

## School Effectiveness Impact Evaluation 2014

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>
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<b>Key objectives 2013-2014</b>	<p><b>Securing good – moving to outstanding 2013-15</b></p> <ul style="list-style-type: none"> <li>• <b>Raise standard, close achievement gaps, remove barrier to learning to secure best outcomes for Ealing children and young people</b></li> <li>• <b>Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships</b></li> </ul> <p><b>Key performance indicators 2014</b></p> <p><b>Key Stage 4 - headlines</b></p> <p><b>5A*-CEM: 62% (2013 60.9% NA 60.6%) English 3 levels of progress 80% (2013 77.5% NA 70.4%) Maths 3 levels of progress 78% (2013 75.1% NA 70.8%)</b></p> <p><b>Post 16 headlines</b></p> <p><b>Academic: points per student 796 (2013 761.2 NA 782.4) points per entry 226 (2013 216.9 NA 211.3)</b></p> <p><b>Vocational: points per student 688 (2013 658.7 NA 561.6) points per entry 226 (2013 211.4 NA 213.6)</b></p>
<b>Impact Evaluation 2014</b>	
<p><b>Objective 1: Raising achievement</b></p> <p><b>Provisional outcomes for 2014:</b></p> <p><b>5A*-CEM 58.6%</b> (from the initial DfE figures which do not include re-remarks – likely to be at least 59.1% with re-remarks) which is a 2.3% reduction from 2013 and 5.5% below the target of 64% so performance is between FFT A and B. This mirrors the performance of schools with three schools below FFT A, one at FFT A, six between FFT A and B and two above FFT D for this measure. This is a reduction from 2013 when three schools were above FFTD and two schools were above B. The change has been caused mainly by falls in English and Maths GCSE in two schools and by a fall in Maths in one school and by the Wolf reform which reduces the value of vocational qualifications from 4 GCSEs to 1. Five schools improved outcomes on the 5A*-CEM measure including four of the five schools in the securing good programme. One school in the programme stayed the same although this was in the context of a large number of new arrival students who could not be removed from the outcomes. The 5A*-CEM measure for Ealing is above the England average for 2014 (52.6%) and above the national average for state funded schools (56.1%). It is below the Outer London average (61.7%) and places Ealing at 9/11 against statistical neighbours, an improvement from 2014 when Ealing was 11/11. In terms of the fall 5A*-CEM had the fifth lowest reduction in comparison to other London boroughs. Against all London boroughs Ealing is 22/32 which is an improvement from 25/32 in 2013.</p> <p><b>English GCSE and levels of progress</b></p> <p>Despite the changes to GCSE English that were introduced part way through the course eight schools improved outcomes in GCSE English and nine schools improved outcomes in 3 levels of progress in English. All securing good schools improved outcomes in both measures. Only one school is below FFT A for levels of progress in English and this school is the only one well below the state funded average; seven schools are at or above FFT D. Two schools are very close to the state funded average with the others above or well above this measure. The overall outcome for Ealing for 3 levels of progress in English is 81.5% which is above the England average (72.1%) the state funded average (72.3%) and the Outer London average (79.2%) This is also above the target of 80%. Six schools are above the Outer London average and one school is very close to this measure. This places Ealing 6/11 against statistical neighbours.</p> <p><b>Maths GCSE and levels of progress</b></p> <p>In Maths, five schools improved outcomes at GCSE including three securing good schools. Of the other two securing good schools one stayed the same and one decreased by 1%. In terms of levels of progress six schools improved the 3 levels of progress measure including four securing good schools. The other securing good school stayed the same. Of the five schools with reductions in 3 levels of progress, two are still above FFT D. Overall for levels of progress in Maths, six schools are above FFT D, three more are at FFT B or above and two schools are below FFT A. The latter two schools are also below the England and state funded averages. The overall outcome for Ealing for 3 levels of progress in Maths is 74.1% which is above the England average (66.4%) the state funded average (66.5%) and the Outer London average (73.2%) Five schools are above the Outer London average and two</p>	

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schools are very close to this measure. The outcome is below the target of 78%. This places Ealing 6/11 against statistical neighbours.

### Post 16

The context of the Post 16 results is the removal of the opportunity to take modules in January and this is the first year that the EBacc introduced in 2010 and A level facilitating subject measures introduced in 2012 are likely to have an impact on outcomes.

