



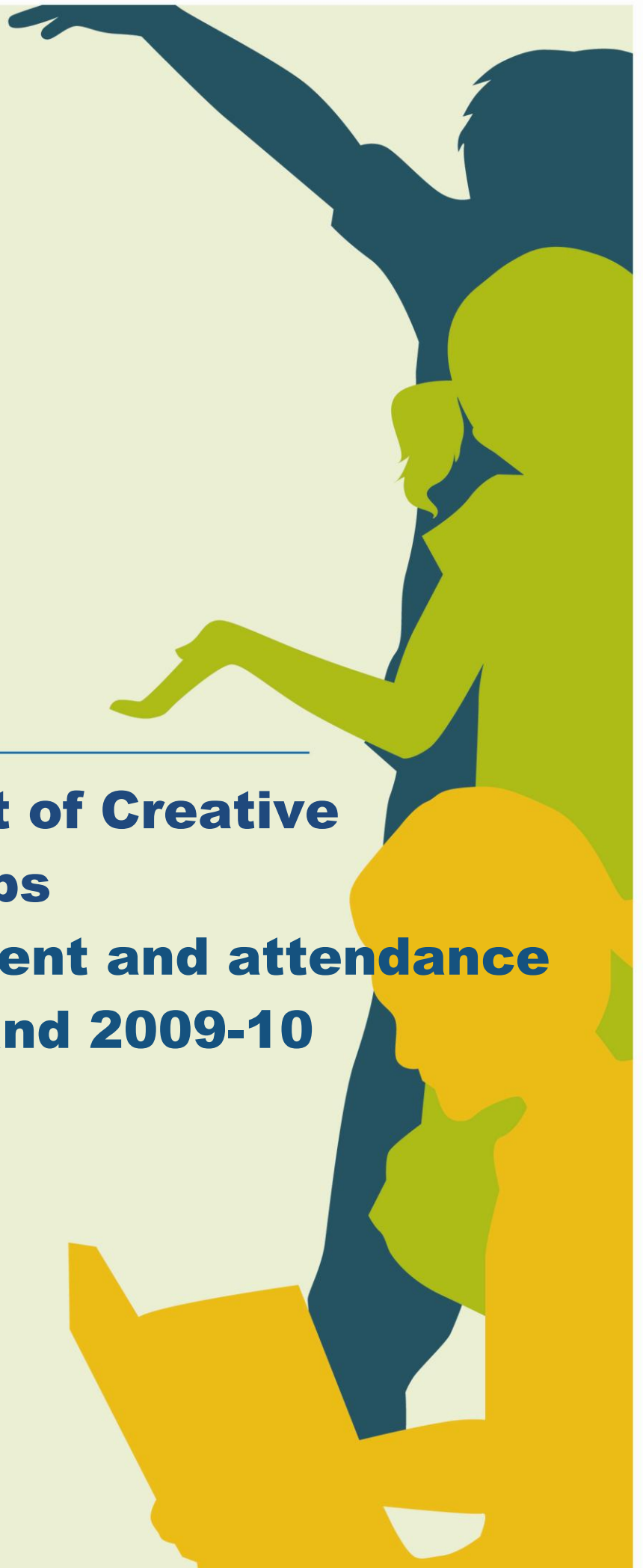
**Report**

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**The impact of Creative  
Partnerships  
on attainment and attendance  
in 2008-9 and 2009-10**

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**August 2011**



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Registered Charity No. 313392

**How to cite this publication:**

Cooper,L., Benton,T. and Sharp, C. (2011). *The Impact of Creative Partnerships on Attainment and Attendance in 2008-9 and 2009-10*. Slough: NFER.

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## Executive summary

Creative Partnerships is the Government's creative learning programme, designed to develop the skills of young people across England, raising their aspirations and achievements, and opening up more opportunities for their futures. It started in 2002 with 381 core schools in 16 deprived areas of England. Since 2002, the programme has expanded across the country and has worked with over 1 million children, and over 90,000 teachers in more than 8000 projects in England.

In this report we present findings from the fourth follow-up study to explore the evidence that Creative Partnerships might be having an impact on young people's attainment and attendance. Like the first and second studies, this study analyses data at both school and pupil levels. (The third study, focusing on results in 2007 and 2008, analysed data at the school level only.)

This study focuses on the following groups of young people:

- Pupils who sat national key stage exams or those who were assessed by teachers at the end of the 2008/09
- Pupils who sat national key stage exams or those who were assessed by teachers at the end of the 2009/10.

The team studies progress in attainment separately for key stage 1, key stage 2, key stage 3 and key stage 4 (this is the first year that key stage 1 data was included).

We also considered the impact of Creative Partnerships on pupil attendance, using two measures: total absence and unauthorised absence.

### Sample

Creative Partnerships provided the National Foundation for Educational Research (NFER) with a list of schools that had been or were currently involved in the programme. The NFER contacted the coordinators at these schools to find out which pupils at the schools had been involved in Creative Partnership activities. These pupils formed the intervention sample.

Using data from the National Pupil Database, and by taking account of other characteristics such as ethnicity, school type, and deprivation measures, we were able to compare the intervention sample to other similar young people nationally.

Unlike previous studies, we did not seek to analyse exclusion rates as part of our analysis of attendance. This is because in any school the numbers of

pupils that are excluded represent a very low proportion of the school population and it is difficult to draw conclusive results from such a small sample. On the other hand, this was the first study in which we collected and analysed key stage 1 results, having only looked at results from key stages 2,3 and 4 previously. The reason that the key stage 1 analysis was included was because the advent of the Early Years Foundation Stage checkpoints made it possible to measure progress between this point and a child's score in their teacher assessments at key stage 1.

### **Key findings: Attainment**

The study found a number of significant positive effects at the pupil level, i.e. when comparing pupils who had taken part in Creative Partnerships with other similar pupils in the same school, although not all findings were consistent in both years and the differences between the groups were relatively small. However the main findings that were statistically significant and consistent were:

- At key stage 1, pupils involved in Creative Partnerships activities made significantly greater progress in speaking and listening compared to other similar pupils in Creative Partnerships schools in both 2009 and 2010
- At key stage 3 and key stage 4, pupils involved in Creative Partnerships activities made significantly greater progress than other similar pupils in Creative Partnerships schools:
  - At key stage 3, the difference was statistically significant for pupils' average points score, and English in 2009 and 2010
  - At key stage 4, the difference was statistically significant in 2010 in pupils' total and capped points score.

### **Key findings: Attendance**

There was evidence of a slight relationship between involvement in Creative Partnerships activities and increased levels of pupil attendance, although there was no consistent pattern across both years. The relationship could be seen at both pupil and school level:

- In 2009 there was some evidence to suggest reduced levels of total absence in secondary schools involved in Creative Partnerships
- In 2010 there was some evidence to suggest reduced levels of unauthorised absence in primary schools involved in Creative Partnerships.

## Conclusions

This study provides some positive messages for Creative Partnerships. Creative Partnerships appears to be contributing to a degree of progress in attainment, especially for young people directly involved at key stages 3 and 4. To illustrate the amount of difference involved, pupil level analysis in 2009 revealed an effect equivalent to 13 per cent of the young people who attended Creative Partnerships activities achieving, on average, one level higher in their key stage 3 average points score than expected, given their background characteristics. In comparison to other similar pupils not attending Creative Partnerships schools (at the school level), the effect was equivalent to nine per cent of Creative Partnerships pupils achieving, on average, 1 level higher for their average key stage 3 points score than expected, given their background characteristics.

The positive attainment results for pupils at key stage 3 and 4 are in line with the results from previous studies. All three studies that examined results at pupil level show improved results for pupils' average point score and English results at key stage 3, and improved results for the total GCSE point score at key stage 4 (with the exception of 2009).

The impact of Creative Partnerships on attendance is less clear, but there is evidence of some small, positive associations for young people, particularly for secondary pupils in 2009 and primary pupils in 2010. This is also in line with previous studies, which have shown a tendency for improved attendance for Creative Partnerships schools and pupils, particularly at primary level.

We therefore conclude that Creative Partnerships appears to be making a small but valuable contribution to improving attainment at key stages 1, 3 and 4.

# 1. Introduction

Creative Partnerships is the flagship programme of Creativity, Culture and Education (CCE) – the national organisation which aims to develop the skills of children and young people across England, raising their aspirations, achievements and life chances. Creative Partnerships fosters long-term partnerships between schools and creative professionals. It brings creative workers such as artists, architects and scientists into schools to work with teachers to inspire young people and help them learn. The programme has worked with over 1 million children and over 90,000 teachers in more than 8000 projects in England since 2002.

The National Foundation for Educational Research (NFER) has conducted a number of studies to evaluate the initiative. Between Autumn 2002 and Summer 2004, the NFER carried out a programme evaluation of Creative Partnerships (Sharp *et al.*, 2006), which focused on measuring changes in self-confidence, self-esteem and attitudes to learning.

Arts Council England (the organisation responsible for Creative Partnerships at the time) commissioned the NFER to undertake a separate study to consider whether Creative Partnerships had had a significant positive impact on educational attainment. The study looked at the impact of Creative Partnerships on key stage attainment for young people reaching the end of key stages 2, 3 or 4 (i.e. those young people in Years 6, 9 or 11) in 2003 and 2004. It found some small but statistically significant positive associations between attending Creative Partnerships activities and attainment for young people (Eames *et al.*, 2006).

Creative Partnerships was interested in examining the extent to which the impact of the programme was sustained or enhanced over a longer time-period, so a subsequent study focused on attainment in 2005 and 2006 (Kendall *et al.*, 2008b). Consistent with the findings of Eames *et al.* (2006), the study found small, positive effects on academic progress. Pupils who were known to have attended Creative Partnership activities made greater progress at key stages 2, 3 and 4 than other young people in the same schools. These pupils also made better academic progress at key stages 3 and 4, but not at key stage 2, compared with other similar young people nationally. There was no evidence of impact on the progress of young people who attended Creative Partnerships schools but who were not involved in Creative Partnerships activities. This study suggested that while Creative Partnerships might have benefitted those pupils who were directly involved in its activities, it had not yet become a whole school initiative that affected all young people within the school community.

Another study focused on absence rates between 2003 and 2007 and school exclusions between 2003 and 2006 (Kendall *et al.*, 2008a). This aimed to establish whether schools' engagement with Creative Partnerships was associated with improvements in young people's attendance. It found that involvement in Creative Partnerships was associated with a reduction in total absence rates in primary schools, and this reduction increased over a period of years as Creative Partnerships became more established in these schools. This effect was educationally significant, demonstrated by an effect size greater than 0.25. There were, however, no statistically significant effects on attendance in secondary schools. Involvement in Creative Partnerships was not associated with reduced exclusion rates in either primary or secondary schools, but this may have been due to the fact that exclusions are relatively rare, making it more difficult to show an impact on this measure.

In 2010, the NFER conducted a further study which explored the impact of Creative Partnerships on attainment and attendance. It explored how the performance of schools involved in Creative Partnerships compared with that of similar schools that had not been involved in the initiative. Unlike previous studies, this study took place at the school level only, because there was no up-to-date data available on which pupils had attended Creative Partnership activities. The analyses looked at attainment in both 2007 and 2008, while the analyses of the impact on attendance and exclusions focused on just 2008 data, as absence and exclusions rates in 2007 had already been explored in Kendall *et al.* (2008a). The findings showed that school-level participation in Creative Partnerships was associated with slightly higher average attainment at key stage 4 in 2007 and 2008. Primary and secondary schools taking part in Creative Partnerships activities had slightly lower rates of fixed-term exclusions. (Tables 5.1 and 5.2 on page 28 summarise the results from previous studies at the school and pupil levels.)

## **1.1 Structure of the report**

The rest of this report presents the findings from the analysis of results in 2009 and 2010. Chapter 2 outlines our approach to carrying out the attainment and attendance analyses, and presents the characteristics of the schools and young people involved. The latest findings relating to the impact of Creative Partnerships on progress in attainment are presented in Chapter 3. The results of the analysis of the impact of Creative Partnerships on attendance are presented in Chapter 4. Finally, in Chapter 5, we discuss the findings and provide a conclusion. The Appendix contains more detailed, technical information about the sample (Appendix 1 and 2) and statistical analyses (Appendix 3 and 5).



## 2. Approach

### 2.1 About the study

In February 2011, the NFER team contacted the Creative Partnerships coordinator<sup>1</sup> in all schools involved in the initiative from 2009 to 2011 (2011 participation data was collected but we did not include outcomes for 2011-12 in this analysis, as pupils had not yet taken their end of year assessments).

