

**School Effectiveness Impact Evaluation 2016**  
**Achieving Excellence Together**

<b>Report title</b>	<b>Primary School Improvement</b>
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<b>Achieving Excellence Together 2015-2018</b>	<b>Key objectives 2015-2016</b> Priority 1: Raising achievement and closing gaps Priority 2: Assessment and statutory testing Priority 3: Improve the quality of teaching Priority 4: Strengthen and build capacity for leadership Priority 5: Increase the number of Good and Outstanding schools

**Impact Evaluation 2015- 2016**

**Objective 1: Raising standards and close achievement gaps**

**Provisional outcomes for 2016**

*This is the first year of the new assessments and the DfE have advised that 2016 outcomes for end of KS1&2 should be treated with caution. Comparisons with previous years cannot be made.*

**Green above national    Blue: in line with national    Red: below national**

**EYFS**

2016 outcomes for a GLD show no improvement and the LA is no longer above national but in line at **69%**. Whilst the gap has closed between boys and girls achievement when compared against national, this is a result of boys' outcomes improving but a decline for girls. The gap has widened by **3ppts** for disadvantaged against others.

**Key Stage 1 2016**

**Years 1& 2 Phonics**

	<b>Ealing</b>	<b>National</b>	<b>Ealing</b>	<b>National</b>
<b>Year 1 Phonics</b>	<b>82%</b>	<b>81%</b>		
<b>Year 2 Phonics</b>			<b>91%</b>	<b>Not available</b>

**End of KS1**

	<b>Expected Standard</b>		<b>Greater Depth standard</b>	
	<b>Ealing</b>	<b>National</b>	<b>Ealing</b>	<b>National</b>
<b>Reading</b>	<b>72%</b>	<b>74%</b>	<b>20%</b>	<b>24%</b>
<b>Writing</b>	<b>62%</b>	<b>66%</b>	<b>12%</b>	<b>13%</b>
<b>Mathematics</b>	<b>72%</b>	<b>73%</b>	<b>17%</b>	<b>18%</b>
<b>Combined</b>	<b>58%</b>	<b>60%</b>	<b>8%</b>	<b>9%</b>

- Year 1 phonics show +3pts against +4pts nationally but remains above the national average. An improvement of 1pt in Year 2 phonics and remaining high with no detail of national at present.
- At KS1 the LA is below n/a for the expected standard in all subjects, most notably in writing.
- Working at Greater Depth is also below the n/a, though less marked for reading & writing

**End of KS2 2016**

	<b>Scaled score</b>				<b>Teacher Assessment</b>			
	<b>Expected Standard (100+)</b>		<b>Higher Standard National (110+)</b>		<b>Expected Standard</b>		<b>Greater Depth Standard</b>	
	<b>Ealing</b>	<b>National</b>	<b>Ealing</b>	<b>National</b>	<b>Ealing</b>	<b>National</b>	<b>Ealing</b>	<b>National</b>
<b>Reading</b>	<b>65%</b>	<b>66%</b>	<b>18%</b>	<b>19%</b>				
<b>Writing</b>					<b>74%</b>	<b>74%</b>	<b>14%</b>	<b>15%</b>
<b>Mathematics</b>	<b>75%</b>	<b>70%</b>	<b>21%</b>	<b>17%</b>				
<b>Combined</b>	<b>54%</b>	<b>53%</b>	<b>6%</b>	<b>5%</b>				
<b>EGPS</b>	<b>78%</b>	<b>72%</b>	<b>27%</b>	<b>23%</b>				

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- **Combined:** Provisional outcomes show that the LA is at 54% combined (reading, writing and mathematics) on the new Expected Standard against 53% nationally.
- **Progress:** Provisional outcomes for 'Sufficient progress' for the floor standard, show that the LA overall scores better than national. The position is likely to improve for reading as a result of requests for remarks.

#### KS1-KS2 progress (Sufficient progress threshold for floor standard)

	Sufficient progress	
	National	Ealing
<b>Reading</b>	- 5	- 0.05
<b>Writing</b>	- 7	- 0.04
<b>Mathematics</b>	-5	+1.03

#### Floor standard

One school is below the new floor standard.

#### Coasting

All Ealing schools are below the attainment threshold for 'coasting' of 85% combined Expected Standard. The sufficient progress measure for 'coasting' will be published later in the autumn 2016.

#### Achievement of groups 2015 data.

##### Combined L4+ (reading, writing and mathematics)

- White British achieve above national and their their comparator group at 82% combined.
- Indian pupils achieve above national but are sig- (RoL) when compared to their comparator group nationally.
- Black African Caribbean achieve slightly above national and above their comparator group.
- Disadvantaged pupils achieve at sig+ (RoL) when compared against the national average, but sig- for those not in receipt of Pupil Premium.
- White disadvantaged pupils achieve below the national average but better than their national comparator group at 67% against 63%
- Black African Caribbean disadvantaged pupils in Ealing achieve just below the national average but above their comparator group at 78% against 72%.
- Wide variation between schools in the achievement of disadvantaged pupils (FSM6) and ethnicity for example the range for White British is from 42% to 84% Combined and for Black African Caribbean from 38% to 100% Combined.

