

Securing “Good”- Moving to “Outstanding” 2013-2015

School Effectiveness Impact Evaluation Summary September 2014

Good progress and on track	Moderate progress and on track	Not on track
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Objective 1	
Raise standards, close achievement gaps, remove barriers to learning to secure best possible outcomes for Ealing children and young people	
Success measures 2015	
1.1	Standards in relation to all key national indicators align with or exceed highest performing statistical neighbours
	<ul style="list-style-type: none"> Standards at end of EYFS have improved with 64% achieving a good level of development up from 56% in 2013 (above NA) LA Quartile Banding A 92% pupils passed Y1 phonics test compared with 83% in 2013 Ealing is now ranked 6 out of 12 statistical neighbours for primary outcomes and 15/34 across all London authorities. LA Quartile Banding B Standards at the end of KS2 have improved with 81% pupils achieving L4+ in R,W,M up from 77% in 2013 and 69% achieving L4B up from 65% in 2013 The proportion of pupils making two levels of progress has improved from 2013 in R, W, M (94/95/94) 7 secondary schools above FFTD for 3 levels of progress KS2 to KS4 English
	<ul style="list-style-type: none"> Standards at the end of KS1 have improved with outcomes now in line with (but not above) NA in R and M and above in W Standards in Reading below NA L4B and not keeping pace with national improvement overall Standards in Mathematics L4B show decline since 2012 Points per entry P16 improved from 2013 and % gaining 3 + A Levels improved by 3% to 87% Points per student decreased in vocational qualifications by 54 points (but still above NA) and % achieving 3+ substantial vocational qualifications improved from 27% to 47% Standards 5A*-C have declined by 2% from 2013 and were below target of 62% with four schools performing below FFTA comparison. LA Quartile Banding C (2013). However, standards are now above the NA (NA 52.6 2014 vs 59.2 2013) . This decline must be viewed against the national and London picture in the context of significant late changes to qualifications. The relative decline in Ealing less than 26 other London LAs with the decline range from 9.8 to -1.4% Standards 5A*-C EM place Ealing 9/11 in its statistical neighbour group – up from 11/11 in 2013 and 22/32 – up from 25/32 in 2013

1.2	All teaching is at least good in Ealing schools and a significant proportion is judged to be outstanding
	<ul style="list-style-type: none"> A high proportion of teaching in Special Schools is graded outstanding (range from 43% to 73%) and all special schools have achieved their targets in improving teacher quality
	<ul style="list-style-type: none"> In primary and secondary schools, Link Officer reports indicate that leaders are getting better at using a range of evidence to judge the impact of teaching over time and many are now seeking external verification of systems for judging quality.
1.4	Progress measures for the lowest attaining groups well exceed national and London averages and the variation in outcomes for lowest attaining groups across schools closes by 50%
	<ul style="list-style-type: none"> Outcomes and progress measures for children with SEN have improved in all subjects in primary phase with 83% making 2 levels of progress in Reading, 86% in writing and 81% in mathematics 42% of low attaining primary pupils at KS1 achieved L4 in R,W,M at KS2 (26% achieved L4b) This is an improvement of 8% on 2013. The variation in outcomes for lowest attaining groups in primary schools has closed by X % (TBC)
	<ul style="list-style-type: none"> Secondary headlines to be inserted in October/November
1.5	Specific programmes, aimed at reducing the effects of background and/or poverty on attendance, educational achievement, have measurable impact and sustainability. These include: Extended Services; Engaging Migrant Parents and Children Project; Health Improvement in Schools; Gypsy Roma Traveller Achievement Service
	<p>Removing barriers:</p> <ul style="list-style-type: none"> 83% of primary and special schools have participated in the Extended Services training and support programme. Of these, 89% of schools are actively engaged with at least two initiatives to enhance parental engagement or pupil well-being. Very high numbers of participants are using training materials back in schools. 87% of schools that responded to the survey said that Extended Services were making a good or outstanding difference to the work of their school in promoting better outcomes. 100% Extended Services buy-back support was rated good or better. New and continuing projects to engage large numbers of pupils and staff in understanding healthy relationships have had a significant impact 102 Gypsy Roma Traveller Families were supported in 2013-2014. 12 nursery, 33 primary and 7 high school places were secured. 22 new enrolments for 14-19 complementary provision. 97% schools rated the quality of support and guidance from the Health Improvement Team as good or outstanding 10,665 high school and primary pupils completed the Health Related Behaviour survey and data has been used by Ealing Public Health to inform planning
	<ul style="list-style-type: none"> Support, guidance and materials from extended services and health improvement teams highly valued although data from follow-up interventions in case study schools at an early stage of development. Analysis of pupil premium spend could be part of evidence base. More extensive tracking of GRT children required to evidence impact of interventions especially literacy support EMPAC outcomes to be recorded later in year