We requested information on which pupils had taken part in Creative Partnerships activities. Some schools involved all of their pupils in the initiative, whereas others involved particular year groups, classes or individuals. A total of 2908 schools were contacted for information and NFER received data from 787 of these schools, which represented a response rate of 27 per cent. (Schools known to have been involved in Creative Partnerships, but which did not provide data, were removed from the analysis so they could not be included in the comparison group.)

The research team applied to the Department for Education for permission to use the National Pupil Database (NPD) for this study. The NPD is a 'data warehouse' which brings together information from the annual Schools Census and assessment data. It contains background information on individual pupil characteristics and includes information on pupil performance at key stages 1, 2, 3 and 4 as well as the achievement of very young children in the Early Years Foundation Stage Profile. The NFER obtained NPD information for results in 2009 and 2010 for the identified pupils and created a data file including school-level data from the NFER Register of Schools.

The analysis used data from two cohorts of young people:

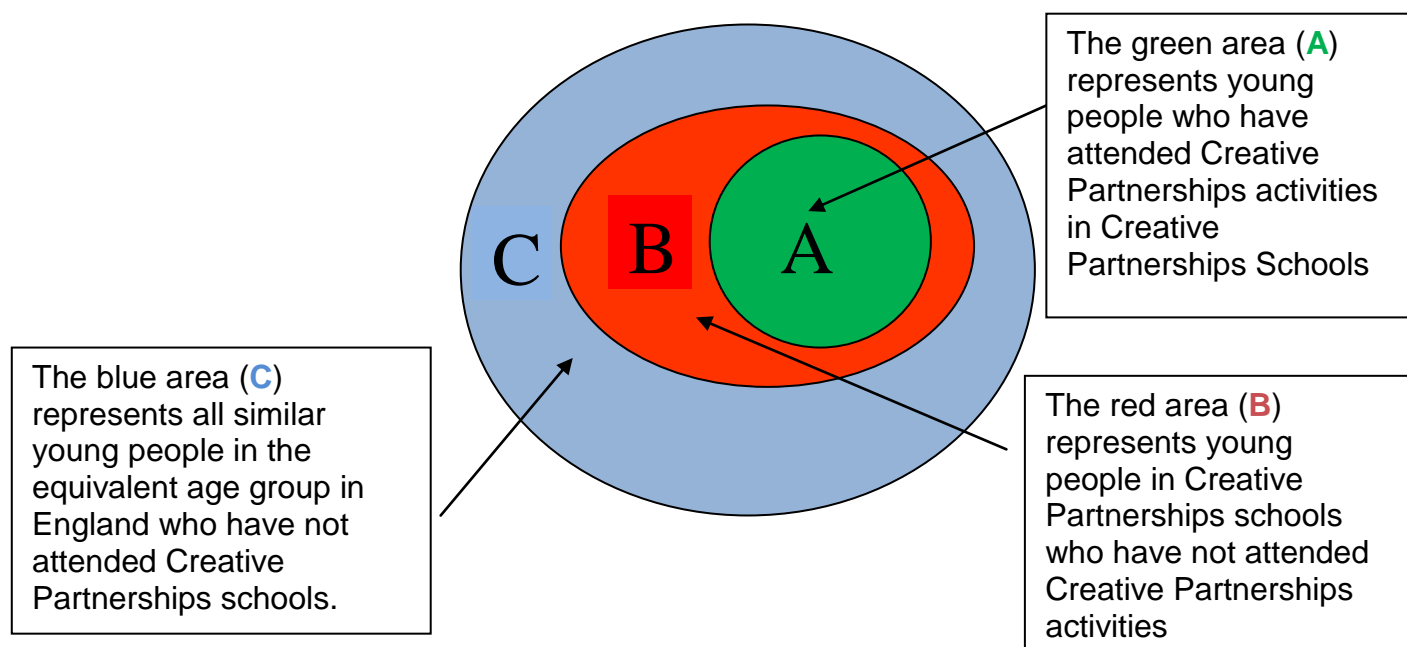
- Pupils who sat national key stage exams or those who were assessed by teachers at the end of the 2008/09 academic year (referred to as **2009 data**)
- Pupils who sat national key stage exams or those who were assessed by teachers at the end of the 2009/10 academic year (referred to as **2010 data**).

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<sup>1</sup> The Creative Partnerships coordinator is a member of school staff who is the main contact for dealing with Creative Partnerships enquiries, and for liaising with creative professionals. The coordinator is involved in helping to organise Creative Partnerships activities at the school.

The groups of young people considered in this report are shown in Figure 2.1.

**Figure 2.1: The groups of young people included in the analysis**



This report presents the following information:

- the overall differences in **attainment** between young people who attended Creative Partnerships activities, young people attending Creative Partnerships schools but not attending Creative Partnerships activities, and other similar young people nationally (comparing attainment for pupils in groups **A**, **B** and **C**).
- the difference in school **attendance** between young people who took part in Creative Partnerships activities, young people attending Creative Partnerships schools but not attending Creative Partnerships activities, and other similar young people nationally (comparing attendance for pupils in groups **A**, **B** and **C**).

The technical appendices include the following additional information used in the analysis:

- numbers of pupils and schools in the sample
- the profile of the young people in the sample
- attainment and attendance data for young people in 2009
- significant results from previous studies
- results that are approaching significance.

## **2.2 Attainment analyses**

The main analysis used in this study was multilevel modelling. This is a development of regression analysis which takes account of data which is grouped into similar clusters at different levels. For example, individual pupils are grouped within schools. Multilevel modelling allows us to take account of the hierarchical structure of the data and produce more accurate predictions, as well as estimates of the differences between students and between schools. Results were considered statistically significant if there was a less than five per cent possibility that the result had occurred by chance ( $p < 0.05$ ).

Progress in attainment was studied separately for key stage 1, key stage 2, key stage 3 and key stage 4 in each year (2009 and 2010).

## **2.3 Attendance analysis**

Creative Partnerships is targeted at disadvantaged areas, and therefore schools engaged with Creative Partnerships have higher levels of absence than schools not involved. By using the statistical technique of multilevel modelling, valid comparisons can be made between schools engaged with Creative Partnerships and those not involved.

The two measures we explored are unauthorised absence and total absence, and these are reported separately for primary and secondary pupils. In order to present the data in a meaningful way, we have reversed the measure index. A positive effect size indicates that there is lower pupil absence. Conversely, a negative effect size indicates that there is higher pupil absence.

## **2.4 Sample information: the young people in the analysis**

Since Creative Partnerships involves both primary and secondary schools, the analysis conducted and reported here covered pupils in years 1 to year 11. To enable a reliable view of the impact of Creative Partnerships on pupils' progress, their prior level of attainment (at the previous key stage) was taken into account.

The numbers of schools and pupils which could be identified as having been involved in Creative Partnership activities and for whom sufficient data was available for analysis in June 2011 are detailed in Table A1.1 in the Appendix. Similarly, the number of schools and pupils in the comparison sample are also detailed in Table A1.2 in the Appendix.

## 2.5 Background characteristics of the sample: disadvantage, ethnicity and prior attainment

Overall, the characteristics of young people suggest that schools involved in Creative Partnerships serve more disadvantaged populations than other schools.

Analysis revealed that, in terms of prior attainment, pupils from Creative Partnerships schools had significantly lower scores than their non-Creative Partnerships counterparts, prior to their schools' involvement in Creative Partnerships. This finding is to be expected, given that Creative Partnerships focused on schools in areas of deprivation, which tend to have lower overall measures of attainment.

In terms of ethnic background, the majority of pupils were categorised as White-British. Compared with non-Creative Partnerships schools, analysis showed that there was a larger proportion of pupils from Asian backgrounds (such as Pakistani, Indian and Bangladeshi) in Creative Partnerships schools.

This profile of the background characteristics of the young people involved in Creative Partnerships is in line with the characteristics for young people involved in Creative Partnerships in previous years<sup>2</sup>. (Further information about the background characteristics of these groups can be found in the Appendix, Tables A2.1 to A2.4.)

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<sup>2</sup> See Eames *et al.*, 2006; Kendall *et al.*, 2008a and b and Sharp *et al.*, 2010

### **3. How did the attainment of young people attending Creative Partnerships activities compare with the attainment of other young people?**

The aim of the study was to explore the relationship between involvement in Creative Partnership activities and two important outcomes: pupil attainment and attendance. This chapter will focus on the effect of Creative Partnerships on academic **attainment**.

Multilevel modelling was used to analyse the relationship between attainment and a number of other related variables such as prior attainment, gender, ethnicity, and special educational needs, as well as school-related factors such as the school size and type and the proportion of its pupils entitled to Free School Meals. In this way, the multilevel model is able to compare attainment between different groups that are equal with respect to background and contextual characteristics.

Nevertheless, although the available data includes a wide range of information about young people and their schools, it is not possible to include all the factors, such as the extent of parental support and young people's attitudes to school, which may also influence academic progress.

This chapter also takes account of the fact that schools had different types of involvement with Creative Partnerships, by presenting a breakdown of results for schools involved in different strands of the programme.

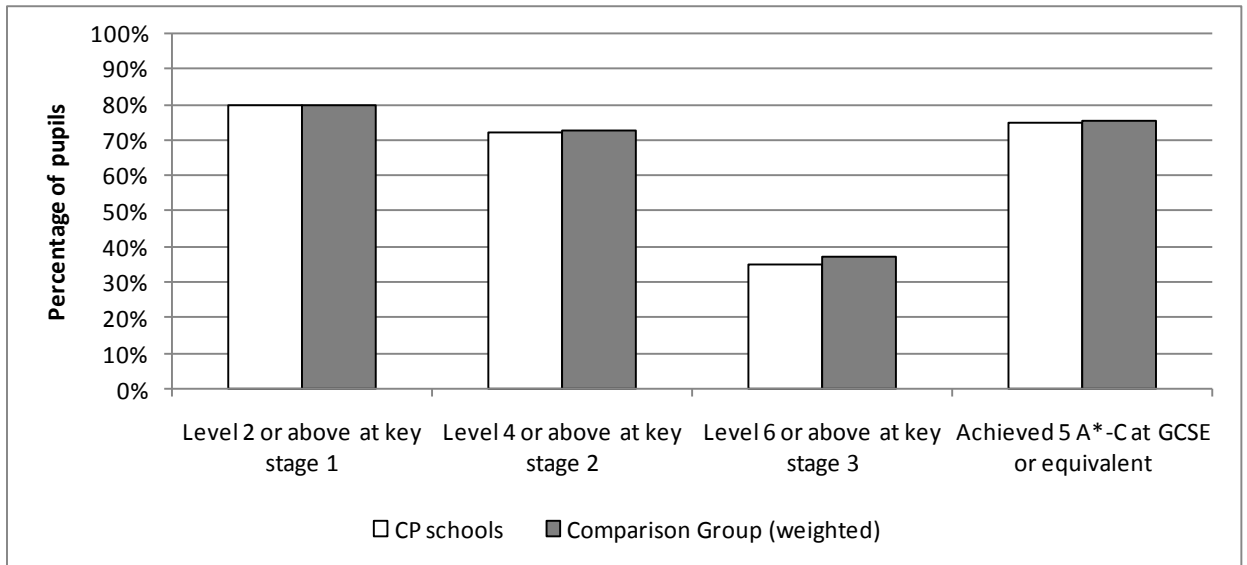
#### **3.1 Comparison of schools involved in Creative Partnerships with schools not involved with Creative Partnerships (A → C) in 2010**

Figure 3.1 shows how the progress in attainment of young people in Creative Partnership schools compares with the progress of young people in schools that were not involved with Creative Partnerships in 2010<sup>3</sup>. It shows that, once the background characteristics of schools and pupils are taken into account, there is little difference between the progress in attainment of pupils in Creative Partnerships schools and the progress of pupils elsewhere.

