

School Effectiveness Impact Evaluation 2015

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“Securing Good.....Moving to Outstanding”

Introduction to summary report

The purpose of this report is to provide concise information to schools on the impact of services and progress towards achieving the key milestones and key performance indicators set out our School Effectiveness Service Plan **Securing Good.....Moving to Outstanding 2013-2015**

Objective 1

Raise standards, close achievement gaps, remove barriers to learning to secure best possible outcomes for Ealing children and young people

Objective 2

Build capacity for sustainable improvement by developing infrastructure, leadership and school-to-school partnerships

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 [2015 Impact Evaluation](#) for schools include:

- An executive summary showing a red, amber, green progress rating in relation to key milestones and priorities set for 2014-2015 (Appendix 1)
- School Effectiveness Priorities 2015 – 2016 (Appendix 2)
- 19 separate strand reports written by service leads (Appendix 3)
- Primary and High School Attainment Summary 2015 (Appendix 4)
- List of School Effectiveness Impact Evaluation Reports for 2015 (Appendix 5)
- Schools survey summary 2015 (Appendix 6)

Commentary – standards and achievement

Ealing School Effectiveness Service continues to provide highly effective support and challenge to its schools in contributing to their overall improvement and effectiveness. Significantly, between 2014 and 2015, pupil outcomes improved to above the national average in all twelve schools that participated in our Securing Good Programmes. Of these schools, there were significant improvements in five primary schools and three secondary

schools. Six schools, (two primary, four secondary) that were deemed to require improvement under the 2012 Ofsted framework, were inspected and judged to be “good” bringing the total percentage of good or outstanding schools in Ealing to **92%**.

In September 2015, Ealing Local Authority was ranked **10th out of 152 local authorities** for the overall percentage of good and outstanding primary and secondary schools and **4th out of 152 local authorities** for the percentage of pupils in good or outstanding provision. (Watchsted performance tables) This is the highest ever ranking for Ealing Local Authority and a notable achievement. It should also be noted that all six of our special schools and all four of our nursery schools are also judged to good or outstanding.

However, we still have fewer outstanding primary schools than top performing London local authorities. Activities in 2016-2017 are designed to increase the number of opportunities good schools have to participate in peer challenge and set their sights on achieving outstanding outcomes for children.

Pupil outcomes in 2015 continue to reflect an upward trajectory of improvement in **all key stages**. The percentage of children reaching a Good Level of Development at the end of Early Years Foundation Stage has significantly improved to well above the national average. The percentage of children reaching Level 4b+ in reading, writing and mathematics and in Grammar, Punctuation and Spelling has improved and remains above the national average. The percentage of young people gaining 5A*-C including English and mathematics has also improved and is now above the London average as well as the national average with more schools matching the achievements of their highest performing statistical neighbours than ever before. ([See Appendix 3 for full summary report](#))

Our goals for 2015 were ambitious and we set high expectations for schools and for those providing services to schools. We still have work to do in raising expectations for the achievement of most able children in reading and writing at Key Stage 1 and 2. There is still a high degree of school-to-school variation (primary and secondary) in the progress some groups of children are making from low starting points. There is persistent under-achievement amongst groups of boys and Black Caribbean students in the secondary phase and amongst disadvantaged White British children throughout their education. The percentage of young people gaining at least a C grade in English and mathematics by 19 is too low and must now become a key priority for successful progression post 16 and beyond.

Commentary – building capacity

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. Our link officer support and challenge offer to all schools has been well received and schools continue to invest in high quality school improvement support. The quality of induction, support and training to improve the quality of school governance was a high priority in 2014-2015 and levels of engagement from schools have significantly improved.

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

Schools continue to invest in a wide range of services and we collate feedback every year to inform developments

2015 School Effectiveness Survey

In June 2015, 34 Primary/Special schools and 5 Secondary schools completed the School Effectiveness School Improvement surveys. The returns for other sections of service delivery ranged from 3 to 29 schools. 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 three years. The table shows the percentage returns rating services **good or outstanding** for quality.

| Service | 2013 | 2014 | 2015 |
|--------------------------------------|------|------|------|
| Link Officer/bespoke Secondary | 100 | 100 | 100 |
| Link Officer/bespoke Primary/Special | 90 | 83 | 92 |
| Briefings/Networks | 88 | 80 | 91 |
| School workforce | 90 | 100 | 100 |
| Governor services | 100 | 72 | 96 |
| Extended services | 75 | 90 | 100 |
| Health Improvement | 80 | 96 | 90 |
| ICT | 92 | 100 | 100 |
| Central Training | 79 | 88 | 90 |

The following service areas were judged by over 30% schools to require some improvement:

- NQT Monitoring and Induction Programme
- SEN Support, Networks and Training
- Gypsy Roma Traveller Achievement Service

The Impact Evaluation summaries included in [appendix 2](#) for each area set out the planned actions for 2015-2016 in response to the feedback we have received and our own analysis of impact.

The full survey report showing comparisons with 2014 ratings is included in [appendix 4](#).

Leadership development

The number and range of nationally accredited and locally designed leadership programmes continues to attract high levels of participation with the **NPQSL, NPQML and Leadership Diversity** programmes leading to career development for many participants in 2014-2015.

The development of Ealing's partnership with the new **Primary Teaching School Alliance** has led to a range of new and exciting developments including the SEND Leadership Commission, Newly Qualified Teacher and Recently Qualified Teacher school-based training programme and a range of other development networks to support early leadership.

An increasing number of school governors (462) are actively involved in central and bespoke training packages and our new emphasis on governor recruitment led to a significant improvement in applications in 2014-2015.

Most significantly, 2014-2015 marks a key turning point in strategic leadership through the formation of the new **Primary Improvement Strategy Group** developed to mirror the **Secondary Improvement Strategy group** in agreeing how collective resources can be best spent to achieve the aspirational aims of our new **Achieving Excellence Together** strategy **2015-2018**. Ealing schools have made a significant investment in supporting a collaborative delivery model in which schools now play a greater role in providing direct support.

All these achievements are underpinned by the new **Ealing Grid for Learning** website launched in October 2014 with five times the number of users than in 2013 and an ever improving interface with schools.

The **Impact Evaluation Summary** that follows ([appendix 1](#)) provides an overview of progress against the goals we set ourselves in 2013-2015 and informs the development of new plans to realise the ambitions set out in [Achieving Excellence Together 2015-2018](#). The following plans are now being developed and can be located on EGfL at <https://www.egfl.org.uk/school-effectiveness/school-effectiveness-impact-evaluation>

- **Achieving Excellence Together 2015-2018 – Julie Lewis**
- **Primary Improvement Strategy 2015-2016 – Karen Feeney**
- **Governor Development Strategy and plan 2015-2018 – Therese McNulty**
- **Secondary Improvement and 14-19 Strategy – Angela Doherty**
- **School Workforce Development Plan- Therese McNulty**
- **Extended Services plan – Sarah Thompson**
- **Ealing Music Partnership Business Plan- Yogesh Dattani**
- **Gypsy Roma Traveller Achievement Plan- Monica Raphael**
- **Central Training Programme – Sally Davies**
- **SEND Leadership support plan –Julie Lewis and EPTSA**
- **Elective Home Education – Sinead Galbraith**
- **ICT leadership plan – Mark Robinson**

Other related service plans (Children and Families)

- **SEN & Inclusion Strategy – Geoff King/Helen Green**
- **Health Improvement in Schools – Karen Gibson**
- **Virtual School for Looked After Children- Bridie MacDonagh**