uncomfortable situations I can get through them.
- That I don't have to be the best – I just have to try my best.
- I have learned that when I put my mind to solving a problem I will solve it.
- I have learned that if something is difficult, not to give up, keep going and after practising we will get better.
- I have learnt that it was not the difficulty of the tasks but my self-esteem getting in the way.
- I'm not actually that terrible or emotionally unstable. I can do things. I feel the potential in my bones.
- I have learnt that I am quite shy and I am who I am – I should be proud and work on that.
- I have learnt that I am someone who can do something big (like change the world) and I just need the confidence to do it (which I get from ESIP).
- I learnt that I gave up too easily and usually take the easier way out of things instead of trying hard.
- I can do a lot of things if I put my mind to it and try.
- That I am actually quite competent in general. Normally I would put myself down but I do think that I finally feel I have the potential to do something other than argue and cry.

## **APPENDIX O – QUOTES FROM SPECIFIC SESSIONS**

The following are quotes from across the student, mentor and teachers groups which hopefully reflect the journey and impact of the Emerging Scholars.

### **Session 1A (Year 9, session one)**

- Mentor – “The girls value small group sizes and the tutorial groups of five as being like an Oxbridge education.”
- Student – “I’m now more aware about my resilience and now I’ve realised that I seem to give up quite often. This has made a difference to me so now I will keep in mind to always be positive and to keep the levels of competence in mind.”
- Student – “I met my target and spoke to every single person at least once and became good friends with a girl from another school.”
- Student - “I have learnt that a lot of us make goals without considering the barriers so we should ask ourselves questions about what we want, why and how. I am setting myself the target to ask myself and other people questions to find out what they or I really want and how we could do it.”
- Student - “I will think about how my actions could result in sabotaging my future. For example, I don’t concentrate in my Italian classes so I don’t learn it fluently therefore I can’t move to Italy whenever I want.”
- Student - “When being asked the questions, I realised that I don’t have my life mapped out well, so I will work on this and give myself a path to follow.”
- Student - “I have learnt how to philosophise and inspect every angle of a sentence and find a question that can squeeze more information out of a person. I have the ability to make them think deeper, harder and longer.”
- Student - “My target is to have confidence when speaking out in school and in lessons when asked a question to say the answer and not be shy about it.”
- Student - “I contributed a lot during group work and this made the atmosphere in my group warmer and more comfortable. Also talking about my future with others has made me think more about what will happen in my future and made me start thinking about having a plan B in life.”
- Student - “My target is to come to the conclusion of what I want to do for university and beyond then think about how to achieve it and how I am stopping myself from achieving it.”
- Student - “I’ve understood that saying things just won’t make it happen. You have to plan it out and think what could come in your way.”

### **Session 1B (Year 8, session one)**

- “I learned how to look at things from other perspectives and not rush to a single answer.”
- “I have learnt that not everything is the way you see it. It will help me by knowing that there are different answers to problems and I could try to solve them.”
- “I have learned that there are different ways of thinking and other opinions and thoughts are important.”
- “I have become more confident. When I first got told to write a poem I was quite worried about what to write but when I got into it I was no longer worried. This will make a difference so I don’t give up on something even if I don’t have much experience in it.”
- “I want to contribute more and not be afraid of what I want to say.”
- “I have been able to think on the spot and to share my ideas clearly.”

- "I learned about seeing things in many different ways and to understand that there is no right answers in your opinion on something."
- "I should see things in other peoples point of view not only my own."
- "I've separated from my friends and linked with other people and learned to communicate with them and I'm confident and really determined to carry on and achieve things and learn new skills."
- "I have learned how to face a challenge and successfully complete it. I have also learned how to work with different people."
- "I am setting myself the challenge to go back and use the 'four steps to success' in my debating club and in school to help me make more accurate decisions."
- "I have met a lot of new people and I've stepped outside my comfort zone. For the future I know that it's OK to find something difficult and that it's OK to ask questions."

## **Session Two**

- "I have learnt how to point out important evidence."
- "There are always two sides to a story. I should think about how my decisions can affect me and other people around me."
- "Just from this lesson I have learned not to shy away but actually give me ideas a try."
- "I've managed to work my hardest in a subject I really don't like and now I can make the most of everything I do, no matter how much I've struggled with it in the past, or how much I despise it. I want to try everything and not be afraid to fail."
- "I have learned to speak clearly and confidently. If I don't agree with a statement I will sensibly debate with the person."
- "I can now have a fight but in a sophisticated way without violence."
- "I have been a lot more focused and I listened to everything but I haven't contributed as much as I could or should have."
- "I met my challenge when I was creating my collage of quotes. I didn't really like it but I stayed positive about it and made the most of the session."
- "My challenge is don't ever back down from my beliefs if I feel really strongly in something."

