

# School Effectiveness Impact Evaluation 2017

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School Effectiveness

# School Effectiveness Impact Evaluation Survey 2017

## School improvement link officer and bespoke support ~ Primary

"We were on the Good to Outstanding programme ...this input and training has had a superb impact on our school and the quality of provision that we can offer our pupils as we have just been graded as Outstanding! Thank you."

**Headteacher, Selborne Primary school**

"Our link officer recognises the increasing complexity of the young people" **Headteacher, St Ann's**

"Through your support we achieved a good OFSTED rating."

**Headteacher, Our Lady of the Visitation**

**100% rated service as good and outstanding**

## NQT monitoring induction programme

"...very impressed with level of support throughout..."

**Assistant headteacher, St Gregory's**

"...substantial and clear handbook, quick to provide up to date examples of assessments..."

**Assistant headteacher, The Ellen Wilkinson School for Girls**

**100% rated service as good and outstanding**

## School improvement link officer and bespoke support ~ Secondary

"Very precise, thoughtful guidance from our link officer..."

**Headteacher, Greenford High School**

"...subject network meetings are highly valued..."

**Headteacher, Featherstone High School**

**90% rated service as good or outstanding**

## School improvement collaborative services for secondary

"...all the network and training sessions are extremely well run ..."

**Headteacher, Ealing Alternative Provision**

**100% rated service as good and outstanding**

## School workforce

"...high quality CPD, high level of expertise in LA staff..."

**Headteacher, Berrymede Junior School**

"...have supported us well in our aims..."

**School business manager, Selborne Primary School**

"Focused input on improving issues concerning customer facing tasks"

**Headteacher, John Chilton School**

**100% rated service as good and outstanding**

## KS1 and year 6 writing moderation

"Training and standardisation activities consolidated own knowledge and ensured I was confident in my own judgements when going into school..."

**Teacher, Little Ealing Primary School**

"Great to have skilled moderators on the course with lots of knowledge..."

**Teacher, Three Bridges Primary School**

**82% rated service as good and outstanding**

## Governor support

"Excellent communication via workforce newsletter, gatekeeping and directors reports....good verbal advice"

**Chair, North Ealing Primary School**

"Governors and clerk have made good use of training this year, feedback very positive in helping them to develop their role."

**Headteacher, Our Lady of the Visitation Catholic Primary School**

"Since coming into my position, I have received nothing but support from a very responsive service"

**Headteacher, Khalsa**

**100% rated service as good and outstanding**

## Extended Services

"...supportive and responsive to school issues, collaborative in their approach...fund raising skills are excellent, FRED was a success...positive feedback from parents."

**Headteacher, Berrymede Infant School**

"...training incredibly well thought out... delivery of session's very useful and engaging...excellent materials ... very approachable and supportive throughout the year".

**Deputy head, Horsenden Primary School**

**100% rated service as good and outstanding**

# School Effectiveness Impact Evaluation 2017

## “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 [2017 Impact Evaluation](#) for schools include:

- A high level summary of performance against key measures showing a red, amber, green progress rating (appendix 1)
- Primary and High School Attainment Summary 2017 (appendix 2)
- 17 separate strand reports written by service leads (appendix 3)
- Schools Survey 2017 (appendix 4)

## 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 - 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.

The overall quality of education provided by Ealing schools (judged by Ofsted inspections) indicates that 92% of all schools are providing a “good” or “outstanding” education for their pupils, a drop of 2% from 2016. At the end of the academic year 2015- 2016, Ealing schools were ranked in the top 10 out of 163 Local Authority regions in England (Watchsted) on this measure. Ealing’s ranking at the end of the academic year 2016-2017 fell to 33 out of 163 regions.

