



Invitation to Wilderness Schooling 2015

Dear Colleague, thank you for considering Wilderness Schooling for your pupils this year. Perhaps you have had some experience of our work, perhaps this is your first contact with us. Whichever it is, I would like to say welcome and I am looking forward to working with you. This short document is a companion to our 2014 Annual Report and sets out for you the benefit to children's attainment when they attend Wilderness Schooling, and the cost of the six week programme they will be part of. In 2014 we realised our hopes of proving that we can increase the children's progress in the core curriculum subjects by bringing them into the outdoor environment, I hope you will join us in 2015.

Toby Quibell PhD

This table below is a summary of the core assessments we gathered on 223 children who attended Wilderness Schooling compared to 217 who stayed in school. It is all explained in more detail on the next page, but please look at the Effect size, which is a measure of progress. Wilderness Schooling doubles the rate of progress in maths and English attainment. This is achieved over the course of a 6 week intervention.

Group Total	Wilderness School n=223			Control n=217		
	Reading	Writing	Maths	Reading	Writing	Maths
Mean T1	21.61	20.26	21.29	23.07	21.52	22.16
Mean T3	24.09	21.96	23.29	24.19	22.71	23.83
T1-T3 Progress	2.54	1.98	2.12	1.08	1.19	1.70
Std.Dev	3.58	3.09	3.27	3.53	3.36	3.07
Effect Size	0.76	0.73	0.66	0.30	0.35	0.49

Guidepost is a not-for-profit company guided by principles and ethics that are not simply monetary. We have worked to make the costs to your school for Wilderness Schooling as low as possible. Our fundraising programme subsidises every programme by 40%. The cost to each school is subsidised through charitable grants that we bring to each programme to pay for transport, site rental and the things that make the experience special. We are taking bookings for Spring 2, Summer and Autumn 1.

Attainment Data from Wilderness Schooling: Full Dataset

These data relate to the attainment of children who took part in Wilderness Schooling in 2014, compared to an equivalent number of children who received normal school interventions. The full data set is produced overleaf and the summary appears below. Data were collected at T1 prior to intervention and at T3 at follow-up time-point between 12 and 18 weeks post-intervention. The scores are taken from school attainment tests conducted with children as part of standard school assessments, apart from writing with is teacher assessed. Using this system 2 points corresponds to 1 sub-level. Every year pupils are expected to make progress amounting to 3 points.

Wilderness Schooling is especially concerned with the attainment gap between children at the same school often attributed to socio-economic status. Comparing the mean scores at T1 it is clear that the Wilderness School group contains children starting at a lower point of attainment. By T3 these children are achieving at the same level of their peers. The gap has closed.

The progress of WS children is therefore greater. We use John Hattie's analysis of progress called Effect Size that is calculated using change in mean score and a measure of how the data are spread (standard deviation). The average Effect size of all school interventions (homework, class size, revision classes etc.) is 0.4, which equates to one year's worth of progress. This means any intervention has to be above 0.4 to have credibility.

The data below show a mean effect size of 0.76 for reading, 0.73 for writing and 0.66 across all the 14 school groups who have taken part. This is a significant finding, and when compared to the control children, display a rate of progress that is double that achieved by normal school interventions.

The data from individual schools overleaf show some variability around this theme, but what is striking is not the variability but the consistency of the dataset. Wilderness Schooling works for all schools regardless of site, year group, or which practitioners manage the delivery.

School	Cohort	Wilderness			Control			
		Reading	Writing	Maths	Reading	Writing	Maths	
A	1	Mean T1	20.60	17.80	21.27	23.93	20.60	21.53
		Mean T3	25.40	19.93	23.80	23.93	22.33	24.20
		T1-T3 Progress	4.80	2.13	2.53	0.00	1.73	2.67
		Std. Dev	4.66	3.59	3.28	3.21	3.42	3.43
		Effect Size	1.03	0.59	0.77	0.00	0.51	0.78
A	2	Mean T1	21.27	20.20	20.47	23.40	21.67	21.13
		Mean T3	25.67	22.60	23.80	25.40	22.73	23.67
		T1-T3 Progress	4.4	2.4	3.33	2	1.07	2.53
		Std. Dev	3.47	3.10	3.67	4.48	3.74	3.69
		Effect Size	1.27	0.77	0.91	0.45	0.28	0.69
F	2	Mean T1	20.44	18.92	19.88	23.00	21.38	22.00
		Mean T3	22.44	20.60	21.24	23.62	22.19	23.08
		T1-T3 Progress	2.00	1.68	1.36	0.62	0.81	1.36
		Std. Dev	4.25	3.30	2.84	3.48	3.88	2.84
		Effect Size	0.47	0.51	0.48	0.18	0.21	0.48

