

School Effectiveness Impact Evaluation 2016
Achieving Excellence Together

Report title	Extended Services
Lead	Sarah Thompson – Extended Services Adviser
Key objectives 2015- 2016	<p>SE Objective 2: Every school has highest expectations for well-being, progress and ach of learners- significantly reducing gaps btw groups of pupils</p> <p>SE Objective 4: Ealing will be recognised as leading LA in promoting educational excellence – providing, brokering, commissioning high quality services, supporting innovation and leadership development</p> <p>Extended Services Objectives 2015/16:</p> <ul style="list-style-type: none"> • To achieve the objectives for key projects as set out in the extended services development plan • To work with the ESSP to investigate the barriers to schools monitoring and evaluating their extended services provision and develop new approaches to assist schools • To deliver buy back services to a high standard in 20 schools • To support schools to meet the requirements of the new OFSTED framework in relation to extended services provision • To continue to deliver a high quality training programme for schools and maintained children’s centres

Impact Evaluation

ES OBJECTIVE 1: To achieve the objectives for key projects as set out in the extended services development plan

The extended services strategic partnership (ESSP) is a representative group of 11 headteachers who set the strategic direction for the extended services programme in Ealing and then monitor progress and impact against the development plan. The success criteria below relate to key projects within the ES development plan.

Success Criteria	Outcome
Ealing Family School Partnership Award (EFSPA) launched	EFSPA launched May 2016. 18 schools signed up to participate - 1 children’s centre; 2 special schools and 15 primary schools.
8 settings set up a targeted Stay and Play	13 schools and 2 children’s centres attended launch and Stay & Play training. 2 settings set up Stay and Play in school.
20 staff/volunteers complete the Speaking English with Confidence (SPEC) training	23 staff and volunteers completed training during 2015/16. 11 SPEC courses known to have ran in schools to date.
6 Parent Gym groups delivered in settings	8 staff trained as Parent Gym group leaders. To date, 4 courses delivered, attended by 43 parents.
Increased number of settings access funding for family learning	£87k of external funding secured to set up new family activities in 5 special schools and 1 children’s centre.
6 FRED programmes delivered in settings	17 staff from 14 schools trained to run the FRED programme. 5 schools have run the FRED programme in school.
50% of settings promote the family activities newsletter to parents	52% of settings promote the Let’s Get Out and About school holiday newsletter to families.
50% of settings regularly read the signpost bulletin	One edition of Signpost produced and sent to all schools via gatekeeping. 33% of settings known to have accessed the bulletin via gatekeeping.
Counselling services set up in 4 additional schools	New counselling service set up in four primary schools. 14 pupils accessing 1-1 therapy. 835 visits by pupils to the lunchtime drop-in. 52 parents and 26 staff accessed counselling support.

A full copy of the development plan can be found on EGFL.

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SPEC- Impact Case Study

Since November 2015 two SPEC courses have been ran at Wood End children's centre and library. 18 people have attended the drop-in over two terms. A recent evaluation completed by 8 attendees rated the course as 'good' or 'very good'. As a result of the course two attendees have been supported into work, eight into local courses and one into volunteering. Six have registered improved confidence and three have registered better life skills; two attended their GP without a family member and one person travelled on the tube into London for the first time.

FRED - Impact Case Study

A primary school in Southall set up the FRED programme in school. 9 parents attended the programme. On average the number of times parents reported reading with their child increased from 3.5 to 5 times a week. 100% of attendees said the programme helped their child enjoy reading books and stories more and 100% said it helped them enjoy being a Dad more. 75% said it helped them become more involved in their child's school.