In the academic year 2016-2017, 24 primary schools, 1 special school and 1 secondary school were inspected by Ofsted

- 3 schools moved from good to outstanding (Perivale; Selborne and Fielding)
- 19 schools were judged good
- 2 schools moved to requires improvement
- 2 schools were judged to require special measures

Our rigorous approach to early identification of risks meant that we were able to invite 14 schools into the **Securing Good Programme in 2016-2017**. 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. Of the twelve primary schools in the programme, four schools significantly improved pupil outcomes in 2017; three were judged good by Ofsted and two schools were judged to be making very good progress by HMI. Of the two secondary schools in the programme, one was inspected and was judged to require special measures.

The local authority has worked effectively with school leaders, governors and the DfE to develop comprehensive short term recovery and longer term structural improvement plans for two schools requiring special measures. The local authority is confident that the quality of education provided will improve rapidly under new arrangements.

There are now more primary schools in Ealing judged to be providing an outstanding education for pupils (10 schools) and many schools have reported benefits from participating in the “Good to Outstanding Programme” introduced in 2015 for schools close to becoming outstanding. However, Ealing still lags behind other London boroughs with higher proportions of outstanding primary schools and this should remain a focus for the developing Ealing Learning Partnership and for governing bodies seeking to develop system leadership.

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.

During 2016-2017, Ealing, Hammersmith and West London College was inspected by Ofsted and moved from inadequate to good. The opportunities afforded by new curriculum developments have led to much stronger outcomes for vulnerable students particularly at Level 1.

## 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

2017 marked the second year of the new assessment arrangements for primary-aged pupils and the first year of the new arrangements for assessing GCSE mathematics, English and post 16 qualifications. *(Some measures cannot be compared with previous years)*

The LA has supported schools well to understand and effectively manage the new primary curriculum and assessment arrangements with two very well attended and highly rated conferences in 2016-2017. In response to schools' needs, a progress tool was developed by the data team to support schools with pupil target setting. Schools have engaged well with standardisation events and leading schools have made a significant contribution to influencing local assessment strategy with record numbers of practitioners applying to become Ealing moderators.

The following summary sets out the current strengths of Ealing schools in achieving excellent outcomes for pupils and some key areas for further improvement. The full range of performance indicators are included in appendix 1 with the provisional pupil outcomes report 2017 included in appendix 2.

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

#### **Strengths:**

- Year 1 & 2 **phonics** outcomes remain above the national average
- **KS2 outcomes** are now well above the national average with 65% pupils achieving the expected standards in the combined measure for **reading, writing and mathematics** (61% NA) and 84% pupils achieving expected standards in grammar, punctuation and spelling (77% NA)
- The number of pupils reaching the **higher standard in mathematics** KS2 is well above the national average at 30% (23%NA)
- **Strong outcomes in English and mathematics in KS4** with 69% reaching the standard pass (4+) in both subjects and 51% achieving strong pass (5+) in both subjects (both outcomes likely to be well above national average and in the top 20% nationally for the new 5+ combined measure which is outstanding)
- For achievement in the new EM 5+ combined measure (strong pass) **9 secondary schools** performed at the 5<sup>th</sup> percentile (FFT) which estimates the expected performance for the school's cohort
- The % pupils achieving the **Ebacc** (with new English and mathematics measures included) is likely to be well above the national average at 30%
- Strong performance in **academic and vocational programmes Post 16** with the average point score at A level now B- (C- 2016) and the Applied General average points remaining at Distinction.

### For improvement:

- Pupil outcomes at the end of KS1 have improved from 2016 and are broadly in line with the national average at 63% reaching expected standard in reading, writing and mathematics combined. However the percentage of pupils reaching the standard at **greater depth** for all three subjects is below the national average particularly in **reading**.
- **Reading** has improved in KS2 but the percentage of pupils reaching the **higher standard** lags behind mathematics and is only in line with national average at 25%
- There remains significant cross-school variation in standards in primary schools with similar pupil profiles – this is particularly true for schools with high numbers of **disadvantaged pupils**
- There are **23 primary schools** with attainment below 65% in reading and mathematics
- There are two secondary schools with **outcomes below FFT50** for 4-9 in English and Maths and this has not changed since 2016 (A\*-CEM).
- The **percentage of learners achieving English and mathematics by 19** is 26% which is above the national and London average but 9 points below our highest performing statistical neighbour (2015 data)
- **88% of Ealing pupils stayed on in education or employment** after 16-18 study which is the same but not better than the national average. The % in employment is below the national average and matches the priority to get more young people into appropriate training through internships and apprenticeships.

