

## ImpactEd Group

| Address  | Key contacts  |
|--|---|
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### Experience in Educational Data Collection

ImpactEd Group provides research and evaluation expertise, and specialist advice and capacity building to organisations committed to improving outcomes for young people. We are an employee-owned organisation and our work spans primary and secondary schools and post-16 settings.

We have a dedicated Evaluation practice, ImpactEd Evaluation, which specialises in high-quality data collection and data analysis, including quasi-experimental designs, mixed-methods approaches, and survey design and validation. Through our School Impact Platform (SIP), we support over 2,000 schools and 100 educational organisations each year to conduct impact evaluations. To date, we have conducted over 30,000 evaluations using our platform.

The platform incorporates validated self-report measures of cognitive and non-cognitive outcomes and integrates with over 20 school Management Information Systems (MIS), covering 99.65% of the pupil population. This integration allows secure, automated transfer of pupil-level demographic data, and behavioural data including attendance, exclusions and behaviour points. In addition, alongside the automated data, we can also collect pupil-level attainment data if this is uploaded by the schools to the platform.

Many of our evaluations include collecting and analysing cognitive and non-cognitive measures data before and after an intervention; analysing behavioural data before and after an intervention; or analysing cognitive and non-cognitive measures data and behavioural data together to understand the interactions. As part of our evaluations, we can use the data on our platform to create comparison groups using techniques such as propensity score matching (see additional data services section for further information).

SIP collects pupil-level demographic, measures and behavioural data, detailed below.

**Demographic data is automatically transferred to our platform:**

- School Name
- Unique Pupil Number
- Pupil Postcode
- Year Group
- Date of Birth
- Education, Health and Care Plan (EHCP)
- English as an Additional Language (EAL)
- Ethnicity
- Ever6FSM
- Free School Meals (FSM)
- Local Authority Care (LAC)
- Special Education Need Status / Code

The surveys we use to measure cognitive and non-cognitive outcomes are validated measures from the research literature and below is a list of the key outcomes that we measure:

| Outcome   | Primary Pupils: | Secondary Pupils: |
|---|-----------------|-------------------|
| <b>Conscientiousness</b>                        | ✓               | ✓                 |
| <b>Extraversion</b>                             | ✓               | ✓                 |
| <b>Goal orientation</b>                         | ✓               | ✓                 |
| <b>Growth mindset</b>                           | ✓               | ✓                 |
| <b>Grit</b>                                     | ✓               | ✓                 |
| <b>Meta-cognition</b>                           | ✓               | ✓                 |
| <b>Motivation</b>                               | ✓               | ✓                 |
| <b>Openness</b>                                 | ✓               | ✓                 |
| <b>Psychological sense of school membership</b> | ✓               | ✓                 |
| <b>Teamwork</b>                                 | ✓               | ✓                 |
| <b>Test anxiety</b>                             | ✓               | ✓                 |

|                          |   |   |
|--------------------------|---|---|
| <b>School commitment</b> | ✓ | ✓ |
| <b>Self-efficacy</b>     | ✓ | ✓ |

Examples of the types of measures that we use to measure the outcomes include: the Warwick Edinburgh Wellbeing Scale (Tennant et al., 2007), the Short Grit Scale (Duckworth et al., 2009); Stirling Children’s Wellbeing Scale (Liddle & Carter, 2015); and the Motivated Strategies for Learning Questionnaire (Pintrich et al., 1991). A number of the measures we hold aligns with the measures on the EEF’s SPECTRUM database, and a full list of the measures is available on request.

**Behavioural data is automatically transferred to our platform:**

- Attendance – Percent of sessions attended in a term
- Behaviour points – Number of behavioural points received in a term.
- Exclusions – Number of days excluded in a term.

**Standardised assessments can be uploaded onto our platform manually by schools, for example:**

- SATs
- GCSEs
- CAT assessments

**Year Groups:** Projects span all year groups from primary to secondary, and we have undertaken some work with FE colleagues, and this is an area that we are expanding into further.

