

School Effectiveness Impact Evaluation 2016
Achieving Excellence Together

Report title	Secondary School Improvement
Lead	Angela Doherty
Key objectives 2015- 2016	<p>1. Raising achievement and closing gaps</p> <p>KS4 KPIs: %A*-CEM 65% (FFT 20); Reduce the PP gap: 18%</p> <p>2. Increase L2 and L3 by 19: GCSE %A*CEM; L3 outcomes: A level, Applied General and Tech Levels</p> <p>3. Improve pedagogy and the quality of teaching</p> <p>4. Building capacity- teaching and leadership</p> <p>KPI: 100% good and outstanding schools</p> <p>5. Develop the ETSA/SI business model</p>

Impact Evaluation

Please note that performance measures at Key Stage 4 and Post 16 have changed for 2016 so results are not directly comparable to previous years.

Key Stage 4: the new measures are: **Attainment 8, Progress 8, % A*-C in English and Maths (“the Basics”), % entering the EBACC, % achieving the EBACC, % staying in EET after KS4.** The Basics can now include English Literature.

Post 16: the points score system has changed for Level 3 (now 60 for A*, 50 A etc) Average points score are reported for A levels, Applied General and Tech Levels; GCSE A*-C English and Maths. There will also be progress, retention and destinations measures.

All outcomes data included in the evaluation is provisional until the validated data is released.

1. Raising achievement and closing gaps

Key Stage 4

The **% A*-CEM** was 64.1% (FFT 20: 64%, 2015 63.8%), 1% below the target of 65% but indicating that overall Ealing schools are performing in the top 20% for this indicator. This is the 4th year of improvement in this indicator. 11/13 schools performed above the new FFT 50 measure (average performance) with 2 schools at or above FFT 20 (Drayton Manor and Villiers) and 4 schools at or above FFT 5 – performance in the top 5% (Cardinal Wiseman, Dormers Wells, Greenford and Twyford). 6 schools improved performance from last year and one school stayed the same. In GCSE English 5 schools improved outcomes – Alec Reed Academy by 21% and in GCSE Maths 6 schools improved outcomes. Overall the outcomes were very similar to 2015 (English 74.2% and Maths 70.6%). Both are well above the 2015 NA (English 69.1% and Maths 68.3%). Alec Reed, Dormers Wells and Greenford improved outcomes in all 3 measures.

Ebacc: The % entering (56.9%) and achieving Ebacc (35.3%) have both increased from 2015 by 7% and 3% respectively and are well above the 2015 national averages (38.7% and 24.3%). Two schools are below the 2015 NA for Ebacc entry (Dormers Wells and Villiers) and 3 are below the NA for Ebacc achievement (Acton, Featherstone and Villiers).

Attainment 8 at 51.0 is above the 2015 NA (48.4) and half a grade higher than 2015. All schools who have reported **Progress 8** have reported positive figures (0.2-0.8). The Progress 8 measures will change when 2016 national data is included in the calculation but it is likely that Ealing will maintain a figure similar to 2015 – 0.4 which is very positive.

Closing gaps: In 2015 the pupil premium gap for A*-CEM remained at 19.6%, the same as 2014. This is well below the national gap of 27.3%. Only one school in Ealing had a pupil premium gap greater than the national gap and four schools were above the Ealing average. In 2015 7 schools reduced the pupil premium gap. The complete 2016 data on the performance of PP v non PP students and other groups is not yet available (August 2016) however the early indications show that there have been further improvements including a fall of over 20% in the gap in the school which exceeded the national gap. It is likely that the target gap of 18% for 2016 will be reached. In terms of ethnicity, for 2015 the Black or Black British group were below the NA for 5A*-CEM. Within the group, Nigerian and Ghanaian pupils performed well above the Ealing average and the Black Caribbean, Somali, Black African Other and Black Other well below. For Black or Black British FSM pupils the same pattern is repeated except for Somali pupils who performed above the NA for FSM but below the Ealing average for FSM. White FSM pupils achieved 31% 5A*-CEM which is below the NA and well below Ealing (47%). The lowest performing groups were Traveller of Irish Heritage and White British. For non FSM the Black or Black British group performed below the NA for non FSM except for Nigerian, Ghanaian and Black African Other.

