

London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

Contact Details

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Evaluation Final Report Template

Introduction

The London Schools Excellence Fund (LSEF) is based on the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment, subject participation and aspiration. The GLA is supporting London schools to continue to be the best in the country, with the best teachers and securing the best results for young Londoners. The evaluation will gather information on the impact of the Fund on teachers, students and the wider system.

This report is designed for you to demonstrate the impact of your project on teachers, pupils and the wider school system and reflect on lessons learnt. It allows you to highlight the strengths and weaknesses of your project methodology and could be used to secure future funding to sustain the project from other sources. All final reports will feed into the programme wide [meta-evaluation of the LSEF](#) being undertaken by SQW. Please read in conjunction with Project Oracle's '**Guidance to completing the Evaluation Final Report**'.

Project Oracle: Level 2

Report Submission Deadline: English for Integration - 9 June 2015 / Round 1 and Round 2 - 30 September 2015 (*delete as appropriate*)

Report Submission: Final Report to the GLA / Rocket Science (*delete as appropriate*)

Project Name: LSEF EBACC content Led Curriculum for KS3

Lead Delivery Organisation: Harris Academy Morden

London Schools Excellence Fund Reference: LSEFR10Q1

Author of the Self-Evaluation: Lee Mallin

Total LSEF grant funding for project: £500000

Total Lifetime cost of the project (inc. match funding): £495,996.50

Actual Project Start Date: November 2013

Actual Project End Date: 17/12/15

1. Executive Summary

This should be a brief summary of what information is included in the report, the evaluation methods and analysis used and a summary of the key findings from your project evaluation. (maximum 500 words)

This report captures the success and failures of the LSEF Key Stage 3 project.

The report details the main issues and successes:

1. Lack of pupil data that was comparable
2. Overstretch – too many subjects and not enough teachers
3. Teacher movement
4. Significant improvement in teacher confidence levels
5. Significant uptake of the project materials

The project was a success. All teachers who attended demonstrated via our data collection an improved score. The scores demonstrated each teacher's confidence levels had improved in all of the areas and on average the whole group of teachers had improved by at least one grade in each of the areas identified.

There was one questionnaire used with the teachers attending the CPD session and the Teacher sense of self efficacy survey was used with the development team.

The visiting teaches attending the CPD events were asked the following questions:

1. Do you understand the new KS3 changes and how they affect your planning
2. Do you understand how to develop a Long Term Plan to ensure KS3 has the most impact on KS4 results
3. Do you understand how to deliver the aims of the new KS3 curriculum in the classroom for maximum positive impact?
4. Do you feel fully prepared to implement the changes in September 2014?
5. Do you believe your CPD to date has prepared you to implement the changes to the KS3 curriculum?

For each area, teachers left with higher scores after the CPD events and access to the materials was supplied. We are very pleased with these results.

The Teacher sense of self efficacy survey was completed by the development team members at the start and at the end of the project. Once more the scores indicate the members benefitted from their time within the project, especially in their confidence to help others and have impact support colleagues to adapt and improve.

In addition the report includes some Yr 7 progress data. This is not as comprehensive as planned due to the removal of the national assessment framework during the life of the project. As reported and agreed at the review meetings, pupil sampling would become difficult due to schools adapting their own version for assessment which in many cases left data incomparable.

The report includes data that is comparable. This has given some idea of the potential impact this project did have on student progress and could have if a common assessment framework was in place.

Equally lessons learnt suggest that the brief was too large. If this project was to be repeated and we were to consider how to make it more effective and sustainable, then a reduction in

the number of subjects would be required so that an increase in subject specialist teacher could be achieved. This would decrease the additional work required of each development team member thus ensuring more stayed on with the project for its entirety instead of leaving due to the demands placed on them by the volume of work.

Although there are improvement which could be made to the planning, reporting and assessment processes, the key findings of the report demonstrate that this project has significantly supported the teachers who have been a part of the development team or attended the CPD sessions. The report also identifies that cohorts that used the materials made good progress across the year.

2. Project Description

Much of the detail for this section can be drawn from your Stage 2 funding application. Please note that if you do copy this information from your original application, funding agreement, or interim report, be sure to update it as appropriate (e.g. including tense change).