**Aim: Specific groups of pupils are making better progress in Ealing than they are doing nationally (*based on 2016 data*)**

### Strengths:

**Disadvantaged pupils** achieve significantly more than their peers nationally at the end of KS2 and the gap between these pupils and their peers for A\*-C English and Maths is considerably narrower than the national by the end KS4 at 19% (vs 27%).

### For improvement:

- There is **wide variation in primary schools** in the achievement of disadvantaged pupils
- The **disadvantaged groups** that make least progress from KS2 to KS4 are: **White British pupils and Black Caribbean boys\***
- **Black Caribbean pupils** achieve the lowest A\*-C English and mathematics of any ethnic group at 45% and variation between schools remains in both primary and secondary\*
- The **variation across all schools** in the progress made by low attaining pupils and those with SEN is significant
- **Traveller pupils'** attainment remains well below the borough averages across the key stages\*

\*These improvement priorities mirror those highlighted in the Mayor of London's Annual Education Report 2017

### 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 (2016 data)

The overall picture of inclusion in Ealing schools for low attaining groups and those with SEN highlights significant variation across schools (2016 data)

#### **Strengths:**

- The percentage of SEN supported pupils achieving level 2 EM by 19 (44%) and level 3 (46%) is well above the national average (32%/27%)
- 90% of SEN supported pupils were in education, employment and training at 17 – 5 points above the national average
- The achievement gap between disadvantaged pupils with SEN and their peers is smaller than the national gap by 16

#### **For improvement:**

- 15% of pupils on SEN support achieved the expected standard in reading, writing and mathematics at KS2 (1 point below NA)
- The amount of progress made by pupils with SEN from EYFS to KS1 and from KS1 to KS2 is inconsistent across primary schools. (20/62 schools show a positive progress score KS2 APS in new assessment measures in reading)
- The amount of progress made by pupils with SEND from KS2 to KS4 is inconsistent across secondary schools (overall progress 8 SEN support is -0.40 quartile C)
- 27% of pupils on SEN support achieved A\*-C EM (2 points below NA)
- 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

#### 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

##### Schools' Survey 2017

78 schools (67 primary and 11 secondary) completed the annual School Effectiveness survey in 2017 – an increase from 53 schools in 2016.

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 where there were 10 or more responses

Service area (% of respondents rating service quality good or outstanding)	2015	2016	2017
Secondary Link Officer/bespoke support	100	100	90
Secondary Briefings & Networks	100	100	100
Primary and Special Link Officer/bespoke support	92	92	88
Primary and Special Briefings/Networks	91	97	90
School Workforce Services	100	100	100
Governor Services	96	97	100
Extended Services	100	100	100
Health Improvement Services	90	97	96
ICT Support Service	100	100	100
Central Training Programme	90	95	96
SEN training and support EPTSA	-	86	95
Ealing Music Service	72	90	81
NQT Monitoring & Induction	46	96	96
KS1 and Y6 moderation	84	93	82

The full Schools Survey Report is included in Appendix 4



## **School Improvement, collaboration and innovation**

The Primary Strategy Steering Group and Secondary Headteacher group have continued to influence and shape activities to meet the educational ambitions set out above and the direct contribution of schools has increased. The role and focus of **School Improvement Link Partners** has been further refined in response to feedback and will now provide a more differentiated/flexible approach suited to the individual circumstances of schools.