**Scale:** We have large-scale pupil samples across self-report measures on cognitive and non-cognitive outcomes. We are connected to approximately one in twenty primaries and one in five secondary schools across England. The sample sizes and the number of evaluations for the cognitive and non-cognitive outcomes that we have measured the most is provided in the table below.

| <b>Outcome Measure:</b>      | <b>Sample Size:</b> | <b>Number of Evaluations:</b> | <b>Year of Evaluations:</b> |
|------------------------------|---------------------|-------------------------------|-----------------------------|
| <b>Wellbeing (Secondary)</b> | 246,121             | 2747                          | 2018/19 - 2025/26           |

|   |         |      |                   |
|---|---------|------|-------------------|
| <b>Psychological sense of school membership</b> | 219,205 | 664  | 2020/21 - 2025/26 |
| <b>School commitment</b>                        | 175,029 | 1560 | 2018/19 - 2025/26 |
| <b>Metacognition</b>                            | 123,109 | 1717 | 2018/19 - 2025/26 |
| <b>Anxiety</b>                                  | 122,207 | 1171 | 2018/19 - 2025/26 |

The length and scale of our data collection activities varies depending on the evaluation or research. Our largest single data collection at one timepoint within a project has been 46,000 pupils across 62 primary and secondary school settings as part of our attendance research. In this project, we collected pupil surveys and linked this to attendance data at a pupil level (see specialist areas section for further information).

**Specialist areas:** ImpactEd Evaluation has expertise in collecting and analysing data from pupils in primary, secondary and FE settings on cognitive and non-cognitive outcomes. Related to this, we specialise in survey development and validation and have supported organisations to validate their own surveys for use in their settings. In terms of research areas, we run Targeted Research and Action Projects, using the platform, and to date have focused on research on attendance and inclusive environments where we examine the cognitive and non-cognitive outcomes that drive attendance and inclusive environments. Beyond the platform, our team are trained evaluators and researchers and can conduct quantitative, qualitative, and mixed methods evaluations, including participatory methods such as focus groups.

## Field Force Capacity and Expertise

ImpactEd's data collection model combines a scalable digital platform with in-person fieldwork capabilities. Our platform enables remote, automated data collection at scale – integrating with over 20 school Management Information Systems to securely transfer pupil-level demographic, behavioural, and attainment data without requiring in-school visits. In addition, validated pupil surveys are administered digitally through the platform, managed and monitored centrally by our research team.

For projects requiring in-person data collection – such as qualitative interviews, focus groups, or observations – we draw on a team of experienced researchers and evaluators. Our staff are frequently former teachers and education professionals, all of whom hold valid DBS certificates and receive regular training on data protection, safeguarding, and research ethics.

Team members are recruited based on relevant qualifications (typically postgraduate-level in education, psychology, or social research) and experience working in school settings.

Training is provided on a project-specific basis and includes: test/survey administration protocols, safeguarding procedures, data handling requirements, and the use of ImpactEd's data systems. Ongoing support is provided through regular team check-ins and a dedicated project lead for each evaluation.

Our geographical reach is national. The platform model means we can collect data from schools and settings across England without geographical constraint, while our in-person team is deployed across regions as project needs require.

## Communication Systems

**Schools and settings:** School onboarding is managed through a structured communication process. Each participating school is assigned a dedicated point of contact within the ImpactEd team who manages the relationship throughout the project lifecycle. Initial communication is via email, introducing the project, confirming participation, and providing onboarding guidance including technical setup instructions for MIS integration.

We use a shared delivery tracker to monitor the progress of school onboarding and data collection, which is accessible to the evaluator at any time. Schools receive regular updates on data collection timelines, and our service standard is that all feedback and queries are responded to and logged within 48 hours (typically much faster). We have a central school-support email address that is monitored at least twice daily, to allow for prompt responses.

For projects requiring survey administration, schools receive step-by-step guidance materials and access to a support inbox for technical queries.

Where schools are unresponsive, we follow a structured escalation process: initial email reminder, follow-up phone call, and if necessary, escalation through the evaluator or programme lead. All communications are logged centrally.

**Evaluators:** We will oversee the technical delivery of the platform will include establishing links to school MIS, answering technical FAQs, and handling data protection queries on behalf of evaluators. This will be supported by the development of onboarding resources and processes, including evaluator training and school support materials, with regular progress reporting to evaluators on technical set up and platform deployment. Where required, we will advise on and design the comparator group, collecting data safely and securely through our platform for anonymous sharing with evaluators. Throughout the partnership, designated points of contact will be provided to manage the relationship, including maintenance of a RAID (Risks, Assumptions, Issues, and Decisions) log between us and the evaluation team.