Provide a full project description (approximately one side of A4), in particular:

EBACC subjects are now a key aspect of the British education system. However over the last ten years Humanities and languages subjects have seen a reduction in curriculum time due to the more accessible IT and BTEC related courses that provided more GCSE equivalents points to boost schools 5 A*-C scores.

This project aimed to support schools and teachers to develop the expertise to deliver these courses with confidence, using outstanding and comprehensive classroom resources to help bridge the gap until teacher training institution can grow the increased number of expert teachers London requires.

The project aims brought together a range of professionals to create world class resources focussed on EBACC subjects and provide the necessary CPD/ INSET via a range of methodology; conferences, observational opportunities and electronic media to ensure access is available to all across London and beyond.

We improved teachers' subject knowledge by:

1. Providing teachers with the content of every scheme of work
2. Providing every lesson resource to deliver the content of the scheme of work
3. Provide Lead teachers to deliver 'exhibition' lessons within each Academy for other teachers to observe (Outstanding teachers leading by example)
4. Provide annual conferences and online materials to help schools / Academies prepare for implementation of the resources

The project was developed by a development team of 36 teachers from 19 different good or outstanding schools across London (schools, Academies and schools from the Independent sector). The development team formed clusters of experienced teachers within each of the 7 EBacc subjects. Schemes of work and lesson resources were crafted by the group and quality assured by the team leader.

Teachers from across London were then provided with opportunities to attend 'live' CPD sessions with direct access to the development team for their particular subject.

Access to all resources was provided via Drop box. Video recordings of expert teachers delivering the resources were provided as a continuous reminder of the training provided.

The project lasted two years. Year 7 materials were developed in year 1 and presented at the first conference in July 2014. Year 8 and 9 materials were developed in year 2 and presented at the second conference in July 2015

The project was advertised in the TES and attendees were from London schools and a few from wider afield.

Teachers from London schools were the direct beneficiaries of this project in that their confidence was raised and access to well-structured and detailed resources were provided. Subsequently students across London were taught by more secure teachers and in some cases teachers using the actual materials provided.

2.1 Does your project support transition to the new national curriculum? Yes/No

If **Yes**, what does it address?

The programme developed was based on the latest GCSE materials available. The KS 3 plans were developed to ensure Years 7 – 9 were taught the necessary skills and the appropriate content.

2.2 Please list any materials produced and/or web links and state where the materials can be found. Projects should promote and share resources and include them on the [LondonEd website](#).

[The resources can be accessed after registering via the Harris Morden web site](#)

3. Theory of Change and Evaluation Methodology

Please attach a copy of your validated Theory of Change and Evaluation Framework.

Throughout the report it would be useful if you make reference to these documents. Where appropriate we would also encourage you to include any assumptions you have made from previous research.

3.1 Please list **all** outcomes from your evaluation framework in Table 1. If you have made any changes to your intended outcomes after your Theory of Change was validated please include revised outcomes and the reason for change.

Table 1- Outcomes

| Description | Original Target Outcomes | Revised Target Outcomes | Reason for change |
|--|--------------------------|-------------------------|--|
| Increased teacher confidence | No set figure | No set figure | N/A |
| Increase the number of lessons graded as good or above | No set figure | No set figure | Schools would not release this data |
| Access to and use of Subject Specific Resources | No set figure | No set figure | All resources were uploaded and access provided to all who attended the conference and |

| | | | |
|--|---|---------------|-------------------------------------|
| | | | those from the development team |
| Increased levels of progress and attainment | This was not achievable due to the DFE removing the National assessment framework (NC levels). We have detailed and presented the data that was comparable in the various tables below. | | |
| Increased take up in EBacc GCSE and A level subjects | No set figure | No set figure | Schools would not release this data |

3.2 Did you make any changes to your project's activities after your Theory of Change was validated? Yes

If **Yes**, what were these changes (e.g. took on additional activities?)

We removed the collation of KS3 data as there was no longer a national model to compare data across schools.

