

# School Effectiveness Impact Evaluation 2016

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## “Achieving Excellence Together”

### Introduction

The purpose of this report is to provide concise information to stakeholders on the quality and impact of services and support for Ealing schools in achieving the key aims and milestones set out in our collaborative strategy document [Achieving Excellence Together 2015-2018](#).

### Aims

1. Our aspiration is that every school in Ealing will be good or outstanding by 2018 – there will be minimal variation in the quality of education provided
2. Every school will have the highest expectations for the well-being, progress and achievement of all its learners - significantly reducing the achievement gaps between groups of children and their peers
3. Every school and provider will address the gaps in the quality of provision and progression pathways for children and young people with SEND to secure the very best inclusive practices
4. Ealing will be recognised as a leading local authority in promoting educational excellence through providing, brokering and commissioning high quality educational services, innovation and high quality leadership in partnership with its schools

### Evidence base

In measuring the impact of services, strand leaders have drawn on a range of evidence including:

- Feedback from schools – training and network evaluations; annual surveys
- Pupil performance data and statistical neighbour/regional/national comparisons showing progress over time
- School performance data over time
- Statistical data related to wider measures i.e. health and well-being; attendance; exclusions
- External validation e.g. HMI; relevant sections from Ofsted reports – sections on LA support; Arts Council etc
- Levels of engagement in services and in new programmes designed for schools
- Impact of training, development, capacity building initiatives
- Levels of financial investment or resources secured from (and for) schools and wider partners

The documents included in the full [2016 Impact Evaluation](#) for schools include:

- A high level summary of performance against key measures showing a red, amber, green progress rating (Appendix 1)
- 14 separate strand reports written by service leads (Appendix 2)
- Primary and High School Attainment Summary 2016 (Appendix 3)
- Schools Survey 2016 (Appendix 4)

## 1. Every school will be good or outstanding by 2018 – Commentary

Ealing School Effectiveness Service continues to provide highly effective support and challenge to its schools in contributing to their overall improvement and effectiveness.

A shared strategy for delivering sustained improvement with all schools, [Achieving Excellence Together 2015 – 2018](#), was published in 2015. The strategy and supporting team plans clearly identify priorities based on robust tracking of standards in every phase, across schools and for different groups of pupils.

There has been significant improvement in school standards between 2010 – 2016 with the overall quality of education provided rising from 62% “good” or “outstanding” in 2010 to 95% “good” or “outstanding” in September 2016. (Ofsted) Ealing schools are now in the top 10 out of 163 Local Authority regions in England (Watchsted).

94% of all primary schools are now judged to be good or outstanding by Ofsted (60/65 schools)

100% of all secondary schools are now judged to be good or outstanding by Ofsted (14 schools)

100% of all special schools are now judged to be good or outstanding by Ofsted (6 schools)

Our rigorous approach to early identification of risks meant that we were able to invite 17 schools into the Securing Good Programme in 2015-2016. The programme has been differentiated to suit to wide range of needs in these schools and continues to have a positive impact on capacity building and pupil outcomes. The schools’ survey in 2016 demonstrated significantly improved ratings for the programme in the primary phase with 84% of schools rating support as good or outstanding compared with 33% in 2014. Three schools in the programme were inspected in 15-16 and all moved up an Ofsted grade. Section 8 monitoring reports have been extremely positive about the role of the Local Authority in supporting improvement in “requires improvement” schools.

In 71 Ofsted inspection reports published since 2012, a dedicated paragraph notes the strength of local support for schools. Of the 10 Ofsted inspections that took place in 2015 – 2016:

1 school retained its outstanding status (Mandeville)

3 schools retained a judgement of “Good” in the new framework (Brentside High; Dormers Wells High; Lady Margaret)

3 schools moved from “requires improvement” to “good” (West Acton; St Anselms and Wood End Junior)

1 school moved from “special measures” to “requires improvement” (Hathaway)

2 schools moved from “good” to “requires improvement”

In Ealing there are significantly fewer outstanding primary schools (15%) than across London (26%) and while changes to the inspection framework and schedule make it more complex for schools to move from good to outstanding, this should still be a focus for many of our good schools. A new programme “Good to Outstanding” was introduced in 2015 for schools close to outstanding with lead schools taking a key role in delivering practical school-based training.

The percentage of secondary schools judged to be outstanding is 36% (above the outer London figure of 32% but below the inner London figure of 42%). This year's data would indicate that two more of our schools are moving towards outstanding.

