

## Appendix 1

### Impact Evaluation Summary *Securing “Good”- Moving to “Outstanding”* 2013-2015

#### Key priorities identified for 2014-2015

##### Raising standards

Secure thorough risk analysis of all schools with a particular focus on those at risk of not maintaining a good or outstanding judgement

Refine Ealing's Quality Assurance policies in consultation with schools

Further strengthen the role of Link Officers in schools identified for local monitoring to accelerate the pace of improvement

Secure the effective induction and quality assurance of all new Link Officers ensuring that all schools receive robust challenge in conjunction with national expectations

Ensure that Link Officers have a detailed picture of the quality of teaching in schools and can identify and share the most effective leadership systems for assessing its impact on learning

Present further challenge to schools where progress in reading and mathematics is not keeping pace with national improvements

Present further challenge and support to schools where governance requires improvement

Secure schools' engagement in the new Ealing mathematics strategy to accelerate improvement

Use the key learning from the Outstanding Schools Network (Primary) to craft new approaches to networks for improvement

Accelerate the improvement of schools in the secondary “securing good” programme

Strengthen data analysis/ data sharing to drive higher expectations in line with statistical neighbours

Support and challenge schools and other providers to reduce the drop-out rate at 17

##### Building capacity/wider engagement with services

Demonstrate more direct impact of extended services programmes on pupil achievement and pupil/parental engagement

Engage every school with an annual health visit review and prioritise health improvement support in areas with safeguarding alerts

Significantly increase the number of schools accessing whole class ensemble tuition and increase access to ensembles

Develop a coherent strategy 2015-2018 for advancing the achievement of Gypsy Roma Traveller Children in Ealing

Disseminate the findings from the EMPAC project to a local, national and European audience

Re-shape services to schools offer from 2015 against local needs in consultation with schools

Develop the role of the Secondary Ealing Teaching School Alliance in accelerating school improvement

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Encourage and promote high quality school-led professional development, strengthening the contribution of special schools and primary schools in relation to local need and encouraging the development of new Teaching Schools

Develop a cadre of leading governors and secure their effective deployment in supporting schools with identified risks

Establish a 14-19 strategy group and re-engage schools and other providers in meeting the needs of Ealing learners




Strengthen moderation practices in primary schools in anticipation of the removal of NC levels

Maintain high levels of investment in strengthening leadership for SEN

Maintain a very high quality central training programme and bespoke support offer to schools

Reinvest additional income secured through buy-back in initiatives that build the capacity of school leaders to influence system change: Ealing Innovation Fund; Leading School Business Managers; Secondary Leadership Clusters; Outstanding Schools Network; Ealing Leaders of Governors

Launch new Ealing Grid for Learning for schools and develop the Local Authority's narrative of education in the area for external stakeholders

