Challenger Troop Evaluation
Report 2014 – 15
Terms 3 to 6

An evaluation of Challenger Troop military-ethos programmes for school children using teachers’ behaviour and social skills assessments and pupils’ voices from participant feedback forms.

University of Brighton
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Executive Summary

Challenger Troop (CT) delivers military ethos programmes to school children and works within schools in London, Essex, the South East and North West of England. This report focuses on two elements to evaluate these programmes. Firstly, a teacher assessment on behaviour and social skills was carried out on pupils before and after they attended a CT programme. Secondly, results are reported from a pupil self-completion questionnaire. This is the second report this year; data has already been collected and analysed from terms 1 and 2 (September - December) and was disseminated in March 2015. This present report focuses on data for terms 3 to 6 (January - July) of the academic year 2014-2015. The analysis differentiates by school types for behaviour and skill assessments. Primary schools took part in six week CT programmes and secondary and special schools in twelve week programmes. Pupil voices are shown for all responses for 2014-15, for Pupil Referral Units (PRU) and by terms. Further pupil voice data for terms 3 to 6 is reported by course type, differentiating between six week, twelve week and new shorter Tiger Troops programmes.

Key findings

- CT works with vulnerable and disengaged young people. Data from candidate nomination forms confirmed this again: 37% of pupils were entitled to free school meals, 43% of pupils had special educational needs, 33% had an unauthorised absence and 18% experienced an exclusion from school.

- Behaviour assessments have been analysed for the third time, this time with larger samples; the results confirm significant improvements in pupils’ self-control and management of behaviour, social skills, self-awareness, skills for learning and approach to learning as a result of attending a CT course for all three school types.

- Behaviour assessments’ largest improvements were in being less disruptive in class and becoming better at interacting with others for all three school types.

- PRU pupils reported to be less challenged by CT courses but were most likely to have done something that made them proud of themselves and showed much higher self-reported positive changes as result of the course than any other school type.

- Tiger Troop pupils reported the lowest proportion of self-reported changes but pupils on these courses were more likely to be inspired by instructors.

- 82.5% of all pupils reported that they changed as a result of the CT course and 84.4% did engage in an activity they thought they were never able to do. This suggests that CT not only challenged but also improved the behaviour of pupils.

- 67.1% of all pupils reported to be more confident and 62.0% improved the way they live their life as a result of attending a CT course.

- 50.4% of pupils in terms 3 to 6 said that improved attendance will stay with them.
Introduction

Challenger Troop CIC (CT) is a Community Interest Company delivering uniformed youth leadership and engagement courses for vulnerable and disengaged young people from the ages of 8 to 18 in London, Essex, the South East and North West of England.

Challenger Troop provides an extensive range of programmes utilising challenging personal development activities with a military ethos, in a stimulating outdoor environment. These programmes are designed to engage young people, enhance their self-discipline, responsibility and attitudes towards others. They enable young people to develop confidence, self-esteem and life skills, while attaining nationally accredited qualifications. Six and twelve week programmes have been devised to offer schools an alternative approach to learning. These create new opportunities and experiences with the aim to challenge and stretch pupils emotionally and physically, maximising their potential.

The following report is an addition to the previous reports which analysed data collected by Challenger Troop from the academic year 2013-14 and school terms 1 and 2 of the academic year 2014-15. This present report uses data from school terms 3 to 6 (January - July) of the academic year 2014-15 to provide an evaluation of the CT programmes by school type/programme type. Data from a behaviour and social skills assessment collated by teachers and self-completion questionnaires from pupils of primary, secondary and special schools is used.

Methods

Candidate nomination form

Challenger Troop has received 463 candidate nomination forms for terms 3 to 6 (January to July) in the academic year of 2014-15. These forms are completed for each participating pupil by the school before attending a course and these provide general information about the kind of pupils that attend CT programmes.

For terms 3 to 6 forms from 26 primary schools (with mainly six week programmes, one primary school with a twelve week programme, and three with Tiger Troops programmes), 19 secondary schools (of those three had a bespoke programme and all others twelve week courses), six special schools (with twelve week programmes) and four Pupil Referral Units (PRU) (with 12 week programmes and one with a bespoke programme) were examined to give an overview of the profile of pupils.

The majority of pupils attending CT programmes were male (73.0%), of White British origin (80.6%) and English as their first language (97.4%). Over a third (37.1%) were entitled to free school meals and of those 96.5% were entitled to Pupil Premium funding. 43.4% of pupils
had special educational needs. The designations of special educational needs were: Specific Learning Difficulties, Behavioural and Emotional Learning Difficulties, Physical, Auditory or Visual Difficulties and Autism Spectrum Disorders. Behaviour Services such as Social Services, Youth Mentors or School Counsellors were involved for 15% of pupils.

The average school attendance of the terms 3 to 6 cohort was 93.1% but 32.8% had an unauthorised absence recorded. 18.1% of pupils were excluded from school and of those 87% were fixed and 13% permanent exclusions. 2.2% had a police reprimand and 1.9% a police warning.

These figures describe the characteristics of pupils who typically attend a CT programme and are comparable to data from terms 1 and 2.

**Behaviour Assessment**

Behaviour assessments were carried out for individual pupils using the Challenger Troop Pupil Behaviour Assessment form (see copy in the Appendix). Behaviour and social skills were measured and recorded before and after the CT programme took place in the schools. This assessment was completed by teaching staff in schools to measure the extent to which each pupil has changed in the classroom behaviour since completing the course, in terms of their self-control and management of behaviour, social skills, self-awareness and confidence, skills for learning and approach to learning. Each of these areas examined six specific aspects of behaviour. The rating scale used for each item assessed was how frequently pupils engaged with the skill or action described with 1 being never, 2 being rarely, 3 being occasionally, 4 being frequently and 5 being always.

Mean scores and standard deviations are presented. Means can be interpreted using the above rating scale. For example a mean score of 3.5 would indicate that pupils in that sample have on average engaged between occasionally and frequently. The standard deviation indicates the variation of the mean using the same scale. A standard deviation close to 0 indicates that the assessment scores given tend to be very close to the mean, while a high standard deviation indicates that the scores are spread out over a wider range of scores. More, Wilcoxon signed-rank tests of related scores have been carried out in SPSS (software package used for statistical analysis) to establish whether the difference of pre and post scores was statistically significant. A statistically significant result shows that the difference in assessment scores was not due to chance, suggesting that the CT programme had an impact to all pupils of that school type on the programme. In other words a probability level of p<.05 indicates that a result is statistically significant meaning that the result is likely to be true (with 95% or more certainty) for the population the sample was taken from.

For terms 3 to 6 a total sample of 165 pupil assessment forms have been collected and analysed by school type: 101 assessments from eight different primary schools, 44 assessments from six different secondary schools and 20 assessments from 5 different special schools.


**Pupils Voice**

**Participant Feedback Forms** (see copy of the questionnaire in the Appendix) have been collected from pupils after each CT programme in the academic year 2014-15. These captured the pupils’ voices in the form of a self-completion questionnaire. Questions included a self-assessment of pupils’ achievements and self-improvements and measured pupils’ ideas as to how the course will impact on their attitudes and behaviour in the future. For terms 1 and 2 a total of 265 feedback forms were collected from pupils and analysed in a previous report. A further 169 forms were received for terms 3&4 and 240 forms for terms 5&6. The latter include 97 Tiger Troops self-evaluations from a new shorter course lasting two hours per week for six weeks in primary schools.

Results are described using percentages and counts illustrated in tables and charts for all 674 forms from the academic year 2014-15. Comparisons are made by school terms (1&2, 3&4 and 5&6) and for Pupil Referral Units. Further analysis focuses on terms 3 to 6 by three course types (six week courses, twelve week courses and Tiger Troop courses). Six week programmes where attended by primary school pupils and twelve week programmes by secondary, special and PRU pupils. Tiger Troops is a new shorter programme for primary schools with only two hours per week for six weeks. For the terms 3 to 6 analysis eighteen cases (n=18) from one secondary school were removed for the course type analysis as pupils attended a bespoke course of six weeks (the data is included in the overall figures for 2014-15 and in the school term analysis).

Chi Square tests have been carried out to establish any statistically significant differences between course types. Again a significant result (p<.05) suggests that the difference is not due to chance and the result from the sample groups can be applied to the whole population of pupils attending CT programmes.

Data from all pupil voice forms for the year 2014-15 comprised 63 schools, including 21 primary schools, 27 secondary schools, 11 special schools and four Pupil Referral Units.

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**Analysis of Challenger Troop Pupil Behaviour Assessment Forms**

Challenger Troop has asked Teachers/ Teaching Assistants in schools to assess individual pupils on a set of behaviour and social skills measures with the aim to show if there is an improvement in the children behaviour as a result of the CT programme. Therefore each pupil was assessed twice before (pre score) attending the CT course and then again after completion of a CT course (post score).

At each measuring point school staff was asked to identify how often each pupil engaged in particular aspects of self-control and management behaviour, social skills, self-awareness and confidence, skills for learning and approach to learning. A copy of the detailed
behaviour assessment form can be viewed in the appendix. The five overall areas consist of six specific descriptions each. The individual engagement for each description was measured on a 5-point scale:

1 – never
2 – rarely
3 – occasionally
4 – frequently
5 – always

Some pupils were awarded 0.5 scores e.g. to indicate an improvement from 3 (occasionally) to 3.5 (between occasionally and frequently). Mean scores, which can be related to the 5 point scale above, and standard deviations to show the dispersion from the mean have been reported by school type for samples from primary, secondary and special schools. CT courses ran for six weeks for primary schools and for twelve weeks for secondary and special schools.

1. Primary school pupil assessment on behaviour

In school terms 3, 4 and 5 of 2014-15, data from eight primary schools including 101 pupils was analysed to compare behaviour and social skills scores on two occasions before pupils took part in the CT programme and after six weeks when the CT programme had finished.

