

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships

Report title	Primary School Improvement
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Key objectives 2014-2015	Achieving Excellence Together 2014-15 <ul style="list-style-type: none"> • Raise standard, close achievement gaps, remove barrier to learning to secure best outcomes for Ealing children and young people • Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships

Impact Evaluation 2014- 2015

Objective 1: Raising achievement

Provisional outcomes for 2015:

Green above national **Blue: in line with national** **Red: below national**

Key Stage 1

Year 1 phonics: **79% (+1%)**

Year 2 phonics: **91% (0%)**

Reading: **L2C+ 91% (+1pt), L2B+ 83% (+4pts), L3 31% (0pt)**

Writing: **L2C+ 88% (+1pt), L2B+ 74% (+4pts), L3 18% (+1pt)**

Mathematics: **L2C+ 93% (+1pt), L2B+ 83% (+4pts), L3 28% (0pt)**

Key Stage 2

Attainment

Reading: **L4+ 90% (+1pt), L4B+81 % (+1pt), L5 48% (0pt), L6 0.4 % (0pt)**

Writing: **L4+ 88% (+1pt), L5 34% (+1pt), L6 2 % (0pt)**

Mathematics: **L4+ 90% (+1pt), L4B+80 % (+1pt), L5 34% (-2pts), L6 11 % (-1pt)**

Combined: **L4+ 83% (+3pts), L4B+72 % (+2pts), L5 23% (-2pts) L6 0 % (0pt)**

EGPS: **L4+85% (+4pts), L4B+ 79% (+5pts), L5 64% (+4pts), L6 7% (0pts)**

Progress (compared against 2014 national outcomes)

	2 levels	3 levels
Reading:	93% (0pt)	35% (-6pts)
Writing:	95% (0pt)	37% (-5pts)
Mathematics:	91% (-2pts)	40% (-6pts)

- Year 1 phonics shows +1pt against +3pts nationally but remains above the national average. No change in Year 2 phonics but remaining high with no detail of national at present.
- At L2C+, LA and national show +1pt in all subjects. LA remains in line with national for all subjects.
- At L2B+, LA has made a greater rate of improvement than nationally in all subjects and is above national for the first time.
- No improvement at L3 reading against +1pt nationally leaving the LA below national. +1pt in writing against +2pts nationally leaving the LA in line with national. +2pts in mathematics at LA and national level leaving the LA above nationally.
- At L4+, LA shows +1pt in reading against 0pt nationally with Ealing now above national. +1pt in writing against +2pts nationally with Ealing remaining above national. +1pt in mathematics at LA and national level with Ealing remaining above national, +4pts in EGPS remaining above national.
- At L4B+, LA shows +3pts in reading against +2pts nationally with the LA above national for first time. L4B+ mathematics the LA and national show +1pt with Ealing remaining above national, +5pts in EGPS remaining above national.
- At L5+, LA has sustained its 2014 position in reading whilst at national there has been a 2pts dip with the LA in line with national. +1pt in writing against +3pts nationally leaving the LA 2pts below national. -2pts in mathematics against -1pt nationally but LA still well above national, +4pts in EGPS remaining above national.
- At L6, the LA has achieved +0.4% in reading against 0.3% nationally. In writing the LA has sustained achievement at 2% which is in line with national and dipped by 1pt in mathematics but still above national, 0pts in EGPS but well above national.

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- **Combined:** LA shows +2pts L4+ against +1pt nationally leaving the LA 3pts above national. +2pts L4b+ at LA and nationally leaving LA 3pts above national.
-2pts L5 against 0pt nationally leaving the LA 2pts below national.
- **Progress:** National median is not available for comparison at present.
2 levels of progress have not changed for reading and writing but declined by 1pt for mathematics. All subjects are above the 2015 national averages.
Notable decline in 3 levels of progress for all subjects, -6pts respectively in reading and mathematics and -5pts in writing. However all subjects remain above the 2014 national average.

Summary

Strengths

- L2B+ all subjects, L3 mathematics
- L4+ and L4B+ in all subjects, combined L4+ and L4B+, L5+ mathematics
- Expected progress (provisional and may change)
- Using the new DfE criteria, there are no 'coasting' schools in Ealing.

Weaknesses

- Most able at KS1 (reading and writing) and KS2 (reading and writing).
- More than expected progress in all subjects.
- Though improved in reading and mathematics, Hathaway remains below floor standard.
- Notable variation between schools able to convert low attainers to the end of KS2 expected outcomes of L4+ and L4B+ combined (0% to 100% conversion)

Securing Good

Of the eight schools in the programme 2014/15

Five schools improved at combined L4+ and L4B+. Of those schools that declined, they are still well above the national average.