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<sup>3</sup> Details of attainment data for 2009 are included in the Appendix, Tables A4.1 and A4.2

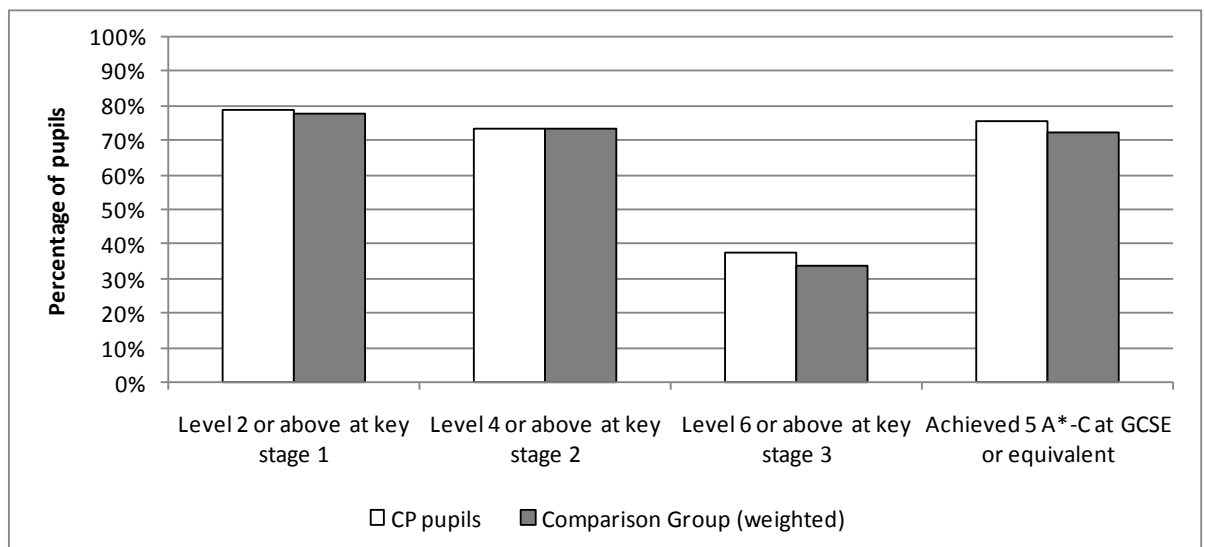
**Figure 3.1: Attainment in Creative Partnerships schools compared to non-Creative Partnerships schools in 2010**



### 3.2 Analysis of the effect of participating in Creative Partnerships activities on pupil attainment (A → B) in 2010

Figure 3.2 draws comparisons within schools taking part in Creative Partnerships in 2010<sup>4</sup>. It shows how progress in attainment at key stages 1 to 4 for pupils attending Creative Partnership activities compares with the progress for those pupils who did not attend Creative Partnership activities, where both groups attend Creative Partnership schools.

**Figure 3.2 Attainment of Creative Partnerships pupils compared to non-Creative Partnerships pupils in the same schools in 2010**



<sup>4</sup> Details of attainment data for 2009 are included in the Appendix, Tables A4.1 and A4.2

**Figure 3.2 shows:**

- Once differences in background characteristics are taken into account there was little difference at key stages 1 and 2 between the attainment levels of pupils involved in Creative Partnerships activities and those not involved
- There is some indication that, at key stages 3 and key stage 4, pupils involved in Creative Partnerships activities achieved greater progress in attainment than other similar pupils in Creative Partnerships schools. These findings are explored in more depth in the next section (using multilevel modelling).

### **3.3 Analysis of the effect of Creative Partnerships on attainment at different key stages, and attendance, in 2009 and 2010 (A → B and A → C)**

The results in this section relate to young people completing key stages 1 to 4 in two cohorts and in two academic years:

- Pupils who sat national key stage exams or those who were assessed by teachers at the end of the 2008/09
- Pupils who sat national key stage exams or those who were assessed by teachers at the end of the 2009/010

For each outcome of interest, the team compared the progress of pupils who had previously been involved in Creative Partnerships to pupils who had not been involved. All comparisons take account of the potential differences between these groups of pupils in terms of characteristics such as prior attainment, gender, ethnic background, special needs, deprivation and school type.

The results are reported separately, by key stage. For each of the outcomes of interest the report shows the estimated difference between pupils involved in Creative Partnerships activities and those not. The group of pupils not involved in Creative Partnerships activities includes both those pupils in Creative Partnerships schools who are not involved in activities and those pupils in non-Creative Partnerships schools (A → B and A → C).

These differences are expressed in terms of percentages of a standard deviation in the outcome (effect sizes). Effect sizes allow different outcomes to be compared, even when they are measured on different scales (for example key stage 3 outcomes based on end of key stage assessments and key stage 4 outcomes based on GCSE and equivalent examinations).

The effect size of a difference is found by dividing the observed difference between two groups by the standard deviation of the scores in the relevant population. A useful rule of thumb in considering the importance of a given value is that an effect size of 0.25 or more is likely to represent a finding which is of educational, as well as statistical significance (Gray et al., 1990, Slavin and Fashola, 1998). The US What Works Clearinghouse<sup>5</sup>, which provides a highly regarded resource of evidence of 'what works' in education, also sets an effect size of at least 0.25 as the minimum level, indicating that an educational intervention has an impact and that it may be worth consideration for wider adoption.

The following tables only shows the details for statistically significant differences. Where no significant difference was found between those pupils involved in Creative Partnerships activities and those not involved, the table simply displays "NS".

### 3.4 Key Stage 1

At key stage 1 six outcome measures were considered, using data taken from teacher assessments. The six outcomes considered were:

- average key stage 1 score
- speaking and listening
- reading
- writing
- maths
- science.

Table 3.1 shows the progress achieved by pupils in key stage 1 involved in Creative Partnerships activities compared to other pupils who were not involved.

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<sup>5</sup> See <http://ies.ed.gov/ncee/wwc/>



**Table 3.1: Key stage 1 attainment outcomes for pupils involved in Creative Partnerships**

		Pupils involved in activities compared to other similar pupils in Creative Partnerships schools (A →B)		Pupils involved in activities compared to other similar pupils in non-Creative Partnerships schools (A →C)	
		2009	2010	2009	2010
Key stage 1 (Teacher Assessments)	Average	NS	6.8%	NS	NS
	Speaking and listening	13.0%	8.4%	NS	NS
	Reading	NS	5.4%	NS	NS
	Writing	NS	NS	NS	NS
	Maths	NS	NS	NS	NS
	Science	NS	6.9%	NS	NS

At key stage 1, a few statistically significant relationships were found between involvement in Creative Partnerships activities and outcomes at the pupil level. In the 2009 data, teacher assessments in speaking and listening were significantly higher for those pupils involved in activities compared to similar pupils in Creative Partnerships schools who were not involved. This result was also found in the 2010 data where similar results were identified for reading, science and key stage 1 average results.

No significant differences were found when comparing pupils involved in Creative Partnerships activities to similar pupils in non-Creative Partnerships schools (at the school level).

### 3.5 Key Stage 2

At key stage 2 four outcome measures were considered, using data taken from national assessments. The four outcomes were:

- average key stage 2 score
- English
- maths
- science.

Table 3.2 shows the progress achieved by pupils in key stage 2 involved in Creative Partnerships activities compared to other pupils who were not involved.

**Table 3.2: Key stage 2 attainment outcomes for pupils involved in Creative Partnerships**

		(A →B)		(A →C)	
		2009	2010	2009	2010
Key stage 2	Average	NS	NS	NS	NS
	English	-10.3%	NS	NS	NS
	Maths	NS	NS	NS	NS
	Science	NS	NA*	NS	NA*

\*Key stage 2 science was not assessed by examination in 2010

At key stage 2 no significant positive relationships were found between involvement in Creative Partnerships activities and assessment outcomes at the school or pupil levels. Involvement in Creative Partnerships activities was found to be significantly related to reduced attainment in English, but this was only found in the 2009 data and only at the pupil level.

### 3.6 Key Stage 3

At key stage 3 four outcome measures were considered, using data taken from teacher assessments. The four outcomes considered were:

- average key stage 3 score
- English
- maths
- science.

Table 3.3 shows the progress achieved by pupils in key stage 3 involved in Creative Partnerships activities, compared to other pupils who were not involved.

**Table 3.3: Key stage 3 attainment outcomes for pupils involved in Creative Partnerships**

		Pupils involved in activities compared to other similar pupils in Creative Partnerships schools		Pupils involved in activities compared to other similar pupils in non-Creative Partnerships schools	
		2009	2010	2009	2010
Key stage 3 (Teacher Assessments)	Average	11.3%	4.3%	7.8%	NS
	English	11.4%	6.1%	NS	NS
	Maths	8.0%	NS	NS	NS
	Science	10.9%	NS	9.7%	NS

The analysis revealed some positive findings at key stage 3 for pupils involved in Creative Partnerships activities.

**Average** attainment shows the most consistent picture of effects at key stage 3. We found a statistically significant difference in progress for average attainment in both academic years, and at both school and pupil levels (**A → B** and **A → C**). The only exception to the improved results for average score is in 2010, where we did not find a positive effect at the school level.

Although statistically significant, it has to be noted that the differences were relatively small. In 2009, the difference in average scores is equivalent to 13 per cent of pupils who had attended Creative Partnerships achieving 1 level higher than expected given their background characteristics (**A → B**). The difference compared to similar pupils in non-Creative Partnerships schools (**A → C**) is equivalent to 9 per cent of pupils achieving 1 level higher than expected given their background characteristics.

There were also positive outcomes at pupil level for pupils attending Creative Partnership activities in their key stage 3 **English** results for both 2009 and 2010, compared to similar pupils who were not involved in Creative Partnership activities, but who attended Creative Partnership schools (**A → B**). The size of this difference in 2009 is equivalent to 13 per cent of pupils achieving 1 level higher than expected given their background characteristics. However, we found no evidence of improvement in key stage 3 English results at the school level (**A → C**).

We found that pupils attending Creative Partnerships activities in 2009 achieved greater progress in **science** at the pupil and school level, but no such relationship was found in 2010.

Pupils attending Creative Partnerships activities also made greater progress in **mathematics** in 2009 compared with other pupils in the same schools.

### 3.7 Key Stage 4

At key stage 4, we considered four outcome measures. The four outcomes considered were:

- total Points Score based on GCSE and equivalent qualifications
- capped Points Score based on the best eight GCSE and equivalent qualifications
- achievement of 5 A\*-C grades or equivalent
- achievement of 5 A\*-C grades or equivalent including English and maths.

Table 3.4 shows the progress achieved by pupils in key stage 4 involved in Creative Partnerships activities compared to other pupils who were not involved.

**Table 3.4: Key stage 4 attainment outcomes for pupils involved in Creative Partnerships**

		Pupils involved in activities compared to other similar pupils in Creative Partnerships schools		Pupils involved in activities compared to other similar pupils in non-Creative Partnerships schools	
		2009	2010	2009	2010
Key stage 4	Total Points Score <sup>6</sup>	NS	38.2%	NS	31.5%
	Capped Points Score <sup>7</sup>	NS	16.4%	NS	12.0%
	Achievement of 5 A*-C grades or equivalent	NS	NS	NS	NS
	Achievement of 5 A*-C grades or equivalent including English and maths	NS	NS	NS	NS

<sup>6</sup> Total points score combines data on both the quantity of qualifications that have been achieved and the grades that have been achieved in each.

<sup>7</sup> Capped points score is the total points achieved in each pupil's best eight GCSEs or equivalent. It is used as the basis for "value added" school achievement tables.

At key stage 4, we found that involvement in Creative Partnerships activities was associated with improved attainment, in terms of both total and capped points scores. This finding appeared at the school and pupil level, although this result was only found in 2010. No significant relationship was found between involvement in Creative Partnerships activities and achievement of '5 GCSE grades at A\*-C or equivalent' or 'achievement of 5 A\*-C or equivalent including English and maths'.

### **3.8 Summary**

Overall this study shows some evidence of a positive relationship between involvement in Creative Partnerships activities and progress in educational attainment. However it should be noted that the results are not always entirely consistent between 2009 and 2010:

- At key stage 1, there is some evidence to suggest that pupils involved in Creative Partnerships activities made better progress, particularly for speaking and listening in 2009 and 2010
- At key stage 3, there is some evidence to suggest that pupils involved in Creative Partnerships activities made better progress, particularly for average points score and English
- At key stage 4, there is some evidence to suggest that pupils involved in Creative Partnerships activities made better progress in their total and capped points scores, but this effect was only seen in 2010.

A further focus of the analysis in this study was to explore the relationship between pupils' key stage results and the type of Creative Partnerships school the pupil attended: Enquiry Schools, Change Schools, or Schools of Creativity. This is explored in the following section.

### **3.9 Analysis of results in different types of Creative Partnerships schools (Enquiry, Change, Schools of Creativity)**

The study also explored whether different types of involvement in Creative Partnerships had different relationships with outcomes. Schools have one of three types of engagement with Creative Partnerships. Enquiry schools work with Creative Partnerships for a year to explore how creative teaching and learning can enhance their practice. Change schools are supported by Creative Partnerships for three years to bring about significant changes in their ethos, ambition and achievement. Schools of Creativity are at the cutting edge of creative learning. These schools engage in an intensive, long-term programme. Schools of Creativity lead school networks and help to shape Creative Partnerships policy and practice. To date, Creative Partnerships

have worked with around 2,000 schools in the Enquiry School Programme, almost 1,000 schools in the Change School Programme and 57 schools in the Schools of Creativity Programme.