Self-control and management behaviour

Self-control and management of behaviour (see table 1) was one area where primary pupils showed a small but statistically significant improvement, on average the reported occasional to frequent behaviour (Mpre= 3.31, SD= 0.96) before, and occasional to more frequent behaviour (Mpost=3.68, SD=0.96) after attending the programme. The improvement was statistically significant for five aspects measured, and the average self-control and management of behaviour score: \( z (n=101) = -5.100, p=.0001 \). Mean score differences for ‘behaves in a socially acceptable manner in public, e.g. outings‘ were not statistically significant.

The largest improvements were shown to be around half a measure point for the aspects ‘can maintain appropriate levels of behaviour when the class routine is disrupted‘ (+0.54) and ‘shows some self-discipline when others try to encourage deviation‘ (+0.48).

On average, in the sample, 65% of pupils have improved their score in the teachers’ assessment for self-control and management behaviour after they completed a six week CT programme.
Table 1: Mean assessment scores for self-control and management behaviour: Primary schools

<table>
<thead>
<tr>
<th>Self-control and management of behaviour</th>
<th>Pre</th>
<th>Post 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can accept discipline without argument or sulking</td>
<td>Mean 3.10 Std. dev. 1.19</td>
<td>Mean 3.55 Std. dev. 1.10</td>
</tr>
<tr>
<td>Can arrive in classroom and settle down quietly and appropriately</td>
<td>Mean 3.44 Std. dev. 1.04</td>
<td>Mean 3.70 Std. dev. 0.99</td>
</tr>
<tr>
<td>Shows some self-discipline when others try to encourage deviation</td>
<td>Mean 3.04 Std. dev. 1.06</td>
<td>Mean 3.52 Std. dev. 1.13</td>
</tr>
<tr>
<td>Behaves in a socially acceptable manner in public e.g. outings</td>
<td>Mean 3.71 Std. dev. 0.99</td>
<td>Mean 3.84 Std. dev. 0.95</td>
</tr>
<tr>
<td>Can maintain appropriate levels of behaviour when the class routine is disrupted</td>
<td>Mean 3.12 Std. dev. 1.10</td>
<td>Mean 3.66 Std. dev. 1.07</td>
</tr>
<tr>
<td>Behaves appropriately in all areas of the school building</td>
<td>Mean 3.43 Std. dev. 1.03</td>
<td>Mean 3.82 Std. dev. 0.96</td>
</tr>
<tr>
<td>AVERAGE: Self-control and management of behaviour</td>
<td>Mean 3.31 Std. dev. 0.96</td>
<td>Mean 3.68 Std. dev. 0.96</td>
</tr>
<tr>
<td>n</td>
<td>101</td>
<td>101</td>
</tr>
</tbody>
</table>

Social Skills

Table 2 shows the improvement in pupils’ social skills. Reported engagement with social skills on average was occasionally to frequently (Mpre= 3.44, SD=0.95) before, and occasionally towards more frequently (Mpost= 3.86, SD=0.90) after taking part in the CT programme. The difference was statistically significant z (n=101) = -5.334, p=.0001. All six aspects measured showed a statistically significant change for the better.

The specific aspect of ‘can work alongside others in a group situation without disruption’ showed the greatest improvement (+0.51) followed by ‘engages in appropriate two way conversation with another pupil’ (+0.49).

Overall 59% of the sample engaged more often in assessed social skills after they took part in a six week CT course.

Self-awareness and confidence

Increased regularity in responding to self-awareness and confidence is reported in table 3. On average primary pupils engaged somewhat more frequently after attending a CT programme (Mpre= 3.36, SD=0.88, Mpost=3.78, SD=0.86). The result was statistically significant for all six individual aspects and the average measures of self-awareness and confidence (z (n=101) = -5.768, p=.0001).

Primary pupils showed the greatest improvement in the attribute of ‘can acknowledge own problems and is willing to discuss them’ (+0.57).
On average, positive changes could be reported for 66% of pupils in the sample for self-awareness and confidence.

Table 2: Mean assessment scores on social skills: Primary schools

<table>
<thead>
<tr>
<th>Social skills</th>
<th>Pre</th>
<th>Post 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can cope with a large group situation</td>
<td>Mean 3.45</td>
<td>3.86</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.99</td>
<td>0.98</td>
</tr>
<tr>
<td>Can take turns in question and answer sessions</td>
<td>Mean 3.43</td>
<td>3.82</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.18</td>
<td>1.00</td>
</tr>
<tr>
<td>Can work alongside others in a group situation without disruption</td>
<td>Mean 3.21</td>
<td>3.72</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.11</td>
<td>1.09</td>
</tr>
<tr>
<td>Physically interacts in an appropriate way</td>
<td>Mean 3.45</td>
<td>3.83</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Engages in appropriate two way conversation with another pupil</td>
<td>Mean 3.39</td>
<td>3.88</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.04</td>
<td>0.90</td>
</tr>
<tr>
<td>Uses appropriate eye contact</td>
<td>Mean 3.70</td>
<td>4.03</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.03</td>
<td>0.89</td>
</tr>
<tr>
<td>AVERAGE: Social Skills</td>
<td>Mean 3.44</td>
<td>3.86</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.95</td>
<td>0.90</td>
</tr>
<tr>
<td>n</td>
<td>101</td>
<td>101</td>
</tr>
</tbody>
</table>

Table 3: Mean assessment scores for self-awareness and confidence: Primary schools

<table>
<thead>
<tr>
<th>Self-awareness and confidence</th>
<th>Pre</th>
<th>Post 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can accept responsibility for his/her actions</td>
<td>Mean 3.19</td>
<td>3.58</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.16</td>
<td>1.09</td>
</tr>
<tr>
<td>Can acknowledge own problems and is willing to discuss them</td>
<td>Mean 3.00</td>
<td>3.57</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.96</td>
<td>1.02</td>
</tr>
<tr>
<td>Maintains appropriate eye contact</td>
<td>Mean 3.63</td>
<td>3.95</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.07</td>
<td>0.92</td>
</tr>
<tr>
<td>Participates in group work, making constructive suggestions and adapting ideas</td>
<td>Mean 3.31</td>
<td>3.76</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.07</td>
<td>1.03</td>
</tr>
<tr>
<td>Accepts public praise and congratulation appropriately</td>
<td>Mean 3.72</td>
<td>3.99</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.85</td>
<td>0.84</td>
</tr>
<tr>
<td>Has confidence to approach new situations</td>
<td>Mean 3.30</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.13</td>
<td>1.02</td>
</tr>
<tr>
<td>AVERAGE: Self-awareness and confidence</td>
<td>Mean 3.36</td>
<td>3.78</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.88</td>
<td>0.86</td>
</tr>
<tr>
<td>n</td>
<td>101</td>
<td>101</td>
</tr>
</tbody>
</table>
**Skills for learning**

Table 4 shows teacher assessments for skills for learning reporting an occasional to frequent engagement before the course (Mpre= 3.61, SD=0.98) and noticed a slight progress in pupils towards a more frequent participation in the desired skills after the course (M=post=3.95, SD=0.90); this difference was statistically significant \( z (n=101) = -4.489 \), \( p=.0001 \). Five individual aspects showed a statistically significant improvement whereas ‘can work independently for short periods, e.g. five minutes’ was not statistically significant.

‘Shows an enquiring mind’ was the attribute where the highest improvement was reported (+0.50).

As for terms 1&2, again, skills for learning showed the smallest improvement overall, 57% of the sample showed advancements in their behaviour in this area.

**Table 4: Mean assessment scores for skills for learning: Primary schools**

<table>
<thead>
<tr>
<th>Skills for learning</th>
<th>Pre</th>
<th>Post 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can work independently for short periods e.g. five minutes</td>
<td>Mean 3.97</td>
<td>Mean 4.17</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.03</td>
<td>Std. dev. 0.88</td>
</tr>
<tr>
<td>Understands the structure within the day</td>
<td>Mean 3.62</td>
<td>Mean 4.00</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.14</td>
<td>Std. dev. 0.94</td>
</tr>
<tr>
<td>Understands the structure of discipline e.g. action and consequences</td>
<td>Mean 3.61</td>
<td>Mean 4.03</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.02</td>
<td>Std. dev. 0.87</td>
</tr>
<tr>
<td>Shows an enquiring mind</td>
<td>Mean 3.33</td>
<td>Mean 3.83</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.15</td>
<td>Std. dev. 1.00</td>
</tr>
<tr>
<td>Has developed study skills</td>
<td>Mean 3.35</td>
<td>Mean 3.78</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.14</td>
<td>Std. dev. 1.11</td>
</tr>
<tr>
<td>Pays attention to class discussions</td>
<td>Mean 3.57</td>
<td>Mean 3.88</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.11</td>
<td>Std. dev. 0.96</td>
</tr>
<tr>
<td>AVERAGE: Skills for learning</td>
<td>Mean 3.61</td>
<td>Mean 3.95</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.98</td>
<td>Std. dev. 0.90</td>
</tr>
<tr>
<td>n</td>
<td>101</td>
<td>101</td>
</tr>
</tbody>
</table>

**Approach to learning**

Approach to learning scores in table 5 showed on average a positive change from pre (M=3.49, SD=1.01) and post (Mpost=3.90, SD=0.92) assessment that pupils engaged more frequently after attending the course. This difference was statistically significant \( z (n=100) = -5.637 \), \( p=.0001 \) and all six individual descriptions showed a statistically significant improvement.

The description with the largest enhancement recorded was ‘shows an appropriate sense of humour’ (+0.52).
Overall 61% primary school pupils in the sample showed a better approach to learning after attending a six week CT programme.