## Quality Assurance Strategies

**Response rates and data quality:** To ensure high response rates, we provide schools with clear data collection windows, send reminder communications at scheduled intervals, and offer flexible survey administration options (e.g. allowing schools to complete surveys across multiple sessions). The platform monitors completion rates in real time, enabling early identification of schools with low response rates so that targeted follow-up can be initiated. For behavioural data collected via MIS integration, completeness is assured by automated validation checks at the point of data transfer.

**Missing data:** Missing data is flagged automatically by the platform and reviewed by the project team. Where survey responses are incomplete, we assess the pattern of missingness and apply appropriate statistical techniques (e.g. multiple imputation, sensitivity analysis) as agreed with the evaluator. For behavioural data, we work with schools to resolve gaps in MIS records within the data collection window.

**Data accuracy:** Data accuracy is ensured through automated validation at the point of collection (e.g. range checks on survey responses, format validation on UPNs), a rolling internal audit log which allows inspection of data flows and actions, and manual spot-checks conducted by the research team on a sample of records for each project. From a technical perspective, we ensure data quality through all code having at least three stages of review in our internal tech team, an automated test suite, a rolling internal audit log which allows for inspection of data flows and actions automated and encrypted backups, keeping at least a month of retrospective data (by day and week), guarding against unintentional data destruction.

**Capacity mitigation:** The platform model provides inherent scalability – data collection capacity is not constrained by field force availability. For in-person fieldwork, we have a team of permanent evaluators and maintain a network of trained researchers who can be mobilised at short notice to meet surge demand. Project timelines include contingency for delays, and we have established relationships with partner organisations who can provide additional research capacity where needed.

## Project Leadership

**Dr Annette Zhao:** is Associate Director at ImpactEd Group, specialising in quantitative and mixed-methods research with a strong focus on conducting randomised controlled trials and quasi-experimental methods. She would lead on any complex research designs that involve randomised controlled trials and quasi-experimental methods.

**Dr Lauren Bellaera:** is Director of Research at ImpactEd Evaluation and a Lecturer at UCL Institute of Education. She is a cognitive psychologist and specialises in measuring educational outcomes and in survey design and would lead complex survey designs.

**Professor John Jerrim:** is Professor of Education and Social Statistics at UCL's Institute of Education and Research Director at ImpactEd Group, and has been an independent evaluator for the EEF, most notably leading the secondary school evaluation of the Mathematics Mastery programme. He has also contributed to EEF research on Covid-19 attainment gaps, teacher recruitment strategies, and the impact of maths tutoring, and would provide research guidance to the project leadership team.

We also have an in-house Developer who works in the ImpactEd Evaluation Practice and has technical oversight of the platform. Alongside this, we have an independent Research Advisory Panel consisting of sector leading academics and school leaders who can be mobilised to provide advice on evaluations and research projects where required.

### **Additional Data Services Offered**

The platform automates pre- and post-intervention matching, scores validated surveys and provides benchmarks and generates real-time impact dashboards. Furthermore, using the data available in the platform, we would be able to construct a matched comparator group, with pupils/schools with similar demographics. This could include data on pupil attendance, exclusions (fixed term and permanent), and behaviour data where this is available at a school level. Where relevant, we could also utilise ImpactEd's benchmarks for our variety of validated benchmarks, broken down by pupil demographics where sufficient sample sizes are available. In addition, ImpactEd Evaluation has experience in data cleaning, survey validation, and qualitative interviews and other forms of participatory methods.

### **Data Protection**

We are registered with the ICO (ZB373629) and is Cyber Essentials Plus certified (certificate number: fe127d95-a207-4762-ba4f-3cdd5a4a61ff).

Across of our evaluation and research projects, we comply with all obligations and procedures set out under the EU General Data Protection Regulation (GDPR), the UK Data Protection Act or any equivalent or similar legislation implemented in the United Kingdom. We include data protection clauses as part of our contracts with all our partners and have a high standard of data protection for all our partners and sub-processors. ImpactEd is Cyber Essentials Plus certified, registered with the ICO (number: ZB373629). Provisions include:

- All Personal Data being processed within the European Economic Area or under equivalent adequacy arrangements
- Notifying partners within 24 hours of becoming aware of any breach of security
- All personnel with data access are bound by enforceable obligations of confidentiality, possess a valid DBS certificate, and receive regular training on data protection legislation

In relation to our platform, it undergoes regular penetration testing by a CREST-accredited external provider (iStorm Solutions). Key safeguards include:

- All personal data originating from schools is transported and stored using best-practice encryption technologies. All HTTP requests are made over HTTPS using high-level SSL security, monitored by an external service. Data is protected by encryption, including 256-bit SSL/TLS in motion and 128-bit AES at rest.
- All services are configured with individual passwords and permissions to limit access.
- All ports are locked down and only designated services are permitted to communicate with each other.
- Within 24 hours of becoming aware of any security breach, ImpactEd Evaluation will notify partners and ensure communication to affected data subjects where appropriate.
- We keep a rolling internal audit log of recent actions to support inspection and restoration of unintentional deletions.
- We operate automated, encrypted backups with at least a month of retrospective data (daily and weekly), guarding against unintentional data loss.

## **Safeguarding**

The data collection for the platform is conducted online via schools and there is no in-school data collection that takes place. However, we do conduct other evaluation activities that involve in-person / in-school data collection from children and young people. Further information about our approach to safeguarding is provided below.

We are committed to proactively safeguard children, young people, beneficiaries and employees and to taking reasonable steps to protect people who come into contact with the organisation from harm. We have a safeguarding policy (available on request) which outlines the safeguarding procedures in place at the organisation and the policies all team members follow in relation to safeguarding. All of our employees are DBS checked before starting work with us.

## Project Examples

| Project:   | Partners:                         | Phase / Year Group:    | Data Collection:  | Description:  |
|--|-----------------------------------|------------------------|---|---|
| <b>Education Development Trust – National Tutoring Programme</b> | Education Development Trust       | Primary & Secondary    | Pupil self-report surveys (wellbeing, self-efficacy, motivation); attendance data via SIP MIS integration; propensity score matching (PSM) for comparison groups  | Three-year mixed-methods evaluation (2021–24) of School-Led Tutoring and Academic Mentoring strands. Collected socio-emotional outcome data and attendance across multiple timepoints. Used PSM to construct matched comparison groups. Report published. |
| <b>SAFE Taskforce Southwark</b>                                  | DfE / London Borough of Southwark | Secondary (Years 7–11) | Pupil surveys (wellbeing, emotional regulation, attitudes to school); behavioural data (attendance, exclusions, behaviour points) via SIP; qualitative interviews | Three-year impact evaluation across 13 secondary schools evaluating interventions (e.g. CBT mentoring, Football Beyond Borders) for pupils at risk of serious youth violence. Collected data for both participating and comparison group pupils.          |
| <b>The Difference – School Leadership Programme</b>              | The Difference                    | Primary & Secondary    | Behavioural data (attendance, exclusions, behaviour points) via SIP MIS integration; demographic data   | Ongoing partnership since 2023 collecting behavioural data to evaluate the impact of The Difference’s school leadership programme on school-level outcomes. Data benchmarked against ImpactEd’s national database.  |

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|--|----------------------------|---------------------|---|---|
| <b>City of London Corporation – City Premium Grant</b> | City of London Corporation | Primary & Secondary | Pupil surveys via SIP (validated self-report measures); behavioural data via MIS integration; school-level attainment data      | Supporting schools and the Corporation in evaluating projects funded through the City Premium Grant. Platform-based data collection with reporting to schools and funders on pupil outcomes.                  |
| <b>Football Beyond Borders – Programme Evaluation</b>  | Football Beyond Borders    | Secondary           | Pupil surveys via SIP; attendance, exclusions, behaviour points via MIS integration; demographic subgroup analysis              | Independent research support across 60 schools (2024–25). Collected pupil survey data alongside behavioural data, with contextual and demographic subgroup analysis. Staff training on platform use provided. |
| <b>Ernest Cook Trust – OWL Programme</b>               | Ernest Cook Trust          | Primary             | Pre, post, and follow-up pupil surveys (Wellbeing, School Engagement, Nature Connection) via SIP                                | Year 3 evaluation across 54 primary schools measuring the impact of outdoor learning on pupil outcomes. Three-timepoint survey design enabled assessment of sustained change.                                 |
| <b>Jamie’s Farm – Residential Programme</b>            | Jamie’s Farm               | Secondary           | Pupil surveys (wellbeing and socio-emotional outcomes) via SIP; behavioural data via MIS integration; comparison group analysis | Longitudinal partnership since 2018 tracking outcomes for young people participating in farm-based residential programmes. Measures adapted annually; data compared against non-participating peers.          |