**Sessions Three and Four (for year 8)** included Aspirations workshop and the awayday to Imperial College to study robotics and take part in a robot competition. Put together they helped reinforce the importance of planning, keep on trying and how to anticipate barriers, overcome them and problem solve.

- "I have achieved a way of public speaking where I am not afraid."
- "I have learned to talk passionately about a subject without going too over the top. I learned more about structuring my speech and timing it well."
- "I was able to complete a difficult challenge which I had trouble doing. Once I persevered I achieved my target."
- "Even though I am skeptic or weary of doing something I will have a go and not worry about embarrassing myself. I will give my ideas but sometimes step back and let other people lead."
- "I have learned how to stage fight which has been an amazing day and I have been able to be free."

- "I have had a boost in my confidence and I think this has had a massive impact on me because I am able to do things without being so shy. I will try to speak out and put my hand up. I will carry on no matter what happens and keep on trying."
- "I've learned that it's Ok to not know everything and to ask questions. I let myself go and relaxed even with people I don't know well which will allow me to work with new people, whether I like them or not, in the future."
- "I should really take more risks because they can lead to something really great."
- "Performing stunts has made me much more confident and less self-conscious. I have learned how to overcome hurdles that occur in everyday life."
- "The most important challenge I am setting myself is to stand on my own two feet and not always rely on my peers or parents. I need to fight my own battles!"
- "I will try harder in science so I can get into a good university."
- "Today has made me more fascinated in science."
- "I will not give up when a problem seems difficult but stay focused and solve it."
- "I now know how to use different skills to solve problems, by combining all my skills together. I will be able to use what I know to complete challenges."
- "I have learned how to work in a team with different people."

#### **Staff feedback from Imperial (Year 8, session 4)**

- This was a very good session for the girls to both understand, learn and practice problem solving skills. Their teamworking skills, resilience and persistence is improved as well as developing a new found interest in Robotics and an aspiration to consider Imperial as a future university choice.
- "It allowed the girls to think for themselves and they were motivated by the challenge. The practical aspect really caught their attention."
- The clear goal helped them as they knew they couldn't give up. The stopwatch on the smartboard kept the pace up and the music helped chill things out.

#### **Session Five**

- "I put my hand up to volunteer my opinion and all the time it was the right answer so it proves that I didn't need to be afraid after all."
- "When I think of something I just need to go for it and believe in myself. I might try a new club."
- "I want to find the enjoyment in everything I do and open my mind even more to new things."
- "I have learned how to use different skills together to try and solve problems like learning new languages."
- "I think I met my challenge (not to be afraid and to gain a better understanding of the topic) and I am really proud of myself by giving it a go and it turned out that I understood a lot."
- "I've learnt how to put across my ideas in a creative way and to dig down deep to discover and understand myself."
- "I found out that I am someone who wants to change the world and I show I am that person by complaining about the world (things I feel strongly about) so I really want to change some aspects of it."
- "I didn't refuse to present because there was cameras and it was recorded. I've learnt to just get on with things and to do it even though I might not want to."
- "I have learnt that I am who I am and I've learnt that people can look at me a certain way but at the end of the day I am here to succeed for myself, not others."

## **Session Six**

- "I'm now certain that university is somewhere I will be going. I know that I want to study French. I am really glad that I know about all of this."
- "I now know the responsibilities and requirements needed for Oxford and other universities. Today's session has definitely made me want to go to university particularly Oxford. It has also opened my eyes and I've realized I need to work harder to get to where I want to be. My challenge is to work harder and not let others distract me."
- "My challenge is to work even harder than I normally do at school so that I am able to do the best I can in future."
- "Universities, especially Oxford, look for passion. There is no point if you get good grades but don't have passion for the subject. There are lots of different people here in Oxford but what they have in common is that they are all about the same level of intellectual."
- "Today I learnt how to think logically in maths. I did a lot of math solving problems and how to think outside the box to find solutions."
- "I can now think of how to solve problems and think of easy solutions logically. This can not only help me in school but also be beneficial outside school as well."
- "I have learned to think a bit differently about things than I normally do. I wasn't that scared to go up for the second time compared to the first time because I felt more confident."
- "I have learnt how to think strategically and to explore and notice structure. I actually understood Math. I solved many problems and I worked with J to create the longest link to the number game. I realized that if you look a little deeper the problem can become simpler."
- "My challenge is to work things out whether it is in life or in puzzles because there is always an answer, all you or I have to do is take my time to figure out an answer and a way to complete my puzzle."