Table 5: Mean assessment score for approach to learning: Primary schools

<table>
<thead>
<tr>
<th>Approach to learning</th>
<th>Pre</th>
<th>Post 6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. dev.</td>
</tr>
<tr>
<td>Is prepared to work in lessons</td>
<td>3.57</td>
<td>1.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate language and gestures</td>
<td>3.44</td>
<td>1.09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can show a positive interest in lessons</td>
<td>3.52</td>
<td>1.04</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treats equipment and the environment with respect</td>
<td>3.45</td>
<td>1.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will sit appropriately without causing disturbance in any given area on request</td>
<td>3.36</td>
<td>1.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an appropriate sense of humour</td>
<td>3.57</td>
<td>1.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVERAGE: Approach to learning</td>
<td>3.49</td>
<td>1.01</td>
</tr>
</tbody>
</table>

2. Secondary school pupil assessment of behaviour

Pupils’ assessments from secondary schools included a considerably larger sample of 44 pupils from six different schools. Pupils attended a twelve week course and a behaviour assessment was carried out before and after the twelve week programme.

Self-control and management of behaviour

The mean scores and standard deviation for self-control and management of behaviour assessments are shown in table 6. The average score for self-control and management of behaviour changed for the better from occasionally (Mpre= 3.13, SD=0.87) before, to occasionally to frequently (Mpost=3.62, SD=0.88) after. This difference was statistically significant (z (n=44) = -4.956, p=.0001). There were statistical differences between pre and post course scores for all six individual aspects measured of self-control and management of behaviour.

‘Behaves appropriately in all areas of the school building’ (+0.59) was the area that showed the largest positive change in behaviour followed by ‘shows some self-discipline when others try to encourage deviation’ (+0.52).
In the sample, 32 of 44 pupils (72%) improved their self-control and management behaviour scores after attending a 12 week course.

**Table 6: Mean assessment scores for self-control and management behaviour: Secondary schools**

<table>
<thead>
<tr>
<th>Self-control and management of behaviour</th>
<th>Pre</th>
<th>Post 12 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can accept discipline without argument or sulking</td>
<td>Mean</td>
<td>3.11</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>1.08</td>
</tr>
<tr>
<td>Can arrive in classroom and settle down quietly and appropriately</td>
<td>Mean</td>
<td>3.21</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.93</td>
</tr>
<tr>
<td>Shows some self-discipline when others try to encourage deviation</td>
<td>Mean</td>
<td>2.96</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.99</td>
</tr>
<tr>
<td>Behaves in a socially acceptable manner in public e.g. outings</td>
<td>Mean</td>
<td>3.41</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>1.06</td>
</tr>
<tr>
<td>Can maintain appropriate levels of behaviour when the class routine is disrupted</td>
<td>Mean</td>
<td>3.05</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.94</td>
</tr>
<tr>
<td>Behaves appropriately in all areas of the school building</td>
<td>Mean</td>
<td>3.05</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>1.06</td>
</tr>
<tr>
<td>AVERAGE: Self-control and management of behaviour</td>
<td>Mean</td>
<td>3.13</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.87</td>
</tr>
<tr>
<td>n</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

**Table 7: Mean assessment scores on social skills: Secondary schools**

<table>
<thead>
<tr>
<th>Social skills</th>
<th>Pre</th>
<th>Post 12 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can cope with a large group situation</td>
<td>Mean</td>
<td>3.23</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.86</td>
</tr>
<tr>
<td>Can take turns in question and answer sessions</td>
<td>Mean</td>
<td>3.36</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.92</td>
</tr>
<tr>
<td>Can work alongside others in a group situation without disruption</td>
<td>Mean</td>
<td>3.07</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.87</td>
</tr>
<tr>
<td>Physically interacts in an appropriate way</td>
<td>Mean</td>
<td>3.30</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.93</td>
</tr>
<tr>
<td>Engages in appropriate two way conversation with another pupil</td>
<td>Mean</td>
<td>3.23</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.83</td>
</tr>
<tr>
<td>Uses appropriate eye contact</td>
<td>Mean</td>
<td>3.32</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.86</td>
</tr>
<tr>
<td>AVERAGE: Social Skills</td>
<td>Mean</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.76</td>
</tr>
<tr>
<td>n</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>
**Social Skills**

Secondary school pupils’ social skills are reported in table 7 showing that on average occasional engagement for social skills (Mpre= 3.25, SD=0.76) increased slightly to more frequent behaviour after twelve weeks (Mpost=3.72, SD=0.88). The average differences were statistically significant (z (n=44) = -4.545, p=.0001) and all improvements reported for the six individual elements of social skills were also statistically significant.

The area of ‘can cope with a large group situation’ (+0.61) showed the largest positive change in behaviour and after that ‘can work alongside others in group situation without disruption’ (+0.54).

On average, 29 of 44-four pupils (66%) showed positive changes in their social skills.

**Self-awareness and confidence**

Table 8 shows a statistically significant change for the better from occasional engagement (Mpre= 3.11, SD=0.81) to occasionally towards frequently by the end of the twelve week programme (Mpost= 3.63, SD=0.88, z (n=44) = -4.669, p=.0001). Also differences in all six aspects of the self-awareness and confidence assessment were statistically significant.

Secondary pupils showed the most improvement in the areas of ‘can accept responsibility for his/her actions’ (+0.63) and ‘has confidence to approach new situations’ (+0.59).

Overall 64% or 28 out of 44 pupils in the sample showed an advanced self-awareness and confidence at the end of the CT programme.

*Table 8: Mean assessment scores on self-awareness and confidence: Secondary schools*

<table>
<thead>
<tr>
<th>Self-awareness and confidence</th>
<th>Pre</th>
<th>Post 12 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can accept responsibility for his/her actions</td>
<td>Mean 2.89 Std. dev. 1.15</td>
<td>Mean 3.52 Std. dev. 1.02</td>
</tr>
<tr>
<td>Can acknowledge own problems and is willing to discuss them</td>
<td>Mean 3.00 Std. dev. 0.94</td>
<td>Mean 3.55 Std. dev. 0.87</td>
</tr>
<tr>
<td>Maintains appropriate eye contact</td>
<td>Mean 3.18 Std. dev. 0.97</td>
<td>Mean 3.61 Std. dev. 1.04</td>
</tr>
<tr>
<td>Participates in group work, making constructive suggestions and adapting ideas</td>
<td>Mean 3.11 Std. dev. 0.87</td>
<td>Mean 3.57 Std. dev. 0.97</td>
</tr>
<tr>
<td>Accepts public praise and congratulation appropriately</td>
<td>Mean 3.52 Std. dev. 0.90</td>
<td>Mean 3.93 Std. dev. 1.00</td>
</tr>
<tr>
<td>Has confidence to approach new situations</td>
<td>Mean 2.98 Std. dev. 1.07</td>
<td>Mean 3.57 Std. dev. 1.02</td>
</tr>
<tr>
<td>AVERAGE: Self-awareness and confidence</td>
<td>Mean 3.11 Std. dev. 0.81</td>
<td>Mean 3.63 Std. dev. 0.88</td>
</tr>
<tr>
<td>n</td>
<td>44</td>
<td>44</td>
</tr>
</tbody>
</table>
**Skills for learning**

Average skills for learning scores are shown in table 9 where secondary pupils showed an increase in their skills for learning attitudes after twelve weeks (Mpre=3.16, SD=0.75, Mpost=3.69, SD=0.86). This advancement was statistically significant (z (n=44) = -4.725, p=.0001). There was also a statistically significant difference between all six individual skills for learning scores before and after the programme.

The largest improvements were reported for the aspects of ‘pays attention to class discussions’ (+0.68) and ‘has developed study skills’ (+0.66).

Overall, in the sample 29 out of 44 pupils (66%) showed an improvement of their skills for learning at the end of the CT programme.

**Table 9: Mean assessment scores for skills for learning: Secondary schools**

<table>
<thead>
<tr>
<th>Skills for learning</th>
<th>Pre</th>
<th>Post 12 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can work independently for short periods e.g. five minutes</td>
<td>3.41</td>
<td>3.73</td>
</tr>
<tr>
<td></td>
<td>0.84</td>
<td>0.97</td>
</tr>
<tr>
<td>Understands the structure within the day</td>
<td>3.66</td>
<td>4.07</td>
</tr>
<tr>
<td></td>
<td>0.91</td>
<td>1.00</td>
</tr>
<tr>
<td>Understands the structure of discipline e.g. action and consequences</td>
<td>3.32</td>
<td>3.91</td>
</tr>
<tr>
<td></td>
<td>1.01</td>
<td>0.94</td>
</tr>
<tr>
<td>Shows an enquiring mind</td>
<td>2.96</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>1.01</td>
<td>0.98</td>
</tr>
<tr>
<td>Has developed study skills</td>
<td>2.68</td>
<td>3.34</td>
</tr>
<tr>
<td></td>
<td>0.91</td>
<td>0.98</td>
</tr>
<tr>
<td>Pays attention to class discussions</td>
<td>2.91</td>
<td>3.59</td>
</tr>
<tr>
<td></td>
<td>0.86</td>
<td>1.00</td>
</tr>
<tr>
<td>AVERAGE: Skills for learning</td>
<td>3.16</td>
<td>3.69</td>
</tr>
<tr>
<td></td>
<td>0.75</td>
<td>0.86</td>
</tr>
<tr>
<td>n</td>
<td>44</td>
<td>44</td>
</tr>
</tbody>
</table>

**Approach to learning**

Table 10 shows a rise in average approach to learning from occasional engagement before (Mpre= 3.08, SD=0.85) to a more occasional to frequent engagement after (Mpost=3.59, SD=0.92) the twelve week programme. This result was statistically significant (z (n=41) = -4.460, p=.0001) and results for all six descriptions in this area were also statistically significant.