A	3	Mean T1	27.91	25.17	24.82	30.45	27.36	26.64
		Mean T3	28.45	26.50	29.00	30.27	28.09	29.91
		T1-T3 Progress	0.55	1.33	4.18	-0.18	0.73	3.27
		Std. Dev	2.46	2.12	2.86	4.49	5.02	4.23
		Effect Size	0.22	0.63	1.46	-0.04	0.14	0.77
B	3	Mean T1	18.67	20.17	18.69	21.36	20.27	20.27
		Mean T3	20.00	19.40	20.85	22.82	21.67	23.00
		T1-T3 Progress	1.33	2.73	3.64	1.45	1.39	2.73
		Std. Dev	6.21	4.30	4.22	4.61	5.22	4.69
		Effect Size	0.21	0.63	0.86	0.32	0.27	0.58
C	3	Mean T1	21.13	20.38	21.00	22.45	22.45	21.91
		Mean T3	22.75	22.63	23.25	23.91	24.27	23.73
		T1-T3 Progress	1.63	2.25	2.25	1.45	1.82	1.82
		Std. Dev	3.69	4.43	4.12	5.66	5.26	3.50
		Effect Size	0.44	0.51	0.55	0.26	0.35	0.52
D	3	Mean T1	25.57	23.57	24.14	29.62	27.80	28.20
		Mean T3	29.14	25.43	25.57	31.00	28.73	29.53
		T1-T3 Progress	3.57	1.86	1.43	1.38	0.93	1.33
		Std. Dev	3.46	1.15	1.58	2.32	2.54	3.47
		Effect Size	1.03	1.61	0.91	0.60	0.37	0.38
E	1	Mean T1	26.22	23.26	25.35	21.33	19.08	21.33
		Mean T3	28.22	25.70	27.96	23.58	21.08	23.25
		T1-T3 Progress	2.00	2.43	2.61	2.25	2.00	1.92
		Std. Dev	4.22	3.72	4.34	3.96	3.36	3.31
		Effect Size	0.47	0.66	0.60	0.57	0.60	0.58
F	4	Mean T1	23.92	23.48	24.62	20.88	19.18	20.47
		Mean T3	28.76	25.64	26.46	21.82	20.29	20.41
		T1-T3 Progress	4.84	2.16	1.85	0.94	1.12	-0.06
		Std. Dev	2.91	3.31	3.77	3.21	2.55	2.44
		Effect Size	1.66	0.65	0.49	0.29	0.44	-0.02
B	4	Mean T1	19.38	18.29	18.07	19.67	19.00	18.33
		Mean T3	20.69	19.29	18.73	20.60	19.80	19.27
		T1-T3 Progress	1.85	1.14	0.67	0.93	0.80	0.93
		Std. Dev	1.66	3.21	2.81	3.02	3.29	2.30
		Effect Size	1.11	0.36	0.24	0.31	0.24	0.41
D	4	Mean T1	21.13	20.47	21.93	26.20	24.47	25.80
		Mean T3	23.93	22.47	22.33	27.67	25.80	26.60
		T1-T3 Progress	2.80	2.00	0.40	1.47	1.33	0.80

		Std. Dev	3.39	2.72	3.36		3.14	2.74	3.43
		Effect Size	0.83	0.73	0.12		0.47	0.49	0.23
G	4	Mean T1	19.83	17.17	19.23		20.36	18.55	20.33
		Mean T3	21.67	19.50	20.31		21.27	19.27	21.00
		T1-T3 Progress	2.00	2.33	1.08		0.91	0.73	0.67
		Std. Dev	2.39	1.65	2.44		3.03	2.27	2.51
		Effect Size	0.84	1.41	0.44		0.30	0.32	0.27
H	4	Mean T1	14.87	14.47	17.27		17.27	17.93	20.07
		Mean T3	16.07	15.80	19.53		18.60	19.00	22.20
		T1-T3 Progress	1.20	1.33	2.27		0.80	1.07	2.13
		Std. Dev	3.75	3.64	3.28		4.84	3.70	3.14
		Effect Size	0.32	0.37	0.69		0.17	0.29	0.68
Group	Total	Mean T1	21.61	20.26	21.29		23.07	21.52	22.16
		Mean T3	24.09	21.96	23.29		24.19	22.71	23.83
		T1-T3 Progress	2.54	1.98	2.12		1.08	1.19	1.70
		Std.Dev	3.58	3.09	3.27		3.80	3.61	3.31
		Effect Size	0.76	0.73	0.66		0.30	0.35	0.49