## **Session Seven**

- "I've never been allowed to think this way."
- "Thinking – it hurt my brain."
- "Let's think more, that is more interesting than not thinking at all."
- "I should do more critical thinking in English as I usually shout answers without really thinking."
- "I have learnt how to gather information to justify my answers and can use this skill in all subjects."
- "I split out of my friendship group and I was confident around some new people."
- "My challenge was to never give up on a task... I met my target because philosophy is a very hard and confusing subject to work on but by carrying on and trying to understand and make sense of it all is quite brave of me."
- "I did a speech in front of everyone. At first I failed and I couldn't do it. Afterwards I built up the confidence to at least go up like all the other girls did even if my speech wasn't going to be as good as theirs."
- "I have learnt what some of my goals in life will be. I have also understood how to achieve them. I have learnt how to reflect my feelings in collages – it has been provocative! And this has made a massive impact on me as I now know that I can reach for something, I have something to reach for in life."

- "Today's session has opened my eyes to the possible variables in each step I take to reach my goal. It will make a difference to me because now I'm nearly certain what I want to do and I now know what to do to get there so I can follow my 'plan' and do things along the way."
- "I've learnt and understood that we learn a lot from each other whether it is to do with each others experience or goals. Also that if you have a goal you can't just sit back and expect it to happen. Work for it and be the best at it."
- "Pathways was my favourite ESIP session! It revealed a lot about my life and also about others. I've learnt not to take confidence for granted and that I have to begin NOW. I actually know what I want in life and I can't wait to get to the end, but for now, I'm just going to enjoy my youth. Today I figured out what I really need."
- "When it came to presentations I didn't do very well. Usually I would have wanted to give up thinking that was it. This time around, although I'm disappointed, I know I can work on it."

## **Session Eight**

- "My challenge is to eat more healthily and exercise more."
- "I have learnt to not just think the first answer that comes into my mind. I should learn that not everything is easy to solve."
- "I have learnt how to think more logically, ask more questions and ask for more of a detailed answer. I have set myself a challenge of being more curious and asking deeper questions."
- "Instead of using the word 'like' I just stopped and thought in silence – the only reason I use the word 'like' is as a replacement for silence."
- "I discussed my answers and explained what I thought. I am going to adapt the system thinking and try my best to answer every question at school."
- "I want to use my crafty listening skill in subjects like maths and history. I think it would make me think twice before I jump to a conclusion."
- "I was able to come out of my comfort zone and communicate with others but have also been able to think deeply."

## **Session Nine**

- "I have learnt to be more confident about my ideas and to be able to take on a role and achieve it."
- "I learned how to work really comfortably and effectively in a group."
- "Being able to delegate people makes the job easier and quicker."
- "I understood how to use the skills of my previous ESIP sessions to put the team together and to work together."
- "I have learned how to think of alternative ideas if the main idea did not go to plan."
- "By understanding what my barriers are I have realized they are not hard to overcome and if I overcome them it will help me."
- "I want to stop thinking about my failures and be proud for what lifechanging things I learn from them. I will stop thinking negatively."
- "I have a very much clearer view and for the first time I thought to myself 'why' not just 'how'."

## **APPENDIX P – MEASURING DISADVANTAGE QUESTIONNAIRE**

### **About You and Your Family**

*As part of your application to ESIP we would like to know a little more about you, your family and where you live. This data will be kept absolutely confidential (we won't share it with anyone in a way which will identify you). The data will help us to ensure the right students have places on the programme, will help us raise the funds required to run ESIP and ensure we can provide the best support to you as individuals.*

1. What type of property do you live in?

House       Flat

2. Do your parents/family own or rent your home?

Own       Rent

3. How many bedrooms does your house have?

\_\_\_\_\_

4. Who do you live with at home? (*please tell us the numbers*)

Parents       Brothers and sisters       Other family members

5. How many brothers and sisters do you have? (*please tell us the numbers*)

Number of brothers       Number of sisters

6. How many of your brothers and sisters are:

Older than you       Younger than you

7. What job does your mother do?

\_\_\_\_\_

8. What job does your father do?

\_\_\_\_\_

9. What is the highest level of education of your mother?

School       College       University       Higher degree (MD, MA, PhD etc)       Don't know

10. What is the highest level of education of your father?

School       College       University       Higher degree (MD, MA, PhD etc)       Don't know

11. Do you have any responsibilities at home. Please tell us here:

Caring for a sick or elderly relative       Cooking  
 Looking after younger siblings       Cleaning

