

## 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	Extended Services Impact Evaluation
Lead	Sarah Thompson
Key objectives 2014-15	<p><b><i>SE Objective 1: Raise standards, close achievement gaps, remove barriers to learning to secure best possible outcomes for Ealing children and young people.</i></b></p> <p><i>1.5 Specific programmes aimed at reducing the effects of background and/or poverty on educational achievement and, have measurable impact and sustainability (extended services &amp; EMPAC). The following objectives were set by the ES service to achieve this aim:</i></p> <p><b>Extended services objectives 2014/15:</b></p> <ol style="list-style-type: none"> <li>1. To improve the knowledge and confidence of school staff when working with parents</li> <li>2. through the delivery of high quality training and resources</li> <li>3. To support schools to demonstrate the impact of their extended services provision on outcomes for pupils and parents</li> <li>4. To develop the long term vision and objectives for the extended services programme across Ealing in consultation with primary and special school heads</li> <li>5. To deliver buy back services to a high standard in 18 schools</li> <li>6. To implement the EMPAC project plan to a high standard within the agreed time frame and budget and disseminate the findings to a local, national and European audience</li> </ol>

### Impact Evaluation 2015

**ES OBJECTIVE 1:** To improve the knowledge and confidence of school staff when working with parents through the delivery of high quality training and resources

**Success criteria:** 90% of school staff report feeling significantly more confident about working with parents following attendance at the ES training.

During 2014 the extended services team delivered a training programme covering 10 topics related to extended services including:

1. **Family matters for reception and year 1 parents** – 4 week course
2. **Parent information series** – 11 individual one hour sessions for parents
3. **Helping parents to keep their children safe online** – whole school review
4. **English as Additional Language (EAL) parents as partners in learning** – 6 week course
5. **Health fair toolkit** – planning tool
6. **Fun to learn resources for parents of KS 1 and KS 2 pupils** - tools to engage parents
7. **Improving the lunchtime experience for pupils** – whole school audit and action planning tool
8. **Engaging dads and male carers in school life** – whole school review
9. **Practical fundraising for schools** – developing knowledge and skills of school staff
10. **Maximising the impact of extended services for under-achieving pupils** – whole school review

A total of 212 staff from 81% of Ealing primary schools, special schools and maintained children's centres participated in at least one of the training courses (84% of primary schools, 67% special schools and 50% of children's centres). Evaluations were collected for each training course and the results are shown in Table 1 below:

Table 1	School Staff Responses %
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## School Effectiveness Impact Evaluation 2015

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

	It was all new information to me	The majority of information was new to me	It refreshed my knowledge and gave me some new ideas	I did not learn anything new
Has the training session increased your KNOWLEDGE / IDEAS in relation to this area/topic?	13%	36%	50%	0%
Has the training session helped you feel more CONFIDENT about using the resources in your school?	11%	41%	48%	0%

The evaluation forms show that 100% of participants reported an increase in their knowledge and confidence in relation to the training topic. The evaluation forms also asked participants to rate the quality of the content of the training, the quality of the resources and the facilitation skills of the team. The feedback is summarised below

Table 2	School Staff Responses %			
	Excellent	Good	Average	Poor
Quality of the content	89%	10%	1%	0%
Quality of the resources	91%	9%	0%	0%
Facilitation skills	86%	14%	0%	0%

Due to the success of the training programme, the extended services strategic partnership (ESSP) has decided that eight of the courses should be made available to schools again in 2015/16. The issue of staff turnover and how to build capacity within schools so that the course/programme can continue was also raised and will be considered as part of the planning for 2015/16.

**ES OBJECTIVE 2:** To support schools to demonstrate the impact of their extended services provision on outcomes for pupils and parents

**Success criteria:** Quantitative data on the impact of the ES resources/programmes on parents and pupils is gathered from 70% of the schools who participated in a training course.

**Success criteria:** 80% of schools who participated in the workshops around Engaging Dads, Improving Lunchtimes and Fundraising report an improvement in their practice within their school.