The **Ealing Reading Campaign**, launched in 2016 as a joint initiative with the National Literacy Trust to promote deeper enjoyment and engagement with high quality texts in schools, captured the interest of 25 schools who have signed up to the Ealing Reading Quality Mark assessment. Following a dedicated conference, 58 schools have signed up to the National Literacy Trust. Improvements in reading outcomes are evident in 2017 data. The number of pupils working at greater depth for reading at KS1 and those achieving the higher standard at KS2 has improved but this continues to remain a priority area for Ealing schools.

In the primary phase, **collaboration with Teaching School Alliances** has supported the evolution of greater school-led programmes around local priorities. The success of the **SEND Commission** led by Ealing Primary Teaching School Alliance has led to a second year of investment supporting wider participation in peer-review and SENCo development. 100% of participants rated the quality of SENCo induction and training as good or outstanding. SENCOs feel very well supported by school-led networks and the school-based delivery of the NASENCO Programme run jointly with Hillingdon continues to be highly successful in securing succession planning of qualified SENCOs. 26 schools have now participated in SEND peer reviews since the start of the commission and these have led to important area-wide themes for expanding professional development and training opportunities for governors, leaders, teachers and support staff.

A new **leadership commission** has evolved in collaboration with EPTSA and West London Teaching Alliance for implementation in September 2017 focusing on the induction and development of new headteachers and deputy headteachers; building on the success of Stepping Stones and other projects targeted at leadership succession.

In the secondary phase, schools continue to invest in a partnership with the LA and **Ealing Teaching School Alliance** to fund leadership networks across a wide-range of subjects and areas and these are highly rated by schools. Nationally accredited leadership programmes such as NPQSL, NPQML and Leadership Diversity programmes continue to be coordinated centrally. 69 teachers participated in these programmes in 2016-2017 with a significant number gaining promotion or secondment to senior roles.

The annual **14-19 conference** has supported effective links between schools and the college and led to better informed careers education and guidance in relation to the London skills economy and emerging high need industries. A strong inclusion network has supported consistent use of risk of NEET indicators in schools and tailored intervention programmes.

Over **400 days of LA bespoke school improvement** support were purchased by primary and special schools to support headteacher appraisal, recruitment, external reviews, self-evaluation and planning, assessment, governance and preparation for Ofsted.

## **Governor Services**

Ealing continues to prioritise governor development to support the increasing demands and accountabilities of school governing bodies. 100% of schools that responded to the Schools Survey on Governor Support Services (25) rated support as good or outstanding in 2016-2017. 42% governors attended centralised training courses and these were highly rated. We have increased the amount of bespoke training offered to schools and this has been particularly well received. Attendance at termly networks for chairs and clerks remains steady at around 32 schools.

Seven schools in the Securing Good Programme received dedicated reviews and support for governance. Our governor associates continue to provide excellent support to schools with specific challenges and effective use of Local and National Leaders has been instrumental as part of the Securing Good Programme.

We continue to have huge success working alongside SGOSS to recruit high quality governors in our schools generating 39 applications in 2016-17 and have developed a new relationship with inspiring governance recruitment service.

## **NQT Appropriate Body support**

76 schools used Ealing as their Appropriate Body for NQT induction and monitoring programme in 2016-17. The service continues to have excellent reviews with 96% of respondents rating quality, communication and impact as good or outstanding and all schools stating that the service made a difference to achieving pupil outcomes. The quality assurance process has supported the development of excellent practices in schools with 91% of schools judged to be providing good/better induction. A wide range of professional development for NQTs has been coordinated, with involvement of a number of schools, and this has supported the high retention level of 86% this year.

## **Workforce and School Business Manager support**

50 schools have purchased either both or one of the workforce or school business manager options in 2016-17, with 100% judging the quality of support to be good or outstanding. The SBM membership has increased to 46 schools and new accreditation pathways have been developed to promote career development. In conjunction with the Teaching Schools, three new SBM senior leaders in education (SLE) are being deployed to provide bespoke support to schools to share expertise. The service continues to promote a wide range of training and development for non-teaching professionals with excellent feedback.