## APPENDIX Q – ELIGIBILITY CRITERIA

### *Year Eight applicants*

Must meet all	Must meet some of the following
<input type="checkbox"/> Year 8 student <input type="checkbox"/> In the top 20% of their year group by academic ability but not the highest achievers <input type="checkbox"/> Unrealised potential (identified by teachers) <input type="checkbox"/> Needs not fully met by school – clearly identified issue (e.g. significantly lacking confidence)	<input type="checkbox"/> FSM (free school meals) or similar known economic hardship <input type="checkbox"/> EAL (English as additional language) <input type="checkbox"/> Discrepant CAT scores or discrepant attainment across English, Maths or Science <input type="checkbox"/> One parent family or large family (five children or more) <input type="checkbox"/> Carer or significant responsibilities at home <input type="checkbox"/> Both parents have not been to university

### *Year Ten applicants*

#### **Successful applicants to ESIP Year Ten will:**

- Demonstrate a commitment to engaging fully with ESIP Year Ten including 100% attendance.
- Make a significant effort in the application and interview process and produce a high quality project which meets the Project Specification.
- Demonstrate both passion and commitment within both the Project and the Personal Statement.
- Articulate how they have grown and developed in the course of ESIP and be able to reflect on their personal journey and the choices they have made.
- Produce an original and academically rigorous project which demonstrates a need for change and how that change might be achieved.
- Demonstrate sufficient self-belief, motivation and interest in their aspiration whether in education, work or other aspects of their life.
- Articulate clearly how they will contribute to ESIP Year Ten.

## **APPENDIX R – PARENTAL FEEDBACK (collected over the Summer holidays in 2013)**

- “My daughter is much more confident, is also able to work in a team as well as independently. She has a much more mature attitude in life and is very keen on progressing both personally and academically.”
- “ESIP has helped her to view things maturely. She has learned to develop some goals in life, made her plans on how to do it and made some actions to make it happen. For example, she told me that she is doing well in everything possible in everything she does whether at school or at home so she will become a successful professional someday. Likewise, being cognisant of what universities are looking for she is trying to develop passion in everything she is doing. She has also become more sensitive to the feelings of others, ‘puts herself on other peoples shoes’, also willing to listen to their views and considers these issues before reacting on something. This also helped her to work well in the team. This is clearly reflected in her day to day dealings with her peers, elders, school and religious leaders and even those with lower socio-economic status like street cleaners. This programme has also increased her confidence in everything that she does. She was able to come out of her comfort zone making her able to express what she wants to express at the right time and the right place. She has also learned to turn people down in a nice and polite manner. This is clearly exemplified when she deals with various people in all walks of life on a daily basis. Specific examples include speaking up more in school, participating in debates in some subjects like Religious Education and English. My child has also developed research skills making her able to start producing reports or course work that are up to date and evidence based. We are indeed grateful to ESIP for their great role in making a difference to her life. Thank you”
- “ESIP has helped students realise their purpose in life and be able to share their talents to make the world a better place to live in by being ambitious and passionate in everything they do.”
- “I have found my daughter’s confidence has increased especially in mathematics in respect that she approaches problems differently. She uses multiple approaches to resolve a problem rather than using a single set method that she would find difficult. From this I have realised she is not afraid of getting a question wrong. Her confidence has increased both at school and home and her teachers also recognise this. She seems less timid about doing new things and pushing herself. This was noticed by me when she accepted the cello challenge from Simon. She originally approached this apprehensively but has made significant progress in learning the piece. Her aspirations are much higher in that she now actually considers Oxford and Cambridge Universities to be within her reach. Her approach to a STEM career is now more vivid to her and is now aware of the steps she needs to take to get there. Since her participation with ESIP she has become a lot more mature i.e. she thinks deeply about the consequences of her actions and is more influential in the way she brings herself across to both family and friends. She encompasses a much more positive attitude to life than before her participation in ESIP.”

- "ESIP has helped my daughter to get a better understanding of how to sensibly put her views forwards by respecting others and allowing herself stand for what she believes in. She has grown into a logical thinker. Her trips to Imperial College and Cambridge University have made her feel stronger about what she wants to do in life."
- "She has become more focused and conscientious about her school. Her writing has improved and she has discovered a love of languages. The evidence of this is seen when she keeps re-writing homework to improve it until it is ready to be handed in. Her use of the English language has grown and she looks at all her writing with a critical slant I have not seen before attending ESIP. ESIP has shown her that anything is possible."
- "She has gained more knowledge and more confidence to do things. For example, I think since she has started ESIP she has volunteered herself for more things in school and elsewhere. She is more willing and actually tries instead of saying there is no point. I think she is now more aware of her future ambitions and understands that she needs to build the steps for it now."