## **2. Every school will have the highest expectations for the well-being, progress and achievement of all its learners - significantly reducing the achievement gaps between groups of children and their peers – Commentary**

2016 marked the first year of the new assessment arrangements and so it is not possible to compare this year's data with previous performance data. However, comparisons are made against the national average and against our London neighbours. The full range of performance indicators are included in [appendix 1](#) with the pupil outcomes report included in [appendix 3](#)

### **a) Aim: Progress and outcomes in each phase are well above the national average**

#### **Strengths:**

- Year 1 Phonics outcomes are above the national average
- 75% pupils achieved the expected standard in mathematics at the end of KS2 (5 points above NA)
- 54% pupils achieved the expected standard across reading, writing and mathematics at KS2 (1 point above NA)
- 64% pupils achieved A\*-C in English and mathematics at KS4 (top 20%)
- 60% pupils entered Ebacc and 35% achieved the qualification against NA of 38% and 24% respectively)
- Attainment 8 at 51 is above the NA

#### **For improvement:**

- Standards at end of EYFS have declined after a trajectory of year on year improvement to level with NA
- Outcomes at end KS1 are below the NA
- Outcomes in Reading at KS2 are in line with NA and below outcomes in mathematics
- There are two secondary schools with outcomes below FFT50
- The percentage of learners achieving English and mathematics P16 is 26% which is above the national and London average but 9 points below our highest performing statistical neighbour (2015 data)

### **b) Aim: Specific groups of pupils are making better progress in Ealing than they are doing nationally (based on 2015 data)**

#### **Strengths:**

- Disadvantaged pupils achieve significantly more than their peers nationally at the end of KS2 and are closing the gap on their peers by age 19 to within the top quartile
- Disadvantaged pupils continue to do well at level 3 by 19 in Ealing schools
- Low attaining pupils entering secondary schools are making very good progress by the end of KS4

#### **For improvement:**

- The variation across schools in the progress made by high attaining pupils is significant
- The variation across schools in the progress made by low attaining pupils and those with SEN is significant

### **c) Aim: All key ethnic groups are doing better in Ealing schools than they are doing nationally (based on 2015 data)**

### **Strengths:**

- White British pupils are making good progress at KS2 and KS4

### **For improvement:**

- The achievement of Indian pupils is below that of their comparator group nationally and there is significant variation in groups with similar levels of disadvantage in Ealing schools at KS2
- At the end of KS2 there is 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.
- Traveller pupils' attainment remains well below the borough averages across the key stages

### **Health and well-being**

41 schools invested in health improvement support services in 2015-2016 and 97% rated the support as good or outstanding. Increasing numbers of schools are using the service to achieve Healthy School London awards. 95% of all schools took part in the Health Related Behaviour Survey in 2015 with data demonstrating that schools most engaged in the data showing the greatest improvements in target areas like obesity, oral health and emotional well-being. There have been significant improvements in children's oral health and dietary habits. The amount of exercise our pupils are doing remains well below recommended levels and is a high priority.

### **Music**

88% of schools accessing music services rated these as good or outstanding in 2016 – a significant improvement since 2013. The number of schools engaging with first access to musical learning has increased from 38 to 46 and a wide range of enrichment and extension programmes including Mozart 250, Rainbow Island, Ealing Youth Orchestra Roadshow and the World Music Festival have had good take-up from schools. A number of bursaries and scholarships have been developed to better support talented young musicians to reach their potential and access pathways to progression. Our priority is to enable every child to access musical learning in primary school irrespective of postcode or specialist staffing. We will continue to work with all schools to make this possible.

### **Gypsy Roma Traveller Achievement Service**

Twelve schools received direct support from the GRTAS in 2015-2016 including curriculum advice and guidance; work on attendance and retention of secondary-aged pupils; support with EHC planning and reading recovery. This support is well received and in some cases making a direct difference to pupil progress and outcomes. However, significant capacity issues have affected the overall service provided and we are now consulting with schools to determine how resources can be best used to improve the educational achievement of this group of children/young people.

### **3. Every school and provider will address the gaps in the quality of provision and progression pathways for children and young people with SEND to secure the very best inclusive practices**

The overall picture of inclusion in Ealing schools for low attaining groups and those with SEN is good although there is significant variation in progress made by pupils with SEN across schools (2015 data)

### **Strengths:**

- 32% of pupils with SEN support achieve a good level of development in EYFS (9 points above NA)
- 53% of pupils on SEN support achieved L4+ in reading, writing and mathematics (7 points above NA)
- 26% of pupils on SEN support achieved %A\*-C including English and mathematics (3 points above the NA) and a higher percentage of pupils achieved the English Baccalaureate
- The achievement gap between disadvantaged pupils with SEN and their peers is smaller than the national gap by 16
- 90% of KS4 pupils with SEN support were in education, employment and training at 17 (5 points above NA)
- 40% of 19 year olds with SEN support qualified to level 2 including English and maths (5 points above NA)
- 45% of 19 year olds with SEN support qualified to level 3 (14 points above NA)