3.3 Did you change your curriculum subject/s focus or key stage? No

If **Yes**, please explain what changes you made, why, and provide some commentary on how they affected delivery.

3.4 Did you evaluate your project in the way you had originally planned to, as reflected in your validated evaluation plan?

No.

We have focussed the evaluation on teacher confidence and improvements in teacher assessments. This was due to the removal of the National curriculum levels part way through the project and each school implementing different assessment model rendering comparison impossible.

Consider changes to evaluation tools/methods, sample sizes, and anticipated outcomes. If applicable, please explain what changes you made and why, and provide some commentary on how they affected your evaluation.

4. Evaluation Methodological Limitations

4.1 What are the main methodological limitations, if any, of your evaluation?

This can include data limitations or difficulty in identifying a comparison group. In order to get a realistic idea of the strength of your evaluation, and identify possible improvements, it is essential that you reflect on the strengths and weaknesses of your evaluation.

You should address limitations of the evaluation only, not the project itself - Every evaluation has limitations, so please be honest. This could include limitations relating to:

- The kinds of data you could/ could not collect (and the response rate for surveys)
- The size of the sample/ group you are evaluating
- The extent to which you felt able to assess the impact of activity on beneficiaries (what changes in attitudes/behaviours/attainment were caused by the intervention and what has been caused by other factors)

- *Also include mitigating actions for methodological limitations where possible – e.g. alternative approaches or solutions and also how these limitations will affect the evaluation of the project (particularly pupil and teachers outcomes).*

The difficult we had in our evaluation was accessing information from schools thus the impact on students.

The main focus of the project was KS3 and the impact the CPD and resources were to have on student progress. We anticipated teacher confidence growing but we hoped to evaluate progress of students. As each school changed their assessment processes, the number of schools able to provide comparable data decreased. We were frustrated by this but it was impossible for us to anticipate the DFE changing the national assessment framework when the project was agreed and commissioned.

As a result we feel this is a real missed opportunity to evaluate the success of centralised planning and training and the impact this can have across a vast number of schools and students.

Equally, schools were reluctant to share Teaching and Learning data. Therefore we are able to present the results on teacher confidence levels from our surveys of the development team and those that attended the CPD sessions. Once more this is a missed opportunity to demonstrate the impact high quality planning and CPD can impact teaching and learning across a range of schools.

4.2 Are you planning to continue with the project, once this round of funding finishes?

No

GCSE English and Maths has changed since the start of this project therefore the resources have to be changed once more.

The GCSE content in other subjects is changing and it currently with Ofqual at draft stage. Once this is released the current resources could be redundant or at least need some alteration. The changes released for English and Maths are significantly different to the current curriculum and GCSE syllabus. They require a different pedagogy. We anticipate this would be the same in the other subjects as well

If **yes**, will you (and how will you) evaluate impact going forward?

5. Project Costs and Funding

5.1 Please fill in Table 2 and Table 3 below:

Table 2 - Project Income

| | Original ¹ Budget | Additional Funding | Revised Budget [Original + any Additional Funding] | Actual Spend | Variance [Revised budget – Actual] |
|-----------------------------------|---|-----------------------|---|-----------------|--|
| Total LSEF Funding | £500,000 | £0 | £500,000 | £495,996.50 | £4,003.50 |
| Other Public Funding | £0 | £0 | £0 | £0 | £0 |
| Other Private Funding | £0 | £0 | £0 | £0 | £0 |
| In-kind support (e.g. by schools) | Venue hire, additional support staff for administration, photocopying, web site hosting | | | | |

¹ Please refer to the budget in your grant agreement

| | | | | | |
|------------------------------|----------|----|----------|-------------|-----------|
| Total Project Funding | £500,000 | £0 | £500,000 | £495,996.50 | £4,003.50 |
|------------------------------|----------|----|----------|-------------|-----------|

List details in-kind support below and estimate value.

