

**Ryders Hayes School**  
**Mindset and Your Learning Questionnaire**  
**Pre and post-intervention feedback report**

**PART ONE: Pupil's Mindsets and Learning behaviour before the Growth Mindset intervention (T1)**

Through research with XX and the Education Endowment Fund (EEF), researchers explored the Mindsets of pupils at Ryders Hayes School, as well as exploring their perception of their Learning Behaviour, and their approach to mistakes and challenges. The report was divided in two parts:

- Data which we refer to as Time 1 (T1); this is the pupils' self-reported Mindsets and Learning Behaviour before any Growth Mindset intervention lessons had taken place.
- Data which we refer to as Time 2 (T2); this is the pupils' self-reported Mindsets and Learning Behaviour after the Growth Mindset intervention lessons have taken place.

NB: By stating that a difference is statistically significant, we can assume (with 95% confidence) that a difference is not due to chance.

At Time 1, Ryders Hayes School pupils' Mean Mindset score was (**M = 3.45**). This means that, on average, the pupils' Mindsets were **between "Somewhat Fixed" and "Somewhat Growth"**. There was no meaningful difference between girls' and boys' learning behaviour.

**At Time 1, the whole group's mean Emotional Resilience score was 4.15.** As shown above, this means that before the intervention, pupils on average were between somewhat agreeing and agreeing that they were emotionally resilient in learning. This suggests that pupils without identified special educational needs agree more that they are emotionally resilient in learning.

**At Time 1, the whole group's mean Celebrates Mistakes score was 3.77.** As shown above, this means that before the intervention, Ryders Hayes School pupils, on average, were between somewhat disagreeing and somewhat agreeing that they celebrated mistakes.

**At Time 1, the pupils' mean Challenge Approach score was 4.18.** As shown above, this means that before the intervention, pupils were between somewhat agreeing and agreeing that they embrace challenge.

**On average the pupils' mean Persistence score at Time 1 was 4.75.** As shown above, this means that pupils were between somewhat agreeing and agreeing that they are persistent and have a mastery approach to learning.

## PART TWO: Was the 'Mindset' Intervention effective?

If the intervention was effective, we would expect to see the whole group's mindset become more growth, denoted by a lower Mindset questionnaire score than T1, and their Learning behaviour should become more positive, denoted by a higher score on the Your Learning questionnaire.

### Effect of intervention on Mindset

At Time 1, Ryders Hayes School pupils' Mean Mindset score was between "Somewhat Fixed" and "Somewhat Growth" (**M=3.45**). At Time 2, the pupils' Mindset Mean score was between 'Somewhat Growth' and 'Growth' (**M = 2.94**). **The difference between scores was statistically significant, suggesting that the growth mindset intervention had a positive effect on promoting growth mindsets within your Year 6 pupils.**

### Effect of intervention on Learning Behaviour

We compared the pupils' Learning scores between Time 1 and Time 2. This showed an increase in Your Learning Scores from T1 (M = **126.67**) to T2 (M = **136.37**). **The difference between scores was statistically significant, suggesting that Year 6 pupils have adopted a more positive learning behaviour after the mindset interventions.**

### Effect of intervention between genders

We compared the pupils' mindset mean scores between Time 1 and Time 2 according to their gender. This showed a significant increase in mindset mean from T1 to T2 for both males (M= **3.40** at T1, and M= **2.71** at T2) and females (M= **3.49** at T1 and M= **3.063** at T2). **Thus, both males and females adopted a more positive mindset after the intervention.** Pupils' gender did not have an influence on their change in mindset score.

### AFTER THE INTERVENTION (T2):

- The intervention was successful.
- **The intervention had a statistically significant effect on Mindset Mean scores, promoting growth mindset in all Year 6 pupils. At Time 2, the pupils' mean mindset score was between 'Somewhat Growth' and 'Growth'.**
- "Your Learning" scores increased, suggesting that **Year 6 pupils adopted more positive learning behaviours, and this result was found to be statistically significant.**
- **Whatever the pupils' gender, FSM status, or special education needs, the intervention had a positive impact on all pupils' Mindset Mean score. Improvement in Mindset Mean scores were found significant for all groups, except on pupils with FSM.**
- **Whatever the pupils' gender or special needs background, the intervention had a positive and significant impact on their learning behaviour.**

- **The intervention had a statistically significant effect on the following learning categories: pupils improved their emotional resilience in their learning, and they seemed to better celebrate their mistakes.** Although they have also improved in terms of persistence and embracing challenge when learning, this improvement was not found significant.
- We cannot confirm yet that the intervention had a positive effect on FSM pupils' mindset and learning behaviour. Therefore, attention should be given regarding this specific group of pupils, in order for them to embrace a growth mindset and help them improve their learning behaviour. *NB. Small numbers of pupils in this subgroup mean that the statistical analysis is less reliable, and we should take these results with caution.*

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