

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	GRTAS
Lead	Andy Pritchard
Key Objectives 2014-2015	<p>SE Objective 1: Raise standards, close achievements gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people</p> <ol style="list-style-type: none"> 1. Support and liaison re transition of all Key Stages with added emphasis on Key Stage 3. 2. Advising and interacting with Elective Home Education Service on working with GRT families. 3. To set up a GRT network/seminar. 4. Assist admissions, enrolment and induction of GRT pupils 5. 5 SEN and other agency support 6. Baseline interventions at beginning and end of GRTAS in- school work. <p>SE Objective 2: Build capacity for sustainable improvements by developing infrastructure and school to school partnerships</p> <ol style="list-style-type: none"> 1. GRTAS has clear vision for how to deliver the best service with current staffing and hours. 2. Further development of protocols and design for referral systems for clarification of service delivery. 3. Provide holistic family support, engagement and community liaison/consultation, designed to reduce effects of socially excluded background and frequent poverty. 4. To refine in-house data through scrutiny of central data to ascertain percentage of GRT pupils correctly ethnically ascribed.
Impact Evaluation 2015	
<p>SE Objective 1: Raise standards, close achievements gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people.</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • A successful transition pilot from Nursery- Reception and KS2-3 has been conducted with GRT parents. Home visits with 5 Nursery- Reception places arranged with schools and parents were attended. 100% of parents report that this bespoke service targeting their community has made them feel more secure, have a better understanding of school expectations and has helped build trust. • Two highly vulnerable KS2/3 pupils were successfully transitioned due to GRTAS leading on partnership working between schools and parents. • Due to the success of this new model of working, this offer will be rolled out to schools/ parents in 2015/16. 	

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- Two KS3 boys, at high risk of permanent exclusion, were retained due to GRTAS sustained and intensive involvement with an innovative partnership between parent/GRTAS/High school. Quote from a High School, *'The support you provide is invaluable and we never underestimate the work that you do...'*
 - In addition, and crucial for retention/breaking barriers/engendering trust, despite there being no formal capacity for sustained High School support in current GRTAS staffing, the Service supported 12 extended GRT families to maintain effective working relationships with High Schools in LB Ealing.
- 2.
- A good working partnership has been established between GRTAS and the EHE lead.
 - A successful introductory visit was made to Bashley Road caravan site, where there are over 200 GRT residents.
 - A shared expectation of outcomes and practical provision was established, which has led to joined up working and better continuity of education.
 - Increasing numbers of GRT opting for Elective Home Education in KS3. EHE requests on Bashley Road are also growing in KS2, against the general Authority trend. GRTAS recommending an in depth appraisal of, and identification of measures to confront, these new and worrying trends.
- 3.
- A need for a seminar type network was identified by the GRTAS as a way to revisit the establishment of a forum to share information and good practice and to support schools and other agencies that work with GRT. GRTAS also identified a need to support individual staff working to support GRT in schools, often in isolated contexts.
 - The first seminar/network was held at Cornucopia in June 2015 which was attended by Acton High, Northolt High, John Perryn, Extended Services, CME, Connexions, and SET.
 - The forum provided an opportunity to discuss recurring issues and facilitate discussion around collective responses.
 - The sessions were evaluated as either very good or excellent by 100% of attendees who also expressed the particular importance of hearing from GRT parents/historian during the session.
 - This has led to more joined- up working, better, and sometimes good, communication between teams and a better overall understanding of the complex and often unique issues relating to GRT education at all Key Stages.
 - A need was expressed for subsequent meetings, so the next session is booked for the end of November.
- 4.
- GRT parents most commonly self- refer to the GRTAS Cornucopia Centre for assistance with school places. They are either known to our service through living in the borough or having returned after some time away – or more commonly, by recommendation of other GRT parents.
 - Approximately 20% of all referrals are received through social services where children are not known to the service.
 - Applications for 54 School places were made to schools throughout the Ealing Borough in 2014-2015. Although these involved all areas of the Borough, there were higher concentrations in Southall, Northolt, Greenford, and Acton. This shows a settlement pattern for Ealing's GRT and will help to target resources for the future.
 - Extenuating and social circumstances are used where necessary to ensure that GRT go to the top of the waiting list where possible, ensuring those most in need are fast-tracked.
 - 12 nursery places were secured for 3 year olds. GRTAS targets this age group to promote good practice and school 'habit', and to ensure they start Reception with similar baselines to their non- GRT pupils.
 - 16 GRT parents were successfully supported to make two-year-old funding applications for local Nursery provision. All applicants are attending provision and parents pay for extra hours.
 - 90% of all induction meetings for GRT held at John Perryn were attended by GRTAS staff to support a smooth induction and to encourage and support communication between school and parents.
 - GRTAS promotion of parental involvement has led to re-engagement of a significant cohort of GRT parents in parents' evenings, curriculum evenings, attendance meeting and meetings with other professionals (NB: this is