Table 3 - Project Expenditure

| | Original Budget | Additional Funding | Revised Budget [Original + any Additional Funding] | Actual Spend | Variance Revised budget – Actual] |
|--|-----------------|--------------------|--|------------------|--|
| Direct Staff Costs (salaries/on costs) | 459000 | 0 | 459000 | £ £462,000.00 | £3,000.00 |
| Professional Development | 30,000 | 0 | 30,000 | £ 17,000.00 | -£ 13,000.00 |
| Resourcing | 6000 | 0 | 6000 | 16000 | 10000 |
| Contingency | 5000 | | 5000 | £996.50 | -£4,003.50 |

| | Original Budget | Additional Funding | Revised Budget [Original + any Additional Funding] | Actual Spend | Variance Revised budget – Actual] |
|--|-----------------|--------------------|--|--------------|--------------------------------------|
| Direct Staff Costs (salaries/on costs) | 459000 | 0 | 459000 | 462,000.00 | £3,000.00 |
| Professional Development | 30,000 | 0 | 30,000 | 17,000.00 | £ 13,000.00 |
| Resourcing | 6000 | 0 | 6000 | 16000 | 10000 |
| Contingency | 5000 | | 5000 | £996.50 | £4,003.50 |
| | | | | | |
| | | | | | |

5.2 Please provide a commentary on Project Expenditure

This section should include:

- commentary on the spend profile
 - budget changes that have occurred, including the rationale for any changes
- (Maximum 300 words)

The expenditure has come in under budget by close to £5000. Money was moved around to increase the number of teachers involved within the project to impact positively on capacity and meet deadlines for the vast amount of content that was produced for each subject.

6. Project Outputs

Please use the following table to report against agreed output indicators, these should be the same outputs that were agreed in schedule 3 of your Funding Agreement and those that were outlined in your evaluation framework.

Table 4 – Outputs

| Description | Original Target Outputs | Revised Target Outputs <i>[Original + any Additional Funding/GLA agreed reduction]</i> | Actual Outputs | Variance [Revised Target - Actual] |
|-----------------|-------------------------|--|---|---------------------------------------|
| No. of schools | 16 | N/A | 54 | 38 |
| No. of teachers | 376 | Unknown. We do not know how many teachers use the resources as schools sent one member to the CPD sessions yet they could have their entire school using the resources | 84 teachers who attended the CPD sessions 42 members of the development team 60 members of staff at the host school. All confirmed as using the resources. We had 491 people access the EBacc download section of our web site. Unfortunately we do not know how many downloaded the materials as the technology does not permit this. | N/A |
| No. of pupils | 2200 | Unknown. As above We have received data on 1651 students however this is from the Development team only and does not include all of the schools that | N/A | N/A |

| | | | | |
|--|--|---------------------------|--|--|
| | | attended the conferences. | | |
|--|--|---------------------------|--|--|

7. Key Beneficiary Data

Please use this section to provide a breakdown of teacher and pupil sub-groups involved in your project.

Data must be provided at project level. However, if you wish to disaggregate data by school then please add additional rows to the tables below. Please also confirm at what point this data was collected.

Please add columns to the tables if necessary but do not remove any. N.B. If your project is benefitting additional groups of teachers e.g. teaching assistants please add relevant columns to reflect this.

7.1 Teacher Sub-Groups (teachers directly benefitting counted once during the project)

Please provide your definition for number of benefitting teachers and when this was collected below (*maximum 100 words*).

There are three groups of teachers who have benefitted from this programme:

1. The development team – *this was collected at the beginning of the programme (Year 1) and at the end of the programme (Year 2)*
2. Teachers attending the Year 1 conference – *Collected as the first activity at the conference and then as the last activity at the end of the conference*
3. Teachers attending the Year 2 conference - *Collected as the first activity at the conference and then as the last activity at the end of the conference*
4. Teachers at the host school

Teachers attending Year 1

We collected the data from 60 teachers at the first conference.

From this data the results can be seen.

Upon arrival the teachers were asked the following questions:

- Do you understand the new KS3 changes and how they affect your planning
- Do you understand how to develop a Long Term Plan to ensure KS3 has the most impact on KS4 results
- Do you understand how to deliver the aims of the new KS3 curriculum in the classroom for maximum positive impact?
- Do you feel fully prepared to implement the changes in September 2014?
- Do you believe your CPD to date has prepared you to implement the changes to the KS3 curriculum?