‘Will sit appropriately without causing disturbance in any given area on request’ (+0.63) showed the largest positive change for secondary pupils in the area of approach to learning,
the second largest improvement was recorded for ‘uses appropriate language and gestures’ (+0.56).

In this sample over half of the pupils (26 out of 44, 59%) showed an improvement on average approach to learning.

**Table 10: Mean assessment score for approach to learning: Secondary schools**

<table>
<thead>
<tr>
<th>Approach to learning</th>
<th>Pre</th>
<th>Post 12 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is prepared to work in lessons</td>
<td>Mean</td>
<td>3.14</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.95</td>
</tr>
<tr>
<td>Uses appropriate language and gestures</td>
<td>Mean</td>
<td>2.93</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.96</td>
</tr>
<tr>
<td>Can show a positive interest in lessons</td>
<td>Mean</td>
<td>3.05</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.95</td>
</tr>
<tr>
<td>Treats equipment and the environment with respect</td>
<td>Mean</td>
<td>3.32</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.99</td>
</tr>
<tr>
<td>Will sit appropriately without causing disturbance in any given area on request</td>
<td>Mean</td>
<td>2.93</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.98</td>
</tr>
<tr>
<td>Shows an appropriate sense of humour</td>
<td>Mean</td>
<td>3.24</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.89</td>
</tr>
<tr>
<td>Average Approach to learning</td>
<td>Mean</td>
<td>3.08</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.85</td>
</tr>
<tr>
<td>n</td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

3. Special school pupil assessment on behaviour

The sample from special schools consists of 20 pupils from five schools. This is a slightly larger sample in comparison to the 10 students who were analysed for terms 1&2 earlier in the year. This time pupils were only assessed twice by their teachers, before and after a twelve week programme.

**Self-control and management of behaviour**

Table 11 shows the mean assessment scores for self-control and management behaviour for special school pupils. On average a statistically significant more frequent engagement was recorded after the twelve week CT programme (Mpre=3.46, SD=0.93, Mpost=3.86, SD=0.86; z (n=20) = -2.055, p=.040). However individual scores of five descriptions were not statistically significant with the exception of ‘can maintain appropriate level of behaviour when class routine is disrupted’ (+0.85) which recorded the highest change for the better in this area and this improvement was statistically significant.
Overall thirteen out of twenty pupils in this sample (65%) showed positive improvements in self-control and management of behaviour.

Table 11: Mean assessment scores for self-control and management behaviour: Special schools

<table>
<thead>
<tr>
<th>Self-control and management of behaviour</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. dev.</td>
</tr>
<tr>
<td>Can accept discipline without argument or sulking</td>
<td>3.30</td>
<td>0.98</td>
</tr>
<tr>
<td>Can arrive in classroom and settle down quietly and appropriately</td>
<td>3.75</td>
<td>1.02</td>
</tr>
<tr>
<td>Shows some self-discipline when others try to encourage deviation</td>
<td>3.45</td>
<td>1.05</td>
</tr>
<tr>
<td>Behaves in a socially acceptable manner in public e.g. outings</td>
<td>3.70</td>
<td>0.98</td>
</tr>
<tr>
<td>Can maintain appropriate levels of behaviour when the class routine is disrupted</td>
<td>2.90</td>
<td>1.37</td>
</tr>
<tr>
<td>Behaves appropriately in all areas of the school building</td>
<td>3.65</td>
<td>0.99</td>
</tr>
<tr>
<td>AVERAGE: Self-control and management of behaviour</td>
<td>Mean 3.46</td>
<td>Std. dev. 0.93</td>
</tr>
<tr>
<td>n</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 12: Mean assessment scores on social skills: Special schools

<table>
<thead>
<tr>
<th>Social skills</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. dev.</td>
</tr>
<tr>
<td>Can cope with a large group situation</td>
<td>3.50</td>
<td>1.00</td>
</tr>
<tr>
<td>Can take turns in question and answer sessions</td>
<td>3.40</td>
<td>0.99</td>
</tr>
<tr>
<td>Can work alongside others in a group situation without disruption</td>
<td>3.25</td>
<td>0.85</td>
</tr>
<tr>
<td>Physically interacts in an appropriate way</td>
<td>3.35</td>
<td>0.75</td>
</tr>
<tr>
<td>Engages in appropriate two way conversation with another pupil</td>
<td>3.40</td>
<td>0.68</td>
</tr>
<tr>
<td>Uses appropriate eye contact</td>
<td>3.40</td>
<td>1.10</td>
</tr>
<tr>
<td>AVERAGE: Social Skills</td>
<td>Mean 3.38</td>
<td>Std. dev. 0.76</td>
</tr>
<tr>
<td>n</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
**Social Skills**

Table 12 shows the mean scores for social skills which improved from occasionally toward frequently (Mpre=3.38, SD=0.76) to a slightly more frequent engagement after twelve weeks (Mpost=3.90, SD=0.73) for special school pupils, this result was statistically significant (z (n=20) = -3.082, p=.002). All six individual skills reported statistically significant positive changes.

Special school pupils show the largest improvement for ‘can cope with a large group situation’ (+0.85).

On average, 65% (13 out of 20 pupils) in the sample improved their average scores for social skills after completing a twelve week CT course.

**Self-awareness and confidence**

Means for self-awareness and confidence are reported in table 13. The average overall score improved from an occasional (Mpre=3.19, SD=0.86) to a more frequent engagement (Mpost=3.73, SD=0.84). This difference was statistically significant (z (n=20) = -2.497, p=.013). Only one, ‘can acknowledge own problems and is willing to discuss them’, of the six descriptions did not show a statistically significant difference.

The description with the largest advancement reported for special school children was ‘can accept responsibility for his/her actions’ (+0.70).

Overall the majority of pupils in the sample 15 out of 20 pupils (75%) showed advancement in self-awareness and confidence.

**Table 13: Mean assessment scores for self-awareness and confidence: Special schools**

<table>
<thead>
<tr>
<th>Self-awareness and confidence</th>
<th>Pre</th>
<th>Post 12 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can accept responsibility for his/her actions</td>
<td>Mean</td>
<td>3.05</td>
</tr>
<tr>
<td></td>
<td>Std. dev</td>
<td>1.19</td>
</tr>
<tr>
<td>Can acknowledge own problems and is willing to discuss them</td>
<td>Mean</td>
<td>2.95</td>
</tr>
<tr>
<td></td>
<td>Std. dev</td>
<td>1.05</td>
</tr>
<tr>
<td>Maintains appropriate eye contact</td>
<td>Mean</td>
<td>3.10</td>
</tr>
<tr>
<td></td>
<td>Std. Dev</td>
<td>0.79</td>
</tr>
<tr>
<td>Participates in group work, making constructive suggestions and adapting ideas</td>
<td>Mean</td>
<td>3.15</td>
</tr>
<tr>
<td></td>
<td>Std. dev</td>
<td>1.04</td>
</tr>
<tr>
<td>Accepts public praise and congratulation appropriately</td>
<td>Mean</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>Std. dev</td>
<td>0.99</td>
</tr>
<tr>
<td>Has confidence to approach new situations</td>
<td>Mean</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>Std. dev</td>
<td>0.91</td>
</tr>
<tr>
<td><strong>AVERAGE: Self-awareness and confidence</strong></td>
<td>Mean</td>
<td>3.19</td>
</tr>
<tr>
<td></td>
<td>Std. dev</td>
<td>0.86</td>
</tr>
<tr>
<td><strong>n</strong></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
**Skills for learning**

The average score for skills for learning (see table 14) slightly rose from occasional towards frequently (Mpre=3.50, SD=0.86) before, to more frequently (Mpost= 3.84, SD=0.86) after a twelve week programme. However this increase was not statistically significant and none of the pre and post scores differences for individual areas recorded were statistically significant.

However on average, ten out of twenty pupils (50%) in sample from special schools showed an improvement for skills for learning.

*Table 14: Mean assessment scores for skills for learning: Special schools*

<table>
<thead>
<tr>
<th>Skills for learning</th>
<th>Pre</th>
<th>Post 12 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can work independently for short periods e.g. five minutes</td>
<td>Mean 3.45</td>
<td>3.75</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.89</td>
<td>1.16</td>
</tr>
<tr>
<td>Understands the structure within the day</td>
<td>Mean 4.05</td>
<td>4.35</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.83</td>
<td>0.99</td>
</tr>
<tr>
<td>Understands the structure of discipline e.g. action and consequences</td>
<td>Mean 3.85</td>
<td>4.15</td>
</tr>
<tr>
<td></td>
<td>Std. Dev. 0.81</td>
<td>0.86</td>
</tr>
<tr>
<td>Shows an enquiring mind</td>
<td>Mean 3.55</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.05</td>
<td>1.04</td>
</tr>
<tr>
<td>Has developed study skills</td>
<td>Mean 2.85</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.04</td>
<td>0.97</td>
</tr>
<tr>
<td>Pays attention to class discussions</td>
<td>Mean 3.25</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 1.16</td>
<td>0.98</td>
</tr>
<tr>
<td>AVERAGE: Skills for learning</td>
<td>Mean 3.50</td>
<td>3.84</td>
</tr>
<tr>
<td></td>
<td>Std. dev. 0.86</td>
<td>0.86</td>
</tr>
<tr>
<td>n</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Approach to learning**

A higher average approach to learning was recorded with an occasional towards frequent engagement (Mpre=3.52, SD=0.78) before, to a more frequent engagement after (Mpost=3.92, SD=0.77) the twelve week programme. This difference was statistically significant (z (n=20) = -2.205, p=.027). However results of improved scores of five descriptions were not statistically significant, only the aspect ‘uses appropriate language and gestures’ (+0.55) showed statistically significant differences.