Counselling in Schools – Impact Case Study

The Ealing Schools Counselling Partnership provides services for pupils, parents and staff in 13 primary schools across Ealing. The schools are organised into 3 clusters. Within the Ealing cluster work was done to examine the impact of 1-1 therapy on pupil attainment and progress. Attainment and progress data was collected for the year prior to starting therapy and once therapy had finished. 67% of pupils were working below age related expectations prior to therapy. Post therapy, 33% of these pupils made accelerated progress i.e. If they were working below age related expectations prior to entering therapy, they moved to achieving age related expectations or higher. Of those children who entered therapy working at below age related expectations and were still below expected levels when therapy ended (18 children), all still made more progress: 44% made accelerated progress (more than 2 sub-levels per year) in 1 or more subject and 17% made accelerated progress in Reading, Writing & Maths. Only 2 children did not make at least 2 levels of progress in Reading, Writing & Maths. Overall, every child whose attainment data was examined made more progress post intervention than they did before therapy started in at least 2 out of 3 subjects. This information was shared with the Link Officers to encourage more schools to interrogate the data of their pupils receiving therapeutic support.

Evaluation

The figures above show that school participation in ES led or commissioned activities is good. 93% of primary, special and maintained children's centres participated in at least one aspect of the programme during 2015/16. The case studies illustrate the positive impact that activities can have back in school. £129,000 of external funding was secured to implement projects within the development plan. The ongoing challenge for the ES team is a) ensuring that schools make use of the training / resources back in school and b) tracking the rates of implementation in schools.

ES OBJECTIVE 2: To work with the ESSP to investigate the barriers to schools monitoring and evaluating their extended services provision and develop new approaches to assist schools

Success Criteria: New approaches developed to support schools and improve the monitoring and evaluation of extended service activities

A session was held with the ESSP to discuss new ways of supporting schools to improve the monitoring and evaluation of their extended services activities. The ES team already includes monitoring and evaluation forms in all of the resources developed for use by school staff but in some cases these are either not used or effectively collated and analysed by schools. New approaches implemented as a result of these discussions:

- Adjust training sessions to increase focus on the methods and uses of impact valuation
- Follow up all training session with an email to the headteacher / line manager outlining what the member of staff is now able to deliver and the support they will need in school.
- Promote the use of Survey Monkey as useful tool for collating and analysing data
- Offer specific training on monitoring and evaluation extended services including case studies and using SIMS to capture data (2016/17)

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Evaluation

This continues to be an area of focus for the ES team. Results from the recent survey completed by 504 staff as part of the EFSPA project highlighted monitoring and evaluation as an area for development with only 35% of staff saying it was 'well established' in their school. Presenting the counselling case study at the Link Officer meeting was another way of highlighting the various methods that can be used to monitor and evaluate the impact of activities outside of the classroom on learning.

ES OBJECTIVE 3: To deliver buy back services to a high standard in 20 schools

Success Criteria: 98% of feedback from schools rates the extended services buy-back service as good or outstanding.

Twenty schools purchased the extended services bespoke/buy back package in 2015-16. Work was completed in 17 out of 20 schools. The remaining 3 schools did not engage with the team in order to plan the delivery of the bespoke work. 100% of respondents to the School Effectiveness survey rated the extended services bespoke work as 'Outstanding' in all four categories. However, it should be noted that only 3 responses from buy-back schools were received to the survey.

Table1: School Effectiveness Survey Results – Extended Services Bespoke/Buy Back

	Service quality			Communication			Value for money			Impact on outcomes		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Outstanding	50%	67%	100%	50%	67%	100%	33%	67%	100%	50%	55%	100%
Good	50%	33%	0%	50%	33%	0%	67%	33%	0%	50%	45%	0%
Requires Improvement	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Inadequate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Note: 6 responses 2013/14; 9 responses 2014/15; 3 responses 2015/16

Examples of the work undertaken through buy back includes: parent sessions on topics including e-safety, starting school, moving on to high school, the new curriculum, supporting maths at home, supporting reading and writing at home, learning through play and learning outside of the classroom. In two schools the team has been tasked with collating and analysing data for all parent activities that have taken place during the year. Other activities have included supporting the planning and delivery of family learning activities and developing and piloting a world of work project. A significant area of work has been fundraising for individual schools resulting in £77,500 being secured for schools (in addition to the £129k raised for development plan projects)

Evaluation

The number of schools purchasing the bespoke buy back package has reduced to 15 in 2016-17. This reduction appears to be in line with the majority of other services in School Effectiveness and is attributed to the increasing financial pressures on schools. The team is therefore aware of the need to rethink the bespoke offer to schools and work has started on different approaches that might better meet the needs of schools going forward.