The scale used was 1 – 9 as detailed below

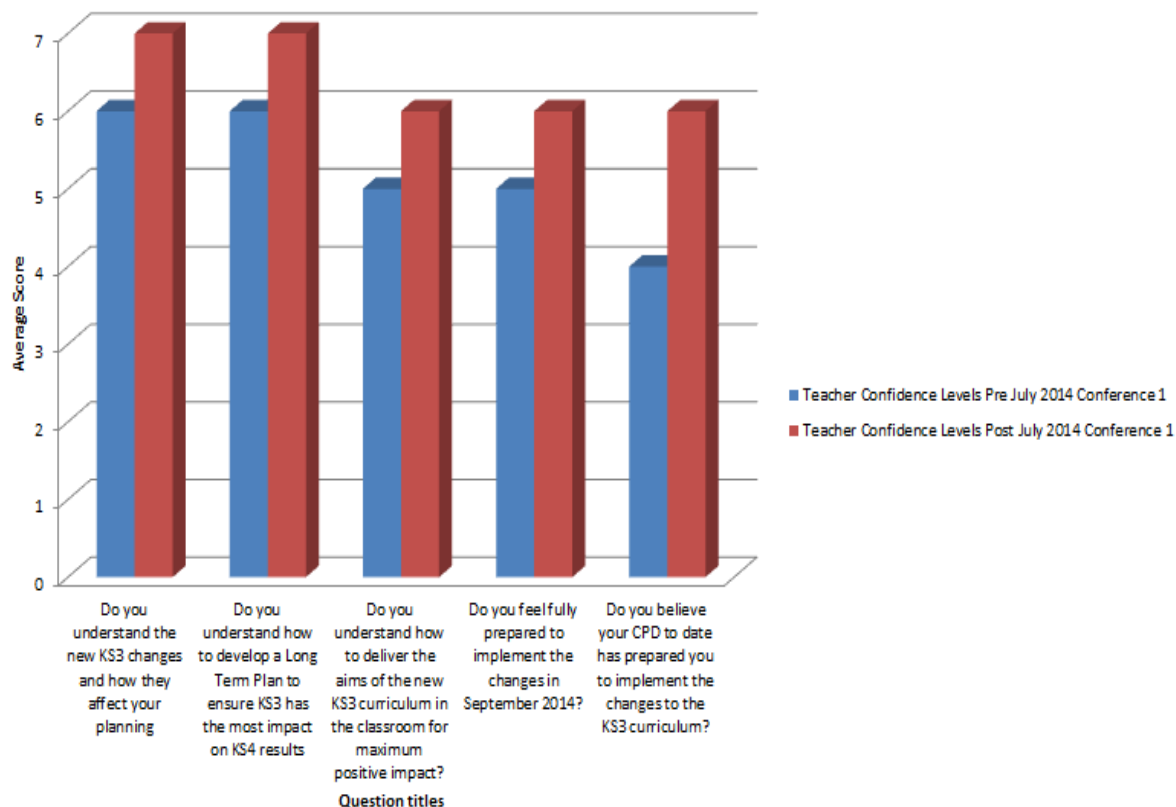
| No | | Very Little | | Some | | Quite a bit | | A great deal |
|----|---|-------------|---|------|---|-------------|---|--------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

The results below demonstrate the impact of the CPD conference upon teachers' responses to the five questions.

On average there was a one point increase in each area.

| | Do you understand the new KS3 changes and how they affect your planning? | Do you understand how to develop a Long Term Plan to ensure KS3 has the most impact on KS4 results? | Do you understand how to deliver the aims of the new KS3 curriculum in the classroom for maximum positive impact? | Do you feel fully prepared to implement the changes in September 2014? | Do you believe your CPD to date has prepared you to implement the changes to the KS3 curriculum? |
|--------------|--|---|---|--|--|
| Average Pre | 6 | 6 | 5 | 5 | 4 |
| Average Post | 7 | 7 | 6 | 6 | 6 |