In the sample, ten out of twenty pupils (50%) had a rise in scores in their approach to learning after attending a twelve week CT course.
Table 15: Mean assessment score for approach to learning: Special schools

<table>
<thead>
<tr>
<th>Approach to learning</th>
<th>Pre</th>
<th>Post 12 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is prepared to work in lessons</td>
<td>Mean</td>
<td>3.60</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.88</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>3.90</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.91</td>
</tr>
<tr>
<td>Uses appropriate language and gestures</td>
<td>Mean</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.91</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.89</td>
</tr>
<tr>
<td>Can show a positive interest in lessons</td>
<td>Mean</td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.76</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>3.85</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.93</td>
</tr>
<tr>
<td>Treats equipment and the environment with respect</td>
<td>Mean</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.93</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>4.05</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.83</td>
</tr>
<tr>
<td>Will sit appropriately without causing disturbance in any given area on request</td>
<td>Mean</td>
<td>3.45</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>3.90</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.92</td>
</tr>
<tr>
<td>Shows an appropriate sense of humour</td>
<td>Mean</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.92</td>
</tr>
<tr>
<td>AVERAGE: Approach to learning</td>
<td>Mean</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.78</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>3.92</td>
</tr>
<tr>
<td></td>
<td>Std. dev.</td>
<td>0.77</td>
</tr>
<tr>
<td>n</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

4. Summary of Behaviour and Skills assessment

All samples by school type showed changes for the better in all wide-ranging areas of behaviour. The largest improvements were reported in social skills, self-awareness and confidence followed by self-control and management of behaviour and approach to learning.

For primary pupils the positive changes of the present report were slightly smaller than those reported in 2013-14 and for terms 1 and 2 earlier this year but none the less they were consistent in showing that the six week Challenger Troop programme made a change for the better in pupils’ behaviour, skills and approaches to learning. This and earlier reports showed repeatedly that largest changes were shown in maintaining appropriate levels of behaviour when the class routine was disrupted, coping and working with groups and developing a sense of humour. In summary, primary school children showed most improvements behaving more appropriately in the classroom environment and working better with others.

Having repeated the analysis for secondary school pupils with a larger sample size clearly showed that a twelve week Challenger Troop programme showed significant improvements in all areas of the social skills and behaviour assessment. In comparison to previous analysis the largest improvements have been reported for secondary pupils in advancing their behaviour in the school environment by being less disruptive, they were also better with groups showing an awareness of others in class discussions as well and accepting responsibility for their own actions. A twelve week CT programme proved to be effective for secondary school pupils in terms of improving behaviour and social skills.
For special schools the sample size was still relatively small but distinct trends were found that special school pupils showed improvements after a twelve week programme in self-control and management, social skills, self-awareness and confidence and approach to learning. Previous analysis in 2013-14 of a small sample suggested no improvement after a twelve week course for special schools but significant improvements when pupils attended two or three consecutive twelve week CT programmes. Results for special schools from terms 1&2 and terms 3 to 6 clearly showed improvements after a twelve week programme for special schools with small positive changes for terms 1&2 and slightly larger changes for terms 3 to 6 for most areas. Nonetheless the present analysis reported the most substantial amounts of positive change for special school children who often started with a lower engagement score for each behaviour description than any other school type.

The area of highest positive changes for special school pupils drawing on previous and present reports highlighted particular aspects of maintaining appropriate levels of behaviour when the class routine is disrupted, coping better with group situations and using appropriate language and gestures.

Having compared these results for all three school types to previous analysis makes the results much more reliable and robust. Consequently, it can be suggested that the CT programme is effective for all school types. The course length seemed appropriate at six weeks for primary schools and twelve weeks for secondary schools. Special schools may benefit from a longer programme but it has been demonstrated that a twelve week course also shows desired results in improving pupils’ behaviour and social skills. Overall it can be concluded that the CT programme helps all pupils attending a programme to interact better with others.

As for all behaviour assessments a limitation could be that assessments are affected by a bias due to a potential subjectivity of the teacher’s judgment. Also forms have not always been completed by the same teacher before and after the course.
Pupils’ voices: Analysis of Participant Feedback Forms

A total of 674 participant feedback forms (see appendix) were analysed for terms 1 to 6 in the academic year 2014-15. Forms were received from 63 schools comprising a range of primary schools, secondary schools, special schools and Pupil Referral Units (PRU); a detailed breakdown is given in table 16. The following tables investigate pupil voice forms by term (1&2, 3&4 and 5&6) and for PRUs. Further, a particular focus will be given to 391 pupil voice forms from terms 3 to 6 which are analysed by course type: 6 week programmes, twelve week programmes and Tiger Troops (a newly developed shorter programme of two hours per week for six weeks in primary schools).

Table 16: Respondents by school type

<table>
<thead>
<tr>
<th>School type</th>
<th>All in 2015</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Primary School</td>
<td>364</td>
<td>51.3</td>
<td>104</td>
<td>39.2</td>
</tr>
<tr>
<td>Secondary School</td>
<td>238</td>
<td>35.3</td>
<td>106</td>
<td>40.0</td>
</tr>
<tr>
<td>Special School</td>
<td>79</td>
<td>11.7</td>
<td>52</td>
<td>19.6</td>
</tr>
<tr>
<td>PRU</td>
<td>11</td>
<td>1.6</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>674</td>
<td>100</td>
<td>265</td>
<td>100</td>
</tr>
</tbody>
</table>

*97 of those were Tiger Troops (40.4%)

For all 2014-15 responses, the programme length was six weeks for 25.1% and twelve weeks for 60.51% and 14.4% attended the new Tiger Troops programme. Primary schools typically run six week programmes, secondary, special schools and PRUs participants took part in twelve week programmes.
1. Did you enjoy your time on the Challenger Troop Course?

The majority of pupils who attended a CT course enjoyed their time on the programme (96.3%), only 3.1% were unsure and only four pupils of the whole 2014-15 cohort (0.6%) reported that they didn’t enjoy the course. Tables 17 and 18 show detailed break downs.

*Table 17: Did you enjoy your time on the CT course? Responses by All, PRU and by terms*

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>PRU</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>644</td>
<td>96.3</td>
<td>11</td>
<td>100</td>
<td>250</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>0.6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not sure</td>
<td>21</td>
<td>3.1</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>674</td>
<td>100</td>
<td>11</td>
<td>100</td>
<td>265</td>
</tr>
</tbody>
</table>

*Table 18: Did you enjoy your time on the CT course? Responses for terms 3 to 6 and by course type*

<table>
<thead>
<tr>
<th></th>
<th>Terms 3-6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>376</td>
<td>96.2</td>
<td>75</td>
<td>97.4</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>1.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not sure</td>
<td>11</td>
<td>2.8</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>391</td>
<td>100</td>
<td>77</td>
<td>100</td>
</tr>
</tbody>
</table>

As in previous year’s and terms 1&2 participant evaluation the foremost favourite elements of the programme were Adventure Training which included physical activities and skills such as archery, air rifles, raft-building and trail biking. Pupils on six week courses (48.1%) and twelve week courses (38.3%) reported Adventure Training as their favourite aspect of
the programme whereas Tiger Troops favoured **Sports** (39.2%) to **Adventure Training** (27.8%) as their first choice.

The second favourite part of the course was **Bush Craft**, favoured by 29.7% of primary pupils on six week programmes and 22.4% of pupils on twelve week programmes. **Bush Craft** included challenging survival skills such as wild food foraging and cooking, fire lighting and shelter building. As a second choice this was followed by **Field Craft** which included camouflage and concealment and patrolling for six week courses (23.4%) and the **Residential** for twelve week courses (17.9%). Tiger Troops preferred **Drills** (26.7%) and **Field Craft** (22.1%). The **Residential** was also popular amongst all pupils (this was not a part of the Tiger Troop programmes).

The third choice for favourite course part was **Field Craft** for six week courses (29.8%), a tie between **Bush Craft** and the **Residential** for twelve week courses (both 16.1%) and **Drills** for Tiger Troops (22.9%).

Charts 1 and 2 show all three choices of favourite parts of the CT programme for six and twelve week courses and Tiger Troop responses, all for terms 3 to 6.
2. Have you done activities with Challenger Troop that you never thought you were able to do?

The majority of respondents, 84.4%, have done activities with Challenger Troop that they never thought they were able to do, 8.3% were not challenged by the activities and 7.3% answered ‘not sure’. Tables 19 and 20 show detailed break downs.

Table 19: Have you done activities with CT you never thought you were able to do?
Responses by All, PR and by terms

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>PRU</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>568</td>
<td>84.4</td>
<td>8</td>
<td>72.7</td>
<td>222</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>8.3</td>
<td>2</td>
<td>27.3</td>
<td>22</td>
</tr>
<tr>
<td>Maybe</td>
<td>49</td>
<td>7.3</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>TOTAL</td>
<td>673</td>
<td>100</td>
<td>11</td>
<td>100</td>
<td>265</td>
</tr>
</tbody>
</table>
Pupils from PRUs were less likely to be challenged by the activities of the CT programme than other school types (primary schools 87.8%, secondary schools 79.0%, Special schools 87.3% and PRU 72.7%). This difference was statistically significant $\chi^2=14.705$ df=6, $p=.023$.