**Level 3 qualifications** – in the first 2014 data that is published all Level 3 qualifications are considered together. Points per student decreased by 21 points from 2013 to 743.7. This measure is above the England average (698.5) but below the state funded average (771.9), the Outer London average (761.4) and places Ealing 7/11 against statistical neighbours and 16/32 against all London boroughs. Points per entry improved from 2013 by 2.7 points to 219.2. This is above the England average (213.4), the state funded average (214.4) and the Outer London average (217.3) and places Ealing 4/11 against statistical neighbours and 6/32 against all London boroughs. The % of students achieving at least 2 substantial Level 3 qualifications was 99.3% which is above the England average (88.6%), the state funded average (97.9%) and the Outer London average (98.4%). This places Ealing 3/11 against statistical neighbours and equal 4/32 against all London boroughs.

### A levels

Five schools had increases in average points per student and there were large falls in two schools, one mainly due to the move to A levels from the IB. Some schools are focusing more students on three subjects which will have an impact on this measure. Five schools improved average points per entry on this measure including two securing good schools. Of the other three securing good schools, one had its first A level results and two had small falls in points. The % achieving 3 or more A levels improved from 84% to 87%, the % gaining 2 or more A levels stayed the same at 95% and the % gaining 1 or more A levels reduced by 1% to 99%. The first two measures are both above the 2013 national average.

In terms of high achievement at A level / applied A level Ealing 9.9% gained 3A\* or A grades – below England 11.8%, just below state funded 10% and below Outer London 10.8% - 6/11 against statistical neighbours. For students gaining AAB 18% of students in Ealing schools achieved this level – below England 19%, above state funded 17% and at the Outer London average 18% - 5/11 against statistical neighbours. For AAB with two facilitating subjects the Ealing average is 14.7%, just below the England average 14.9%, above state funded 13.2% and above Outer London 14.4% - 4/11 against statistical neighbours. For AAB all facilitating subjects the Ealing average is 9.9% which is above the England average 9.3%, the state funded average 8.5% and the Outer London average 9.4% - 3/11 against statistical neighbours.

### Vocational qualifications

Points per student decreased by 54.2 points from 2013 to 604.4. There were large falls in two schools, one not supported by the LA in 2013. Four schools had increases in points per student. Despite the fall this measure is still above the 2013 national average. Points per entry improved from 2013 by 19.2 points to 230.6. This is above the target and well above the national average for 2013. Five schools improved on this measure including one securing good school. Of the other four securing good schools, three did not have results in this measure and one had a reduction, although this was from a base of relatively high performance for vocational qualifications.

The % achieving 3 or more substantial vocational qualifications improved by 27% to 74%, the % gaining 2 or more improved by 15% to 89% and the % gaining 1 or more substantial vocational qualifications reduced by 5% to 95%. The first two measures are both well above the 2013 national average.

During 2013-14 data sharing between schools was developed and statistical neighbour data was used to contextualise the performance of Ealing schools. This will be developed further in 2014-15 as the basis for collaborative working between schools.

### Quality assurance of schools

Twelve schools and Ealing Alternative provision were supported through the link officer service. All schools were provided with a school summary which included past performance, FFT targets, Ofsted areas for improvement and a pro-forma for evaluating outcomes and risks across the Ofsted areas of Achievement, Teaching, Behaviour & Safety and Leadership. This was updated and RAG rated at each link officer meeting. Review questions were also introduced at the link officer meetings providing challenge on specific areas e.g. monitoring progress of student groups, leadership development, governance and the sixth form. Several schools purchased supported school self-

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evaluation reviews to validate their own internal judgements of teaching. This service was rated good or outstanding by schools in the impact evaluation survey. Half termly risk assessment meetings were held at the LA to consider factors identified through school visits or from external factors.

### **Impact of support over time including Securing Good Programme**

One school on the securing good programme was inspected in 2013-14 and received a good judgement. The school had received leadership support brokered by the LA. One securing good school was judged at the HMI visit as taking effective action. Two other securing good schools have received informal feedback from HMI which has supported the findings and advice from the LA. Further acceleration of improvement will be needed in 2014-15 to ensure that the schools will be judged good at their next inspection. Additional resources have been added to support RI schools in 2014-15.