### Impact in Schools

The extended services training programme was provided free of charge to all primary, special and maintained children's centres. Following attendance at a course, each participant received a memory stick and hard copy of all of the resources needed to deliver the course or programme. Every pack also included evaluation / feedback forms for use with the parents. In addition, every school was offered a ½ day of bespoke support back in school to support the planning or implementation of the course.

The ES team has been visiting schools during the summer term to gather information about how the training was used back in school and what has been the impact. The table below summarises the findings from the school meetings:

**Table 3: Data on impact of ES training programme**

Number of schools/centres that have provided feedback	32 (42%)
Number of these schools/centres that have delivered one or more course back in school	26 (81%)
Number of separate courses/events delivered in schools as a direct result of the ES training	46
Number of schools that provided data about the participation by parents in the events	16
Total number of parents from the 16 schools above that participated in a course/event	1300

The remaining school meetings are planned for the autumn term so it is anticipated that the numbers above will

## 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

increase. An interesting finding to note is that 26 schools reported implementing one or more of the courses back in school but only 16 were able to provide information about the numbers of parents that had attended. In some cases this was because the headteacher did not have the information to hand but in the majority of cases it was because the school had not collected attendance data or evaluative feedback. This is an issue that the ES team will discuss with the ESSP to explore how schools can be supported to gather this information in future.

Four of the courses provided as part of the ES programme aimed to help schools take a whole school approach to specific topics and these were engaging dads and male carers in school life, improving the lunchtime experience for pupils, practical fundraising and maximising the impact of extended services. Impact measures for these courses focused more on whether there had been a change in practice in the school rather than the number of parents/pupils attending courses. A survey monkey questionnaire was sent to the participants of each school asking if they had made use of the resources and the extent to which there had been an impact on school practice. The response rate was very low but the results are summarised below.

**Table 4: Impact of courses aiming to influence whole school approach**

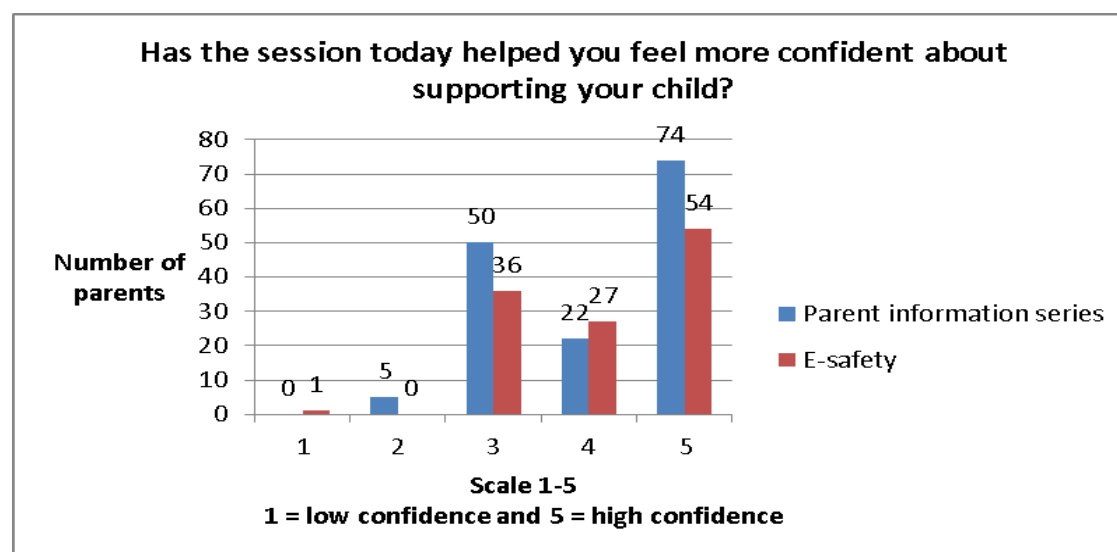
	What has been the impact of using the resources pack in school? (Number of school responses)		
	Significant	Moderate	No impact
Engaging dads and male carers in school	0	1	2
Maximising the impact of extended services	0	2	1
Practical fundraising	0	4	0
Improving the lunchtime experience for pupils	No responses received to survey		

The ES team will need to consider how to adapt these courses for 2015/16 in order to increase the impact back in school. For example, encouraging more than one member of staff from each school to attend.