*Table 20: Have you done activities with CT you never thought you were able to do? Responses for terms 3 to 6 and by course type*

<table>
<thead>
<tr>
<th></th>
<th>Terms 3-6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>333</td>
<td>85.4</td>
<td>63</td>
<td>82.9</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>7.9</td>
<td>6</td>
<td>7.9</td>
</tr>
<tr>
<td>Maybe</td>
<td>26</td>
<td>6.7</td>
<td>7</td>
<td>9.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>390</td>
<td>100</td>
<td>76</td>
<td>100</td>
</tr>
</tbody>
</table>

3. Do you think you have changed as a result of attending a Challenger Troop Course?

*Table 21: Do you think you have changed as a result of attending a CT course? Responses by All, PRU and by terms*

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>PRU</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>556</td>
<td>82.5</td>
<td>10</td>
<td>90.9</td>
<td>214</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>5.2</td>
<td>1</td>
<td>9.1</td>
<td>21</td>
</tr>
<tr>
<td>Maybe</td>
<td>78</td>
<td>11.7</td>
<td>0</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>669</td>
<td>100</td>
<td>11</td>
<td>100</td>
<td>264</td>
</tr>
</tbody>
</table>
When asked whether ‘do you think you have changed as a result of attending a Challenger Troop Course?’ 82.5% answered ‘yes’ that they have changed, 5.2% felt they had not changed and 11.7% were unsure. Detailed break downs for this question can be found in tables 21 and 22.

Table 22: Do you think you have changed as a result of attending a CT course? Responses for terms 3 to 6 and by course type

<table>
<thead>
<tr>
<th></th>
<th>Terms 3-6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>333</td>
<td>85.4</td>
<td>64</td>
<td>83.1</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>7.9</td>
<td>2</td>
<td>2.6</td>
</tr>
<tr>
<td>Maybe</td>
<td>26</td>
<td>6.7</td>
<td>11</td>
<td>14.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>388</td>
<td>100</td>
<td>77</td>
<td>100</td>
</tr>
</tbody>
</table>

Tiger Troops reported the highest percentage of having changed as a result of attending a CT Tiger Troop course, but this difference was not statistically significant in comparison to other course types.

4. If yes, how have you changed?

Overall pupils self-reported positive changes. The highest proportions of responses were given for ‘I am more confident’ (67.1 %); ‘I have grown up a bit more’ (66.9 %) and ‘I have more respect for others’ (62.6%). Results for all respondents and break downs are in tables 23 and 24.

Despite small numbers for PRUs, participating pupils had stated much higher percentage of self-reported change than any other group. These differences for all self-reported aspects were statistically significant when compared to other school types (primary, secondary, special schools also see report from terms 1 and 2). This suggests that CT courses have left a considerable impression on PRU attendees’ self-assessment to have changed for the better as a result of the programme.

Primary school pupils attending Tiger Troops reported significantly lower amounts of positive changes in their behaviour (see table 24) for ‘I take more responsibility for myself’ ($X^2=6.225 \ df=2, p=.044$), ‘I don’t get involved in as many fights’ ($X^2=9.915 \ df=2, p=.007$), ‘I have grown up a bit more’ ($X^2=7.482 \ df=2, p=.024$) and ‘I am better at handling conflict
\(x^2=8.201 \text{ df}=2, p=.017\). Other differences in self-reported aspects were not statistically significant.

Table 23: How have you changed as a result of the course? Percentage for all, PRU and by terms

<table>
<thead>
<tr>
<th>Pupils’ self-assessment</th>
<th>All</th>
<th>PRU</th>
<th>Terms 1&amp;2</th>
<th>Terms 3&amp;4</th>
<th>Terms 5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td>More responsible</td>
<td>62.5</td>
<td>81.8</td>
<td>64.9</td>
<td>68.6</td>
<td>55.4</td>
</tr>
<tr>
<td>Instructions followed</td>
<td>57.3</td>
<td>90.9</td>
<td>55.1</td>
<td>64.5</td>
<td>54.6</td>
</tr>
<tr>
<td>Feelings expressed</td>
<td>38.9</td>
<td>88.9</td>
<td>38.9</td>
<td>43.2</td>
<td>35.8</td>
</tr>
<tr>
<td>Pay better attention</td>
<td>51.8</td>
<td>63.6</td>
<td>48.3</td>
<td>56.2</td>
<td>52.5</td>
</tr>
<tr>
<td>Less fighting</td>
<td>41.7</td>
<td>81.8</td>
<td>38.9</td>
<td>42.6</td>
<td>44.2</td>
</tr>
<tr>
<td>Get less angry</td>
<td>47.2</td>
<td>81.8</td>
<td>44.5</td>
<td>51.5</td>
<td>47.1</td>
</tr>
<tr>
<td>Get into less trouble</td>
<td>51.5</td>
<td>81.8</td>
<td>47.9</td>
<td>58.0</td>
<td>50.8</td>
</tr>
<tr>
<td>Grown up a bit</td>
<td>66.9</td>
<td>80.0</td>
<td>66.4</td>
<td>72.8</td>
<td>63.3</td>
</tr>
<tr>
<td>More self-respect</td>
<td>56.5</td>
<td>90.9</td>
<td>53.6</td>
<td>64.5</td>
<td>54.2</td>
</tr>
<tr>
<td>I respect others more</td>
<td>62.6</td>
<td>90.9</td>
<td>56.6</td>
<td>73.4</td>
<td>61.7</td>
</tr>
<tr>
<td>Conflict handled</td>
<td>38.4</td>
<td>85.7</td>
<td>37.0</td>
<td>45.0</td>
<td>35.4</td>
</tr>
<tr>
<td>More confident</td>
<td>67.1</td>
<td>72.7</td>
<td>63.4</td>
<td>74.0</td>
<td>66.3</td>
</tr>
<tr>
<td>More self-control</td>
<td>58.2</td>
<td>72.7</td>
<td>51.7</td>
<td>66.9</td>
<td>59.2</td>
</tr>
<tr>
<td>(n)</td>
<td>674</td>
<td>11</td>
<td>265</td>
<td>169</td>
<td>240</td>
</tr>
</tbody>
</table>
Table 24: How have you changed as a result of the course? Responses for terms 3 to 6 and by course type

<table>
<thead>
<tr>
<th>Pupils’ self-assessment</th>
<th>Terms 3 to 6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td>More responsible</td>
<td>61.1</td>
<td>66.2</td>
<td>64.1</td>
<td>50.5</td>
</tr>
<tr>
<td>Instructions followed</td>
<td>59.6</td>
<td>67.5</td>
<td>59.9</td>
<td>52.6</td>
</tr>
<tr>
<td>Feelings expressed</td>
<td>39.9</td>
<td>35.1</td>
<td>43.3</td>
<td>36.1</td>
</tr>
<tr>
<td>Pay better attention</td>
<td>55.2</td>
<td>66.2</td>
<td>52.1</td>
<td>53.6</td>
</tr>
<tr>
<td>Less fighting</td>
<td>44.0</td>
<td>59.7</td>
<td>39.2</td>
<td>42.3</td>
</tr>
<tr>
<td>Get less angry</td>
<td>49.1</td>
<td>57.1</td>
<td>49.8</td>
<td>44.3</td>
</tr>
<tr>
<td>Get into less trouble</td>
<td>55.0</td>
<td>62.3</td>
<td>56.2</td>
<td>46.4</td>
</tr>
<tr>
<td>Grown up a bit</td>
<td>68.3</td>
<td>79.2</td>
<td>68.2</td>
<td>59.8</td>
</tr>
<tr>
<td>More self-respect</td>
<td>59.1</td>
<td>64.9</td>
<td>59.9</td>
<td>52.6</td>
</tr>
<tr>
<td>I respect others more</td>
<td>65.7</td>
<td>74.0</td>
<td>64.5</td>
<td>61.9</td>
</tr>
<tr>
<td>Conflict handled</td>
<td>40.4</td>
<td>53.2</td>
<td>39.6</td>
<td>32.0</td>
</tr>
<tr>
<td>More confident</td>
<td>71.1</td>
<td>72.7</td>
<td>71.4</td>
<td>69.1</td>
</tr>
<tr>
<td>More self-control</td>
<td>63.2</td>
<td>74.0</td>
<td>60.8</td>
<td>59.8</td>
</tr>
<tr>
<td>n</td>
<td>391</td>
<td>77</td>
<td>217</td>
<td>97</td>
</tr>
</tbody>
</table>

5. Have you done anything with Challenger Troop that has made you proud of yourself?

Overall, 81.8% of all respondents reported they have done something with CT that has made them proud of themselves, 8.6% answered that they haven’t done anything with CT that made them proud of themselves and 9.5% were not sure. Tables 25 and 26 show detailed responses.
Table 25: Have you done anything with Challenger Troop that has made you proud of yourself? Responses for All, PRU and by terms

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>PRU</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>544</td>
<td>81.8</td>
<td>10</td>
<td>90.9</td>
<td>215</td>
</tr>
<tr>
<td>No</td>
<td>57</td>
<td>8.6</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Not sure</td>
<td>64</td>
<td>9.5</td>
<td>1</td>
<td>9.1</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>665</td>
<td>100</td>
<td>11</td>
<td>100</td>
<td>262</td>
</tr>
</tbody>
</table>

There was a statistically significant difference by school type ($x^2=27.916$ df=6, $p=.0001$). special school (94.9%) and PRU (90.9%) pupils were more likely to report that they have done something that made them proud of themselves during the CT course in comparison to pupils from primary schools (85.0%) and secondary schools (72.3%).

Table 26: Have you done anything with Challenger Troop that has made you proud of yourself? Responses for terms 3 to 6 and by course type

<table>
<thead>
<tr>
<th></th>
<th>Terms 3-6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>319</td>
<td>82.9</td>
<td>66</td>
<td>89.2</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>8.6</td>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>Not sure</td>
<td>33</td>
<td>8.6</td>
<td>6</td>
<td>8.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>385</td>
<td>100</td>
<td>74</td>
<td>100</td>
</tr>
</tbody>
</table>
For terms 3 to 6 pupils have given 309 detailed written responses (79%), 76 from Tiger Troops and 233 from all other courses detailing what they had done on the CT course that made them proud.