### **Bespoke support**

The main areas of bespoke support provided in 2014-15 were: headteacher appraisal- 8 schools, headteacher recruitment – 1 school, senior leader recruitment – 3 schools, supported self-evaluation – all securing good schools and 6 further schools, English and literacy support – 2 schools, EAL – 2 schools, Post 16 bespoke support – 1 school, governor development and support – 3 schools. This service was rated good or outstanding by schools in the impact evaluation survey.

### **Objective 2: Building capacity**

During 2013-14 building capacity was partly led by the LA and partly through the Ealing Teaching School Alliance (ETSA). Ealing LA is a strategic partner of ETSA which was launched in 2013-14 to strengthen the collaborative working between schools. During 2013-14 a number of developments took place to focus school leaders on the need to accelerate improvement in Ealing in order to close the gap with statistical neighbours and to develop closer school to school collaboration. These included:

- Introduction of Part 1 LA headteacher meetings to focus on school improvement issues
- Two externally facilitated 'Strengthening collaboration' workshops to develop principles and protocols of collaborative working
- Key themes for school improvement identified by headteachers to form the basis of triad/ cluster working in 2014-15
- ETSA Steering Group focus on collaborative developments – school led subject leader networks, appointment of Specialist Leaders of Education (SLE), school to school visits
- Liaison with Hounslow to gain an insight into the partnership model and systems which may support their high achievement

In addition termly networks led by the LA were held for senior leaders, Heads of Sixth Form, core subject leaders, inclusion leaders, SENCOs, EMA co-ordinators. The networks were rated good or better by 80% of schools that responded to the impact survey. The Post 16 network and IAG network have been strengthened by the appointment of a new Senior Associate for Post 16. The subject leader networks are to be expanded and developed through ETSA for 2014-15 as school led networks for a wider range of subjects with additional support provided for the core subjects.

The Ealing Teaching School Alliance took ownership of the CPD leaders' network and PLC. Both have been reviewed and developed during the year. The CPD leaders are now leading on cross school open days for trainee teachers, RQTs and NQTs and for the new revised PLC for 2014-15. The PLC received positive feedback for the workshops that were opened to all staff in Ealing schools and attracted between 50 and 70 participants. They included a TeachMeet, and external speaker and a collaborative workshop led by schools on the subject of marking and feedback. All PLC review themes were circulated in advance and vertical teams opted for the one most relevant for their own school improvement. A new model was proposed and agreed for 2014-15 to align the PLC with the new collaborative triads/ clusters.

Additional capacity was provided from a school with a part time secondment for a data project in the Autumn term to gain a better overview of data systems in Ealing. The outcomes were shared at the senior leaders forum

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and as a result several schools have adopted new systems.

Regular updates on the local and national developments were also circulated throughout the year and have received positive feedback. An additional seminar was also held in the spring term on the subject of Key Stage 3 assessment in response to demand from schools.

The LA led on the introduction of the new NPQML programme for middle leaders and the NPQSL for senior leaders which was delivered by school based facilitators in partnership with the IOE as the licensed provider. 15 senior leaders and around 50 middle leaders participated in the programme. External assessment of projects will take place this term for the majority of participants. Many participants have gained promotion or new responsibilities for 2014-15. The programme will be led by Featherstone High School in 2014-15.

### ***Priorities for 2014-2015 (this should feed KPIs and success measures in Securing Good...Moving to Outstanding)***

Raise standards and close achievement gaps

- Accelerate the improvement of securing good schools through additional capacity in the secondary team to support school leads and further develop data systems and analysis
- Further develop data analysis, data sharing and links with statistical neighbours
- Further develop Headteacher school improvement meetings and school to school support to share good practice in raising attainment and narrowing gaps including literacy development
- Provide support to prepare for changes to the curriculum, examinations and performance measures – CPD and bespoke support for all schools
- Improve attainment in Maths through: the Ealing Maths pedagogy and transition project for schools that need to accelerate improvement particularly for low attainers; maths subject network, collaborative clusters and school to school support.

Build capacity for sustainable improvement

- Develop the collaborative school improvement clusters and align with the PLC vertical teams to accelerate improvement in member schools
- Further develop ETSA's role in school improvement through CPD for teachers and leaders
- Develop a network for data managers / timetablers
- Focus on leadership development including governance in securing good schools
- Implement the Ealing Aspiring leaders – improving equality and diversity in school senior leadership teams
- Provide support for headteachers in their first three years of headship