### Impact on Parents and Pupils

The ES team has collected some data from schools about the impact of the training for parents, particularly in relation to the parent information series and the e-safety session for parents. One of the questions that parents are asked in the feedback form is to rate their confidence in relation to supporting their child following the training. Chart 1 below illustrates the responses from 269 parents from 8 schools.

**Chart 1: Feedback from parents on their confidence levels following participation in a workshop**



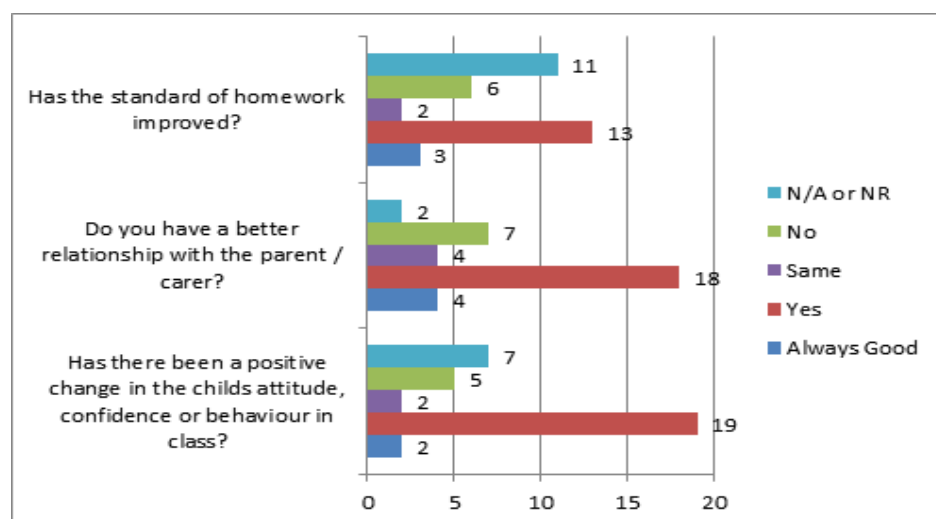
The aim of the sessions with parents is usually to have a positive impact on pupils whether it is their achievement,

## 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

behaviour or attitude to learning. One school delivered all of the parent information series sessions and then asked teachers to provide feedback on any changes they had seen in the children of the parents who attended. Chart 2 below illustrates the very positive impact that their parents' involvement appears to have had on the individual child.

**Chart 2: Teacher feedback: impact on pupils of parental participation in school workshops**



-Finally the team are working with schools to produce 10 qualitative case studies to demonstrate the impact of the resources and training back in school. These will be made available to all schools in the autumn term.

**ES OBJECTIVE 3: To develop the long term vision and objectives for the extended services programme across Ealing in consultation with primary and special school heads**

**Success criteria: 75% of maintained primary and special schools participate in the ES strategic planning event.**

The extended services team organised a strategic planning event in November 2014 which was attended by representatives from 51% of primary, special schools and maintained children's centres. This was below the target, however, a number of additional schools have been involved in shaping the extended services priorities for 2015-17 through other mechanisms including membership of the extended services strategic partnership (ESSP) and participation in the parental engagement survey. An additional 19 schools were involved in these activities between January and July 2015 which increases the level of school involvement in developing the extended services vision and objectives to a total of 71% of schools and centres.

As a result of the above, a development plan for the extended services programme 2015-2017 has been agreed. The plan sets out 3 strategic priorities and 10 objectives for the ES programme and includes measureable key performance indicators. Work has already begun on implementing the plan and key achievements to date include securing £123k of funding to set up a new counselling service in four schools, production of two family activity newsletters, piloting of a newly designed 6 week targeted stay and play programme, 12 school staff and volunteers trained to deliver Speaking English with Confidence (SPEC) courses in schools and 13 school staff trained to deliver the Fathers Reading Every Day (FRED) programme.