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2. Improve L2 and Level 3 by 19

Post 16

Data was collected from 12/13 schools on results day so will need to be adjusted when the data is complete. The overall pass rate at A level (A*-E) was 98.8% which is above the 2015 NA (98.1%). The % A*/A at 24% is slightly below the 2015 NA (25.8%). The average points score at A level was 33.7 (C+) which is similar to 2015. 5 schools (Cardinal Wiseman, Dormers Wells, Ellen Wilkinson, Elthorne Park and Northolt) improved the average grade at A level with the greatest improvement from C- to B- at Dormers Wells. The new split between Applied General and Technical levels means that there is no direct comparison with 2015. Performance in AG was 38.8 (equivalent to Distinction) and for Tech 34.7 (also equivalent to Distinction) 6 schools delivered Tech Levels and 11 Applied General qualifications. Data on GCSE English and Maths Post 16 is not yet available. (August 2016)

Closing gaps

In 2015 at A level points per entry there is a fifth of a grade gap between FSM and non FSM (214.3 v 220.3) The Black or Black British group had the largest gap from the Ealing average 210.2 v 219.4 although this is relatively close the London average. The Somali group had the lowest APS 203.9 although the FSM students performed better than the non FSM 208.2 v 201.6. In vocational courses the Black or Black British Group and the Mixed/ Dual group performed below the Ealing average but were close to the London and national averages.

For L3 by 19 Ealing has the 2nd lowest gap compared with statistical neighbours with 71.3% of non FSM and 57.9% of FSM gaining L3 by 19. For L2 by 19 90.3% of non FSM and 82.9% of FSM gain the benchmark. When including English and Maths GCSE the figures fall to 71.5% and 55.7% respectively with a larger gap of 15.8%. For this gap, Ealing is 3rd against statistical neighbours and 3rd for FSM performance but 10th for non FSM.

Focus on raising achievement and closing gaps has been maintained throughout the year in the termly link officer meetings and in all senior and middle leader networks and briefings. 100% of respondents rated the link officer service (8) and collaborative networks (6) good or outstanding in the summer feedback survey. FFT estimates for A*-CEM and other measures were only made available towards the end of the summer term. Data analysis by the Research and Statistics team of KS4 and Post 16 data has enabled detailed school to school comparisons and of a range of measures and pupil groups. The development of the Ealing Progression Pathways data set has been particularly useful in supporting the 14-19 strategy and the analysis by prior attainment, gender, ethnicity and PP at GCSE has enabled groups with multiple factors to be identified and targeted. Detailed subject data has also been available to support the subject leader networks and the use of data in relation to SEN and exclusions was developed in the new Senior Leaders Inclusion & Behaviour network. A new Senior Leaders Assessment group was developed during the year with detailed information on assessment processes, target setting and assessment policies shared across the group.

3. Improve pedagogy and the quality of teaching

This area of work was led by the Ealing Teaching School Alliance. Two new networks were introduced – the Developing Teachers Team focusing on Initial teacher training and NQTs and the Effective Teaching and Leadership Group for senior leaders with responsibility for the quality of teaching and CPD. Schools shared their approaches to lesson observation and judging the quality of teaching and have begun to share teaching and learning and marking policies and to consider the messages from the workload reports published during the year. The Research and Development Network continued with five schools participating. Further work is to be done to disseminate the work of the group. A number of workshops and open days were held across schools for teachers at different stages of their careers. The NQT/RQT events were the best attended. A Teaching and Learning Conference was proposed but did not take place and a peer review model as an alternative to the PLC was not developed in 2015-16. Both will be re-visited in 2016-17. The quality of teaching included in link officer meetings and a self-review document based on the September 2015 Ofsted framework was provided to schools. Some subject based outreach work in English, History and Geography took place between schools and subject leader networks continued to provide a forum for sharing good practice. Additional SLEs posts were advertised at the end of the academic year and will be appointed to in 2016-17.

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4. Building capacity – teaching and leadership

Schools were provided with regular updates of changes in government policy and these were considered and disseminated through headteacher, senior leader and middle leader networks. Examples included the new Ofsted framework for 2015-16, the DfE Strategy 2015-20 and White Paper, the Reports of Independent Workload Review Groups and new information on performance measures.