#### Summary

##### Strengths

- Phonics in Year 1.
- KS2 Expected standard for mathematics and EGPS
- KS2 Higher Standard for EGPS and mathematics
- Disadvantaged pupils do better than national at KS2 including the outcomes for White and for Black African Caribbean groups.

##### Weaknesses

- Disadvantaged children at the end of EYFS
- KS1 reading, writing and mathematics
- KS2 reading
- Notable variation between some schools in reading and mathematics
- Between school variation in the achievement of disadvantaged pupils in relation to ethnicity.
- 47 schools below the floor standard attainment measure for combined (65% combined)
- All schools below the coasting attainment measure for combined (85%)
- Those not in receipt of the Pupil Premium

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#### **Achievement of groups 2015 data.**

##### **Combined L4+ (reading, writing and mathematics)**

- Those in receipt of the Pupil Premium achieve at sig+ when compared against the national average, but sig- for those not in receipt of Pupil Premium.
- White disadvantaged pupils achieve better than their national comparator group .....
- Black African Caribbean....
- Indian pupils are sig- when compared to their comparator group nationally.
- Black African Caribbean achieve broadly in line with national.
- Wide variation between schools in the achievement of disadvantaged pupils

#### **Priority 2: Assessment including Statutory Testing and Moderation**

The LA has anticipated and responded to emerging issues in schools in the absence of national guidance on assessment without levels. The LA has supported its schools with a range of events and supporting materials. These include – a conference on Assessment and Accountability, standardisation events and a portfolio of exemplification so that all schools have a benchmark of standards. This has been extremely well received by schools.

The moderation arrangements for KS1 and KS2 have been well evaluated and viewed as a rigorous and a positive experience for teachers. However there was one omission in arrangements as the LA did not undertake a moderation with another LA to QA their processes.

Feedback from schools in this area remains consistently high at **93% Good or Outstanding**

#### **Priority 3: Improve the quality of teaching**

Quality of teaching and assessment remains a focus on LO agenda. Feedback from reports and the recent standardisation meetings indicate the following areas are strengths:

- teaching of phonics
- teachers' subject knowledge and understanding of progression in mathematics

Areas for development include:

- teaching of inference and deduction in reading
- teaching of reasoning in mathematics
- balancing the composition and technical aspects of writing

#### **Priority 4: Strengthen and build capacity for leadership**

During 2015-16 much of the building capacity activity was initiated by the LA but increasingly led in partnership with school leaders for example, the AH/DH training led by the EPTSA Leadership Commission has improved attendance of AH/DHs from 15 to over 70, with excellent evaluations.

Over the last year, there has been a shift towards more school based training facilitated by school leaders and teachers. This training has been especially well evaluated by schools because of its practical nature which has greater impact on teaching and leadership for example, the Outstanding Schools network and the Good to Outstanding programme (G2Os).

A range of system leadership models have been developed to support vulnerable schools and those for example, on the cusp of Outstanding. The models include peer reviews, consultancy and more structured support from, for example, National Support Schools and executive headships. Of particular success, was the executive Headship at Clifton Primary School.

#### **Networks and briefing**

Approval ratings for the impact of Headteacher briefings, networks and school improvement programmes is showing year on year improvement from **81% in 2014 to 97% in 2016**.

The most successful network programme proved to be the DH/AH network with **100% Good/outstanding** for over 70 participants. The approval rating for the NQT programme has risen from **33% in 2014 to 83% in 2016**, Good or better.

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#### **Governance**

There have been a number of strategies and programmes to develop Governance for example; a pilot of Ealing Leaders of Governance has been trialled over the last year. This has enabled our most skilled governors to provide bespoke support to governing bodies for example, preparation for headteacher recruitment and on supporting new governors. Governor Recruitment events have been well attended and as a result most vacancies have been filled with quality candidates.

#### **Directory of School Improvement**

A *Directory of School Improvement* is being developed so Ealing schools are aware of and have access to a range of school improvement activity for example, the range of mathematics programmes being used by schools.

#### **Working with partners**

Further capacity has been developed in the LA by commissioning consultancy from external organisations for example, working with Athene education on the Good to Outstanding Schools' programme, teaching of reading with CLPE and Best Practice.

We have developed our network with other LAs for example, with Wandsworth LA on the development of the Assessment Exemplification materials.

#### **Ealing Primary Strategy Group**

The EPSG is now established and working with LA officers to mandate and commission key areas of work for example:

- The EPSG reviews the draft agenda for the termly link officer visits and recommends a key focus to be explored for each term
- The Ealing Primary/Special Teaching School Alliance and LA have worked together to produce a range of programme to develop capacity that supports the profession at whatever stage of their career, for example, NQTs and RQTs which has been both school and EEC based and the Stepping Stones Middle leadership programme. This in turn will contribute to the development of the Ealing recruitment and retention strategy.
- Supported the proposal for data sharing between schools which is now an established practice between schools.