Feedback from headteachers about the overall effectiveness of the extended services team during 2014-15 is extremely positive as illustrated by Table 3 below. In particular, the % of schools rating the service as 'outstanding' has increased by an average of 35% across all four indicators compared to 2013-14. Of particular note is the 31% increase in the % of schools saying that extended services has an 'outstanding' impact on outcomes for pupils.

## 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

**Table 5: School Effectiveness Survey – Extended Services Overall Programme**

	Service quality			Communication			Value for money			Impact on outcomes		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Outstanding	24%	19%	56%	19%	28%	61%	10%	20%	61%	10%	21%	50%
Good	62%	69%	33%	72%	69%	33%	81%	60%	33%	81%	66%	44%
Requires Improvement	10%	12%	11%	5%	3%	6%	5%	17%	6%	5%	14%	6%
Inadequate	5%	0%	0%	5%	0%	0%	5%	3%	0%	5%	0%	0%

Note: 22 responses in 2012/13; 32 responses 2013/14; 18 responses 2014/15

A quote from one headteacher - *“The service gives access to a growing range of support and training. The school feels very well supported and also feels that the service understands our needs”.*

**ES OBJECTIVE 4: To deliver buy back services to a high standard in 18 schools**

**Success criteria:** 98% of feedback from schools rates the extended services buy-back service as good or outstanding.

- In addition to the core programme, schools are able to buy bespoke consultancy support from the ES team. In 2014/15 bespoke buy-back work was delivered in 18 schools. Feedback from schools via the School Effectiveness Survey was excellent with 100% of schools rating the service as ‘Outstanding’ or ‘Good’ – exceeding the target by 2%. The % of schools rating the service as ‘Outstanding’ increased across all four indicators. The responses to the survey are summarised in Table 3 below:

**Table 6: School Effectiveness Survey Results – Extended Services Bespoke/Buy Back**

	Service quality			Communication			Value for money			Impact on outcomes		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Outstanding	33%	50%	67%	67%	50%	67%	25%	33%	67%	25%	50%	55%
Good	58%	50%	33%	27%	50%	33%	67%	67%	33%	67%	50%	45%
Requires Improvement	8%	0%	0%	0%	0%	0%	8%	0%	0%	8%	0%	0%
Inadequate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Note: 13 responses 2012/13; 6 responses 2013/14; 9 response 2014/15

- Examples of the type of work undertaken through the buy-back service include supporting schools to set up systems to monitor and evaluate their extended services, developing and submitting fundraising bids, delivering a range of workshops for parents, e.g. learning through play, reading at home, curriculum and maths, supporting homework, Family Links parenting programme, keeping children safe online, designing and analysing pupil questionnaires etc. 21 schools have purchased bespoke support for 2015-16 – an increase of 3 schools compared to the previous year.

- £129,500 of external funding was secured by the extended services team to support school based projects during 2014/15. Projects included a new counselling service in 4 schools, a special school holiday scheme and mini-gym

## 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
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equipment.

- A quote from one headteacher about the impact of the bespoke support – *“Our school has changed a great deal thanks to the wonderful support and guidance – thank you!”*

**ES OBJECTIVE 5:** To implement the EMPAC project plan to a high standard within the agreed time frame and budget and disseminate the findings to a local, national and European audience

**Success criteria:** EMPAC project is completed by March 2015 with sufficient data gathered to assess the impact of the provision on pupil outcomes and parental and staff confidence.

**Success criteria:** Staff from the EMPAC schools report increased knowledge and confidence when teaching newly-arrived pupils and engaging with their parents.

-The aim of the EMPAC project was to improve the integration and educational achievement of under-performing newly-arrived migrant pupils aged three to 11 years old. The project aimed to identify and pilot new and existing strategies for supporting the integration of newly-arrived families and children into school life within a rigorous research framework. Ealing Council was the lead agency for the project in partnership with the Municipality of Bologna, Italy (Department of Education) and the Ústí Region of the Czech Republic.