The Principal Adviser 11-19 continues to co-ordinate the NPQSL and NPQML programmes for leaders from all phases working with both Teaching School Alliances. 30 middle and 20 senior leaders participated in the programmes in 2015-16. The second year of the Leadership Diversity Programme was delivered in partnership with the Ealing Teaching School Alliance. 5/11 Assistant Heads on the programme gained Deputy Head posts and 4/11 middle leaders gained Assistant Head posts or secondments to SLT. Three female Deputy Heads gained Headship posts for 2016-17 – all outside Ealing. The Diversity programme highlighted the benefit of support in relation to the application and interview process and in building confidence to apply for promotion and so this work will continue in the coming year. Two new headteachers were recruited to Ealing high schools for September 2016 with support from the School Effectiveness service. Both governing bodies gave positive feedback on the support. Governing bodies were included on the agenda of link officer meetings and several governors participated in training provided by Ealing Governors Service including headteacher appraisal training and the Governors' Conference. The Ealing Teaching School Alliance Co-ordinated the School Direct programme. Recruitment is challenging in some subject areas and is also affected by national recruitment caps and targets. All NQTs passed their induction year. 20 are leaving Ealing at end of their NQT year - this is a reduction on 2014-15 but an area to monitor in the coming year.

Two schools were inspected by Ofsted in 2015-16 – Brentside and Dormers Wells. Both retained their good judgement in the new short inspection model. KPI of 100% of Ealing secondary schools judged good or outstanding was met. Outcomes for % A*-CEM in the top 5% (FFT 5) indicate that two schools – Dormers Wells and Cardinal Wiseman would be likely to be judged as outstanding if inspected now. The securing good programme is still in place to support schools at risk of being judged less than good by Ofsted or with other risk factors identified in Achieving Excellence Together. Two schools were supported by the programme in 2015-16 – Acton and Dormers Wells.

Termly risk assessment meetings take place to consider any changes in schools that indicate that they may need additional support. All schools with Ofsted pending in the coming are offered a review and the opportunity to be part of the securing good programme.

Peer review models were proposed for 2015-16 but were not developed. Further discussion will take place next year in the context of the White Paper proposals and any further follow up from the government.

5. Developing a sustainable model of school improvement.

The majority of schools attended the LA workshop following the publication of the White Paper in March 2016 and this was followed up in the ETSA Steering Group. Alternative Teaching School models were considered and there will be further follow up in 2016-17.

Priorities for 2016-2017

1. Improve outcomes, closing gaps at KS4: Progress 8 0.4+, no school below 0; Attainment 8 FFT 50 (tbc); %5-9EM 47% (at least FFT 20 – 44%). No school below FFT 50 (Range 28%-51%); 50+% of schools above FFT 20; Ebacc: 30% (tbc – affected by 5-9 EM) PP 5-9EM 40% tbc (at least FFT 20 36%); SEN- no school below FFT 50; PP gap 15% - no school above 20% - NA gap 2015 27.3%
2. Improve outcomes at L2 and L3 by 19: measures tbc
3. Every school good and outstanding and continuing to improve: 100% good and outstanding; outstanding schools (including by self-evaluation to contribute to school to school support).
4. Building capacity – teaching and leadership: School Direct recruitment; recruitment and retention of NQTs, RQTs and other staff; promotion of under-represented groups (protected characteristics); recruitment and deployment of SLEs: measures tbc
5. School improvement model for 2017-19 in place

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KPI	2016	2015	2014 (NA)	2013 (NA)	Target 2016	Comment
NA %A*-CEM		59.2%	58.9%	61.3%		
%A*-CEM	64.1%	63.8%	62.3%	61.8%	65% (FFT 20 64%)	Corporate Board PI – not met (-1%)
PP achievement gap A*-CEM	Tbc	19.6%		19.4%	18%	Corporate Board PI –tbc
No of schools =/improving outcomes at A*-CEM (previously 5A*-CEM)	7	8	6	8	N/A	
Number of schools above FFT20 (FFT D in previous years)	6 (4 -FFT 5)	5	2	3		
Number of schools below FFT 50 (previously FFT A)	2	1	3	4	N/A	
L3 academic points per entry	33.7 C+	217 C+	219.4 (211.2)	216.9 (211.3)	236	
L3 Applied general /Tech points per entry	38.8 (D) 34.7 (D)	226	223.2 (216.6)	211.4 (213.6)	231	
Ofsted good or better	100%	100%	77%	70%	100%	Corporate Board indicator – met. 5 outstanding and 10 good including EAP.