

## 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

<b>Report title</b>	<b>Secondary School Improvement</b>				
<b>Lead</b>	<b>Angela Doherty</b>				
<b>Key objectives 2014-2015</b>	<p><b>Securing good – moving to outstanding 2013-15</b></p> <ul style="list-style-type: none"> <li>• Raise standards, close achievement gaps, remove barrier to learning to secure best outcomes for Ealing children and young people</li> <li>• Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships</li> </ul> <p><b>Key performance indicators 2015</b>  <b>Key Stage 4</b>  <b>5A*-CEM: target 64% (adjusted following changes in performance tables in 2014)</b>  <b>(2014 59.8% target 64% NA 56.6%) English 3 levels of progress 81% (2014 81.2%% target 80% NA 70.4%) Maths 3 levels of progress 79% (2014 74.1% target 78% NA 65.5%)</b>  <b>Post 16</b>  <b>Academic: points per student 811 (2014 751.7, target 796, NA 772.8) points per entry 236 (2014 219.4, target 226, NA 211.2 – state funded)</b>  <b>Vocational: points per student 705 (2014 688.5 NA 560) points per entry 231 (2014 223.2 NA 216.6)</b></p>				
<b>Impact Evaluation 2015</b>					
<b>Objective 1: Raising achievement</b>					
<b>Performance against Key performance indicators 2015</b>					
The following is a summary of KPI information available in September 2015. All performance data is provisional and subject to change.					
<b>KPI</b>	<b>2015</b>	<b>2014 (NA)</b>	<b>2013 (NA)</b>	<b>Target 2015</b>	<b>Comment</b>
<b>5A*-CEM</b>	<b>61.2% (FFTB 60%)</b>	<b>59.8% (56.6%)</b>	<b>60.9% (60.6%)</b>	<b>64%</b>	Below target, improving, well above NA 2014 and London 2014 (60.6%) and above 2013 – pre Wolf and first / best grade reforms. Below Outer London 2014 (61.7%)
<b>L3 academic points per student</b>	<b>742</b>	<b>751.7 (772.8)</b>	<b>761.2 (782.4)</b>	<b>811</b>	Below target and declining and below NA 2014. This reflects the policy of many schools of focusing on 3 A levels. This measure is also affected by the number of students covering mixed programmes.
<b>L3 academic points per entry</b>	<b>217</b>	<b>219.4 (211.2)</b>	<b>216.9 (211.3)</b>	<b>236</b>	Below target and declining slightly, above NA 2014. Average grade above C (210 points)
<b>L3 vocational points per student</b>	<b>660</b>	<b>688.5 (560.1)</b>	<b>658.7 (561.6)</b>	<b>705</b>	Below target and declining, well above NA 2014. This measure is affected by the number of students covering mixed programmes.
<b>L3 vocational points per entry</b>	<b>226</b>	<b>223.2 (216.6)</b>	<b>211.4 (213.6)</b>	<b>231</b>	Below target, improving and well above NA 2014.
<b>Number of schools above FFTD</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>7</b>	Below target, improving and above 2013 level. Only one school, Greenford has been above FFTD for all 3 years.
<b>Number of schools below FFT A</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	Improving, no target set but aim for all to be above FFTA (average performance based on prior attainment)
<b>Ofsted good or better</b>	<b>100%</b>	<b>77%</b>	<b>70%</b>	<b>85%</b>	Above target and improving. 7 schools inspected – 2 outstanding and 5 good. There are now 4 outstanding and 11 good schools including EAP.
<b>Number of schools improving outcomes at 5A*-CEM</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>N/A</b>	8 schools are at or above the 2013 outcomes which still included higher tariffs for vocational qualifications and best entry grades. These include all the securing good schools.

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## **Objective 1: Raising achievement**

### **Provisional outcomes for 2015:**

**5A\*-CEM 61.2%** which is a 1.4% increase from 2014 and 2.8% below the adjusted target of 64% (FFT B 60%, FFT D 65%) so performance is above FFT B. The performance of schools in relation to FFT estimates has improved this year with only one school now below FFT A (2014 four schools), five between FFT A and B (2014 six schools), two between FFT B and D (2014 no schools) and four above FFT D (2014 two schools) for this measure.

Seven schools improved outcomes on the 5A\*-CEM measure (2014 five schools) including all schools in the securing good programme (2014 three out of five). Three schools, Cardinal Wiseman, Featherstone and Villiers improved by 9%. Three schools stayed the same and three schools had reductions in outcomes. The 5A\*-CEM measure is likely to remain above the national average for 2015 and may be closer to the Outer London average.