The analysis of different types of school included approximately<sup>8</sup> 132 schools (36 Enquiry, 84 Change and 12 Schools of Creativity) and 10,638 pupils in 2009 and approximately 294 schools (130 Enquiry, 141 Change and 294 Schools of Creativity) and 19,297 pupils in 2010 (see Table A1.1 in Appendix).

We carried out a separate analysis so that effect sizes could be estimated for each type of involvement in Creative Partnerships. The results of this analysis are shown in Table 3.5. The table shows comparisons between pupils who were known to have been involved in Creative Partnerships activities and similar pupils in Creative Partnerships schools who were not personally involved themselves<sup>9</sup> (A → B within school type).

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<sup>8</sup> The precise number of pupils involved differed for each analysis

<sup>9</sup> For example pupils involved in Creative Partnerships activities in Change Schools are compared to similar pupils within Change Schools who were not involved in activities.

**Table 3.5: Attainment and attendance in different types of Creative Partnership schools**

		2009			2010		
		Enquiry	Change	School of Creativity	Enquiry	Change	School of creativity
Key stage 1 (Teacher Assessments)	Average	NS	NS	NS	NS	12.7%	NS
	Speaking and listening	NS	NS	NS	NS	13.9%	NS
	Reading	NS	NS	NS	NS	11.0%	NS
	Writing	NS	NS	NS	NS	NS	NS
	Maths	NS	NS	NS	NS	NS	NS
	Science	NS	NS	NS	NS	15.4%	NS
Key stage 2	Average	-11.4%	NS	NS	NS	NS	NS
	English	-15.3%	NS	NS	NS	NS	NS
	Maths	NS	NS	NS	NS	NS	NS
	Science	NS	NS	NS	NA*	NA*	NA*
Key stage 3 (Teacher Assessments)	Average	NS	14.6%	NS	NS	5.0%	NS
	English	NS	18.2%	NS	NS	8.2%	NS
	Maths	NS	NS	NS	NS	NS	NS
	Science	NS	14.1%	NS	12.4%	NS	NS
Key stage 4	Total Points Score <sup>10</sup>	NA**	NS	60.5%	NS	52.6%	NS
	Capped Points Score <sup>11</sup>	NA**	NS	NS	NS	22.5%	NS
	Achievement of 5 A*-C grades or equivalent	NA**	NS	NS	NS	NS	NS
	Achievement of 5 A*-C grades or equivalent including English and Maths	NA**	NS	NS	NS	NS	NS

\*Key stage 2 science was not assessed by examination in 2010

\*\*Only 3 relevant pupils were identified so analysis was not performed

<sup>10</sup> Total points score combines data on both the quantity of qualifications that have been achieved and the grades that have been achieved in each.

<sup>11</sup> Capped points score is the total points achieved in each pupil's best eight GCSEs or equivalent. It is used as the basis for "value added" school achievement tables.

Generally speaking the results within Table 3.5 simply repeat previous findings. However it does provide further evidence relating involvement in Creative Partnerships activities to positive outcomes. It can be seen that:

- Pupils in **Enquiry** schools achieved lower results in 2009 in their average key stage 2 results, and their English results compared to other similar pupils. These pupils made better progress than other similar pupils in science at key stage 3 in 2010. Both results are inconsistent across 2009 and 2010.
- Pupils in **Change** schools made better progress in key stage 1 in their average points score, speaking and listening, reading and science results in 2010. Pupils at key stage 3 made better progress in their average points score and English results in 2009 and 2010, and in science results only in 2009. Key stage 4 pupils made significantly better progress in the total and capped points score in 2010.
- Pupils in **Schools of Creativity** achieved a significantly higher total points score in 2009.

However, due to the sample sizes, there are a number of considerations that should be taken into account when considering this data:

- In some cases positive relationships that we identified when analysing Creative Partnerships pupils as a whole, could not be identified once we split the data into separate school types. This is due to the fact that reducing the size of the groups used in analysis makes it more difficult to detect statistically significant relationships
- It is easiest to detect the relationship between Creative Partnerships activities and outcomes within Change Schools. This is probably due to the fact that the majority of Creative Partnerships pupils were found within these schools. Both Enquiry schools and School of Creativity had fewer pupils in the sample than Change Schools.
- Due to the differences in sample size, non-significant relationships within Enquiry schools and Schools of Creativity should not be taken to necessarily mean that no relationship with outcomes exists. Rather it may imply that, with the reduced sample sizes, it is not possible to detect whether or not relationships exist. On the basis of sample size, we can be more confident that results are accurate in Change Schools and Enquiry schools in comparison to Schools of Creativity, which had the smallest sample size.
- At key stage 4, we found that involvement in activities within Schools of Creativity was positively associated with total points score in 2009. However this finding was based on pupils within just two schools and was not repeated in 2010. This result should therefore be treated with extreme caution.



In relation to the few negative relationships that are displayed in Table 3.5 it should be remembered that in total 125 relationships are examined within the table. Amongst so many analyses a small number of such relationships are very likely to occur purely by chance. The same could be said for the positive relationships in the table, as it is a reality that any result has a small probability of having occurred by chance. However, caution is particularly pertinent to the negative results in this case as they occur so rarely.

## 4. How did the attendance of young people attending Creative Partnership activities compare with the attendance of young people not attending Creative Partnership activities?

This chapter presents the results of analysis of attendance using two measures: total absence and unauthorised absence. Total absence includes authorised and unauthorised absence. Authorised absence is absence with permission from a teacher or other authorised representative of the school. This includes instances of absences for which a satisfactory explanation has been provided (for example, illness). Unauthorised absence is absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences (arriving late for school, after the register has closed, is recorded as an unauthorised absence).

As mentioned earlier in the report, we have reversed the measure index so that a positive effect size indicates a lower absence. Conversely, a negative effect size indicates a higher absence. The reversed measures now give an indication of 'attendance' rather than 'absence', so we use the term 'attendance' to refer to the data in this section and in the main body of the report.

We used multilevel modelling to consider the relationship between involvement in Creative Partnerships and attendance at school level and pupil level. By taking account of a range of background variables, we were able to estimate the impact of Creative Partnerships over and above any other factors which are known to influence absence rates.

Figure 4.1 gives a school level analysis showing how attendance at Creative Partnerships schools compared with the attendance at non-Creative Partnerships schools in 2010<sup>12</sup> (A→C).

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<sup>12</sup> Details of attendance data for 2009 are included in the Appendix, Tables A3.3 and A3.4

**Figure 4.1: Attendance in Creative Partnerships schools compared to other schools (A→C) in 2010**

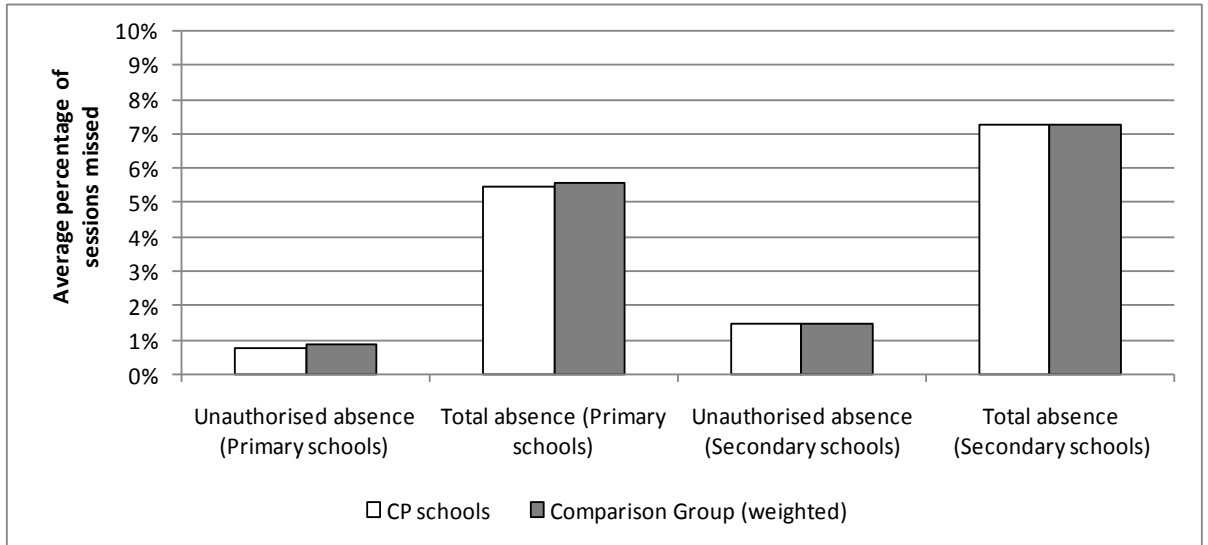


Figure 4.1 shows little difference in attendance between Creative Partnerships and non-Creative Partnerships schools.

#### 4.1 Analysis of the effect of Creative Partnerships on pupil attendance (A → B) in 2010

Figure 4.2 gives a pupil level analysis showing how attendance of Creative Partnerships pupils at Creative Partnerships schools compares with the attendance of non-Creative Partnerships pupils at Creative Partnerships schools (A→B).

**Figure 4.2: Attendance of Creative Partnerships pupils compared to non-Creative Partnerships pupils in Creative Partnerships schools (A→B)**

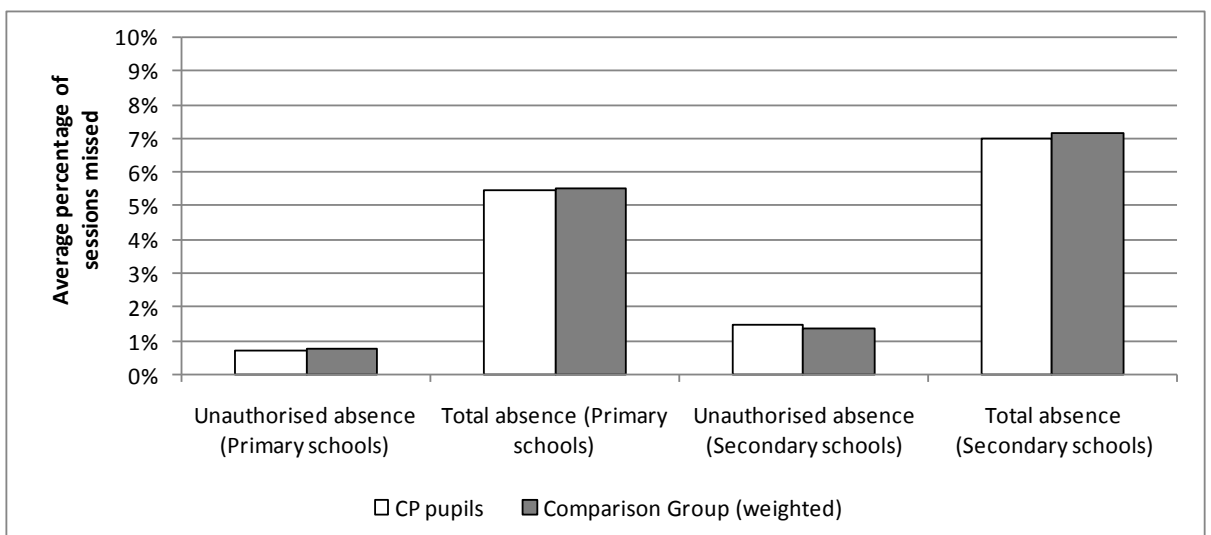


Figure 4.2 shows that, once the background characteristics of schools and pupils are taken into account, we found little *apparent* difference between the attendance of those pupils attending Creative Partnerships activities and similar pupils in Creative Partnerships schools. However, we carried out some further analysis, because it is possible that even small differences can be statistically significant in analysis using large samples.

Table 4.1 gives the results of the school and pupil level analyses and shows how attendance of Creative Partnerships pupils compared with the attendance of other similar pupils not involved in Creative Partnerships in 2009 and 2010 (A→B) and (A→C).

