

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	ICT Support Services
Lead	Mark Robinson
Key objectives 2014-2015	<ul style="list-style-type: none"> • Through in depth knowledge of schools, provide relevant training, guidance and support to enable schools to confidently implement the “Computing Curriculum” (particularly the “programming” element). <ul style="list-style-type: none"> ○ Central training programme ○ Providing a scheme of work ○ Working with individual schools / groups of schools • Contribute to the training programme for consultants, advisers and officers within the School Effectiveness Team, in order to provide updates regarding the use of ICT to improve learning throughout the curriculum, and e-safety. <ul style="list-style-type: none"> ○ Presentations ○ Information handouts ○ Hands on training • Build capacity in Ealing schools by connecting & supporting ICT leaders in schools to evaluate innovative new practices, and to establish and share good practices across schools <ul style="list-style-type: none"> ○ Specific ICT leaders invited to present at ICT leaders update sessions. ○ Referring ICT leaders and head teachers to specific schools. (Eg: “ICT Mark” schools) ○ Establishing and supporting small groups of schools that have an interest in the use of a particular technology. (Eg: Special schools ICT group)

Impact Evaluation 2015

Objective 1: Raising standards / closing achievement gap

More ICT & Computing SLA schools are delivering the Computing Curriculum more fully and with growing confidence. Many have purchased commercial schemes of work but have blended such materials with their own ideas and documentation provided by Ealing to develop their own bespoke schemes of work that integrate more effectively with other subject areas.

Evidence is in feedback surveys completed by staff following in-school support. The surveys show teachers’ responses to be overwhelmingly positive, with typical statements such as:

- “I learned strategies to integrate e-Safety in to the curriculum and resources to use with children to deliver the messages” (whole staff e-safety INSET)
- “ I learned how to use J2Code to extend children’s learning from simple to more advanced programming while relating it to our topic” (whole staff Programming INSET)
- “So much useful advice on how to embed ICT in my chosen topic and across the Y6 curriculum. I never realised LGfL provided so many excellent resources and software” (1 to 1 planning support)
- “It was very useful to see how Mark introduced the new software to the class. I think the way Mark moved the children on quickly when they understood was very important. It was also interesting to watch another teacher interacting with my class while I was in the room. Although Mark didn’t know the class he kept their engagement and interest throughout, and they really enjoyed the session.” (In-class support on programming)

Attendees also stated how they intend to implement what they’ve learned and some provide suggestions for how future support might be more effective. Each school HT receives a summary of the survey.

Regarding the Central training programme : 100% of respondents considered ICT programme courses to be very good or excellent in terms of “*usefulness*” , “*meeting objectives*” and “*Delivery/range of activities*”.

Objective 2: Building capacity

- ICT / Computing lead update sessions have been used to connect schools engaged in similar processes / use of similar technologies. (special schools, ipad schools, LearnPad schools, blogging, greenscreen, etc.)
- Some school coords have presented at coords sessions and at the Oct 2014 e-Safety conference.
- Recruit and develop lead teachers to assist my role but also to gain experience of supporting other projects

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- More schools have established a School SafeGuarding group incorporating key senior leaders.

The generic service feedback survey 2014-15 for the Computing & ICT SLA was completed by 14/ 34 schools. Responses were 100% "outstanding" or "good" to **all** of the following questions.

1. How do you rate the quality of training / support / guidance received from this service area in supporting the work of your school in achieving its priorities?
2. How do you rate the quality of our communications in this service area including our responsiveness to requests and follow-up actions?
3. How do you rate the overall value for money of this service area? (i.e. in maximising efficiencies and using public money effectively to promote improvement in outcomes for children and young people).
4. How do you rate the difference this service area is making to the work of your school in promoting better outcomes for children and young people?

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

- Continue to provide support for schools delivering the Computing Curriculum and developing the use of technology across the curriculum. This is in the form of bespoke support for SLA schools and central CPD for all schools.
- Support groups of schools developing e-Safety provision (eg: Cybermentors)
- Refer to schools exhibiting good practice (eg: ICT Mark) to develop supportive groups.