	Good progress and on track		Moderate progress and on track		Not on track
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<b>Objective 1</b>	
<b>Raise standards, close achievement gaps, remove barriers to learning to secure best possible outcomes for Ealing children and young people</b>	
<b>Success measures 2015</b>	
<b>Standards in relation to all key national indicators align with or exceed highest performing statistical neighbours</b>	
↑	<ul style="list-style-type: none"> <li>Standards at end of EYFS have improved further with 70% achieving a good level of development up from 64% in 2014 (above NA) LA Quartile Banding A</li> <li>Standards 5A*-C EnMa have improved by 1% (61.2%) and well above NA, above London average and in top half of statistical neighbours</li> <li>7 secondary schools improved outcomes on 5A-C EnMa measure and of these, 3 improved by 9%</li> <li>10 secondary schools at or close to FFTD (top quartile) for 3 levels of progress KS2 to KS4 mathematics</li> <li>Progress of pupils in special schools continues to remain good or outstanding against the national progression guidance</li> </ul>
	<ul style="list-style-type: none"> <li>Standards at the end of KS1 have improved further at L2B+ RWM with outcomes above NA. Outcomes at L3+ are above NA (M), in line (W) and below in R</li> <li>Standards in mathematics have improved at KS1 and L4B+ and now above NA (81%)</li> <li>79% pupils passed Y1 phonics test compared with 78% in 2014 (above NA)</li> <li>Standards at the end of KS2 have improved further with 83% pupils achieving L4+ in R,W,M up from 81% in 2014 and 72% achieving L4B up from 70% in 2014</li> <li>The proportion of pupils making two levels of progress has remained high in RW but dropped in M (93/95/92)</li> <li>Standards in reading have improved at L4b+ and now above NA (81%) but below London average</li> <li><b>The percentage of children achieving L5+ in reading, writing and mathematics is 1% below national average and 4% below London average (although outcomes in mathematics are above NA at L5+ and L6+)</b></li> <li>8 secondary schools performing below FFTD comparison (top 25%) but fewer schools below FFTA in 2015 (1 school)</li> <li>Middle achieving boys, Black Caribbean and White Pupil Premium are not achieving as well as their peers from KS2 to KS4</li> <li>Points per academic entry P16 remains similar to 2014 but above NA 2014</li> <li>% achieving 3 or more A levels declined by 3% (83%) but above NA 2014</li> <li>Points per student decreased in vocational qualifications by 54 points (but still above NA) and % achieving 3+ substantial vocational qualifications improved from 27% to 47%</li> <li>8 schools improved outcomes in vocational qualifications (points per entry) but % gaining 3 + substantial vocational qualifications declined by 16% points to 47%</li> </ul>
<b>Progress measures for the lowest attaining groups well exceed national and London averages and the variation in outcomes for lowest attaining groups across schools closes significantly (2015 data to follow)</b>	
	<ul style="list-style-type: none"> <li>% pupils with SEND statements achieving 5A*-C has improved to above NA and is in quartile A (2014 data)</li> <li>Low attainers are making more than expected progress from KS2 to KS4 and % achieving 5A*-C exceeds national average by 5% (2014)</li> </ul>

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	<ul style="list-style-type: none"> <li>• % pupils with SEND statements achieving KS2 RWM L4+ has declined to below NA and is in quartile D (2014 data)</li> <li>• The variation between the value schools add to low KS1 attaining pupils is still too large with conversion rates ranging from 0% to 100%(2014)</li> </ul>
<p><b>Specific programmes, aimed at reducing the effects of background and/or poverty on attendance, educational achievement, have measurable impact and sustainability. These include: Extended Services; Engaging Migrant Parents and Children Project; Health Improvement in Schools; Gypsy Roma Traveller Achievement Service</b></p>	
	<ul style="list-style-type: none"> <li>• 63% schools continue to make good use of Health Related Behaviour Survey in evaluating improvements in healthy behaviours and 73% schools made good use of their health school visit and analysis of HRBS. Increase in number of schools gaining London bronze and silver healthy schools award</li> <li>• 212 staff from 81% primary schools participated in extended services training to improve skills in working with parents to remove barriers. Courses were highly rated and led to further demand in 15-16. Data capture on impact of programmes delivered back in schools requires further commitment from schools but qualitative case study approach being piloted to support schools in evidencing impact.</li> <li>• Schools are now leading the development of extended services provision in Ealing with excellent evidence of securing additional resources to develop new programmes.</li> <li>• Schools survey feedback on Extended Services is 90% good or outstanding with big improvement in impact of service on outcomes</li> <li>• Engaging Migrant Parents and Children (EMPAC) project delivered in partnership between Ealing, Czech Republic and Italy resulting in the development of new resources for use by Ealing schools and changes in teacher training practice and parental engagement strategies in partner countries.</li> </ul>
	<ul style="list-style-type: none"> <li>• The number of children being home educated has risen from 128 to 156 in 2015 with 75% of provision found to be suitable. The processes for monitoring and intervention have been further strengthened but cost of providing service is rising.</li> </ul>
	<ul style="list-style-type: none"> <li>• GRT pupils within EHE cohort are rising</li> <li>• Systems to record and track progress of GRT pupils are not yet developed</li> </ul>
<p><b>ALL schools have accessed one or more services of the Ealing Music Partnership and every child has access to a range of diverse and high quality music tuition/programmes/ensembles and affordable pathways for progression to highest levels.</b></p>	
	<ul style="list-style-type: none"> <li>• More schools rate services provided by the music hub as outstanding in 2014-2015 and 72% schools rate services as good or outstanding</li> <li>• 89% of schools engaged in one or more activity supported by Ealing Music Hub in 2014 – 2015</li> </ul>
	<ul style="list-style-type: none"> <li>• The number of schools that accessed the Whole Class Ensemble Tuition has remained stable in 2014-2015 but has not significantly increased</li> <li>• 47% schools accessed instrumental provision and this has not significantly changed</li> <li>• The number of schools accessing large scale events fell in 2014-2015 although 20 schools accessed the World Music Festival</li> </ul>
	<ul style="list-style-type: none"> <li>• The number of schools that accessed singing provision remains at around 22%</li> <li>• The number of schools accessing ensemble and orchestral provision is still too low – strategies to engage pupils in longer term provision have yet to be established</li> </ul>