### **For improvement:**

- The amount of progress made by pupils with SEN from EYFS to KS1 and from KS1 to KS2 is inconsistent across primary schools. (25/61 schools show a positive progress score KS2 APS)
- The amount of progress made by pupils with SEN from KS2 to KS4 is inconsistent across secondary schools (6/13 schools achieved a positive progress score for Attainment 8)
- In 4 secondary schools more than 5% of pupils did not achieve 5A\*-G by 16
- Attendance rates of pupils with SEND are lower than their peers in both primary and secondary phase and persistent absences have increased
- The quality, range and breadth of technical pathways for learners not able to access level 3 academic routes is an area for improvement in the borough

In 2015, the Local Authority commissioned the Ealing Primary Teaching School Alliance (EPTSA) to develop a sustainable peer review model to support schools in responding to and implementing the SEN reforms. 17 reviews took place in 2015-16 focused on the quality of teaching, learning, school systems and leadership. In 2015-2016, EPTSA also led on support for SENCo induction and network meetings. The SEN peer reviews were well received by schools with all schools reporting a direct impact on school improvement planning. New SENCo induction training and SENCo networks were also highly rated.

**4. Ealing will be a recognised as a leading local authority in promoting educational excellence through providing, brokering and commissioning high quality educational services, innovation and high quality leadership in partnership with its schools**

### **Schools' Survey 2016**

53 schools (45 primary and 8 secondary) completed the annual School Effectiveness survey in 2016 – an increase from 39 schools in 2015.

Schools were asked to rate individual services using a 4 point scale including: Service quality; Customer focus; Value for money; Making a difference. Schools were also invited to provide qualitative commentary to support ongoing service improvements. Overall, feedback from schools continues to show very high levels of satisfaction with bespoke services, leadership networks, support, advice and guidance from the School Effectiveness team.



The services in the table below demonstrate sustained high performance and/or improvements over the last 4 years. The table shows the percentage of schools rating services **good or outstanding** for quality.

<b>Service area</b> <small>(% of respondents rating service quality good or outstanding)</small>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Secondary</b> Link Officer/bespoke support	100	100	100	100
<b>Secondary</b> Briefings & Networks	100	80	100	100
<b>Primary &amp; Special</b> Link Officer/bespoke support	90	83	92	92
<b>Primary &amp; Special</b> Briefings/Networks	88	80	91	97
School Workforce Services	90	100	100	100
Governor Services	100	72	96	97
Extended Services	75	90	100	100
Health Improvement Services	80	96	90	97
ICT Support Service	92	100	100	100
Central Training Programme	79	88	90	95
SEN training and support	96	96	45	86
Ealing Music Service	62	67	72	90
NQT Monitoring & Induction	88	73	46	96
KS1 and Y6 moderation	81	88	84	93

There have been significant improvements in the following service areas between 2015 and 2016

- NQT Monitoring and Induction Programme
- SEN Support, Networks and Training

Capacity issues have affected the support provided by the Gypsy Roma Traveller Achievement Service and we are currently consulting with schools on future support models.

The full Schools Survey Report is included in [appendix 4](#).

### **Collaboration and innovation**

In 2015-2016 we established the new Primary Strategy Steering Group comprising headteachers with a direct mandate to shape educational ambitions in the primary phase and stimulate greater involvement of schools in providing direct, practical support. The number of schools engaged directly in provided support to other schools has increased this year with a significant number of system leaders engaged in supporting school improvement including schools with significant risks. Collaboration with the Teaching School Alliances has supported the evolution of programmes for recently qualified teachers and a Research and Development network has been established in the secondary phase. There has been a growth in the number of Specialist Leaders of Education and this is an important resource for stronger partnership working in 2016-2017. CPD online is now well developed as a single point for accessing professional development programmes run centrally and in schools.

The Ealing Innovation Fund, created in 2015, supported the development of 20 collaborative school-to-school projects to accelerate the progress of more able pupils through alternative approaches to curriculum and pedagogy. Projects were focused on KS2-KS3 transition, reading, science, parental engagement, assessment for learning, Visible Learning and technology. Mid and end-point evaluations of projects demonstrated high levels of engagement by staff in action-research methodology and significant professional learning. Several schools have reported significant improvements in progress and attainment of more able learners as a result of learning from EIF projects. All 20 schools are continuing to work with their partner schools in 2016-2017 and many have expanded opportunities for other schools to join key developments including Visible Learning hubs; mentoring of more able young pupils by Post 16 students and cross-phase STEM professional training.