**Table 4.1: Attendance in 2009 and 2010**

		Pupils involved in activities compared to other similar pupils in Creative Partnerships schools		Pupils involved in activities compared to other similar pupils in non-Creative Partnerships schools	
		2009	2010	2009	2010
Attendance	Primary Unauthorised Absence	NS	3.1%	NS	3.9%
	Primary Total Absence	NS	2.0%	3.3%	NS
	Secondary Unauthorised Absence	NS	NS	NS	NS
	Secondary Total Absence	6.0%	NS	9.9%	NS

The table shows six statistically significant positive relationships between the absence outcomes and involvement in Creative Partnerships activities. However, none of the findings were consistently found in both the 2009 and 2010 data. Furthermore, even where significant relationships were detected, the effect sizes were extremely small. This indicates that there is at best only a slight relationship between involvement in Creative Partnerships activities and levels of pupil attendance.

Table 4.2 shows how attendance of Creative Partnerships pupils compared with the attendance of other similar pupils not involved in Creative Partnerships in 2009 and 2010, when the sample is split according to the different levels of engagement that schools have with Creative Partnerships. (Enquiry schools work with Creative Partnerships for a year; Change schools are supported by Creative Partnerships for three years to bring about significant changes; Schools of Creativity engage in an intensive, long-term programme).

**Table 4.2: Attendance in different types of Creative Partnership schools**

		2009			2010		
		Enquiry	Change	School of Creativity	Enquiry	Change	School of creativity
Attendance	Primary Unauthorised Absence	NS	NS	NS	3.0%	3.8%	NS
	Primary Total Absence	NS	3.9%	NS	NS	NS	NS
	Secondary Unauthorised Absence	NS	NS	11.2%	-4.6%	5.2%	NS
	Secondary Total Absence	NS	NS	44.1%	-5.0%	3.5%	NS

Generally speaking the results within Table 4.2 repeat previous findings. It can be seen that:

- Pupils at **Enquiry** schools showed a small improvement in unauthorised absence at primary schools in 2010. However we also found a small negative effect on total and unauthorised absence at secondary schools in 2010. There were no significant effects found at Enquiry schools in 2009
- Pupils at **Change** schools showed a small improvement in total absence at primary schools in 2009. In 2010, pupils showed improvement in unauthorised absence at primary schools, and total and unauthorised absence at secondary schools. None of the effects were consistent between 2009 and 2010
- Pupils at **Schools of Creativity** showed an improvement in unauthorised absence at secondary schools, and quite a large improvement in total absence in 2009. Neither of these effects were repeated in 2010. However there were only two schools in the secondary sample in 2009<sup>13</sup> and so these results should be treated with a high degree of caution.

Due to the sample size, the following considerations should be taken into account:

- It is easiest to detect the relationship between Creative Partnerships activities and outcomes within Change Schools because the majority of Creative Partnerships pupils in the sample were found in these schools
- In some cases positive relationships that were identified when analysing Creative Partnerships pupils as a whole could not be identified once we split the data into separate school types. This is due to the fact that reducing the size of the groups used in analysis makes it more difficult to detect statistically significant relationships.

<sup>13</sup> See Table A1.1 in the Appendix

## 4.2 Comparison with results from previous studies

The results of the multilevel modelling suggest that there are some small positive effects on attendance related to school and pupil involvement in Creative Partnerships. However the pattern of relationships was not consistent, therefore we cannot be certain that there were not other factors that influenced these effects.

The summary of results, analysing the impact of Creative Partnerships on pupil attendance from 2003 to 2010 and shown in the Discussion section<sup>14</sup>, indicate some positive associations for pupils involved in Creative Partnerships and attendance but do not reveal any consistent patterns of effects over time.

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<sup>14</sup> See Table 5.3 on page 30

## 5. Discussion

This analysis has revealed some interesting findings in terms of the effect of involvement with Creative Partnerships on pupils' progress in attainment. There is evidence of small, positive relationships between involvement with Creative Partnerships and attendance, but the pattern is inconsistent and the effects are very small.

The use of effect size can be a useful means of comparing between different interventions. On the whole, the research literature suggests<sup>15</sup> that greatest effect sizes are reported for interventions aimed at individuals or small groups, are intensive (in terms of the amount of time individual young people are 'exposed' to the initiative) and where individuals' progress is based on assessments that measure the intended outcomes of the initiative and are made close to the beginning and end of the initiative. This is not the case in this study for two reasons. Firstly, because although Creative Partnerships is relatively intensive in comparison to other arts initiatives, it works with groups of young people for a relatively short period of time in comparison to other educational initiatives which have achieved effect sizes over 0.25. Such initiatives include individuals working with a tutor on a one-to-one basis each week for a year, or small groups of pupils receiving study support from an adult for 20 hours over ten weeks. Secondly, because Creative Partnerships seeks primarily to develop pupils' creative and cultural learning, which is not necessarily related to school attendance or academic attainment. This should be taken into account when considering the results of the analysis.

It is interesting to see how the current study aligns with any trends apparent in previous studies<sup>16</sup>. Table A5.1 below shows the impact that Creative Partnerships has had on pupils' attainment from 2003 to 2010.

The current study shows that pupils at key stages 3 and 4 who were involved with Creative Partnerships activities made greater progress in attainment compared with other similar pupils. This echoes findings that emerged in previous studies. Since the initial studies that took place using 2003 data, we have reported improved results for key stage 3 and 4 pupils every year between 2003 and 2008, with the exception of key stage 3 results in 2007 and 2008 (see Table 5.1 below)<sup>17</sup>. The results obtained in the present study confirms this trend.

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<sup>15</sup> Gray et al., 1990, Slavin and Fashola, 1998.

<sup>16</sup> A table showing trend results reported by year (and not primarily by school or pupil level analysis) can be found in Appendix 4.

<sup>17</sup> Durbin, B., Rutt, S., Saltini, F., Sharp, C. and White, K. (2010). *The Impact of Creative Partnerships on School Attainment and Attendance*; Kendall, L.; Morrison, J., Yeshanew, T. and Sharp, C. (2008b). *The Longer-term Impact of Creative Partnerships on the Attainment of Young People: Results from 2005 and 2006. Final Report*;

The following two tables show the significant results from previous studies broken down by **school level** analysis (Table 5.1) and **pupil level** analysis (Table 5.2).



**Table 5.1: Analysis of the impact of Creative Partnerships on attainment at the school level**

Years analysed	Positive impact on schools involved with Creative Partnerships				
	KS1:	KS2:	KS3:	KS4:	area of better progress:
2002/2003 2003/2004			✓		average score, mathematics, science
2004/2005 2005/2006			✓		average score, English, mathematics, and science
				✓	total GCSE point score, best 8 point score, English and science
2006/2007 2007/2008				✓	total GCSE point score
2008/2009			✓		average score, science
2009/2010				✓	total GCSE point score, capped points score

**Table 5.2: Analysis of the impact of Creative Partnerships on attainment at the pupil level**

Years analysed	Positive impact on pupils involved with Creative Partnerships				
	KS1:	KS2:	KS3:	KS4:	area of better progress:
2002/2003 2003/2004		✓			average score, English, mathematics, science
			✓		average score, English, mathematics, science
				✓	total GCSE point score, best 8 point score, science
2004/2005 2005/2006		✓			average score, English, science
			✓		average score, English, mathematics, science
				✓	total GCSE point score, best 8 point score, English, science
2006/2007 2007/2008	<i>school level analysis only</i>				
2008/2009	✓				speaking and listening
		x	✓		average, English, mathematics, science; (x = key stage 2 English)
2009/2010	✓				average, speaking and listening, reading, science
			✓		average, English
				✓	total GCSE point score, capped points score

Table 5.1 shows the school level analysis, with significant positive results for pupils at key stage 3 and 4. Table 5.2 shows positive results at pupil level for key stage 2 pupils (2003 to 2006) as well as key stage 1 pupils (2009 and 2010). There is one negative result for key stage 2 pupils in 2009. The current study (of 2009 and 2010 data) was the first to include analysis of key stage 1 data.

Following on from the trend for improved **key stage 3 results** found in previous studies, the current study reports key stage 3 pupils making better progress at the school and pupil level in 2009. (In 2010 we found improvement at the pupil level only.) The school level analysis of the previous studies reveals that Creative Partnerships pupils made greater progress in key stage 3 in their **average point score** and **science** results, with the exception of 2007, 2008 and 2010. At the pupil level, pupils involved in Creative Partnerships achieved significantly higher key stage 3 results in their **average point score** and their **English** results for every year that we have results at this level.

Following on from the trend for improved **key stage 4 results**, the current study reveals key stage 4 pupils achieving significantly higher attainment levels at the school and pupil level in 2010. At the pupil level, the results in 2010 also show improved levels in the **total GCSE point score** for Creative Partnership pupils, which echoes findings from previous studies.

This was the first year that we looked at progress in **key stage 1** and there are some new results, with pupils involved in Creative Partnerships activities making better progress than similar pupils in Creative Partnerships schools, particularly in the area of speaking and listening.

It is also interesting to look at the trend in attendance. Table 5.3 below shows the results of the previous studies that have analysed how Creative Partnerships has impacted on pupil attendance. There is little consistency in the results and we cannot see a clear pattern. However the results show some positive outcomes for pupils involved in Creative Partnerships.

**Table 5.3: Analysis of the impact of Creative Partnerships on attendance over time**

Years analysed	Type of analysis	Measure	Impact on pupils involved with Creative Partnerships		
			primary	secondary	effect
2002/2003 2003/2004 2004/2005 2005/2006 2006/2007	school and pupil level	absence	✓		reduction in total absence rates that increased over time. No effect in secondary.
2007/2008	school level only	absence	✓		reduction for schools involved in Creative Partnerships for more than 3 years. No effect in secondary.
		exclusion	✓		reduction for schools involved in Creative Partnerships for more than 2 years
				✓	reduction for schools with Creative Partnerships projects of lower duration
2008/2009	school and pupil level	absence		✓	minor reduction in total absence
2009/2010		absence	✓		minor reduction in unauthorised absence

## 5.1 Conclusion

We conclude that Creative Partnerships appears to be making a small but valuable contribution to improving progress in **attainment** at key stages 1, 3 and 4. The progress for pupils involved in Creative Partnerships in key stages 3 and 4 is in line with previous studies. The impact of Creative Partnerships on **attendance** is less consistent, in line with the findings of previous studies, but there are some small, positive associations for schools in terms of improved rates of attendance.

## 6. References

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# Appendix

The technical Appendix includes additional information used in the analysis.  
The Appendix includes:

1. Numbers of pupils and schools in the sample
2. The profile of the young people in the sample
3. Attainment and attendance data for young people in 2009
4. Significant results from previous studies
5. Effect sizes for all outcomes

# Appendix 1      Number of pupils and schools in the sample

The numbers of schools and pupils who could be identified as having been involved in Creative Partnership activities and for whom sufficient data was available for analysis are detailed in Table A1.1. These numbers are split dependent upon the school's involvement in one of three strands of Creative Partnerships: Enquiry Schools, Change Schools or Schools of Creativity.

The number of pupils available for analysis of 2010 outcomes is generally greater than the number of pupils available for analysis of 2009 outcomes. The reason for this is that analyses of outcomes in 2010 are based on pupils who had been involved in activities in either 2009 or 2010; whereas analyses of outcomes in 2009 are based only on those pupils who had been involved in activities in 2009.

**Table A1.1: Number of schools and pupils involved in Creative Partnerships and used in the sample**

		2009 (A)				2010 (A)			
		Enquiry	Change	SOC	Total	Enquiry	Change	SOC	Total
Key stage 1	Pupils	544	2313	350	<b>3207</b>	2113	3525	605	<b>6243</b>
	Schools	21	57	9	<b>87</b>	72	92	14	<b>178</b>
Key stage 2	Pupils	691	2249	330	<b>3270</b>	1896	2043	424	<b>4363</b>
	Schools	21	55	8	<b>84</b>	67	70	10	<b>147</b>
Key stage 3	Pupils	325	1814	463	<b>2602</b>	719	3536	996	<b>5251</b>
	Schools	4	18	2	<b>24</b>	23	37	8	<b>68</b>
Key stage 4	Pupils	3	1329	227	<b>1559</b>	324	2372	744	<b>3440</b>
	Schools	1	13	2	<b>16</b>	8	21	7	<b>36</b>
<b>Total* (pupils)</b>		<b>1563</b>	<b>7705</b>	<b>1370</b>	<b>10638</b>	<b>5052</b>	<b>11476</b>	<b>2769</b>	<b>19297</b>
<b>Total* (schools)</b>		<b>36</b>	<b>84</b>	<b>12</b>	<b>132</b>	<b>130</b>	<b>141</b>	<b>23</b>	<b>294</b>
Attendance	Primary pupils	4456	16346	2033	<b>22835</b>	15262	24718	3569	<b>43549</b>
	Primary schools	50	89	10	<b>149</b>	195	128	17	<b>340</b>
	Secondary pupils	929	9612	1843	<b>12384</b>	3668	15843	4106	<b>23617</b>
	Secondary schools	16	28	3	<b>47</b>	52	50	9	<b>111</b>
<b>Total* (pupils)</b>		<b>5385</b>	<b>25958</b>	<b>3876</b>	<b>35219</b>	<b>18930</b>	<b>40561</b>	<b>7675</b>	<b>67166</b>
<b>Total* (schools)</b>		<b>65</b>	<b>116</b>	<b>13</b>	<b>194</b>	<b>245</b>	<b>176</b>	<b>24</b>	<b>445</b>

\*Totals may not match the sum of preceding numbers as the same pupils and schools may appear in more than one dataset.