#### **Priority 5: Increase the number of Good and Outstanding schools**

##### **Quality assurance of schools and bespoke work**

Sixty six of sixty eight schools received a termly link officer visit. Whilst there is a focus on the school's priorities, across the year, each termly visit also has a specific theme and agenda, Autumn: achievement, spring: leadership and summer: monitoring and evaluation. Each visit includes a quality assurance of the school's self-evaluation through a bespoke activity undertaken in partnership with the school leadership for example working with middle leaders to review the effectiveness of their monitoring and evaluation. A report is written by the link officer and shared with the headteacher and Chair of Governors. The intelligence from these visits contributes to the twice termly LA risk analysis. As a result of feedback from headteachers, the link officer agenda has been adapted to include a termly theme as follows with key questions for link officers to ask of school leadership teams: **Autumn:** Safeguarding, **Spring:** SENd and **Summer:** New tests

The outcomes from each theme are collated and used to inform strategic planning and to share best practice for example the Best Practice Exchange on FGM and Prevent in April 2016.

##### **Bespoke support**

Over 400 days of LA bespoke work was commissioned by Ealing Primary Schools in 2015/16. The main areas of bespoke work included headteacher appraisal & recruitment, external reviews, data analysis, SMSC, middle leadership, self-evaluation, curriculum and assessment support, governance and preparation for Ofsted.

The schools' survey feedback for 2016 indicates increased satisfaction in the role of the Link Officer and bespoke work citing a good balance between support and challenge. This aspect of the service has had a

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year on year increase in approval rating in the % Good/Outstanding from **85% in 2014 to 93% in 2016**. All Ofsted inspections report that the LA knows its schools well and provides appropriate support and challenge. The % of schools that are Good or better/% of pupils in Good or better schools is as follows:

% of Schools Good or better		% of pupils in schools that are Good or better	
Ealing	National	Ealing	National
92.4%	89.3%	93%	88.5%

#### Securing Good Programme

Due to a more rigorous approach to the link officer agenda and risk analysis of all schools, the number of schools invited into the Securing Good programme increased from 6 in 2014 to 10 in 2015 and to 17 in 2016. Securing Good includes schools that are Good and Outstanding but vulnerable to an RI judgement at their next inspection. A more differentiated approach has been developed in the programme to reflect the stage of development for each school. Schools exit the programme when they receive a Good+ inspection outcome or they are judged as Good or better for Leadership in an LA commissioned external review.

Over the last year, two RI schools in SG were inspected and judged as Good (St Anselms and West Acton) and the one school in Special Measures (Hathaway) improved to Requires Improvement. All other schools in the programme, with the exception of one school are expected to receive a Good Ofsted outcome.

Whilst Academies rated as RI are not in the programme, they make a significant purchase of bespoke work and buy into the LO role. Section 8 reports have been extremely positive about LA support and Wood End Juniors moved from RI to Good when inspected in May 2016. The most recent survey feedback from schools shows a notable increase in approval rating for the programme:

School's Survey				
	Number of schools in the programme and the number responding	Outstanding	Good	Requires Improvement
<b>2014</b>	3 out of 5 schools	0%	33.3%	66.7%
<b>2015</b>	9 out of 10 schools	11.1%	66.7%	22.2%
<b>2016</b>	17 out of 18 schools	17.66%	64.7%	17.65%

#### Priorities for 2015-2016

##### Raise standards and close achievement gaps

- Improve outcomes at KS1 and KS2 to above national averages through for example, support and challenge of the link officer, question level analysis, effective pupil tracking (especially of groups) and sharing best practice.
- Improve achievement in literacy and close the gaps through the reading strategy, subject networks, collaborative clusters and school to school support.
- Sustain improvements in mathematics through the Mathematics Strategy Group.
- Improve outcomes for high attainers through training on Greater Depth, assessment training, exemplification, link officer agenda, bespoke work, networks and training. Build on findings from the EIF.
- Adapt the Link Officer agenda and risk assessment to ensure accurate intelligence and appropriate support and challenge that will enable all our schools to continue on a trajectory of improvement.
- Support school leaders' understanding of how to manage the new assessment and accountabilities through training and bespoke work.

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**Build capacity for sustainable improvement**

- Build training programmes that will meet the needs of teachers and leaders for example, NQTs, aspiring middle leaders middle leaders, Deputy HTs, Headteachers, Executive Headteachers.
- Accelerate the improvement of 'Securing Good' schools through bespoke work, strengthening of system leadership including governance and the new Securing Good Plus programme.
- Sustain the Outstanding Schools' network and train cohorts 2/3 on the Good to Outstanding Schools' programmes.
- Continue all subject, phase and theme networks to enable sharing of best practice and collaborative approaches.
- Work with the School Improvement Strategy Group and partners on the development of a Learning Trust that offers a high quality school improvement offer.
- Ensure all bespoke work requested by schools is brokered and delivered to a high standard.