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<p>Levels of <b>participation in education, employment or training post 16/17</b> are amongst the highest across London boroughs and amongst Ealing's statistical neighbours. Ealing NEET figures continue to be amongst the lowest in London.</p>	
	<ul style="list-style-type: none"> <li>• Number of schools actively using Risk of NEET indicator has doubled in 14-15 to 11/13</li> <li>• For 2015 the % of NEET 16-18 year olds was 3% putting Ealing in top quintile nationally along with 11/19 outer London boroughs</li> <li>• Participation levels remain high 95.4% of all 16/17 year olds in education, employment or training and above London figure</li> <li>• Participation of 17 year olds has improved on 2014 figures at 94.5%</li> </ul>
	<ul style="list-style-type: none"> <li>• Quality of provision for P16 English and mathematics is a concern in some providers</li> <li>• Participation of 16-17 year olds is still high but retention of some 17+ groups still a concern</li> </ul>
<p><b>95% of all Ealing schools are on track to be judged “good” or “outstanding” with no schools below floor standards or in Special Measures</b></p>	
↑	<ul style="list-style-type: none"> <li>• As of 11 September 2015, Ealing LA is placed 10<sup>th</sup> out of 152 LAs for % schools judged to be good outstanding – a significant increase from 2014 with Ealing LA at No.5 for % secondary schools now judged good or outstanding</li> <li>• 100% secondary schools now judged to be good or outstanding following inspections in 3 schools previously judged to require improvement (69% 2014)</li> <li>• 100% special schools continue to retain judgement of good or outstanding</li> <li>• 91% primary schools now judged good or outstanding with three schools moving from RI to Good (90% 2014)</li> <li>• 10 primary schools were invited to join the Securing Good Programme in 2014-15. Of these schools, two have been inspected and judged to be good. Seven are expected to receive a good judgement when next expected</li> <li>• 5 secondary schools were invited to join the Securing Good Programme in 2014-15. Three RI schools in the programme were inspected and judged to be good in 2015. Academic outcomes 5A*-C EnMa improved in all schools within the programme in 2015.</li> <li>• All 5 primary schools currently graded RI are expected to get a good judgement at next inspection</li> </ul>
	<ul style="list-style-type: none"> <li>• One primary school judged to require Special Measures in July 2014 remains below floor standard</li> </ul>
<p><b>At least 30% of primary schools and 40% secondary schools are on track to be judged outstanding to align with or exceed the percentage judged to be outstanding in London</b></p>	
	<ul style="list-style-type: none"> <li>• 36% of secondary schools are currently judged to be outstanding with one new school judged to be outstanding in 2014-2015 – now well above the national and London % for this measure</li> </ul>
	<ul style="list-style-type: none"> <li>• 15% primary schools are currently judged to be outstanding below the national figure (17%)</li> <li>• No primary schools that were inspected in 14-15 moved up from good to outstanding</li> <li>• Of the 10 primary schools currently judged to be outstanding, 2 are at risk of not keeping their outstanding grade</li> <li>• Of the 50 primary schools currently judged to be good 2 may secure an outstanding judgement in 2014-15</li> </ul>