## **Investment in Communities**

### **Extended Services**

In 2016-2017 the Extended Services team coordinated and delivered services to 83% of primary schools in conjunction with the Extended Services Strategic Partnership. 14 schools achieved the new **Family Partnership Award** designed to maximise the impact of parental engagement. A large number of schools participated in initiatives to activate parents' understanding of future careers pathways and skills required by employers and additional grants were secured through John Lyons Charity for 23 schools to access training through Ealing Schools Counselling Partnership. Bespoke services to schools continue to receive excellent feedback. £282,000 of external funding was secured to set up new projects in schools and in conjunction with the Primary Behaviour Service. From 2018, the services provided by this team will operate on a fully-traded basis. The team are focused on wider sources of income generation through external grant funding and the offer to schools will be reviewed for 2018 – 2019.

### **Health Improvement/Safeguarding Prevention Services**

Health and well-being services are currently offered as a universal entitlement with 69 schools receiving a health in school visit in 2016-2017. Bespoke services to schools to support safeguarding prevention, PSHE; RSE; nutrition and exercise and mental health have been well received with 96% schools rating delivery and impact as good or outstanding. 400 participants from 75 schools attended training across a wide range of safeguarding prevention topics. 45 schools purchased additional support packages to support the Healthy Schools Award; Prevent and Cyber-mentoring. The new PSHE toolkit for schools received an outstanding reception and the Daily Mile initiative has had significant impact in reducing obesity. Ealing now has the highest number of schools in London with the gold Healthy Schools Award.

### **Music Services**

81% of schools accessing music services rated these as good or outstanding in 2017 maintaining the service improvements since 2013. Developments to support pupils accessing instrumental learning in schools including training for school-based and Ealing Music staff; publication of new schemes of work and leadership visits to schools have proved effective although the overall number of schools engaging with first access services has remained the same. A varied programme of enrichment activities from KS1 to P16 including Zoo Tales; Mozart 250; World Music Festival and Ealing Youth Orchestra roadshow has proved successful in supporting engagement and progression routes for pupils. New bursaries and scholarships have been established through a range of new partnerships to support talented musicians access additional tuition and expertise.

In 2017-2018 priorities including developing musical access and progression for pupils with SEND; increasing the number of school-based ensembles and extending Ealing's singing strategy from 21 to 40 schools.

## **Gypsy Roma Traveller Achievement Service**

Following a re-location of the team and better integration with Children's Services 2016 -17, school leaders were invited to work with the GRT team to agree key lines of research and core activity to achieve greater impact for a group that continues to be over-represented in the "tail" of underachievement in London. The team has worked directly with 4 Children's Centres, 1 nursery, 7 primary schools, 4 high schools and 3 special schools in 2016-2017.

Following consultation with schools, the team are working towards a similar approach used by the Virtual School to better identify and track pupils' progress with schools through individualised Raising Achievement Plans. Attendance of GRT pupils improved following targeted work in schools and with individual families. Referrals for wider support services have increased throughout the year and the team have been instrumental to the engagement and impact of 23 Children's Services teams to support a significant number of children and families.

The team reduced the amount of time providing direct face-to-face advice to families and invested in developing the capacity of schools to improve engagement/access through highly valued support packs. The profile of the GRT community was well developed in June through a range of events designed to celebrate the culture and historical significant of traveller communities.

## **Behaviour Support Services to Schools**

A separate report/impact evaluation on the Behaviour Support Service to schools will follow.

## **Other services to schools**

### **ICT/Computing**

ICT and computing support continues to be well received by schools with 100% of respondents rating service quality as good or outstanding. Schools continue to use the service to develop bespoke and integrated schemes of work to link with curriculum themes and topics. Networks are used to support schools in using specific technologies; to share expertise and to develop consistent approaches to e-safety.