### **English GCSE and levels of progress**

Seven schools improved and six schools have reduced outcomes in GCSE English. The overall A\*-C % improved by 1% to 73.9%. Two schools improved by 8 and 9%. Most other changes were increases or reductions of 4% or less. One school with a more significant reduction seems to have been badly affected by the changes in IGCSE grade boundaries. Four schools are below the 2014 NA (65.5%)

Seven schools have improved in the 3 levels of progress measure and nine are at or above FFTD for this measure. One school remains at FFT A and one is below. The overall outcome for Ealing for 3 levels of progress is not available yet but is likely to improve (2014 81.2%) and to remain well above the national average (2014 71.6%) and above Outer London (2014 79.2%)

### **Maths GCSE and levels of progress**

In GCSE Maths, five schools improved outcomes at GCSE and eight had reductions with the overall % A\*-C staying the same at 70.9% (2014 NA 65.5%). One school increased by 8%. Six schools have improved in the 3 levels of progress measure and ten are above or very close to FFTD. Three schools are close to FFTB. The overall outcome for Ealing for 3 levels of progress is not available yet but is likely to improve (2014 74.1%) and to remain well above the national average (65.5%) above Outer London (2014 73.2%)

## **Post 16**

### **Academic qualifications:**

Points per student decreased by 12 points from 2014 to 741. There were large falls in four schools, mainly due to the policy of more students taking three rather than four subjects at A level. Five schools had large increases in points per student. This measure continues to be below the 2014 national average. Points per entry declined slightly from 2014 by 3 points to 217. This is below the target but just above the national average for 2014. Six schools improved on this measure including two securing good schools. The % achieving 3 or more A levels declined from 84% to 80% which was the NA for 2014. The % gaining 2 or more A levels declined to 91% and the % gaining 1 or more A levels reduced to 98%. Both are now below the 2014 national average.

### **Vocational qualifications**

Points per student decreased by 23 points from 2014 to 665 which is well above the 2014 NA of 560. There were falls in four schools and increases in six schools, three with very large increases. Points per entry improved from 2014 by 1 point to 224 which is below the target but well above the national average of 216.6 for 2014. Eight schools improved on this measure including four securing good schools. The % achieving 3 or more substantial vocational qualifications declined by 19% to 44%, the % gaining 2 or more declined by 10% to 76% and the % gaining 1 or more substantial vocational qualifications reduced by 10% to 90%. Only the measure for 2 substantial vocational qualifications is above the 2014 national average.

It is difficult to draw conclusion from the 3+, 2+ and 1+ figures as they are distorted by students taking mixed programmes.

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## **Secondary strategy 2014-15 review of targets**

### **Target 1: Improved knowledge of schools to identify key strengths and risks and to target support**

The two key strategies to improve the knowledge of schools are the link officer role and in depth analysis of data in partnership with the Research and Statistics team. In depth data for each school from a variety of sources is analysed and discussed through the link officer meetings including progress towards targets and progress of key groups. The main emphasis has been on Key Stage 4 so an area for further development is to focus more all year groups, particularly Key Stage 3. Through analysis of the LA RAISE online and comparisons with statistical neighbours the performance of middle attaining students was identified as target group – 5A\*-CEM is 5% below highest performing statistical neighbour, with the two lowest performing MA groups identified as Black Caribbean and White British PP. This will be followed up in 2015-16 with analysis of 2015 outcomes for these groups and support for schools through the Aspiring to Success programme.

### **Target 2: Targeted support for schools in the securing good programme**

There were five schools in the securing good programme in 2014-15, three judged as RI and two with risk factors in relation to outcomes or other factors. The three RI schools were all inspected in 2014-15 and judged as good. A further RI school outside the programme which received some support with self-evaluation prior to the inspection was also judged good.

The support provided through the programme included senior leadership support with strategic development, data analysis and governor development and curriculum support for English, literacy, EAL, science and SEN. One school received additional senior leadership capacity brokered through the LA. Supported self-evaluation reviews and termly review meetings were also held in each of the schools. All schools in the securing good programme have provided positive feedback on the support provided.

## **Objective 2: Building capacity**

### **Target 3: School led collaborative improvement projects are securely established leading to improved school outcomes**

At the end of 2013-14 a model of senior leadership school improvement clusters was set up to identify and implement relevant lines of enquiry with the intention of measuring and sharing the impact on outcomes. The PLC vertical team model was adapted to work as part of this model. All clusters implemented some joint working but during the year the programme was reviewed as it was not having sufficient impact on school improvement.