<p><b>Objective 2</b></p> <p><b>Build capacity for sustainable improvement by developing infrastructure, leadership and school-to-school partnerships</b></p>	
<p><b>Success measures 2015</b></p> <p><b>All schools have access to quality bespoke support packages; these are highly rated and have measurable impact on professional development/school improvement</b></p>	
	<ul style="list-style-type: none"> <li>All schools continue to have full access to quality bespoke support packages offered through the annual Services to Schools brochure and these are highly rated</li> <li>20 areas of service delivery evaluated by schools in 2015. 60% primary schools and 40% secondary schools responded to the annual School Effectiveness Survey with the significant majority recording high levels of satisfaction (good or better) as follows: <ul style="list-style-type: none"> <li>-Link Officers and bespoke Primary (91% +9%)</li> <li>-Link Officers and bespoke Secondary (100%)</li> <li>-Link Officers and bespoke Special (100%)</li> <li>-Securing Good Programme Primary (75% +40)</li> <li>-Securing Good Programme Secondary 100% +50)</li> <li>-Workforce Support SLA (100%)</li> <li>-ICT and Computing support (100%)</li> <li>-Extended Services (100%) (after adjustment)</li> <li>-Health Improvement Services (91%)</li> <li>-Central Training Programme (89%)</li> </ul> </li> <li>Levels of buy-back remain high with 91 % of primary schools and 92% secondary schools purchasing school improvement packages for 2015-2016</li> </ul>
	<ul style="list-style-type: none"> <li>75% rated NQT monitoring and induction as good or outstanding – area identified for development in 15-16</li> <li>72% rated Ealing music services as good or outstanding – further analysis required</li> </ul>
	<ul style="list-style-type: none"> <li>60% rated Gypsy Roma Traveller Achievement Service as good or outstanding – area identified for further development in 15-16</li> <li>Only 46% rated SEN support networks and training as good or outstanding (further analysis required)</li> </ul>
<p><b>The quality, breadth and sustainability of the central training programme is secured through high quality commissioning matched to school needs</b></p>	
	<ul style="list-style-type: none"> <li>Ratings of centrally provided training and development remain very high. 2406 participants attended central training in 2014-15 with 97% rating courses useful or better and making a difference to their work. 59% rated courses as excellent.</li> <li>Income for sustaining a high quality programme remains strong with academies and the independent sector continuing to purchase through the SLA</li> <li>Where schools are equipped and ready, the LA have commissioned some leadership and training functions – SEN; NQTs; leadership development</li> </ul>
<p><b>The number and range of nationally accredited and other locally delivered leadership programmes attract increasing numbers of Ealing school leaders and leaders from other authorities</b></p>	
	<ul style="list-style-type: none"> <li>LA leadership networks in secondary phase are well supported and highly valued</li> <li>NPQSL and NPQML programmes continue to attract high levels of participation: a</li> </ul>

