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 partnership

Strand	Web and communications
Lead	Sally Davies
Key objectives 2014-15	1. Set up systems for continuous review and improvement of information quality and retrieval from the new Ealing Grid for Learning website (EGfL) 2. Further develop the Services for Schools (S4S) information and ordering mechanism on the EGfL 3. Further develop new features of the EGfL such as the directory of contacts and the keydates calendar to provide an accurate and efficient source of information and a range of effective outputs for use by school and LA staff 4. Increase the number of content owners with access and ability to manage their own information on the site directly for better distribution of work and faster processesDevelop a new image bank and update protocols on image use to comply with legal and other requirements and provide value for money 5. Develop a new area on the EGfL to support Early years and children's centres' providers and settings 6. Develop process for reporting on website analytics / statistics and using this intelligence to inform and enhance the effective management of the EGfL 7. Update and renew service procedures and handbooks to enhance knowledge management and support efficient team practices making the most of the enhanced functionality and features provided by the new content managements system (CMS) and systems 8. Improve organisation and classification of information on the website to enable more streamlined and efficient outputs to suit a range of purposes for example integrating the content of the headteacher induction handbook with general content on the EGfL and enable streamlined onscreen outputs and hard copy production 9. Finalise strategic plan to ensure ongoing consultation with schools and internal colleagues and development of web and communications systems.

Success criteria summary 2014-15

1. Systems in place and quality and retrieval of content improved
2. S4S information and ordering mechanism is in place and worked successfully for the 2015-16 annual buy-back. Schools and service managers report that they can find the information they need easily and that the new functionality is effective. Service managers are updating their own information effectively.
3. The directory of contacts, keydates calendar and other features are working effectively, providing excellent customer service and more efficient working
4. Communication, training and support has taken place and the number of content owners who have the access and ability to update their own content on the site has increased
5. A new image bank is available along with appropriate protocols to ensure compliance and value for money
6. The new early years web area is in place and effective for both content providers and practitioner audience
7. Processes are in place to use the available web data and this has improved and informed continuous development of the site
8. Effective procedures in place and opportunities made possible by the new system have been implemented
9. Work processes and outputs are more streamlined and feedback is positive
10. Strategic plan for 2014-16 is in place and objectives are on target.

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Impact evaluation key impacts 2014-15

1. Within the new CMS the web team can add content owners to pages and send automated review emails to prompt content owners to update their content. This has resulted in an increased awareness by content owners of their content and also an increase in response rate to updating requests which results greater currency of the information on the site.
   On the old system the web team worked with spreadsheets and list (not automated) and send out emails (not automated). The new CMS is enabling more efficient ways of working and enhancing value for money.
2. The new functionality for schools to find information about Ealing S4S and to place their orders for 2015-16 services online (EGfL) was launched during the year and was successful. The majority of schools had placed their orders by the deadline and all schools' orders were complete within a few days of the deadline. Service managers had access to update their service information direct on the EGfL. Developments to further streamline and improve the system have been identified from feedback and back office experience and will be in place for 2016-17 purchasing process.
3. Contacts directory and user accounts are now all linked up on EGfL. The contacts directory is also pulling through to content owners and gatekeeping contact details. For the web team it has reduced a lot of work load compared to the old system (which was error prone – due to the multiple directories we needed to update). Schools printable contact list is now created automatically from the schools pages on EGfL. This means dynamic updating of information into multiple outputs (eg the schools' contact list) and improved currently of information and better value for money. School's dedicated pages on the site now hold the school data reports and feedback about the usefulness of this has been very positive.
4. New features on the site have made it possible for: service managers to update their service pages; others to add key dates to the calendar direct; EGfL users to request their password through forgotten password functionality; research and statistics team to upload school data reports securely. Another feature for schools allowed heads and nominated members of staff to order services online in a more user friendly and stream-lined way.
5. A new image bank was commissioned in June and July 2015 and is now in place. It is used by schools who feature in photo shoots for school banners, websites and school brochures, and by Ealing Council for admissions brochures and the EGfL as well as for ongoing education related usage. This has provided a useful resource which is enhancing publications and providing great value for money.
6. The early years web content for professionals has been successfully moved from the parent facing early years website to a new area on the EGfL www.egfl.org.uk/early-years . Early years providers are also featuring on the schools contact database www.egfl.org.uk/schools.These developments are providing a cost effective and more joined-up approach, eliminating the need for a separate, new website for early years professionals.
7. Improved web statistics and analysis is in place and is being developed further for 2015-16. Statistics and analysis of: gatekeeping submissions; subscriber data; user accounts; site usage and school safe communications are all in place providing better intelligence to inform improvements and development. The school safe mechanism is highly valued and has a widening user group including many independent schools and the police.
8. A new procedures handbook is in place alongside training to align with the new website and content management system and functionalities. This handbook is continuously reviewed and updated alongside further developments of CMS.
9. All above examples (1 to 8) demonstrate that the new CMS is enabling more effective working, better user and back-office experience and efficiencies as well as consequent value for money. Future developments will further add to streamlining processes and help to address developmental feedback received via survey monkey.
10. Strategic plan for 2014-16 is in development and team development and objectives are on target

