

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	ARPs and bespoke work in primary schools on SEN
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"> ▪ A range of measures, including pupil and parental feedback, indicate that pupils in ARPs (Additionally Resourced Provision) make progress from their starting points in terms of literacy, numeracy and wider outcomes. ▪ In the eight primary schools which received bespoke support, pupils with SEN made good progress from their starting points. <p>Quality of Teaching</p> <ul style="list-style-type: none"> ▪ Input from the LA adviser has contributed to improving teachers' knowledge and skills and thereby improving the quality of teaching for pupils with SEN in ARPs and in specific primary schools. <p>Remove Barriers</p> <ul style="list-style-type: none"> ▪ The focus of School Effectiveness support in ARPs and targeted primary schools with regard to SEN was to ensure that schools made a distinction between underachievement and SEN and followed guidance in the 2014 Special Educational Needs and Disability Code of Practice. ▪ Schools were encouraged to adopt a robust approach to meeting pupils' needs based on quality first teaching and evidenced based interventions. There has been an emphasis on schools having appropriate strategies in place to narrow achievement gaps between pupils with SEN and their peers. Schools were advised to rigorously examine data on attendance and exclusions to ensure achievement for all. ▪ The percentage of pupils identified as having SEN in Ealing primary schools in January 2015 was 12.6% which is a reduction of 2.5% from the previous year. ▪ ARPs have developed a broad and relevant curriculum and prepare pupils well for the next stage in life. <p>Quality Assurance</p> <ul style="list-style-type: none"> ▪ All Ealing schools with ARPs (eight primary schools and one secondary school) are judged to be good or outstanding by Ofsted. ▪ No Ealing schools with ARPs were inspected in the academic year 2014-2015. Currently, one Ealing primary school with an ARP is judged to be outstanding by Ofsted and seven are judged to be good. An Ealing secondary school with an ARP is judged to be good by Ofsted. ▪ In 2014-2015, the School Effectiveness Service provided support and challenge with regard to SEN in schools with ARPs and specific primary schools. Schools were encouraged to set challenging targets for pupils with SEN which resulted in pupils making good progress from their individual starting points. ▪ In 2014-2015, only one of the eight primary schools which received bespoke support with regard to SEN was inspected by Ofsted. The school moved from a judgement of 'requires improvement' to good. Ofsted stated, "Disabled pupils and those who have special educational needs make good progress from their starting points. They benefit from well organised sessions tailored to their specific needs..." ▪ Bespoke work in primary schools with regard to SEN was focused on school self-evaluation, leadership development and whole school approaches to improving the quality of teaching. SEN reviews, conducted jointly with school leaders, were carried out in three schools. Learning walks, with senior leaders, were undertaken in five schools. In one school, a meeting took place with the SEN Governor about the impact of the school's provision for SEN. In seven schools, there was a scrutiny of a wide range of evidence with regard to the progress of pupils with SEN. Activities conducted by the adviser have contributed to the evidence base for school self-evaluation with regard to SEN. 	

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Impact of support over time

- In Ealing primary schools, outcomes for pupils with SEN in terms of achievement and personal and social development have improved over time.

Bespoke Support

- Eight primary schools purchased bespoke days in 2014-2015. Schools rated the bespoke work provided by the adviser as very good/outstanding. (Evidence: emails and annual survey).
- Primary schools have accessed a range of bespoke support from the LA adviser in 2014-2015. The main areas of bespoke support provided in 2014-2015 were advice on leadership and management of SEN, formative and summative assessment with regard to SEN, judging standards and evaluating provision for pupils with SEN and formulating action plans to secure improvement.
- Bespoke support has had a positive impact on assisting schools to focus on raising standards and improving outcomes for pupils with SEN.

Objective 2

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

- Eight primary schools: - Allenby, Beaconsfield, Derwentwater, Featherstone, Lady Margaret, St. Gregory's, St. Vincent's and Stanhope have accessed a range of bespoke support in 2014-2015. Bespoke support was rated very highly in feedback from all of these schools. One school stated that the bespoke support was 'brilliant'. Evidence: the school survey. Email feedback from one school highlighted the fact that the joint learning walk had contributed significantly to developing the leadership capacity of the Inclusion Manager. Another school commented that the observations and feedback in the school's unit provision had contributed to building the teachers' skills and had empowered staff.
- In three primary schools, the LA adviser developed the capacity of newly appointed senior leaders who were responsible for inclusion/SEN. In one primary school, the adviser supported the assistant head for inclusion in evaluating the quality of teaching in the school's unit. In another primary school, the adviser contributed to developing the leadership capacity of the newly appointed ARP leader.
- The LA adviser has contributed to building capacity through providing support and guidance on SEN to specific primary schools (see above) and to all schools with ARPs.
- ARP leaders have received regular updates on local and national developments. Feedback has been highly positive.
- Central training has been provided for ARP headteachers, senior leaders and ARP leaders through the ARP network. ARP network meetings have focused on curriculum and assessment and have contributed to building leadership capacity. The central training sessions have been rated as excellent by participants and school leaders have stated that the ARP network is highly informative and has enabled ARP leaders to share expertise and develop their skills. Evidence: evaluations completed by 29 participants.
- Capacity in Ealing primary schools was also developed through encouraging newly appointed inclusion managers/ SENCOs to undertake the national award for SEN coordination.

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

Raise standards and close achievement gaps

- Pupils with SEN in mainstream schools and ARPs continue to make good progress from their individual starting points.
- Further develop a 'basket of measures' and inclusive approaches to assessment beyond levels in Ealing schools.

Build capacity for sustainable improvement

- Further develop leadership capacity in ARPs through focusing on leadership development in the ARP network meetings.
- Further develop pedagogy and practice through ensuring that all new staff in ARPs undertake specialist training in SEN.
- Ensure that all newly appointed SENCOs undertake the NASENCo training.
- Further develop links between ARPs and special schools.

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