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	<p>number of participants have gained promotion in 2014-15</p> <ul style="list-style-type: none"> <li>• New Leadership Diversity Programme established with good participation and two participants gaining promotion in 14-15</li> <li>• LA led on introduction of new NPQML and NPQSL programmes for middle and senior leaders with participation by 15 senior leaders and 50 middle leaders</li> <li>• Post 16 leaders and IAG leaders well supported through networks</li> <li>• Support provided for new headteachers is highly valued</li> <li>• Schools using LA Link Officers to support headteacher and senior leader recruitment rate this service very highly</li> <li>• The network for leaders in Additionally Resourced Provision is highly valued with strong evidence of impact in sharing of practice</li> <li>• School Business Manager membership has increased from 38 to 45 with high levels of attendance at network support meetings. Annual cross-borough conference continues to attract large numbers of SBM and receives excellent ratings. Investment of additional income from school in performance coaching and accredited programmes is well supported</li> <li>• Analysis of centrally provided NQT induction training is 93% good or better</li> </ul>
	<ul style="list-style-type: none"> <li>• 201 out of 237 NQTs completed their induction year with 100% of these passing</li> <li>• Retention of NQTs by secondary schools is an area for enquiry in some schools but overall majority of NQTs continue career in Ealing schools</li> <li>• NQT Mentor programme well received but requests for further training to be actioned</li> </ul>
<p><b>A growing number of Ealing primary and special schools contribute to quality assured, highly effective school to school improvement partnerships alongside other outstanding primary school partners in London</b></p>	
	<ul style="list-style-type: none"> <li>• Outstanding Schools Network continues to flourish with high quality inputs from local schools</li> <li>• Castlebar Special School accredited and positioned as Primary School Teaching School Alliance lead – commissioned to take on significant role in supporting leadership of SEN across mainstream primary</li> </ul>
	<ul style="list-style-type: none"> <li>• Ealing Primary Teaching School Alliance established in 2014-2015 with a full programme of training and development being developed in partnership with LA for 2015-16 including NQT Induction and Leadership Development programmes</li> <li>• School-led directory is now in first draft and accessible to all schools via EGfL and CPDonline</li> <li>• <i>National Leaders of Education (primary)</i> and other high performing headteachers are playing a stronger role in supporting vulnerable schools and in supporting system-improvement</li> <li>• Pilot Ealing Leaders of Governance has been trialled to skill up a growing cohort of system-leader governors to support vulnerable schools</li> <li>• <i>New Primary Improvement Strategy Group</i> established comprising 10 representative headteachers to shape strategy 2015-18</li> </ul>
<p><b>The Ealing Teaching School Alliance (Secondary) is well established to offer a comprehensive, quality assured programme of school to school support in the secondary phase</b></p>	
	<ul style="list-style-type: none"> <li>• ETSA has further evolved with support of all schools to become a delivery vehicle in supporting collective school improvement goals. Highlights include: School Direct expansion model; subject leader networks and Teacher Development Days</li> </ul>
	<ul style="list-style-type: none"> <li>• Senior leadership improvement clusters were established to support school self-evaluation and collaborative links but did not have anticipated buy-in or impact</li> </ul>

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<b>Partnerships with HMI and pan-London networks are well established to create cost-effective targeted training opportunities</b>	
	<ul style="list-style-type: none"> <li>• Successful partnership established with Wandsworth LA to strengthen assessment support to primary schools</li> </ul>
	<ul style="list-style-type: none"> <li>• A range of training including nationally recognised programmes have been made available locally.</li> <li>• Conferences increasingly include inputs from other high performing Local Authorities – Music Conference; Governor Conference; More Able Conference</li> <li>• Ealing is a member of the 14-19 West London Alliance and lead partner on early identification systems for NEET students</li> </ul>
<b>A comprehensive strategy for improving the quality of school governance is in place with high levels of engagement and measurable impact in standards of leadership and management</b>	
	<ul style="list-style-type: none"> <li>• 97% schools who responded to the School Effectiveness Survey rated the quality of governor support and training as good or outstanding – a 20% improvement on 13-14</li> <li>• 89 governors attended the second annual conference with 92% rating it good or outstanding</li> <li>• A new governor recruitment campaign has been successful capturing the interest of 117 people via SGOSS</li> <li>• 63 schools used the LA to facilitate the external reviewer role for Headteacher appraisal</li> </ul>
↑	<ul style="list-style-type: none"> <li>• 462 governors attended central training in 14-15 an 8% increase on 13-14</li> <li>• More Chairs of Governors are attending the dedicated forum with 50 schools attending one or more sessions</li> <li>• A new Ealing Leaders of Governance pilot has been established to skill-up those with capacity to support governor development in vulnerable schools</li> </ul>
<b>Delivery of all key service objectives is supported by very high quality business support functions including strong client management systems; high quality central communications; training resources and accommodation</b>	
↑	<ul style="list-style-type: none"> <li>• New, improved EGfL website launched with significant improvements for users</li> <li>• Paperless room booking systems have improved efficiencies</li> <li>• Feedback from schools indicated that 97% rate EGfL, communications and gatekeeping services as good or outstanding</li> </ul>
	<ul style="list-style-type: none"> <li>• Further work to be done on ensuring EGfL content is up to date and on improving some links</li> </ul>