

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	Special Schools
Lead	Margaret Allan
Key objectives 2013-2014	<p>Securing good – moving to outstanding</p> <p>Raise standards, close achievement gaps, remove barriers to learning to secure best possible outcomes for Ealing children and young people.</p> <p>Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships.</p>
Impact Evaluation 2015	
<p>Objective 1: Raising achievement</p> <p>Pupil Progress</p> <ul style="list-style-type: none"> ▪ Provisional 2015 data indicates an improving trend in Ealing special schools. A range of measures, e.g. pupil progress, attendance and exclusion data and NEET data attest to the quality of provision in Ealing special schools. ▪ All pupils in Ealing’s special schools have made progress from their starting points in the academic year 2014-2015 and a significant proportion have made good or outstanding progress as measured against the national Progression Guidance 2010-2011. ▪ Pupil progress is good or better across all key stages. ▪ Data indicates that pupils in Ealing special schools make outstanding progress in language and communication in EYFS. ▪ Across Ealing special schools, pupils entitled to the Pupil Premium make progress in line with or better than their peers. <p>Quality of Teaching</p> <ul style="list-style-type: none"> ▪ The quality of teaching in Ealing special schools has improved throughout the year. All Ealing special schools have achieved their quality of teaching targets. A significant proportion of teaching in Ealing special schools is outstanding. Teaching is never less than good. The proportion of teaching judged to be outstanding ranges from 55% to 71% across the Ealing special school sector. <p>Remove Barriers</p> <ul style="list-style-type: none"> ▪ The most recent data available indicates that attendance in Ealing special schools is above the national average for special schools. Attendance in Ealing special schools in 2014 was 91.5% and the national average for special schools was 90.3%. ▪ There were no permanent or fixed term exclusions in Ealing special schools in 2014-2015. At a national level, the permanent exclusion rate in special schools is 0.07% and the fixed term exclusion rate is 14.68%. ▪ Ealing special schools have developed a broad curriculum which includes vocational opportunities at Key Stage 4 and Key Stage 5. Students are well prepared for the next stage in life. No students from Ealing special schools become NEET. <p>Quality Assurance</p> <ul style="list-style-type: none"> ▪ All Ealing special schools are judged to be good or outstanding by Ofsted. Nationally, 91% of special schools are judged to be good or outstanding. (Ofsted data July 2015). In London, 92% of special schools are judged to be good or outstanding. (Ofsted data July 2015). ▪ No Ealing special schools were inspected in the academic year 2014-2015. Currently, two Ealing special schools are judged to be outstanding by Ofsted and four are judged to be good. ▪ Behaviour and safety are currently judged to be outstanding by Ofsted in five of Ealing’s special schools. In the sixth school, Ofsted judged behaviour and safety to be good at the school’s last inspection. ▪ In 2015, Castlebar, an outstanding special school, made a successful bid to become a teaching school. Castlebar is the lead school in the Ealing Primary Teaching School Alliance. The four special schools with primary age pupils are members of the Teaching School Alliance. The link officer provided advice and guidance on Castlebar’s application and thereby contributed to the success of the project. Subsequent advice and support has been provided by the link officer to the lead school in the Ealing Teaching School Alliance with regard to structures, CPD and school to school support. ▪ In 2014-2015, the School Effectiveness Service provided support, challenge and monitored progress in the Ealing special school sector. All Ealing special schools received support and challenge through the link 	

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officer role. Schools were encouraged to set challenging targets that resulted in pupils making good/outstanding progress from their individual starting points.

- Link officer visits were focused on school self-evaluation, leadership development and whole school approaches to improving the quality of teaching. The link officer visits also included a validation activity each term. Validation activities encompassed conducting a learning walk with senior leaders, meeting chairs of governors to validate judgements about the quality of leadership, scrutinising a wide range of evidence on pupil progress and examining information on moderation and monitoring. Validation activities have contributed to the evidence base for school self-evaluation. The validation process has had a positive impact in supporting schools to focus on raising standards and thus improving pupil outcomes.

Impact of support over time

- In Ealing special schools, outcomes for learners in terms of achievement and personal and social development have improved over time.
- The involvement of all primary special schools in the Ealing Primary Teaching School Alliance demonstrates that Ealing special schools are outward facing and work collaboratively with one another and with mainstream schools.

Bespoke Support

- All special schools purchased bespoke days in 2014-2015. Special schools rated the link officer role and the bespoke work provided by the link officer as outstanding. (Evidence: emails and annual survey).
- Special schools have accessed a range of bespoke support from the link officer in 2014-2015. The main areas of bespoke support provided in 2014-2015 were headteacher appraisal - 5 schools, deputy head recruitment - two schools, assistant head recruitment - one school, supported self-evaluation - three schools, school improvement planning - one school, school governor development - one school, curriculum and assessment - three schools, quality of teaching - two schools and strategic SEND - two schools.

Objective 2

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

- Special schools have accessed a range of bespoke support in 2014-2015. Bespoke support has been rated as outstanding by special schools. Heads and school leaders have stated that the support has enabled them to build capacity in their schools. (“ Outstanding support and challenge.” School Effectiveness survey.)
- The link officer contributed to building capacity through providing support and guidance on the Ealing Primary Teaching School Teaching School application process.
- Regular updates on local and national developments have been circulated throughout the year and have received positive feedback. (“Informative and up to date information on local and national issues, even the day after it’s published.” School Effectiveness survey.)
- The link officer input into special school headteacher meetings has focused on curriculum and assessment and has contributed to building capacity. (“Proactive information sharing keeps us informed.” School Effectiveness survey.)
- In addition, central training has been provided for special school leaders through the special school assessment leaders’ network. The central training sessions have been rated as excellent by participants and school leaders stated that the special school assessment network enabled them to share expertise and skills.
- The link officer has encouraged special schools to participate in the nationally accredited middle leadership programme. As a result, 83% of Ealing’s special schools took part in the NPQML programme in the academic year 2014-2015. Participation in the NPQML programme has strengthened middle leadership in Ealing special schools.
- Capacity in Ealing special schools was also developed through encouraging school leaders to participate in the NPQSL. Two special schools engaged in the NPQSL in the academic year 2014-2015.

Priorities for 2015-2065 (this should feed KPIs and success measures in Securing Good...Moving to Outstanding)

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Raise standards and close achievement gaps

- Pupils in Ealing special schools continue to make good progress from their individual starting points.
- Maintain the current level of attendance in Ealing special schools.
- Further develop a 'basket of indicators' and approaches to assessment beyond levels in Ealing special schools.

Build capacity for sustainable improvement

- Further develop middle leadership through ensuring that all new middle leaders in special schools undertake the NPQML.
- Further develop senior leadership through ensuring that all new senior leaders in special schools undertake the NPQSL.
- Further develop the role of special schools within the Ealing Primary Teaching School Alliance.