1.6	<p>ALL schools have accessed one or more services of the Ealing Music Partnership and every child has access to a range of diverse and high quality music tuition/programmes/ensembles and affordable pathways for progression to highest levels.</p>
	<ul style="list-style-type: none"> • 72% schools said that the Music Hub was providing good value for money • The number of schools that accessed instrumental tuition rose from 34 to 40 • Total number of schools engaged in one or more activity supported by Ealing Music Hub increased from 72 to 78 in 2013-14 • The number of schools that participated in the Ealing Youth Prom increased from 20 to 28 in 2013-14 and 46 schools accessed the World Music Festival
	<ul style="list-style-type: none"> • The number of schools that accessed the Whole Class Ensemble Tuition dropped from 34 to 32 in 2013-14
	<ul style="list-style-type: none"> • The number of schools that accessed singing provision dropped from 19 to 11 in 2013-14 • The number of schools accessing ensemble and orchestral provision is still too low – strategies to engage pupils in longer term provision have yet to be established
1.7	<p>Levels of participation in education, employment or training post 17 are amongst the highest across London boroughs and amongst Ealing’s statistical neighbours. Ealing NEET figures continue to be amongst the lowest in London.</p>
	<ul style="list-style-type: none"> • Participation of 16-17 year olds in March 2014 was 96.2% which is 2/11 against statistical neighbours with 1.2% current activity not known - 3/11. • For 2013 the % of NEET 16-18 year olds was 3.3% - 5/11 against statistical neighbours with 3.3% activity not known.
	<ul style="list-style-type: none"> • Participation at 17+ reflects drop-out after one year of post-16. Whilst in Ealing this is improving and statistics are not out of line with comparators, this remains a key issue for participation policy, with a particular focus on FE Colleges. •
1.8	<p>95% of all Ealing schools are on track to be judged “good” or “outstanding” with no schools below floor standards or in Special Measures</p>
	<ul style="list-style-type: none"> • 18 Ofsted inspections took place in primary schools 2013-14 with 4 schools moving up a grade, 10 retaining their judgement of good or outstanding and 3 moving down. • 1 Ofsted inspection took place in a secondary school- retained good outcome • Collated Ofsted comments on the quality and impact of LA support indicate that the LA knows its schools very well and provides strong support where needed • 90% primary schools now judged to be good or outstanding putting Ealing in top 20 of 163 England LAs and in top 25% of London boroughs • 100% special schools now judged to be good or outstanding against 87% nationally and 92% in London. • No secondary schools below floor standard or in Special Measures
	<ul style="list-style-type: none"> • 75% secondary schools judged to be good or outstanding putting Ealing at 82/163 England LAs.
	<ul style="list-style-type: none"> • 4 Secondary schools and 7 Primary schools are currently graded as Requiring Improvement. • One primary school was judged to require Special Measures in July 2014 and is below floor standard

1.9	All schools currently judged to be Satisfactory or Requires Improvement (or with significant identified risks) are on track to deliver a good standard of education by end of 2015
	<ul style="list-style-type: none"> • Of the 6 primary schools identified for Ealing Challenge additional monitoring and support in 2013-2014, 5 were able to demonstrate clear improvements in areas identified by the end of the year. One moved from Special Measures to RI. • 3 out of 5 secondary schools in the Securing Good programme improved pupil outcomes in 2014 and one school with identified risks (Sept 2013) achieved a good Ofsted outcome 2014
	<ul style="list-style-type: none"> • Of the 4 Secondary schools judged to RI, further acceleration of improvement is required to secure a good judgement at next inspection • Of the 7 Primary schools graded RI, 3 are on tracked to be judged good by 2015, one is currently not on track and 3 have recently been brought into monitoring.
1.10	At least 30% of primary schools and 40% secondary schools are on track to be judged outstanding to align with or exceed the percentage judged to be outstanding in London
	<ul style="list-style-type: none"> • No schools that were inspected in 13-14 moved up from good to outstanding although two new free primary schools were judged outstanding in their first inspection. • Of the 10 primary schools currently judged to be outstanding, 2 are at risk of not keeping their outstanding grade • Of the 13 primary schools currently judged to be good and on the radar for inspection, 1 may secure an outstanding judgement in 2014-15