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the result of targeted GRTAS support following a decline in such formal parental involvement since 2000+).

5.

- 12 hours additional expert support has been given to John Perryn primary for SEN work with a pupil supporting the statementing process with School, parents, Primary Behaviour Team and CAMHS. GRTAS have additionally organised for a Sports mentor and clinical psychologist to attend sessions with the pupil delivered at Cornucopia Centre.
- GRTAS assisted in supporting a high- school aged pupil and their family and school in attending assessments at CAHM's, explaining diagnosis and medication and supporting the ERSA process.
- GRTAS documentation/attendance at meetings/family support and consultation contributed to the award of 3 statements of educational needs and the consequent onward programmes.
- Effective working With SENCO's, CAHMS, Social Services, Police, Educational/Clinical Psychologists, Primary Behaviour team, Youth and Connexions, Jobcentre Plus, Embassy of Ireland, prison service, HMRC, Music service, The Poetry Society, Southall Community Alliance, Ealing Equality Council, London Tigers, Park Rangers and schools in all phases including Children's Centres. This leads to better all-round service delivery and outcomes for GRT. GRTAS seeking guidance, advice and support in how to manage the range of demands on the Service. The particular collaboration with the Music Service led to a total of 59 children attending Cornucopia for 2 hour after school sessions in guitar, keyboards and drumming, and eventually to a live performance in a local music venue. GRTAS collaboration with Connexions and the Poetry Society led to a performance of their own work by 8 young GRT at a full auditorium of London Schools at the Arts Theatre, Leicester Square. Later sessions were conducted at Cornucopia and the project is due to resume this Autumn.
- Successful working partnership between GRTAS, and specifically education based agencies of Admissions, CME, EHE and Attendance has led to instances of improved attendance and location of CME through GRTAS knowledge of family networks.

6.

- GRTAS conducts in house baselines at beginning of work with children in order to measure impact. Thus gaps are identified and appropriate, accelerated interventions have been introduced.
- GRTAS delivered accelerated 1:1 programmes with 15 children successfully completing. 100% of pupils showed progression in their baseline reading ages (Salford). 4 children made progress of 3 months; 3 children made progress of 4 months; 5 children made progress of 6 months; 2 children made progress of 1 year; 1 child made progress of 1 year 2 months.
- 85% of schools report that GRT attendance has improved for the duration of GRTAS involvement, both in school and through partnership with Attendance.
- 4 Reception children attended a school outing for the first time in approximately 13 years. Against a background of widespread GRT reticence about such participation this is a significant change in attitudes and trust.

SE Objective 2: Build capacity for sustainable improvements by developing infrastructure and school to school partnerships.

1.

- Clearly defined roles have been established to ensure no work is duplicated, staff time is optimized and GRT/schools etc. receive the best possible service in light of reduced team capacity.
- Of the 5 schools who responded to the School Effectiveness Survey, 60% of schools rate GRTAS as good.
- An improved appointment and electronic referral system are now in place to ensure streamlined access to GRTAS. This system will also allow PH based staff to scrutinize referrals to determine common issues.
- Working with site managers the upgrades to the office space at Bashley Road caravan site are now complete.
- GRTAS is awaiting the outcome of a joint bid with extended services for an interactive whiteboard, table and chairs. Once work is complete GRTAS staff can more easily deliver additional services (on-site family advice and

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homework clubs etc.) to site residents.