The LA and Ealing Teaching School Alliance continued to work in partnership to deliver the Teaching School Development Plan. The most positive developments include further establishment of the School Direct model, the Subject leader networks and Teacher Development Days. School to school support brokered by the LA included a secondment to a Deputy Head post and support from Senior leaders and an SLE and middle leader to an RI school. This is an area for further development in 2015-16.

### **Target 4: Developing leadership and governance**

LA leadership networks continue to be well supported and receive positive feedback. Data managers were also invited to the Senior Leaders seminar. Bespoke support was provided for headteachers in the first three years of headship at 3 schools. The NPQSL and NPQML programmes were delivered by LA and school based facilitators. Positive feedback received from participants and a number have gained promotions. The LA supported the delivery of the Leadership Diversity Programme following a successful bid to the DfE. 11 participants - female or BME looking for promotion from AHT to DHT completed the programme and a further 11 middle leaders for promotion to AHT will follow the programme in 2015-16. Feedback from the participants has been excellent with particular emphasis on the benefit of an external leadership coach. Two have gained promotion to Deputy Head posts. The programme has highlighted the need for continuing leadership development and career development guidance for middle and senior leaders. Governance formed part of the Spring and Summer term LO meeting and 10 secondary schools attended the LA Governance conference in July 2015. Three schools received bespoke support for governance. The LA provided the external adviser role for headteacher appraisal for 10 schools and supports the recruitment of senior leaders in three schools.

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## **Target 5: Effective 16-19 provision- see separate evaluation**

### **Target 6: Inclusion – improving outcomes for students with SEN and the lowest attaining groups**

SEN reviews took place in 2 RI schools which are both now judged good. Data analysis for 2014 shows that Ealing performs well against the NA and statistical neighbours for Low attaining students. SEN students Sig+ in LA RAISE for most measures – except science – low entries and Sig- attainment which is part of a wider issue with science. In 2014 VA is above NA for all SEN groups except SEN Statement 919.5 v 968.5 (93 students) Progress in English and Maths is well above the NA and Sig+ for all SEN groups. Further details needed on 2015 outcomes. An area to follow up is the curriculum for SEN students. The Senior Leaders Inclusion network was better attended towards the end of the year and is being combined with the Behaviour network and re-launched in 2015-16 so that more factors in relation to inclusion and under-achievement of groups can be considered together.

### ***Priorities for 2015-2016 (this should feed KPIs and success measures in Securing Good...Moving to Outstanding) See Ealing SI priorities 2015-16 document for more details***

#### **Priority 1: Raise standards and close achievement gaps**

- To continue to increase the numbers of students gaining full level 2 qualifications (5A\*-CEM) at Key Stage 4 to meet the level of the highest statistical neighbour by focusing on middle attaining students
- To increase the numbers of middle achieving students gaining full level 2 qualifications (5A\*-CEM) at Key Stage 4 from under-achieving groups including boys, Black Caribbean and White British Pupil premium students

#### **Priority 2: Progression: Improving progression to L2 and L3 by 19; improving STEM pathways; enhancing employability and liaison with employers including vulnerable learners**

- Increase the number of students gaining full Level 2 or Level 3 by 19 by ensuring that there are/is: local progression routes including a high quality vocational offer; effective independent careers advice and guidance; high quality provision and improved success rates at 16-19 English and maths at all levels and settings
- To enhance employability and liaison with employers including for vulnerable learners
- To increase the numbers of L3 students taking STEM subjects and progressing to STEM related FE, Apprenticeships and HE including increasing the numbers of girls and under-represented ethnic groups

#### **Build capacity for sustainable improvement**

##### **Priority 3: Improving Pedagogy and the Quality of Teaching**

- Utilise the strengths of ETSA schools to improve the quality of teaching in all schools through high quality collaborative CPD and development programmes for teachers at all stages of their careers.
- Develop the use of evidence based teaching strategies.

##### **Priority 4. Building capacity – teaching and leadership**

- Provide a range of opportunities for leadership development for teams and individuals including governing bodies
- Support the recruitment and retention of teachers and leaders in Ealing schools
- Increase the number of outstanding schools and ensure all schools are securely good
- Increase the proportion of school led collaborative improvement strategies including peer review

##### **Priority 5 Developing a sustainable model for school improvement 2016-18**

- Develop the ETSA/ School Improvement business model for 2016-18