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11. Feedback from school leaders as part of the annual self-evaluation survey showed that 97% to 100% of school responses rated all aspects of the EGfL and communications, including gatekeeping and services for schools as good to outstanding. Schools were particularly positive in their comments about:
    - communications ie gatekeeping, email/phone support by us and response time
    - data reports, content that is available and up-to-date and navigation is good

    Conversely some feedback indicated that there is room for improvement with: navigation; out of date content; incorrect content and broken links.

Helpful suggestions about the policies page will enable us to improve that area and further some suggestions which were fed back indicate a lack of understanding of the difference between the EGfL and the training management web site CPD Online – clearly an issue for us to address in our marketing and communications.

Key objectives 2015-16
1. Set up systems for continuous review and improvement in quality of information and access and retrieval from the new EGfL
2. Further develop the S4S information and ordering mechanism on the EGfL
3. Further develop new features of the EGfL such as the contacts directory and the keydates calendar to provide an accurate and efficient source of information and a range of effective outputs for use by school and LA staff
4. Increase the number of content owners with access and ability to manage their own information on the site directly for better distribution of work and faster processes
5. Develop a new image bank and update protocols on image use to comply with legal and other requirements and provide value for money
6. Develop process for reporting on web site analytics/statistics and using this intelligence to inform and enhance the effective management of the EGfL
7. Update and renew service procedures, handbooks and guidance documents and materials (including audio visual versions) to enhance knowledge management and to support efficient team practices and to assist users in both the LA and schools making the most of the enhanced functionality and features provided by the new CMS and systems
8. Improve organisation and classification of information on the website to enable more streamlined and efficient outputs to suit a range of purposes for example integrating the content of the headteacher induction handbook with general content on the site and enable streamlined onscreen outputs and hard copy production
9. Further developing user account management by granting headteachers full 24/7 access to members' admin and sending termly reminders through the CMS system, to inform the web team on leavers in order to disable accounts
10. Address headteacher feedback from 2014-15 including: further facilitate effective user navigation throughout the site, revisit navigation and out of date content, create policy page(s)
11. Recruit and establish stable team for 2015-17 and finalise strategic plan to ensure ongoing consultation with schools and internal colleagues and development of web and communications systems
12. Maintain high levels of user feedback from schools and others.

Success criteria 2015-16
1. Effective systems in place
2. Information and process for services for schools information and ordering demonstrates further improvements are effective
3. Range of effective outputs available from single data sources
4. Number of content owners updating their own content has increased
5. Additional image bank available to represent wider phase and school type as well as protocols firmed up

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6. Better established system of reporting the ongoing statistics and implementing changes in response to the data
7. Handbook and full range of guidance materials has been updated, improved and is effectively supporting the range of users
8. Feedback from a variety of mechanisms shows that navigation and retrieval of information is improved
9. Account management mechanism is improved and effective
10. School leader feedback from 2014 has been addressed effectively
11. Team is in place and enabling strategic plan to be implemented
12. Feedback is consistently high.