Key priorities 2014-2015

- Secure thorough risk analysis of all schools with a particular focus on those at risk of not maintaining a good or outstanding judgement
- Refine Ealing's Quality Assurance policies in consultation with schools
- Further strengthen the role of Link Officers in schools identified for local monitoring (Ealing Challenge) to accelerate the pace of improvement
- Secure the effective induction and quality assurance of all new Link Officers ensuring that all schools receive robust challenge in conjunction with national expectations
- Ensure that Link Officers have a detailed picture of the quality of teaching in schools and can identify and share the most effective leadership systems for assessing its impact on learning
- Present further challenge to schools where progress in reading and mathematics is not keeping pace with national improvements
- Present further challenge and support to schools where governance requires improvement
- Secure schools' engagement in the new Ealing mathematics strategy to accelerate improvement
- Use the key learning from the Outstanding Schools Network (Primary) to craft an approach to supporting securely good schools to move to outstanding
- Accelerate the improvement of schools in the secondary "securing good" programme through providing/sourcing additional leadership support
- Strengthen data analysis and data sharing in both primary and secondary phase to drive higher expectations in line with statistical neighbours
- Support and challenge schools and other providers to reduce the drop-out rate at 17
- Demonstrate more direct impact of extended services programmes on pupil achievement and pupil/parental engagement
- Engage every school with an annual health visit review and prioritise health improvement support in areas where there are increasing safeguarding alerts
- Significantly increase the number of schools accessing whole class ensemble tuition and the range and sustainability of music ensemble provision in Ealing
- Develop a coherent strategy 2015-2018 for advancing the achievement of Gypsy Roma Traveller Children in Ealing
- Disseminate the findings from the EMPAC project to a local, national and European audience

Objective 2	
Build capacity for sustainable improvement by developing infrastructure, leadership and school-to-school partnerships	
Success measures 2015	
2.1	All schools have access to quality bespoke support packages; these are highly rated and have measurable impact on professional development/school improvement
	<ul style="list-style-type: none"> All schools continue to have full access to quality bespoke support packages offered through the annual Services to Schools brochure 80% primary schools responded to the annual School Effectiveness Survey with the significant majority recording high levels of satisfaction (good or better) with the quality of support provided as follows: Link Officers,(83%) the quality of training; moderation support (75%), support networks (78%), workforce development (100%) All Special Schools purchased support and rated the quality of support as good or outstanding Levels of buy-back remain high with 91 % of primary schools and 90% secondary schools purchasing school improvement packages for 2014-2015.
2.2	The quality, breadth and sustainability of the central training programme is secured through high quality commissioning matched to school needs
	<ul style="list-style-type: none"> Nearly 3000 participants attended central training in 2013-14 with 100% (who provided feedback) rating courses useful or better. 57% rated courses as excellent. Income for sustaining a high quality programme remains strong with academies and the independent sector continuing to purchase through the SLA 88% schools rated LA training, support and guidance programme to strengthen moderation practices in KS1 and KS2 as good or outstanding and a significant pool of trained moderators has now been established The quality of support and guidance in supporting NQT induction remains high with 74% of schools rating it as good or outstanding 97% schools rated the quality of SEN training and support as good or better New training and development sessions to support SRE and PSHE were rated as good or better by 87% participants Following feedback from schools, EYFS moderation training was improved in 2013-14
2.3	The number and range of nationally accredited and other locally delivered leadership programmes attract increasing numbers of Ealing school leaders and leaders from other authorities
	<ul style="list-style-type: none"> LA led on introduction of new NPQML and NPQSL programmes for middle and senior leaders with participation by 15 senior leaders and 50 middle leaders 83% of Special Schools took part in NPQML programme resulting in stronger middle leadership 43 schools have now subscribed as members of the School Business Manager network. Feedback indicates very high levels of satisfaction. Increasing number of SBMs have a strategic role in schools. The success of the network is evidenced by the participation of 5 west London boroughs in the annual conference hosted by Ealing. New networks have been established to support local leadership needs including: Additional Resourced Provision Network; Outstanding Schools Network Secondary leadership networks for senior leaders, P16 leaders, core subject leaders, Inclusion leaders etc were rated by 80% as good or outstanding