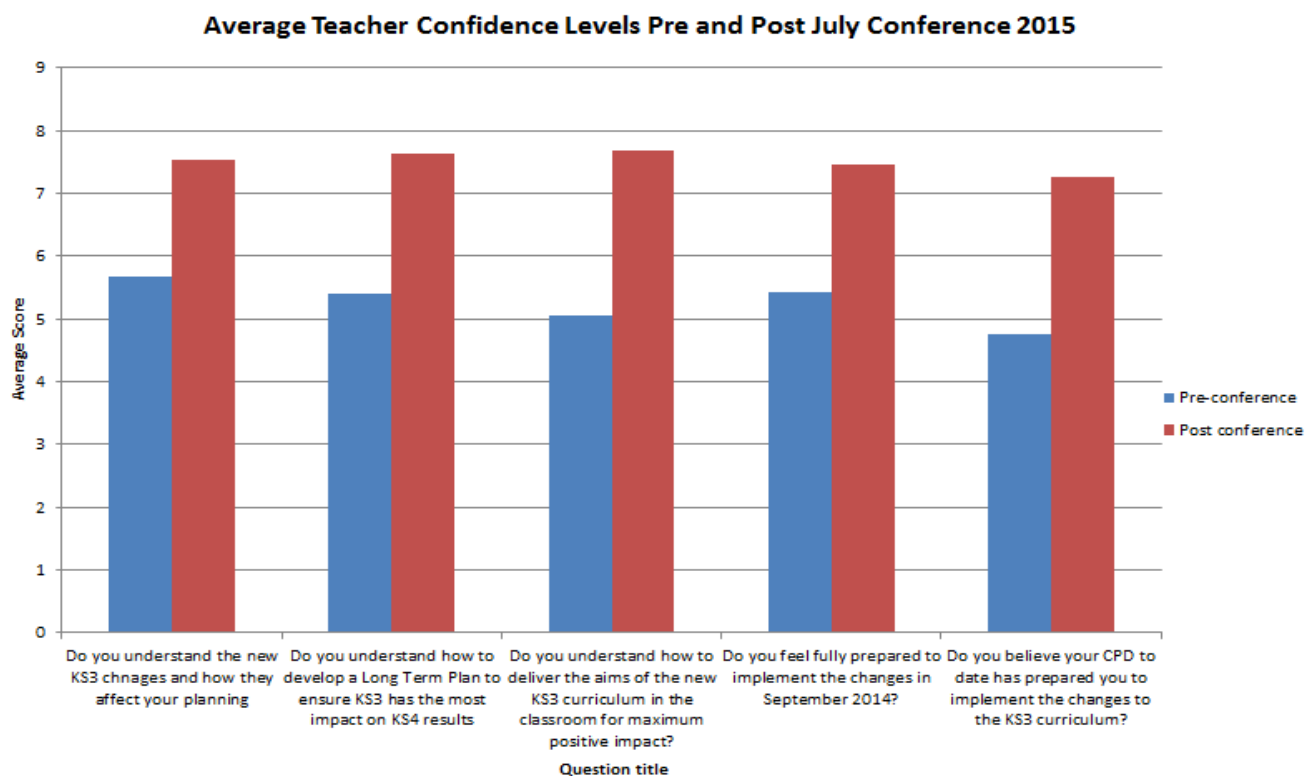
Average Teacher Confidence Levels Pre and Post July Conference



In July 2015 (Year 2 Conference) the same questions were asked of the 24 teachers attending. Once more it is clearly evident the conference improved teacher confidence and provided them with tools to deliver the new curriculum effectively

The results were as follows:

| | Do you understand the new KS3 changes and how they affect your planning? | Do you understand how to develop a Long Term Plan to ensure KS3 has the most impact on KS4 results? | Do you understand how to deliver the aims of the new KS3 curriculum in the classroom for maximum positive impact? | Do you feel fully prepared to implement the changes to the National Curriculum? | Do you believe your CPD to date has prepared you to implement the changes to the KS3 curriculum? |
|---------------------|---|--|--|--|---|
| Average Pre | 6 | 6 | 5 | 5 | 5 |
| Average Post | 8 | 8 | 8 | 7 | 7 |



The surveys were completed on paper by the teachers at the beginning of each conference and then at the end of each conference.