## **Central Training Programme- EEC**

In 2016-2017, the CPD team focused on developing partnership working with Ealing's Teaching Schools in order to drive value for money and secure programmes designed to meet local needs and priorities. Overall ratings of courses run centrally remain very high with 96% of all feedback evaluation forms (2242) highly recommending courses to others. Ealing Education Centre continues to be run efficiently and customer satisfaction is high. Income from schools, council departments and external users has fallen as expected in 2016-2017 in line with overall budget pressures but the centre remains viable and there is strong appetite among schools for a dedicated training and development centre in addition to Teaching Schools' provision.

## **Business systems and web communications**

Schools remain highly satisfied with the responsiveness of School Effectiveness business support teams. The team continue to process £2.75M of traded services each year across 24 separate services for schools. The EGfL web team supports 1200 site users and 12,000 pages of guidance and support for schools. The quality of content and communications remains high but we recognise that further efficiencies are needed to maximise interaction with customers including additional channels/features and smarter hands-on control for contributors.

## **Conclusion**

High levels of investment by maintained schools, academies and free schools in services and in strong partnership working continue to impact positively on outcomes for Ealing's 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. 2017-2018 marks an important transition towards establishing a learning partnership that puts school leaders at the heart of shaping and implementing strategies to realise even greater ambitions.

From September, the Ealing Learning Partnership Board, comprising 8 elected headteachers and 4 officers, will build on success to date and secure the commitment of Ealing's schools to invest in a partnership that gives every school:

- access to high value professional support, expertise, training and resources
- access to leadership and talent management programmes
- link partners invested in each school's success and in the success of the partnership
- networked support and a collective response to national policy changes in assessment; curriculum; safeguarding; SEN and governance
- joined-up partnership working with local agencies serving the interests of children and young people

## **Priorities for consideration by Ealing Learning Partnership Board 2017-2018**

### **Supporting schools to be securely good or outstanding**

- Continue upward trend of success in % of schools judged good or outstanding by Ofsted to be in line with top performing London regions by securing strong local and shared accountability for success
- Reduce school to school variation by identifying risks early across a full range of indicators, securing high quality support and challenge and measuring the impact of securing strong local support
- Build on and further improve pupil outcomes at the end of KS1 with a focus on the number of children reaching the higher levels in reading, writing and mathematics to be in line with/or above London average through universal and bespoke leadership development, consistent assessment practices and subject pedagogy
- Improve the number of pupils reaching the higher standard in KS2 particularly in reading through investment in high quality leadership and professional development

## **Priorities for consideration by Ealing Learning Partnership Board 2017-2018**

### **No learner left behind**

- Improve the progress and attainment of disadvantaged learners in every key stage and by 19 through structured training; peer review and leadership development
- Improve the progress and attainment of Black Caribbean and disadvantaged White British learners at every key stage and by 19 through structured training; peer review and leadership development
- Further improve the percentage of learners achieving English and mathematics standard pass by 19
- Improve attendance, progress and achievement of learners with SEND at each education phase through greater leadership challenge, peer review and leadership development
- Continue to close the gap between pupil premium, LAC and their peers
- Build on the success of, and significantly grow, the Family School Partnership Award by engaging parents and carers in areas of high need
- Promote and maintain the highest standards in safeguarding and pupil well-being building on the success of the Healthy School Award programme; mental health support and the success of PHSE curriculum framework
- Significantly increase the number of schools committed to offering access to high quality music programmes; participation in ensembles and access to high profile events

### **The Ealing Guarantee – participation and progression to adulthood and employment**

- Improve outcomes at Level 3 for disadvantaged young people and under-represented groups
- Develop effective Applied General provision in schools and technical education pathways with the college
- Get more young people into appropriate employment and training through internships and apprenticeships especially those with SEND
- Improve careers guidance and engagement with the world of work from the primary years to better prepare parents and young people for the world of work

**Julie Lewis Assistant Director – School Effectiveness**

**September 2017**