-The project was completed at the end of March 2015 and the final report was submitted to the EU by the end of June as required. The full report from each of the partner countries and all of the resources produced during the project can be found at [www.egfl.org.uk/empac](http://www.egfl.org.uk/empac). The key outcomes from Ealing were as follows:

- School/centre involvement in the project in general, and attending training sessions in particular, had increased some teachers/teaching assistants' awareness of how to make their school/centre more welcoming to migrant families and pupils, show that their culture and language are valued, use more visual teaching approaches to engage early-stage EAL learners and to increase positive links and engagement with newly-arrived migrant parents.

- Analysis of the follow-up survey of staff involved in the EMPAC project did not find any evidence of positive changes in staff confidence or attitudes. However, survey data and interviews suggested that it had challenged their confidence, prompting them to think of ways in which they could improve their own and their school's performance

- Some teachers said that the impact of the training would have been greater if it had been targeted at more, or even all, teachers in schools/centres and if the training had been tailored to their particular needs for example, a greater focus on Key Stage 2 teaching or strategies for integrating mid-year arrivals.

-The final EMPAC conference held in March 2015 was attended by 80 people from a range of organisations including schools, universities, colleges, research organisations, local authorities (UK, Czech and Italian) and voluntary organisations. During the conference, each partner agency gave a presentation explaining their context, the actions they had taken and the findings from their research. Delegates also had the opportunity to attend workshops that aimed to provide practical illustrations of how the resources had been developed and used and to allow a more detailed sharing of experience by schools and centres.

-The feedback from the conference was excellent with 67% of attendees stating that the conference was 'very good' and 33% that it was 'good'. 60% of people said that they would be able to apply what they had learnt to their own work and 40% said that they might 'possibly' be able to apply it. 86% either 'agreed' or 'strongly agreed' that they had gained relevant knowledge by attending the conference and 100% were either 'satisfied' or 'very satisfied' with the overall content of the conference.

-In total, 125 hard copies of the resource pack have been printed and were distributed to delegates at the conference and also 70 schools across Ealing. In addition, electronic translated copies were produced for Italian and Czech schools, councils and education institutions.

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## ***Priorities for 2015-16 (this should feed KPIs and success measures in Achieving Excellence Together)***

### **Raise standards and close achievement gaps**

#### **Priorities & Success Criteria 2015/16**

- 1. To achieve the objectives for key projects as set out in the extended services development plan (link SE Obj 6)**

#### **Success Criteria:**

- Ealing Family School Partnership Award launched
- 8 settings set up a targeted Stay and Play for new pupils and parents
- 20 staff and volunteers complete the Speaking English with Confidence (SPEC) training
- 6 Parent Gym groups delivered in settings
- Increased number of settings access funding for family learning
- 6 FRED programmes delivered in settings
- 50% of settings actively promote the family activities newsletter to parents
- 50% of settings regularly read the policy bulletin
- Counselling services set up in 4 additional schools

- 2. To work with the ESSP to investigate the barriers to schools monitoring and evaluating their extended services provision and develop new approaches to assist schools (link SE Obj 2)**

#### **Success Criteria:**

- New approaches developed to support schools and improve the monitoring and evaluation of extended service activities

- 3. To deliver buy back services to a high standard in 20 schools (link SE Obj 6)**

#### **Success Criteria:**

- 98% of feedback from schools rates the extended services buy-back service as good or outstanding.

- 4. To support schools to meet the requirements of the new OFSTED framework in relation to extended services provision (link SE Obj 1)**

#### **Success Criteria:**

- Guidance produced and distributed to all primary and special schools
- 10 schools participate in the Maximising the Impact of Extended Services training

- 5. To continue to deliver a high quality training programme for schools and maintained children's centres (link SE Obj 4)**

#### **Success Criteria:**

- 8 training programmes delivered
- 90%+ trainees rate the quality of the training and resources as 'Good' or 'Excellent'
- 60% of schools that attend a training course during the autumn or spring term have made use of the resources back in school
- Strategies for capacity building within schools incorporated into the training