- GRTAS staff have engaged with the Police, Park Rangers and local community to increase visibility of the Cornucopia Centre and to mitigate problems associated with rough sleepers and drug misuse, evidence for which has been found in the Cornucopia locality.
- Maintenance of Cornucopia Centre as an open and trusted educational access point for GRT families has been maintained, despite reduction in team capacity. 100% of GRT families asked have said that they prefer meetings with education and other professionals to take place at the Cornucopia Centre.
- Staff have supported access to additional services through working with locally based external agencies such as London Tigers, Ealing Music Service and Southall Community Alliance.
- The GRTAS continue to act as the sole trusted interface between Ealing GRT communities and a range of council and other statutory and voluntary services.
- There has been a successful conclusion to the international EMPAC partnership, to which GRTAS contributed expertise around Roma in Ealing.

2.

- Schools and other agencies have been successfully using the new on-line referral system since going live at the end of June.
- This had led to clear and structured response to referrals received, rather than responding to emergency- type requests on an ad- hoc basis.
- 100% of referrals have received responses within 14 days, as per the GRTAS protocol.
- Referral data will be tracked.

3.

- GRTAS staff have recorded numbers of individuals accessing family support with identification of support needed to better meet the needs of GRT families.
- A self-help protocol has been established to increase GRT autonomy and to manage capacity.
- Recurring themes have been identified around educational access and common family difficulties through analysis of Information and Guidance (IAG) sessions that has led to better recording of outcomes and oversight with a view to developing early interventions.
- Excluding drop-ins, phone calls and one time only support, 553 individual support appointments have been conducted since September 2014 (despite reduction of hours to 0.6 fte since 01. 01.15).
- Funding has been secured for a GRT Sports mentor to engage with young GRT boys through after- school sports sessions held at Cornucopia Centre, designed to get children actively involved in sports and use it to improve learning. 24 boys regularly attend the twice- weekly sessions.
- Partnership work with People of the Road and the Youth and Connexions Service has led to better sign-posting and improved support for parents with teenage children.

4.

- GRTAS have conducted initial research that suggests that approximately 75% of GRT pupils in LB Ealing are not correctly ethnically ascribed in their school setting, including many of those that the GRTAS currently supports. This leads to highly unreliable centrally-held data.
- A programme of work in partnership with the Central Data Team has been established to run in the following academic year to improve the accuracy of the data held by LB Ealing and to highlight the successes of the Boroughs' overlooked GRT students.

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

- Publicise and promote use of referral system.

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- Develop a strategic action plan to improve Ethnic self - ascription including working closely with schools, parents and central data team. GRTAS input for centrally managed Administrator training.
- Source a more user friendly educational database for GRTAS for internal Team working.
- Enhance the GRT use and 'sense of ownership' in Cornucopia Centre.
- To develop income generating possibilities for the base.
- Develop relationships with local organisations to which GRT can be signposted for specific expert advice.
- To pursue avenues to recruit GRT sports mentor on an 'as and when' basis to support the service in KS3/4 retention.
- To ensure all staff have coherent and appropriate CPD access and involvement
- To develop participation and scope of GRT network/seminar
- Through a central analysis of referrals to produce a tailor made CPD programme for schools that involves community participation.
- To develop use of Bashley Road hub for all professionals seeking to engage with residents. To continue to act as a 'bridge' between the GRT communities and schools, and to challenge, with professional and tactful diplomacy, instances when either schools or the communities are in danger of not fulfilling responsibilities, or are deficient in their efforts to produce the best possible outcomes for GRT learners.
- Engage with Education managers at all levels to ensure that they are fully apprised of the daily brief and workload of the GRTAS, and the range of demands made on it, and as a result to finally establish the real position and role of the GRTAS within the Authority.