2.4	<p>A growing number of Ealing primary and special schools contribute to quality assured, highly effective school to school improvement partnerships alongside other outstanding primary school partners in London</p>
	<ul style="list-style-type: none"> • 25 school-led events were promoted through CPDonline in 2013-14 • 6 primary schools participated in a new course designed to equip leaders to provide effective outreach support • 8 schools (currently judged outstanding) joined the new <i>Outstanding Schools Network</i> and are actively leading on peer to peer review • 3 primary schools are now accredited and offering <i>Outstanding Teacher Programme</i> or <i>Improving Teacher Programme</i> • A small number of schools, including National Support primary school, provided support for Ealing Challenge schools through a formal partnership agreement • A number of primary schools have made a significant contribution to supporting health and wellbeing developments in other schools
2.5	<p>The Ealing Teaching School Alliance is well established to offer a comprehensive, quality assured programme of school to school support in the secondary phase</p>
	<ul style="list-style-type: none"> • ETSA has evolved with support of all schools to become a delivery vehicle in supporting collective school improvement goals. A lead school now identified for leadership strand. • ETSA expanded to lead the CPD leaders network and Professional Learning Community • PLC retains a strong commitment from schools in developing pedagogy and practice • Cross school open days for NQTs and trainee teachers have been developed
2.6	<p>Partnerships with HMI and pan-London networks are well established to create cost-effective targeted training opportunities</p>
	<ul style="list-style-type: none"> • A range of training including nationally recognised programmes have been made available locally. Opportunities further extended through collaboration with Brent and Hounslow • Ealing is a named strategic partner in Harrow's successful Mayor's Excellence bid to improve subject knowledge and pedagogy in literacy and English increasing training opportunities for Ealing primary teachers • HMI inputs secured at governor conference and More Able Conference • Ealing LA co-led a triad peer review with Enfield at Croydon to evaluate the effectiveness of school improvement model • Ealing is a lead Local Authority trainer the West London consortium for Every Child a Reader and Every Child Counts • Ealing is a member of the 14-19 West London Alliance and lead partner on early identification systems for NEET students

2.7	A comprehensive strategy for improving the quality of school governance is in place with high levels of engagement and measurable impact in standards of leadership and management
	<ul style="list-style-type: none"> • Direct and intensive support to improve governance was provided in 6 schools with identified risks • A rapid recovery group of 4 leading governors was created to strengthen leadership of a primary school in special measures • 85 governors attended the first annual conference and this was rated as good or outstanding by all participants. •
	<ul style="list-style-type: none"> • 38% governors (378) attended central training in 2013-14, an 8% increase from 2013. 30 Chairs now attend the termly Chairs' briefing • In two schools inspected 2013-14 resulting in RI judgement, governance was identified as an area for improvement • A small pool of consultant governors has been established to provide direct support and guidance to schools with identified risks • A range of training including nationally recognised programmes have been made available locally. Opportunities further extended through collaboration with Brent and Hounslow • Ealing Leaders of Governance pilot launched following model developed in Enfield
2.8	Delivery of all key service objectives is supported by very high quality business support functions including strong client management systems; high quality central communications; training resources and accommodation
	<ul style="list-style-type: none"> • New, improved EGfL website ready for launch in October 2014 • More EGfL users (5 X more users than 2012-13) • New online gatekeeping system well received by schools • Better systems for tracking buy-back services and anticipating needs • Increase in room hire at EEC by over 10% • Better quality financial reports to make charging processes more efficient (EEC) • WiFi and laptop upgrade complete • CPD online further improved following feedback from schools
	<ul style="list-style-type: none"> • Development of e-newsletters to follow to ensure better targeting at key audiences • Development of on-line feedback processes to support evaluation of centrally delivered training still in progress • Protocols for using CPDonline to be further improved

Priorities 2014-2015

- **Re-shape services to schools offer from 2015 against local needs in consultation with schools**
- **Develop the role of the Secondary Ealing Teaching School Alliance in accelerating school improvement and strengthening peer to peer challenge**
- **Encourage and promote high quality school-led professional development, strengthening the contribution of special schools and primary schools in relation to local need and encouraging the development of new Teaching School Alliances**
- **Develop a cadre of leading governors and secure their effective deployment in supporting schools with identified risks**
- **Establish a 14-19 strategy group and re-engage schools and other providers in meeting the needs of Ealing learners**
- **Strengthen moderation practices in primary schools in anticipation of the removal of NC levels**
- **Maintain high levels of investment in strengthening leadership for SEN securing the participation of all schools in leadership networks and training**
- **Maintain a very high quality central training programme and bespoke support offer to schools: school improvement; workforce; extended services; health improvement; ICT**
- **Reinvest additional income secured through buy-back in initiatives that build the capacity of school leaders to influence system change: Ealing Innovation Fund; Leading School Business Managers; Secondary Leadership Clusters; Outstanding Schools Network; Ealing Leaders of Governors**
- **Launch new Ealing Grid for Learning for schools and develop the Local Authority's narrative of education in the area for external stakeholders**

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