In addition to this, a large number of pupils were available for comparisons purposes. These can be split into pupils who were within Creative Partnerships schools but did not take part in Creative Partnerships activities (B) and pupils in non-Creative Partnerships schools (C). Further details regarding the number of comparison pupils are given in the table below.

**Table A1.2: Number of schools and pupils not involved in Creative Partnerships and used in the sample**

		2009		2010	
		Comparison within Creative Partnerships schools (B)	Non-Creative Partnerships schools (C)	Comparison within Creative Partnerships schools (B)	Non-Creative Partnerships schools (C)
Key stage 1	Pupils	2895	443517	6197	455360
	Schools	64	14225	172	14023
Key stage 2	Pupils	3292	466603	4472	339466
	Schools	64	13597	138	11231
Key stage 3	Pupils	8110	432044	17766	425314
	Schools	43	3123	111	3122
Key stage 4	Pupils	9385	424624	19555	417470
	Schools	50	3112	119	3064
<b>Total* (pupils)</b>		<b>23682</b>	<b>1766393</b>	<b>47990</b>	<b>1637598</b>
<b>Total* (schools)</b>		<b>133</b>	<b>18774</b>	<b>325</b>	<b>18326</b>
Attendance	Primary pupils	17669	2859081	39716	2852161
	Primary schools	90	15899	235	15611
	Secondary pupils	41817	2119746	90524	2065953
	Secondary schools	50	3321	128	3248
<b>Total* (pupils)</b>		<b>59486</b>	<b>4978827</b>	<b>130240</b>	<b>4918113</b>
<b>Total* (schools)</b>		<b>139</b>	<b>18601</b>	<b>350</b>	<b>18258</b>

\*Totals may not match the sum of preceding numbers as the same pupils and schools may appear in more than one dataset.

## Appendix 2      The profile of the young people in the sample

Analysis revealed that, in terms of prior attainment, pupils from Creative Partnerships schools had significantly lower scores than their non-Creative Partnerships counterparts, prior to their schools' involvement in Creative Partnerships. This finding is to be expected, given that Creative Partnerships focused on schools in areas of deprivation, which tend to have lower overall measures of attainment. In line with this observation analysis also revealed that, compared to non-Creative Partnerships schools:

- Young people in schools involved in Creative Partnerships were more likely to be eligible for free school meals.
- The proportion of young people identified as having Special Educational Needs (SEN) (School action Plus) was larger in Creative Partnerships schools.
- The proportion of young people whose first language is not English was larger in Creative Partnerships schools.

In terms of ethnic background, the majority of pupils were categorised as White-British. Compared with non-Creative Partnerships schools, analysis showed that:

- There was a larger proportion of pupils from Asian backgrounds (such as Pakistani, Indian and Bangladeshi) in Creative Partnerships schools.
  - In primary schools in 2009, 23 per cent of children in Creative Partnerships schools were from one of these three ethnic groups, compared to 9 per cent in non-Creative Partnerships schools. In primary schools in 2010, 17 per cent of young people in Creative Partnerships schools were from one of these ethnicities, compared to 9 per cent in non-Creative Partnerships schools.
  - In secondary schools in 2009, 16 per cent of young people in Creative Partnerships schools were from one of these ethnicities, compared to 7 per cent in non-Creative Partnerships schools. In secondary schools in 2010, 14 per cent of young people in Creative Partnerships schools were from one of these ethnicities, compared to 7 per cent in non-Creative Partnerships schools.



**Table A2.1 Characteristics of pupils in primary schools 2009**

2009	Young people known to have attended Creative Partnership activities		All young people in Creative Partnerships schools		All young people nationally	
	N	%	N	%	N	%
Male	11,736	51	20,788	51	1,485,646	51
Female	11,099	49	19,716	49	1,413,939	49
<b>Total</b>	<b>22,835</b>	<b>100</b>	<b>40,504</b>	<b>100</b>	<b>2,899,585</b>	<b>100</b>
No SEN	17,037	75	30,396	75	2,231,769	77
School Action/Plus Statement	5,173	23	9,239	23	600,357	21
	625	3	869	2	67,459	2
<b>Total</b>	<b>22,835</b>	<b>100</b>	<b>40,504</b>	<b>100</b>	<b>2,899,585</b>	<b>100</b>
Not eligible for FSM	17,786	78	31,500	78	2,419,264	83
Eligible for FSM	5,049	22	9,004	22	480,321	17
<b>Total</b>	<b>22,835</b>	<b>100</b>	<b>40,504</b>	<b>100</b>	<b>2,899,585</b>	<b>100</b>
No EAL	16,431	72	28,963	72	2,467,580	85
EAL	6,404	28	11,541	28	432,005	15
<b>Total</b>	<b>22,835</b>	<b>100</b>	<b>40,504</b>	<b>100</b>	<b>2,899,585</b>	<b>100</b>
White – British	14,300	63	25,087	62	2,178,940	75
White – Other	752	3	1297	3	122,333	4
Gypsy/Roma	88	0	118	0	5869	0
Mixed	956	4	1765	4	118,682	4
Asian – Indian	1079	5	1977	5	70,926	2
Asian – Pakistani	3012	13	5033	12	108,758	4
Asian – Bangladeshi	754	3	1491	4	45,414	2
Asian – Other	465	2	813	2	36,933	1
Black – Caribbean	334	1	611	2	39,315	1
Black – African	574	3	1234	3	82,961	3
Black - Other	99	0	204	1	16,090	1
Chinese	71	0	136	0	12,319	0
Other	277	1	580	1	38,980	1
Refused to supply	56	0	98	0	15,180	1
Missing	18	0	60	0	6,885	0
<b>Total</b>	<b>22,835</b>	<b>100</b>	<b>40,504</b>	<b>100</b>	<b>2,899,585</b>	<b>100</b>

**Table A2.2 Characteristics of pupils in primary schools 2010**

2010	Young people known to have attended Creative Partnership activities		All young people in Creative Partnerships schools		All young people nationally	
	N	%	N	%	N	%
Male	22,397	51	42,817	51	1,502,989	51
Female	21,152	49	40,448	49	1,432,437	49
<b>Total</b>	<b>43,549</b>	<b>100</b>	<b>83,265</b>	<b>100</b>	<b>2,935,426</b>	<b>100</b>
No SEN	32,309	74	61,937	74	2,250,504	77
School Action/Plus Statement	9,952	23	18,872	23	616,818	21
	1288	3	2456	3	68,104	2
<b>Total</b>	<b>43,549</b>	<b>100</b>	<b>83,265</b>	<b>100</b>	<b>2,935,426</b>	<b>100</b>
Not eligible for FSM	33,560	77	64,486	77	2,401,580	82
Eligible for FSM	9,989	23	18,779	23	533,846	18
<b>Total</b>	<b>43,549</b>	<b>100</b>	<b>83,265</b>	<b>100</b>	<b>2,935,426</b>	<b>100</b>
No EAL	32,679	75	64,788	78	2,472,955	84
EAL	10,870	25	18,477	22	462,471	16
<b>Total</b>	<b>43,549</b>	<b>100</b>	<b>83,265</b>	<b>100</b>	<b>2,935,426</b>	<b>100</b>
White – British	28,662	66	56,934	68	2,176,159	74
White – Other	1598	4	3078	4	128,151	4
Gypsy/Roma	130	0	199	0	6845	0
Mixed	1777	4	3516	4	126,986	4
Asian – Indian	1157	3	2206	3	72,457	2
Asian – Pakistani	5212	12	7823	9	114,910	4
Asian – Bangladeshi	1492	3	2619	3	47,666	2
Asian – Other	669	2	1245	1	40,385	1
Black – Caribbean	570	1	1070	1	39,891	1
Black – African	1172	3	2379	3	89,225	3
Black - Other	210	0	431	1	17,655	1
Chinese	149	0	276	0	12,776	0
Other	561	1	1100	1	42,385	1
Refused to supply	145	0	296	0	14,128	0
Missing	45	0	93	0	5,807	0
<b>Total</b>	<b>43,549</b>	<b>100</b>	<b>83,265</b>	<b>100</b>	<b>2,935,426</b>	<b>100</b>

**Table A2.3 Characteristics of pupils in secondary schools 2009**

2009	Young people known to have attended Creative Partnership activities		All young people in Creative Partnerships schools		All young people nationally	
	N	%	N	%	N	%
Male	6,198	50	28,254	52	1,110,846	51
Female	6,186	50	25,947	48	1,063,101	49
<b>Total</b>	<b>12,384</b>	<b>100</b>	<b>54,201</b>	<b>100</b>	<b>2,173,947</b>	<b>100</b>
No SEN	8,924	72	39,686	73	1,664,599	77
School Action/Plus Statement	2,980	24	12,980	24	432,196	20
	480	4	1535	3	77,152	4
<b>Total</b>	<b>12,384</b>	<b>100</b>	<b>54,201</b>	<b>100</b>	<b>2,173,947</b>	<b>100</b>
Not eligible for FSM	10,133	82	44,815	83	1,871,395	86
Eligible for FSM	2,251	18	9,386	17	302,552	14
<b>Total</b>	<b>12,384</b>	<b>100</b>	<b>54,201</b>	<b>100</b>	<b>2,173,947</b>	<b>100</b>
No EAL	10,746	87	45,083	83	1,968,553	91
EAL	1,638	13	9,118	17	205,394	9
<b>Total</b>	<b>12,384</b>	<b>100</b>	<b>54,201</b>	<b>100</b>	<b>2,173,947</b>	<b>100</b>
White – British	9,580	77	39,161	72	1,735,187	80
White – Other	338	3	1294	2	69,515	3
Gypsy/Roma	16	0	29	0	1722	0
Mixed	405	3	1679	3	71,775	3
Asian – Indian	266	2	3234	6	47,075	2
Asian – Pakistani	671	5	3557	7	59,523	3
Asian – Bangladeshi	209	2	1157	2	25,670	1
Asian – Other	77	1	564	1	19,565	1
Black – Caribbean	125	1	587	1	31,128	1
Black – African	309	2	1275	2	45,953	2
Black - Other	40	0	162	0	10,080	0
Chinese	54	0	161	0	7,890	0
Other	154	1	621	1	20,273	1
Refused to supply	73	1	381	1	15,642	1
Missing	67	1	339	1	12,949	1
<b>Total</b>	<b>12,384</b>	<b>100</b>	<b>54,201</b>	<b>100</b>	<b>2,173,947</b>	<b>100</b>

**Table A2.4 Characteristics of pupils in secondary schools 2010**

2010	Young people known to have attended Creative Partnership activities		All young people in Creative Partnerships schools		All young people nationally	
	N	%	N	%	N	%
Male	11,633	49	56,801	50	1,112,645	51
Female	11,984	51	57,340	50	1,067,449	49
<b>Total</b>	<b>23,617</b>	<b>100</b>	<b>114,141</b>	<b>100</b>	<b>2,180,094</b>	<b>100</b>
No SEN	17,501	74	84,669	74	1,669,263	77
School Action/Plus	5,133	22	25,851	23	433,535	20
Statement	983	4	3621	3	77,296	4
<b>Total</b>	<b>23,617</b>	<b>100</b>	<b>114,141</b>	<b>100</b>	<b>2,180,094</b>	<b>100</b>
Not eligible for FSM	19,263	82	95,629	84	1,875,757	86
Eligible for FSM	4,354	18	18,512	16	304,337	14
<b>Total</b>	<b>23,617</b>	<b>100</b>	<b>114,141</b>	<b>100</b>	<b>2,180,094</b>	<b>100</b>
No EAL	19,535	83	96,315	84	1,973,060	91
EAL	4,082	17	17,826	16	207,034	9
<b>Total</b>	<b>23,617</b>	<b>100</b>	<b>114,141</b>	<b>100</b>	<b>2,180,094</b>	<b>100</b>
White – British	16,979	72	84,007	74	1,738,809	80
White – Other	657	3	2822	2	69,559	3
Gypsy/Roma	16	0	66	0	1726	0
Mixed	875	4	3883	3	72,104	3
Asian – Indian	1066	5	5441	5	47,798	2
Asian – Pakistani	1694	7	7405	6	60,331	3
Asian – Bangladeshi	444	2	1953	2	25,765	1
Asian – Other	271	1	1258	1	19,697	1
Black – Caribbean	310	1	1456	1	31,264	1
Black – African	565	2	2127	2	46,095	2
Black - Other	124	1	445	0	10,140	0
Chinese	94	0	354	0	7,905	0
Other	296	1	1178	1	20,316	1
Refused to supply	135	1	1046	1	15,665	1
Missing	91	0	700	1	12,920	1
<b>Total</b>	<b>23,617</b>	<b>100</b>	<b>114,141</b>	<b>100</b>	<b>2,180,094</b>	<b>100</b>