### **Develop high quality leadership within and across organisations**

100% of schools that responded to the Schools Survey on Governor Support Services rated these as good or outstanding in 2015-2016. 483 governors attended centralised training courses and these were highly rated. Our highly successful governors' conference held in June attracted over 90 delegates and we have had huge success working alongside SGOSS to recruit high quality governors in our schools. Our governor associates continue to provide excellent support to schools with specific challenges and there are now 8 locally grown Ealing Leaders of governance able to provide direct school-to-school support.

The Securing Good programme, designed to provide early support to schools with identified risks, is now supported directly by a number of our schools. Improvement partnerships are brokered and monitored by our team of high calibre link officers and these are proving to be very successful. Learning from existing programmes like the "Outstanding Schools Network" was used to shape the new "G2O" Good to Outstanding



programme designed for school leaders close to achieving outstanding provision for learners. This has been very well received. The primary Deputy Headteacher network was re-designed with significant input from our outstanding primary schools and received excellent evaluations from 70 participants in 2016.

We continue to coordinate the NPQSL, NPQML and Leadership Diversity programmes for leaders across phases working along the Teaching School Alliances to maximise participation. 72 teachers participated in these programmes in 2015-2016 with a significant number gaining promotion or secondment to senior roles.

Officers supported the successful recruitment of 9 headteachers across phases in 2015-16 with excellent feedback from governing bodies on the quality of support provided. The NQT induction and monitoring programme in Ealing was reviewed as good or outstanding by 97% of all schools in 2016 – a significant improvement from last year. 100% of our NQTs passed their induction year and 89% of NQTs were fully satisfied with their induction arrangements. 392 NQTs attended central training and 38 NQT mentors engaged in centralised support networks. Although the overall number of NQTs leaving Ealing schools at the end of the year has decreased – retention of teachers remains a high priority across phases.

We continue to invest in our School Business Managers – supporting their training and development through network membership. 43 primary schools and 15 secondary schools committed to the network last year with excellent feedback. Accredited courses from Level 3 to Level 5 have been well received by those developing their leadership roles with 47 School Business Managers enrolled in programmes last year. The wide range of services offered by our school workforce development team continue to be very highly regarded by schools and a significant area of strength going forward.

The Central Training Programme run from Ealing Education Centre continues to be highly regarded by schools. Nearly 3,000 course evaluations were collated in 2015-2016 with 98% reporting that they would recommend the course to others. Courses with particularly high ratings included; NQT induction mentors event; Ofsted briefing for governors; primary literacy subject leaders network and special school assessment network and primary assessment leaders network.

### **Investment in Communities**

Ealing's Extended Services team continue to coordinate and deliver services to 93% of schools in conjunction with the Extended Services Strategic Partnership of headteachers. £206,000 of external funding was secured to set up new projects including family learning activities across 6 schools/settings and enterprise workshops in 28 schools in 2015-16. 18 schools signed up to participate in the Ealing Family School Partnership Award and new counselling services were established in 4 additional schools in 2015-16. The impact of a wide range of parent and pupil support programmes has been well documented and the quality of services provided or secured by the Extended Services team remains outstanding.

### **Business systems and communications**

Of the 18 separate services surveyed by schools, 9 areas received 100% good or outstanding ratings for the quality of communications and responsiveness from the School Effectiveness team with the majority of the remaining areas rated between 85 and 97% good or outstanding. Ealing Grid for Learning continues to be a vital communications tool for the council and its schools. Over 1,100 registered users access the site every year and place high value on the central repository of guidance and support across 95 service areas.

We take great pride in responding to queries and in addressing areas for improvement quickly. We adapted the link officer programme for primary schools following feedback via the headteacher strategy group and the team at Ealing Education Centre have been highly efficient in bringing coherence to the broader training offer, working closely with our Teaching School Alliances to align programmes. Feedback on Ealing Education Centre support teams has been of a consistently high standard and the central programme remains excellent value for money for schools.

## **Conclusion**

High levels of investment by maintained schools, academies and free schools in School Effectiveness services and in strong partnership working continue to drive our collective ambition to Achieve Excellence Together. This Impact Evaluation report demonstrates very high levels of engagement by schools in the delivery of high quality centralised services. It also demonstrates the positive impact of these services on professional development and outcomes for children and young people.

As a service we continue to place high value on knowing our schools well; investing in our school leaders and creating opportunities for new leaders to emerge.

This year we have created more opportunities for schools to provide support and challenge to each other and we have become better at using collective and comparative data to drive focused initiatives and raise expectations.

In 2016-2017 we will be working closely with schools and stakeholders to see how we can best sustain high quality services in the context of reductions to education services grants but, most importantly, we will also be focused on the relationships and ways of working that will best support our ambitions to achieve the very best outcomes for all pupils.

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