

AS Tracking Evaluated Reports

Independent research evaluation of school experience using AS Tracking

From reactive pastoral provision to targeted, evidence based and proactive

Lewis, Rosalind, [*What are some teachers' experiences of using Affective Social Tracking data to support proactive, targeted pastoral care in schools?*](#) MSc Dissertation, Faculty of Health & Life Sciences, Oxford Brookes University, 2019

Inspectorate feedback on AS Tracking impact on vulnerable pupils

From poor to outstanding safeguarding

Incyte is an external inspectorate used by OFSTED as a school improvement partner. One AET secondary academy was inspected by Incyte in May 2019 following a poor inspection previously for safeguarding.

Excerpts of the Incyte report copied below

- ‘..In addition, the academy has been innovative in its approach to safeguard pupils. The Steer programme which provides an online tool to check pupils’ mental health and well-being has been highly successful in identifying pupils’ needs and addressing these.’
- ‘Many staff have had additional training and exposure through a new programme being trialled in the school with pupils – ‘Steer’ – pupils complete an online questionnaire or analytic tool – which provides detailed analysis of their mental health and well being as well as predisposition to particular mental health conditions.’
- ‘The Steer mental health programme also has potential to reduce absence (see below) by dealing more effectively with anxious pupils and school refusers. All members of the attendance team have had training on this.’
- ‘Monitoring of pupils’ mental health and well-being has been significantly strengthened by the use of a specialist online programme or tool, Steer and AS Tracking (Affective Social Tracking). The programme provides detailed analysis for staff so they know which pupils may need support or monitoring etc.’
- ‘Because the academy has used the STEER programme proactively, there has been a significant decrease in self-harming by pupils.’
- The programme is being extended to all AET schools with the XX site DSL leading the project.”

External agency AS Tracking impact reports:

Reducing the failure rate of vulnerable school placements from 9% to less than 1%

STEER sponsors Royal Springboard, a charity which places disadvantaged students into boarding schools to create educational opportunities. STEER has tracked every placed Springboard student (about 250 students) for the past 2 years using AS Tracking. AS Tracking provides targeted guidance to the school so they can provide better support for the individual placed student in order to try and reduce the number of placement breakdowns. During that period.

- **AS Tracking has helped reduce the placement fail rate from 10% to less than 1% .**
- [Link to the Royal Springboard annual report, p7 the impact that AS Tracking on placement success.](#)
- [Excerpt from report shown below](#)

We have built a strong relationship with STEER¹¹ to provide vital information for us, our boarding schools and our partner organisations on our pupils' emotional and social wellbeing. Since 2017, all new pupils placed in our boarding school network use STEER's pioneering online, interactive AS (Affective Social) tracking tool which generates data based on patterns of bias linked to mental health risks. This provides us with specific guidance to support each pupil in a targeted way.

merger have further improved this retention rate.

But very occasionally, complex circumstances have resulted in some pupils having to leave their placements mid-term (6% of pupils placed so far). When this happens, we work tirelessly to support these pupils to find places in alternative schools best suited to their needs.

We are committed to self-reflection and always conduct an exit interview to ensure we learn lessons from their experience.

Evidence

Proof of positive impact – and insights for further improvement

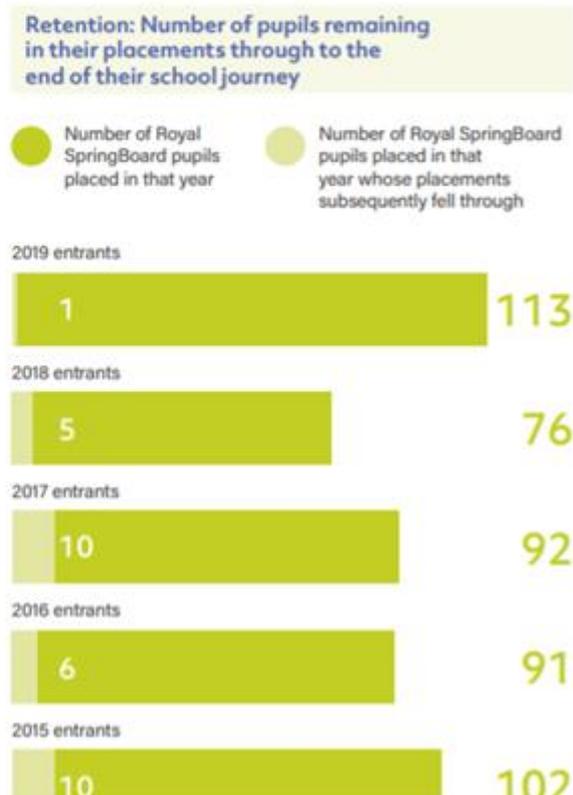
Excerpts from STEER evaluation of Royal SpringBoard pupils' emotional and social wellbeing tracking profiles:

'Using AS (Affective Social) tracking for a second year, we can evidence with more reliable data, the positive impact that boarding schools are having on Royal SpringBoard pupils, especially within their first year at school. We can see that pupils are generally becoming better able to self-regulate during their time at boarding school.'

'The tracking data provides the charity and its boarding school network with insights to reflect on as they develop their work. Some examples:

...'Whilst Royal SpringBoard pupils 'tend to overcommit', and 'feel the pressure of the bursary, which can lead to burnout if not addressed, it is positive to see that this is gradually becoming moderated by the work of schools and partners.'

...'Results also continue to show that Royal SpringBoard's 6th Form/Year 12 placements are the most fragile... [but] schools provide fantastic pastoral support [and] STEER action plans can



STEER has a strong academic and clinical advisory board and is led by experienced educationalist founders

Founders

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School user references for AS Tracking

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