## **Appendix 3      Attainment and attendance data for young people in 2009**

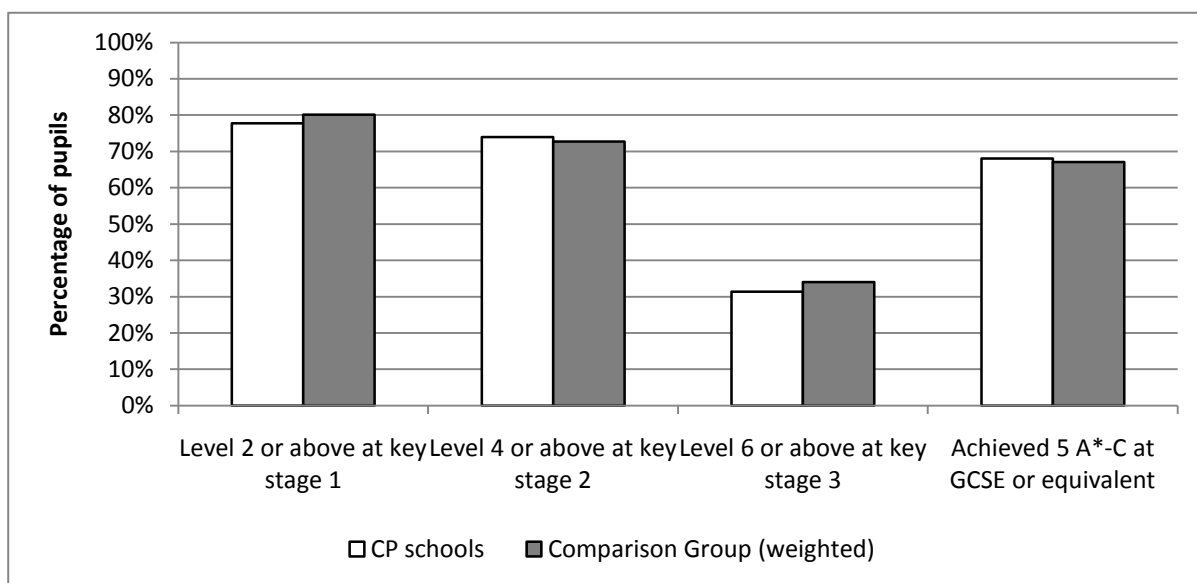
The following tables give an overview of the attainment and attendance results for 2009. Whilst it is fair to say that multilevel modelling provides a more accurate and a more rounded picture of the results, as this method of analysis takes a number of factors into account, the figures given in the following tables are easier to understand.

There are reasons why the following data should be treated with less confidence than the multilevel modelling data. They do not take account of the distribution of pupils across schools and so may provide misleading information if a large number of pupils within a single school display markedly different outcomes from their peers within either the Creative Partnerships or comparison groups. Furthermore, charts relating to attainment only compare achievement at one threshold (for example, level 2 at key stage 1) and do not take account of the full range of student achievement.

For these reasons the figures displayed within the charts may not match with results of multilevel modelling. In these cases the multilevel modelling results should be seen as the more accurate estimation method. Finally it should be noted that although the comparison group has been weighted to match the Creative Partnerships group in terms of both pupil and school characteristics, this was not possible in all cases. In these cases, the comparison group has been weighted using pupil characteristics only, to provide a meaningful comparator to the results for Creative Partnerships schools and pupils.

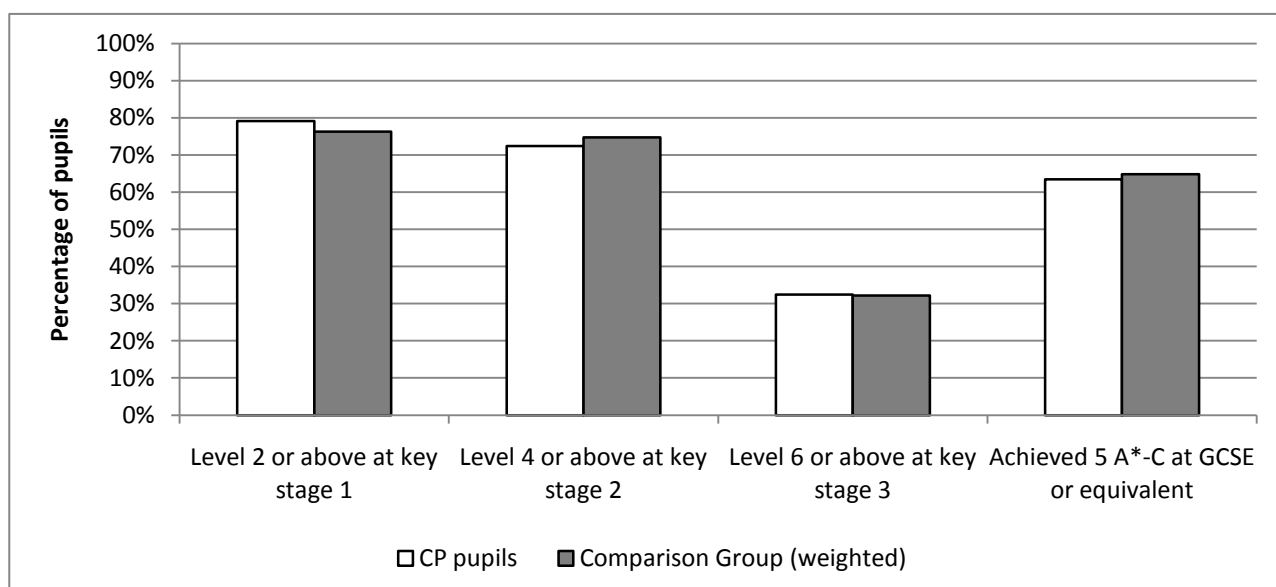
**Figure A3.1 Attainment in Creative Partnerships schools compared to non-Creative Partnerships schools in 2009**

	Creative Partnerships schools	Comparison Group (weighted)
Level 2 or above at key stage 1	77.8%	80.1%
Level 4 or above at key stage 2	73.9%	72.7%
Level 6 or above at key stage 3	31.4%	34.0%
Achieved 5 A*-C at GCSE or equivalent	68.1%	67.1%



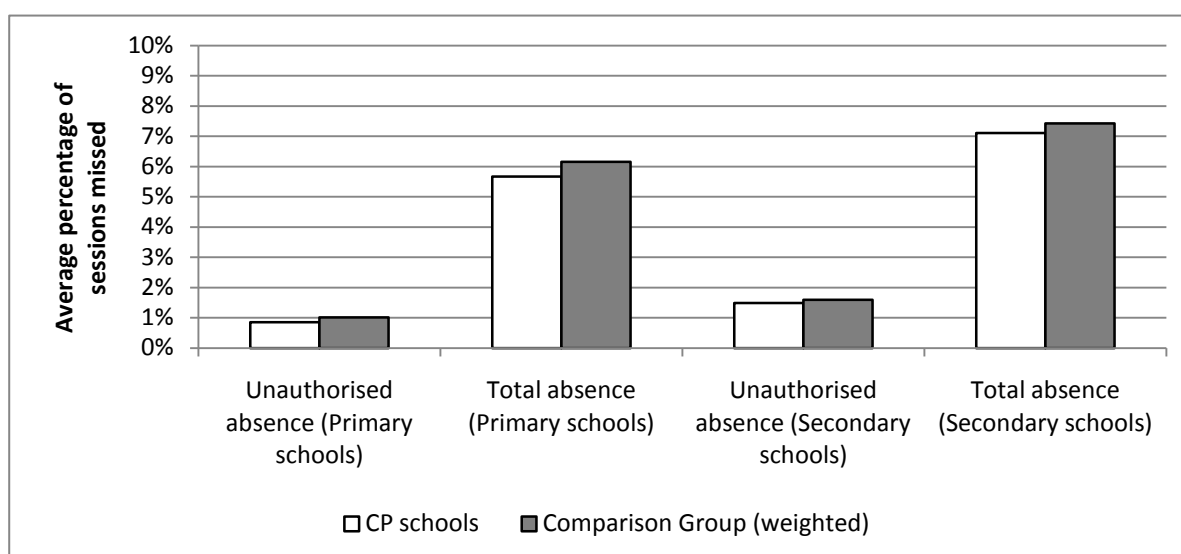
**Figure A3.2 Attainment of Creative Partnerships pupils compared to non-Creative Partnerships pupils in Creative Partnerships schools in 2009**

	Creative Partnerships pupils	Comparison Group (weighted)
Level 2 or above at key stage 1	79.2%	76.3%
Level 4 or above at key stage 2	72.4%	74.7%
Level 6 or above at key stage 3	32.4%	32.2%
Achieved 5 A*-C at GCSE or equivalent	63.4%	64.8%



**Figure A3.3 Attendance in Creative Partnerships schools compared to non-Creative Partnerships schools in 2009**

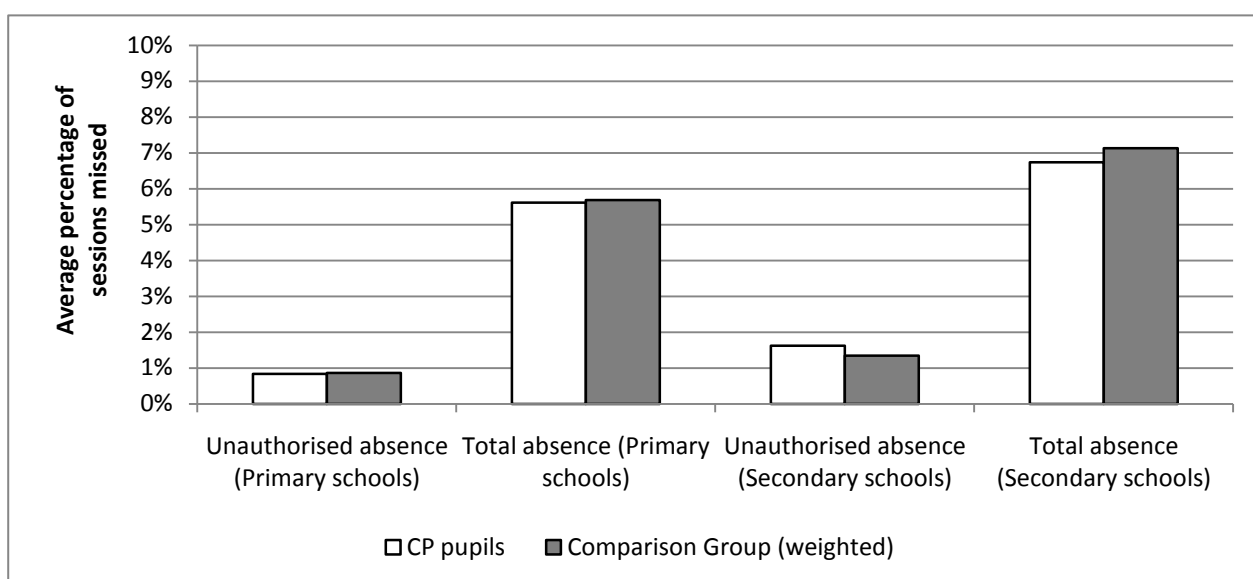
	Creative Partnerships schools	Comparison Group (weighted)
Unauthorised absence (Primary schools)	0.9%	1.0%
Total absence (Primary schools)	5.7%	6.1%
Unauthorised absence (Secondary schools)	1.5%	1.6%
Total absence (Secondary schools)	7.1%	7.4%





**Figure A3.4 Attendance of Creative Partnerships pupils compared to non-Creative Partnerships pupils in Creative Partnerships schools in 2009**

	Creative Partnerships pupils	Comparison Group (weighted)
Unauthorised absence (Primary schools)	0.8%	0.9%
Total absence (Primary schools)	5.6%	5.7%
Unauthorised absence (Secondary schools)	1.6%	1.3%
Total absence (Secondary schools)	6.7%	7.1%



## Appendix 4 Significant results from previous studies

**Table A4.1: Analysis of the impact of Creative Partnerships on attendance in previous studies**

Years analysed	Measure	Type of study	Positive impact on pupils involved with Creative Partnerships				
			KS1:	KS2:	KS3:	KS4:	area of better progress:
2002/2003 2003/2004	attainment in KS 2,3 and 4	school level (A →C)			✓		average score, mathematics, science
		pupil level (A →B)		✓			average score, English, mathematics, science
					✓		average score, English, mathematics, science
						✓	total GCSE point score, best 8 point score, science
2004/2005 2005/2006	attainment in KS 2,3 and 4	school level (A →C)			✓		average score, English, mathematics, and science
						✓	total GCSE point score, best 8 point score, English and science
		pupil level (A →B)		✓			average score, English, science
					✓		average score, English, mathematics, science
						✓	total GCSE point score, best 8 point score, English, science
2006/2007 2007/2008	attainment in KS 2,3 and 4	school level only (A →C)				✓	total GCSE point score
2008/2009	attainment in KS 1,2,3 and 4	school level (A →C)			✓		average, science
		pupil level (A →B)	✓				speaking and listening
					✓		average, English, mathematics, science
2009/2010	attainment in KS 1,2,3 and 4	school level (A →C)				✓	total GCSE point score, capped points score
		pupil level (A →B)	✓				average, speaking and listening, reading, science
					✓		average, English
						✓	total GCSE point score, capped points score

## Appendix 5      Effect sizes for all outcomes

Table A5.1 shows the effect sizes for all outcomes. The highlighted boxes show the effects that were deemed significant, and as such, were reported in the main body of the report.