Pupils on Tiger Troop programmes (TT) stated specific activities such as the bleep test (16%, 12 of 76 TT responses), sumo wrestling (14%, 11 responses), drills (six responses) which made them proud. Having a sense of achievement because they tried hard or mastered an activity they thought they were not able to do was mentioned by 18% (14 respondents) and another 10 said that they have improved in an activity, four were proud of their positive change in behaviour, four of improved confidence and five stated the awards they had achieved on the Tiger Troop programme fill them with pride.

Pupils on six and twelve week programmes were extremely satisfied and proud of their personal achievements (13%, 31 of 233 pupils), the official awards they received at the ceremony (12 responses) and being awarded a rank (seven responses). Being able to experience and take part in the different activities made 37 pupils (16%) proud and cooking (10), bleep test (eight), laser guns (eight), First Aid (seven) and map reading (seven) were the most mentioned activities. Another 19 respondents were proud that they tried their hardest and have not given up an activity even if they never thought they could do it in the first place, four pupils expressed this accomplishment as having faced a fear. Some said (21 pupils) they were pleased that they got better in an activity which was often fitness related and 12 pupils reported that they were proud to be in the Club 300. Twelve pupils were full of pride that they changed their behaviour for the better, 14 honored team work and helping others and eight pupils stated that the course improved their confidence. Further, 11% (25 pupils) were proud of having slept away from home and took part in the residential part of the course.

6. Importance of the Awards Ceremony

Pupils were asked how important it was to attend the Awards Ceremony and be recognised for their achievements in front of their family, school and other students. 66.7% of all respondents said it was very important to attend the Awards Ceremony, 27.2% quite important and 5.2% said it was not important at all.

Tables 27 and 28 show detailed responses for the different groups.

Results showed a difference by school type with secondary schools reporting the lowest proportion of importance of the Awards Ceremony, 49.3%, in comparison to primary schools (76.7%), special schools (73.7%) and PRUs (72.7%). A statistical significant test was not valid due to low responses for some answer options.
Table 27: Importance of attending Awards Ceremony, responses for ALL, PRU and by terms

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>PRU</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Very important</td>
<td>434</td>
<td>66.7</td>
<td>8</td>
<td>72.7</td>
<td>179</td>
</tr>
<tr>
<td>Quite important</td>
<td>183</td>
<td>27.2</td>
<td>1</td>
<td>9.1</td>
<td>60</td>
</tr>
<tr>
<td>Not important at all</td>
<td>34</td>
<td>5.2</td>
<td>2</td>
<td>18.2</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>651</td>
<td>100</td>
<td>11</td>
<td>100</td>
<td>254</td>
</tr>
</tbody>
</table>

Table 28: Importance of attending Awards Ceremony, responses for terms 3 to 6 and by course type

<table>
<thead>
<tr>
<th></th>
<th>Terms 3-6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Very important</td>
<td>249</td>
<td>65.7</td>
<td>51</td>
<td>68.9</td>
</tr>
<tr>
<td>Quite important</td>
<td>113</td>
<td>29.8</td>
<td>22</td>
<td>29.7</td>
</tr>
<tr>
<td>Not important at all</td>
<td>17</td>
<td>4.5</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>379</td>
<td>100</td>
<td>74</td>
<td>100</td>
</tr>
</tbody>
</table>
7. Was there anyone on the course that inspired you?

Overall 43.1% of students were inspired by another student, teacher or instructor on the CT course. A higher proportion of pupils felt inspired in terms 5 and 6 which is due to the Tiger Troop responses which are included for this period. Tables 29 and 30 give details.

Table 29: Was there anyone on the course that inspired you? Responses for All, PRU and by terms

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>PRU</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>267</td>
<td>43.1</td>
<td>4</td>
<td>40.0</td>
<td>98</td>
</tr>
<tr>
<td>No</td>
<td>352</td>
<td>56.9</td>
<td>6</td>
<td>60.0</td>
<td>147</td>
</tr>
<tr>
<td>TOTAL</td>
<td>674</td>
<td>100</td>
<td>10</td>
<td>100</td>
<td>245</td>
</tr>
</tbody>
</table>

Table 30: Was there anyone on the course that inspired you? Responses for terms 3 to 6 and by course type

<table>
<thead>
<tr>
<th></th>
<th>Terms 3-6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>161</td>
<td>45.2</td>
<td>36</td>
<td>55.4</td>
</tr>
<tr>
<td>No</td>
<td>195</td>
<td>54.8</td>
<td>29</td>
<td>44.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>356</td>
<td>100</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

Pupils on Tiger Troop programmes were much more likely to respond that someone on the course inspired them (see table 30). This difference was statistically significant ($\chi^2=43.353$ df=2, p=.0001)

Students were also asked to write down who or what inspired them on the CT course. Analysing the overall 275 written responses increased the proportion of pupils who were inspired to 78.3% for terms 3 to 6. Of those 59 responded from Tiger Troops (60.8%) and 216 from other course types (73.5%).
Tiger Troop pupils were mainly inspired by the instructors (83%) and 15% mentioned a friend’s name who inspired them on the course. Reasons that were given included that instructors were helpful, encouraging, instilled confidence, good at explaining and they were funny. Friends were an inspiration because they never gave up.

Pupils on other course types stated instructors (58%), a particular friend (16%), everyone (13%) and teachers (12%) as inspiring. Three respondents were unsure who or what inspired them and one stated their Dad who encouraged the pupil to attend the CT course. Instructors were seen as inspirations because they believed in pupils’ abilities and kept pushing them to take part in new activities and learn new skills. Teachers were mentioned for their encouragement. And there was a sense of group dynamic and helping each other.

8. What will stay with you after completing a Challenger Troop course?

Pupils were asked to tick all aspects that they think will stay with them after completing a course from a provided list. Responses are displayed for all participants and by groups are shown in tables 31 and 32.

Overall many pupils want to ‘improve the way they live their life’ (62.0%) and ‘be a better person’ (60.7%).

Table 31: What will stay with you after the course? Percentages for All, PRU and by terms

<table>
<thead>
<tr>
<th>Pupils’ self-assessment</th>
<th>All</th>
<th>PRU</th>
<th>Terms 1&amp;2</th>
<th>Terms 3&amp;4</th>
<th>Terms 5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved attendance</td>
<td>45.8</td>
<td>63.6</td>
<td>38.9</td>
<td>50.9</td>
<td>50.0</td>
</tr>
<tr>
<td>Show teachers more respect</td>
<td>56.5</td>
<td>72.7</td>
<td>49.1</td>
<td>68.0</td>
<td>56.7</td>
</tr>
<tr>
<td>Able to control anger</td>
<td>51.0</td>
<td>63.6</td>
<td>48.3</td>
<td>52.7</td>
<td>52.9</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>55.2</td>
<td>63.6</td>
<td>49.8</td>
<td>61.5</td>
<td>56.7</td>
</tr>
<tr>
<td>Be more focused in class</td>
<td>58.5</td>
<td>63.6</td>
<td>54.3</td>
<td>62.1</td>
<td>60.4</td>
</tr>
<tr>
<td>Be a better person</td>
<td>60.7</td>
<td>54.5</td>
<td>61.9</td>
<td>62.1</td>
<td>58.3</td>
</tr>
<tr>
<td>Use Fair Language rule</td>
<td>45.4</td>
<td>63.6</td>
<td>40.4</td>
<td>55.0</td>
<td>44.2</td>
</tr>
<tr>
<td>Improve the way I live</td>
<td>62.0</td>
<td>72.7</td>
<td>59.2</td>
<td>66.9</td>
<td>61.7</td>
</tr>
<tr>
<td>n</td>
<td>674</td>
<td>11</td>
<td>265</td>
<td>169</td>
<td>240</td>
</tr>
</tbody>
</table>
Table 32: What will stay with you after the course? Percentages for terms 3 to 6 and by course type

<table>
<thead>
<tr>
<th>Pupils’ self-assessment</th>
<th>Terms 3 to 6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved attendance</td>
<td>50.4</td>
<td>54.5</td>
<td>49.3</td>
<td>49.5</td>
</tr>
<tr>
<td>Show teachers more respect</td>
<td>61.6</td>
<td>64.9</td>
<td>63.1</td>
<td>55.7</td>
</tr>
<tr>
<td>Able to control anger</td>
<td>54.2</td>
<td>58.4</td>
<td>55.3</td>
<td>48.5</td>
</tr>
<tr>
<td>Follow instructions</td>
<td>60.1</td>
<td>63.6</td>
<td>60.8</td>
<td>55.7</td>
</tr>
<tr>
<td>Be more focused in class</td>
<td>62.7</td>
<td>71.4</td>
<td>59.4</td>
<td>62.9</td>
</tr>
<tr>
<td>Be a better person</td>
<td>61.1</td>
<td>61.0</td>
<td>59.9</td>
<td>63.9</td>
</tr>
<tr>
<td>Use Fair Language rule</td>
<td>49.4</td>
<td>55.8</td>
<td>47.5</td>
<td>48.5</td>
</tr>
<tr>
<td>Improve the way I live</td>
<td>65.0</td>
<td>70.1</td>
<td>62.7</td>
<td>66.0</td>
</tr>
<tr>
<td>n</td>
<td>391</td>
<td>77</td>
<td>217</td>
<td>97</td>
</tr>
</tbody>
</table>

There was a higher proportion of pupils attending six week programmes who reported that they were more focused in class after the programme and aim to improve the way they live. However all differences in table 32 were not statistically significant.

9. Recommend the course to others

The majority of pupils who attended a CT course (87.9%) said they would recommend the course to others. There were no significant differences despite the results in the sample that older pupils were more likely to recommend the course to others (primary schools 84.9%, secondary schools 90.2%, special schools 93.7% and PRUs 90.9%). Detailed responses by groups can be found in tables 33 and 34.