ES OBJECTIVE 4: To support schools to meet the requirements of the new OFSTED framework in relation to extended services provision

Success Criteria: Ofsted guidance produced and distributed to all primary and special schools. 10 schools participate in the Maximising the Impact of Extended Services training

Ofsted guidance - a decision was made not to produce separate Ofsted guidance for schools. Instead reference was made to links to the Ofsted framework in the documents produced for individual projects. For example, the Ealing Family School Partnership Award toolkit and the Raising Aspirations toolkit.

Maximising the Impact Training of Extended Services in School – 7 schools attended this training. The

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aim of the training was to introduce schools to a process (supported by a toolkit) that they could use to review their existing extended services against their school improvement priorities, identify gaps and plan for change. Feedback from the attendees is summarised below:

Course Evaluation Question	Responses (%)
How would you rate the quality of the content of the training today?	Excellent - 86% Good - 14%
How would you rate the quality of the resources made available to you today?	Excellent - 86% Good - 14%
Have the objectives of the session been met?	The session objectives were fully met and provided more than expected - 71% The session objectives were fully met - 29%
Will you use the resource / deliver the programme back in school?	Possibly – we may use resource back in school but will need to discuss it with senior leaders - 57% Yes – we will definitely use the resource back in school - 43%

Evaluation

Meeting the requirements of Ofsted has not been as big a driver for our work as we expected this year. Levels of school engagement have been high and schools are engaging in the extended services programmes that meet their individual needs or issues. Participation in the Maximising the Impact training was relatively low compared to other courses although those who attended found it useful. If the course is offered again in 2016-17 we will need to rethink how it is marketed and also emphasise that it is a course for senior leaders as it requires work at a whole school level to have an impact.

ES OBJECTIVE 5: To continue to deliver a high quality training programme for schools and maintained children's centres

The table below sets out performance against the success criteria for this objective.

Success Criteria	Outcome
8 training programmes delivered	6 courses directly delivered and 2 courses commissioned: EAL parents as Partners in Learning; Helping Parents keep their Children safe Online; Parent Information Series; Practical Fundraising; Maximising the Impact; Supporting Successful Transitions; Listening Skills and Friendship Groups. 74 staff from schools attended a training course.
90%+ trainees rate the quality of the training and resources as 'Good' or 'Excellent'	Quality of the content of training – 87% Excellent & 13% Good Quality of resources – 90% Excellent & 10% Good
60% of schools that attend a training course during the autumn or spring term have made use of the resources back in school	26% of schools are known to have made use of the training / resource back in school. Actual figure likely to be higher but low response rate from schools.

Quote from a headteacher regarding ES training: *“Great workshop yesterday, you guys are always so well organised. I really find it so worthwhile coming to your training sessions. I always come away with something that I can use.”*

Evaluation

During 2015/16 the level of participation in the ES training courses varied by topic ranging from 7 staff attending to Maximising the Impact course to 17 staff attending the Listening Skills training. Feedback from those who attended the courses was extremely positive with 100% of attendees rating every course as either Excellent or Good. The ESSP will need to consider whether to continue offering all courses during 2016/17 or a revised programme in light of other priorities for the year.

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Priorities for 2016-2017

1. To work with school leaders to reshape the extended services offer in Ealing to ensure a sustainable service post 2018
2. To work with the ESSP to achieve the objectives for key projects in 2016/17 as agreed
3. To review and revise the ES training programme to increase participation and implementation rates back in school
4. To continue to promote the impact of effective monitoring and evaluation of extended services activities on pupil outcomes with schools

Note: the ES priorities and success criteria will need to be discussed and agreed by the ESSP at their meeting in October 2016.