Quality assurance of schools

Sixty six of sixty eight schools received a termly link officer visit. Whilst there is a focus on the school's priorities, across the year, each termly visit also has a specific theme and agenda, Autumn: achievement), spring: leadership and summer: monitoring and evaluation. Each visit includes a quality assurance of the school's self-evaluation through a bespoke activity undertaken in partnership with the school leadership for example working with middle leaders to review the effectiveness of their monitoring and evaluation. A report is written by the link officer and shared with the headteacher and Chair of Governors. The intelligence from these visits contributes to the twice termly LA risk analysis. As a result of feedback from headteachers, the link officer agenda has been made more flexible over the year to include options for school improvement activity. Despite the high turnover of link officers at the end of summer 2014, schools are happy with their designated officer and feel there is a good balance between support and challenge. This service was rated good or outstanding by 32 of the 34 schools on the impact evaluation survey. All Ofsted inspections report that the LA knows its schools well and provides appropriate support and challenge. Schools have opted to purchase this service for the next three years. The LA's national ranking for the % of schools that are good or better is as follows:

July 2014: 29th (90%) November 2014: 41st (88%) August 2015: 29th (92%)

Securing Good Programme

As a result of a more rigorous approach to the link officer agenda and risk analysis of all schools, the number of schools invited into the Securing Good programme increased from 6 to 10 in 2014/15. The group included one Special Measures, five Requires Improvement, one Good and one Outstanding. Two RI schools were inspected in the summer term 2015 and received a Good judgement (Coston and Stanhope). All other schools in the programme are expected to receive a Good judgement when inspected. Changes to leadership and staffing at Hathaway should enable the school to achieve a Requires Improvement judgement when it is inspected.

Whilst Academies that are RI are not in the programme, they buy into bespoke work and the LO role. Section 8

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reports have been extremely positive about LA support and Alec Reed was judged as Good in May 2015.

Bespoke support

Over 600 days of LA bespoke work was commissioned by Ealing Primary Schools in 2014/15. This is twice the number of days in 2013/14. The main areas of bespoke work included headteacher appraisal, headteacher recruitment, external reviews, data analysis, SMSC, middle leadership, self-evaluation, curriculum and assessment support, governance and preparation for Ofsted. Whilst this service was evaluated positively in the impact evaluation survey, a number of schools did not have their bespoke work requests brokered.

Objective 2: Building capacity

During 2014-15 much of the building capacity activity was initiated by the LA but increasingly led in partnership with school leaders for example:

- Twice termly Headteacher briefings
- EYFS leadership programme (school based)
- Outstanding Schools programme (school based)
- KS1 and KS2 assessment networks (school based)
- Networks for middle leaders
- Deputy Headteachers

Over the last year, there has been a shift towards more school based training facilitated by school leaders and teachers. This training has been especially well evaluated by schools because of its practical nature and has greater impact on teaching and leadership.

A range of system leadership models have been developed to support vulnerable schools and those for example, on the cusp of Outstanding. The models include peer reviews, consultancy and more structured support from, for example, National Support Schools and executive headships.

A Directory of School to School support is in place so schools can access best practice in Ealing for example, mathematics mastery.

Further capacity has been developed in the LA by commissioning consultancy from external organisations for example, on the teaching of reading by Best Practice. Opportunities for partnership work with other LAs have been developed for example, with Hounslow on the Innovations programme.

A pilot of Ealing Leaders of Governance has been trialled over the last year. This has enabled our most skilled governors to provide bespoke support to governing bodies for example, preparation for headteacher recruitment and on supporting new governors.

The LA seeks to anticipate and respond to emerging issues in schools. In the absence of national guidance on assessment without levels, the LA has supported its schools with standardisation events to enable teachers to share their judgments on pupils' achievement against the new National Curriculum. These events have been well received by schools. At present the LA is developing with its schools, a portfolio of exemplification so that all schools have a benchmark of standards.

In summer 2015, the new Primary/Special Teaching School Alliance was launched. The LA is a strategic partner and is working with the TSA to develop capacity for example, by developing a broad programme of support for NQTs and RQTs which is both school and EEC based. This in turn will contribute to the development of the Ealing recruitment and retention strategy.

The Primary School Improvement Strategy Group now meets twice termly. The group is already contributing to the shaping of the link officer agenda and scoping a range of programmes to strengthen leadership for example, a Good to Outstanding programme.

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Priorities for 2015-2016 (this should feed KPIs and success measures in Securing Good...Moving to Outstanding)

Raise standards and close achievement gaps

- Ensure accurate intelligence and appropriate support and challenge that will enable all our schools to continue on a trajectory of improvement.
- Support school leaders' understanding of the new assessment and accountabilities through training and bespoke work.
- Improve achievement in literacy and mathematics and close the gaps through the role of link officers, mathematics strategy, subject networks, collaborative clusters and school to school support. Outcomes in the first year of the new testing arrangements to be at least in line with national.
- Improve outcomes for the most able through EIF, link officer agenda, bespoke work, networks and training.

Build capacity for sustainable improvement

- Build training programmes that will meet the needs of teachers and leaders for example, NQTs, aspiring middle leaders middle leaders, Deputy HTs, Headteachers, Executive Headteachers.
- Accelerate the improvement of 'securing good' schools through bespoke work and strengthening of system leadership including governance.
- Continue all subject, phase and theme networks to enable sharing of best practice and collaborative approaches.
- Support the establishment of the School Improvement Strategy Group's role in developing capacity for school improvement programmes and strengthening recruitment and retention of teachers in Ealing.
- Ensure all bespoke work that is requested by schools is brokered and delivered to a high standard.
- Strengthen the Headteacher induction programme through careful allocation of mentors and coaching.