Tiger Troop attendees seemed to be more likely to be undecided in recommending the programme to others. However a significant test was not valid due to low numbers in some response options.
Table 33: Would you recommend the course to others? Responses for All, PRU and by terms

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>PRU</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>582</td>
<td>87.9</td>
<td>10</td>
<td>90.9</td>
<td>233</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>1.8</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Maybe</td>
<td>68</td>
<td>10.1</td>
<td>1</td>
<td>9.1</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>662</td>
<td>100</td>
<td>100</td>
<td>261</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 34: Would you recommend the course to others? Responses for terms 3 to 6 and by course type

<table>
<thead>
<tr>
<th></th>
<th>Terms 3-6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>331</td>
<td>86.4</td>
<td>62</td>
<td>83.8</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>1.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Maybe</td>
<td>45</td>
<td>11.7</td>
<td>12</td>
<td>15.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>383</td>
<td>100</td>
<td>74</td>
<td>100</td>
</tr>
</tbody>
</table>

10. Would you come back on another course?

Overall 84.4% of participants would come back on another CT course if they could and 9.1% were undecided. Tables 35 and 36 show detailed responses.
Table 35: Would you come back on another course? Responses for All, PRU and by terms

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>PRU</th>
<th>T1&amp;2</th>
<th>T3&amp;4</th>
<th>T5&amp;6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Yes</td>
<td>569</td>
<td>84.4</td>
<td>9</td>
<td>81.8</td>
<td>221</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>4.8</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Maybe</td>
<td>60</td>
<td>9.1</td>
<td>2</td>
<td>18.2</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>661</td>
<td>100</td>
<td>11</td>
<td>100</td>
<td>261</td>
</tr>
</tbody>
</table>

Table 36: Would you come back on another course? Responses for terms 3 to 6 and by course type

<table>
<thead>
<tr>
<th></th>
<th>Terms 3-6</th>
<th>6 week courses</th>
<th>12 week courses</th>
<th>Tiger Troops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>331</td>
<td>86.6</td>
<td>65</td>
<td>87.8</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>4.2</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Maybe</td>
<td>35</td>
<td>9.2</td>
<td>8</td>
<td>10.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>382</td>
<td>100</td>
<td>74</td>
<td>100</td>
</tr>
</tbody>
</table>

11. Summary of Pupils’ Voices

As in previous pupil voice analyses, the majority of pupils enjoyed the CT course they attended and most of the pupils said they would attend another course if they could or recommend it to others. Adventure training, Bush craft and Field craft were the favourite elements of the courses. Tiger Troops preferred Sports and Drill.
Pupils form PRUs reported that they were less likely to be challenged by the course content. On the other hand PRU pupils self-reported the highest proportions of change as a result of attending a CT programme in terms of following instructions, having more self-respect and respecting others. The majority of pupils reported that they have done something on the course that made them proud of themselves, but PRU pupils stated that they were most likely to have done something that made them proud when compared by school type. Tiger Troop pupils were most likely to be inspired by an instructor on the course. And the Award Ceremony was least important for secondary school pupils and more important for younger pupils.

The most common aspects of change pupils reported were ‘improved confidence’, that they had ‘grown up a bit’ and showed ‘more respect for others’. More than half of pupils self-reported that ‘improve the way I live my life’, ‘be a better person’, ‘be more focused in class’, ‘show teachers more respect’ and ‘follow instructions’ are aspects that will stay with them after the CT course. For terms 3 to 6 more than half also reported that their attendance will improve as a result of the course.

The self-completion questionnaires have been a useful tool to examine how pupils have experienced the CT programmes and helped to demonstrate the positive influences of the CT programmes on pupils’ improved behaviour and confidence.

**Conclusion**

This report adds to the evaluation of the CT programmes. It has shown again that CT works with vulnerable and disengaged pupils with a large proportion of attendees having special educational needs, being entitled to free school meals or encounter disconnection of main education.

Having carried out analysis repeatedly of more pupil assessments on behaviour makes it possible to give a reliable picture of the change in attitudes and behaviour pupils make as a result of the CT programmes. The encouraging changes in behavior and social skills have been reported by school types for primary, secondary and special schools.

In addition the pupil voices have corroborated the results from the teachers’ assessments and pupils also self-reported aspired changes. Pupils showed enhancements particularly in self-discipline, responsibility and attitudes towards others.

This report illustrates that CT programmes enabled young people in education to develop self-assurance, respect and life skills. The devised six and twelve week programmes have been proven successful in offering schools an alternative approach to learning. These CT programmes provide new opportunities, experiences and skills to pupils by challenging pupils enthusiastically and extensively and increasing their potential in life.
Appendices

Challenger Troop Course data: Behaviour assessment form

Participant Feedback form: Pupil voice questionnaire
## Challenger Troop Course Data

**Pupil Name:**

(Scoring: 1 - never, 2 - rarely, 3 - occasionally, 4 - frequently, 5 - always)

<table>
<thead>
<tr>
<th>Self-control and management of behaviour</th>
<th>Pre</th>
<th>Post 1</th>
<th>Post 2</th>
<th>Post 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can accept discipline without argument or sulking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can arrive in classroom and settle down quietly and appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows some self-discipline when others try to encourage deviation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaves in a socially acceptable manner in public e.g. outings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can maintain appropriate levels of behaviour when the class routine is disrupted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaves appropriately in all areas of the school building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social skills</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can cope with a large group situation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can take turns in question and answer sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can work alongside others in a group situation without disruption</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physically interacts in an appropriate way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in appropriate two way conversation with another pupil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate eye contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page
<table>
<thead>
<tr>
<th>Self-awareness and confidence</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
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<tr>
<td>Can accept responsibility for his/her actions</td>
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<tr>
<td>Can acknowledge own problems and is willing to discuss them</td>
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<tr>
<td>Maintains appropriate eye contact</td>
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<tr>
<td>Participates in group work, making constructive suggestions and adapting ideas</td>
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<tr>
<td>Accepts public praise and congratulation appropriately</td>
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<tr>
<td>Has confidence to approach new situations</td>
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<td><strong>Average</strong></td>
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<thead>
<tr>
<th>Skills for learning</th>
<th>Score</th>
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<tbody>
<tr>
<td>Can work independently for short periods e.g. five minutes</td>
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<td>Understands the structure within the day</td>
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<tr>
<td>Understands the structure of discipline e.g. action and consequences</td>
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<tr>
<td>Shows an enquiring mind</td>
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<tr>
<td>Has developed study skills</td>
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<tr>
<td>Pays attention to class discussions</td>
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<td><strong>Average</strong></td>
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<thead>
<tr>
<th>Approach to learning</th>
<th>Score</th>
<th>Score</th>
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<tbody>
<tr>
<td>Is prepared to work in lessons</td>
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<tr>
<td>Uses appropriate language and gestures</td>
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<tr>
<td>Can show a positive interest in lessons</td>
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<tr>
<td>Treats equipment and the environment with respect</td>
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<td>Will sit appropriately without causing disturbance in any given area on request</td>
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<tr>
<td>Shows an appropriate sense of humour</td>
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<td><strong>Average</strong></td>
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PARTICIATION FEEDBACK FORM

YOUR NAME: ...................................................... SCHOOL: .................................

TEAM/REGION: ................................................. COURSE DATE: .............................

1. Did you enjoy your time on the Challenger Troop Course? Please circle
   YES  NO  NOT SURE

2. Have you done activities with Challenger Troop that you never thought you were able to do? Please circle
   YES  NO  MAYBE

3. Do you think you have changed as a result of attending a Challenger Troop Course? Please circle
   YES  NO  MAYBE

4. If yes, how have you changed? Please tick all that apply
   - I take more responsibility for myself
   - I now respond better to instructions
   - I am better at expressing my feelings
   - I find it easier to pay attention
   - I don’t get involved in as many fights
   - I get less angry
   - I get into less trouble
   - I have grown up a bit more
   - I have more respect for myself
   - I have more respect for others
   - I am better at handling conflict
   - I am more confident
   - I have more self-control

5. What was your favourite part of the course? (Please number your top three; for example 1. Adventure training, 2. Navigation, 3. Residential)
   - Adventure training (archery, air rifles, raft-building, trail-biking)
   - Bush craft (Wild food foraging and cooking, firelighting, shelter-building)
   - Navigation (map work, radio procedures and hand signals)
   - Sports (team games, bleep test, challenge courses)
   - Field craft (Camouflage and concealment, patrolling)
   - Drills
   - Residential
   - Awards Night
   - Command tasks
   - First Aid
6. Have you done anything with Challenger Troop that has made you proud of yourself? Please circle
   YES  NO  NOT SURE
   If ‘yes’, please give details:...........................................................................................................

7. How important is it to you to attend the Awards Ceremony and be recognised for your achievements in front of your family, school and other students? Please circle
   VERY IMPORTANT  QUITE IMPORTANT  NOT IMPORTANT AT ALL

8. Was there anyone on the course (student, teacher, instructor) that inspired you? Please circle
   NO  YES
   If ‘yes’, please briefly state who and why............................................................................................

9. What do you think you will stay with you after completing a Challenger Troop Course? Please tick all that apply
   □ My attendance at school will improve  □ I will be more focused in class
   □ I will show my teachers more respect  □ I will be a better person
   □ I will be able to control my anger  □ I will use the Fair Language Rule
   □ I will be able to follow instructions from adults  □ I want to improve the way I live my life

10. Would you recommend this course to others? Please circle
    YES  NO  MAYBE

11. If you could, would you come back on another course? Please circle
    YES  NO  MAYBE

THANK YOU FOR COMPLETING OUR FEEDBACK FORM. EVERYTHING THAT YOU SAY WILL BE TREATED IN CONFIDENCE.
University of Brighton

Author: Stephanie Fleischer

University of Brighton
School of Applied Social Science
August 2015