For each result, three figures are given. The figure above and outside the brackets represents the effect size. The two figures in the brackets show 95% confidence interval. If a confidence interval straddles zero, then participation in creative partnership does not have a statistically significant association with the outcome variable.

For example, for the key stage 1 pupil level analysis of reading, the effect size is 3.3%. This is deemed to be non-significant because the numbers in parentheses are between -5.3 and 12%, and therefore straddle zero.

Similarly, for the pupil level analysis of unauthorised absence at secondary school, the effect size is 3%. However the confidence interval ranges from -0.4% to 6.5%. This confidence interval also straddles the zero point, and so this is a non-significant result.

However, in the unauthorised absence example, the lower range of -0.4% is closer to the zero point than -5.3% in the reading example. Therefore, one could argue that because the range in the unauthorised absence example only just straddles the zero point, then it is closer to 'approaching significance' than the reading result.

There are no absolute definitions of what 'approaching significance' means in statistical terms. However, the confidence intervals in the table below give some indication of which results were closer to achieving this threshold.

**Table A5.1 Effect sizes for all outcomes**

		Pupils involved in activities compared to other similar pupils in Creative Partnerships schools (95% confidence intervals shown in parentheses)		Pupils involved in activities compared to other similar pupils in non-Creative Partnerships schools (95% confidence intervals shown in parentheses)	
		2009	2010	2009	2010
Key stage 1 (Teacher Assessments)	Average	7.7% (-1.8%,17.2%)	6.8% (1.2%,12.4%)	0.6% (-5.8%,6.9%)	2.5% (-1.7%,6.7%)
	Speaking and listening	13% (2.6%,23.4%)	8.4% (2.1%,14.7%)	4.1% (-2.9%,11%)	3.2% (-1.5%,7.9%)
	Reading	3.3% (-5.3%,12%)	5.4% (0.2%,10.7%)	-2.3% (-8.1%,3.5%)	1.3% (-2.6%,5.3%)
	Writing	7.2% (-2.4%,16.8%)	4.6% (-1.2%,10.3%)	-0.2% (-6.7%,6.2%)	1.2% (-3.1%,5.6%)
	Maths	6% (-3.3%,15.2%)	4.7% (-0.9%,10.4%)	0.4% (-5.8%,6.6%)	1.8% (-2.4%,6.1%)
	Science	5.3% (-5.4%,16%)	6.9% (0.3%,13.4%)	1.3% (-5.9%,8.4%)	3.4% (-1.5%,8.4%)
Key stage 2	Average	-6.3% (-12.8%,0.2%)	2.5% (-2.5%,7.5%)	-1.5% (-5.9%,2.9%)	1.6% (-2.1%,5.3%)
	English	-10.3% (-17.4%,-3.2%)	3.6% (-1.7%,8.9%)	-4.6% (-9.5%,0.3%)	1.8% (-2.2%,5.7%)
	Maths	-2.9% (-9.3%,3.5%)	1.4% (-3.8%,6.5%)	0.1% (-4.3%,4.5%)	-3% (-8.1%,2.1%)
	Science	-0.7% (-7.9%,6.5%)	NA*	0.6% (-4.4%,5.5%)	NA*
Key stage 3 (Teacher Assessments)	Average	11.3% (3.3%,19.3%)	4.3% (0.6%,8.1%)	7.8% (0.5%,15.1%)	1.1% (-3.2%,5.5%)
	English	11.4% (1.1%,21.8%)	6.1% (1.3%,10.9%)	6.7% (-2.8%,16.2%)	2.7% (-2.9%,8.3%)
	Maths	8% (0.2%,15.7%)	3.4% (-0.7%,7.4%)	4.4% (-2.5%,11.3%)	-0.3% (-4.6%,4.1%)
	Science	10.9% (0.8%,20.9%)	3.7% (-1.2%,8.5%)	9.7% (0.6%,18.8%)	1.9% (-3.6%,7.5%)
Key stage 4	Total Points Score <sup>18</sup>	14.2% (-3.3%,31.6%)	38.2% (27.9%,48.6%)	13.8% (-2.8%,30.4%)	31.5% (20.8%,42.2%)
	Capped Points Score <sup>19</sup>	6.9% (-4.2%,18.1%)	16.4% (9.5%,23.3%)	3% (-7.4%,13.4%)	12% (5.4%,18.7%)
	Achievement of 5 A*-C grades or equivalent	NA**	NA**	NA**	NA**
	Achievement of 5 A*-C including English and Maths	NA**	NA**	NA**	NA**
Attendance	Primary Unauthorised Absence	1.8% (-1%,4.6%)	3.1% (1.2%,5.1%)	1.4% (-2.2%,5%)	3.9% (1.5%,6.4%)
	Primary Total Absence	1.8% (-0.9%,4.5%)	2% (0.1%,3.9%)	3.3% (0.2%,6.4%)	1.1% (-0.9%,3.2%)
	Secondary Unauthorised Absence	3% (-0.4%,6.5%)	1.9% (-0.4%,4.1%)	4% (-3.6%,11.6%)	0.3% (-4.9%,5.4%)
	Secondary Total Absence	6% (2.6%,9.4%)	0.6% (-1.7%,2.8%)	9.9% (1.5%,18.2%)	0.3% (-5.3%,6%)

\*Key stage 2 science was not assessed by examination in 2010  
outcomes

\*\* Effect sizes cannot be calculated for dichotomous

<sup>18</sup> Total points score combines data on both the quantity of qualifications that have been achieved and the grades that have been achieved in each.

<sup>19</sup> Capped points score is the total points achieved in each pupil's best eight GCSEs or equivalent. It is used as the basis for "value added" school achievement tables.

Table A5.2 shows the raw coefficients for all outcomes. These figures show how additional points relate to an effect size. For example, for key stage 3 English in 2009 (compared to other similar pupils in Creative Partnership schools) the coefficient is 0.77. This indicates that Creative Partnerships pupils are on average 0.77 points ahead of similar non-Creative Partnership pupils in Creative Partnerships schools. This number is divided by six and presented as a percentage ( $0.77/6=0.128$  is 12.8%, rounded to 13%). This means that Creative Partnerships pupils are on average 13% of a level ahead of similar non-Creative Partnerships pupils in Creative Partnerships schools. This is equivalent to 13% of pupils being 1 level ahead.

The highlighted boxes show the significant effect sizes that were reported in the main body of the report.

**Table A5.2 Raw coefficients for all outcomes**

		Pupils involved in activities compared to other similar pupils in Creative Partnerships schools (95% confidence intervals shown in parentheses)		Pupils involved in activities compared to other similar pupils in non-Creative Partnerships schools (95% confidence intervals shown in parentheses)	
		2009	2010	2009	2010
Key stage 1 (Teacher Assessments)*	Average	0.26 (-0.06,0.59)	0.23 (0.04,0.42)	0.02 (-0.2,0.24)	0.09 (-0.06,0.23)
	Speaking and listening	0.48 (0.1,0.86)	0.31 (0.08,0.54)	0.15 (-0.11,0.41)	0.12 (-0.06,0.29)
	Reading	0.14 (-0.22,0.51)	0.23 (0.01,0.45)	-0.1 (-0.34,0.15)	0.06 (-0.11,0.22)
	Writing	0.29 (-0.1,0.67)	0.18 (-0.05,0.41)	-0.01 (-0.27,0.25)	0.05 (-0.12,0.22)
	Maths	0.22 (-0.12,0.57)	0.18 (-0.03,0.39)	0.01 (-0.22,0.25)	0.07 (-0.09,0.23)
	Science	0.19 (-0.19,0.57)	0.24 (0.01,0.47)	0.05 (-0.21,0.3)	0.12 (-0.05,0.29)
Key stage 2*	Average	-0.29 (-0.6,0.01)	0.13 (- 0.13,0.4)	-0.07 (- 0.28,0.14)	0.08 (- 0.11,0.28)
	English	-0.55 (-0.93,-0.17)	0.21 (- 0.1,0.52)	-0.25 (- 0.51,0.01)	0.1 (- 0.12,0.33)
	Maths	-0.16 (-0.52,0.2)	0.08 (- 0.22,0.38)	0.01 (-0.24,0.25)	-0.17 (- 0.47,0.12)
	Science	-0.03 (-0.37,0.31)	NA	0.03 (-0.21,0.26)	NA
Key stage 3 (Teacher Assessments)*	Average	0.76 (0.22,1.31)	0.29 (0.04,0.54)	0.53 (0.03,1.02)	0.08 (-0.21,0.36)
	English	0.77 (0.07,1.46)	0.41 (0.09,0.72)	0.45 (-0.19,1.09)	0.18 (-0.19,0.56)
	Maths	0.68 (0.02,1.34)	0.29 (-0.06,0.63)	0.38 (-0.21,0.97)	-0.02 (-0.39,0.34)
	Science	0.75 (0.06,1.45)	0.25 (-0.08,0.58)	0.67 (0.04,1.3)	0.13 (-0.25,0.51)
Key stage 4	Total Points Score**	22.83 (-5.3,50.96)	62.05 (45.24,78.86)	22.18 (-4.57,48.93)	51.18 (33.82,68.54)
	Capped Points Score**	6.63 (-4.02,17.28)	14.7 (8.49,20.91)	2.87 (-7.08,12.82)	10.79 (4.8,16.78)
	Achievement of 5 A*-C grades or equivalent***	0.04 (-0.47,0.56)	0.2 (-0.16,0.56)	0.14 (-0.34,0.62)	0.17 (-0.18,0.51)
	Achievement of 5 A*-C including English and Maths***	0.36 (-0.03,0.76)	0.16 (-0.1,0.43)	0.25 (-0.11,0.62)	0.01 (-0.24,0.26)
Attendance****	Primary Unauthorised Absence	0.04 (-0.02,0.11)	0.08 (0.03,0.12)	0.03 (-0.05,0.12)	0.1 (0.04,0.16)
	Primary Total Absence	0.1 (-0.05,0.25)	0.11 (0.01,0.21)	0.18 (0.01,0.35)	0.06 (-0.05,0.18)
	Secondary Unauthorised Absence	0.16 (-0.02,0.35)	0.1 (-0.02,0.23)	0.22 (-0.2,0.63)	0.01 (-0.27,0.29)
	Secondary Total Absence	0.52 (0.22,0.82)	0.05 (-0.14,0.24)	0.86 (0.13,1.59)	0.03 (-0.47,0.52)

\*Effects are on the scale of QCDA point scores. On this scale 6 points is equivalent to one level of progress.

\*\*Effects are on the scale of KS4 point scores. On this scale an increase of 1 grade in 1 GCSE being taken is equivalent to 6 points.

\*\*\*Effects are on the scale of the log of the odds of the outcome being achieved.

\*\*\*\* Effect sizes are on the scale of the percentage of available sessions that will be attended.

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