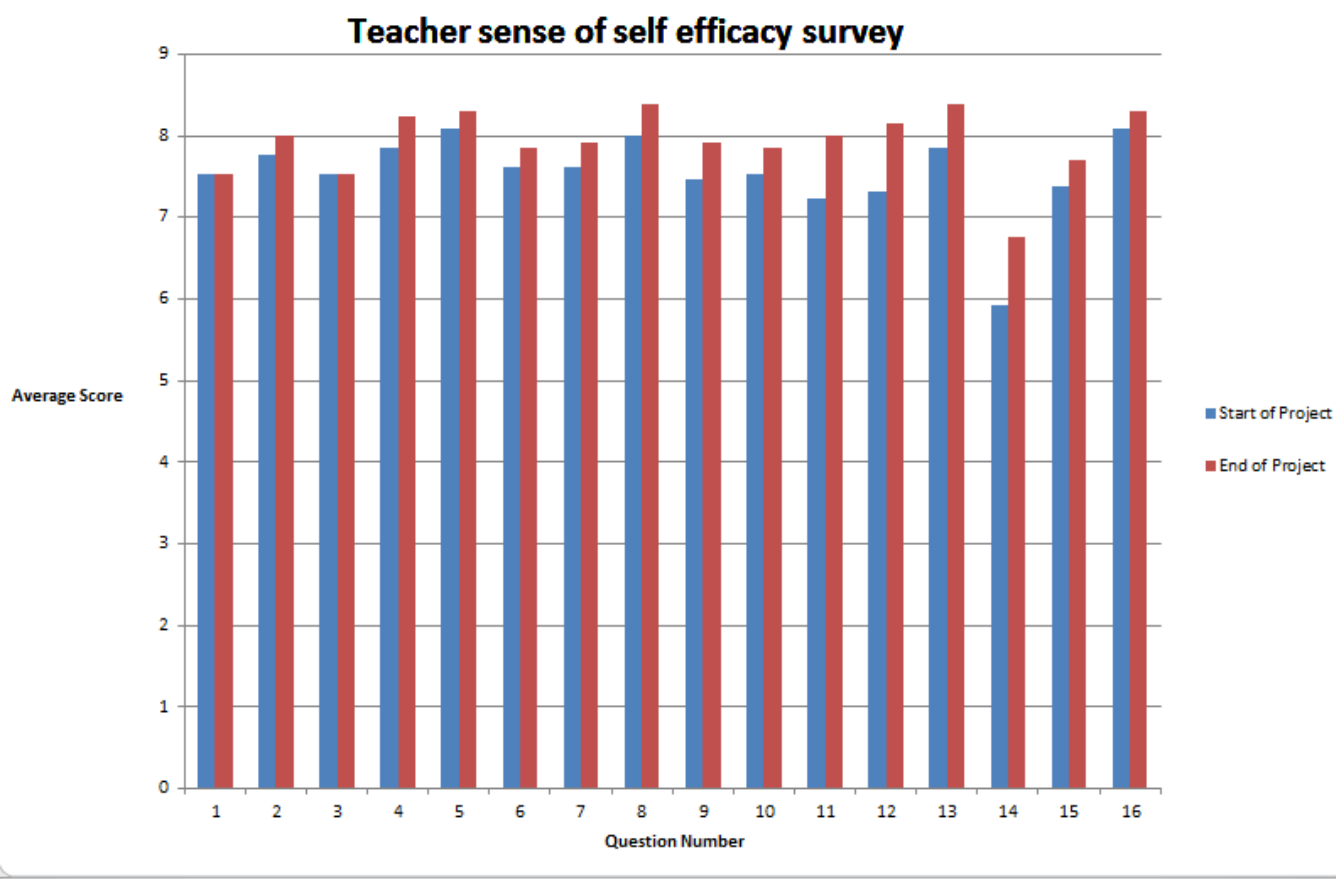
Of the original members that started the project, 16 were still a part of the project at the very end. In between we had new members of the team join.

The Teacher sense of self efficacy survey was completed at the beginning and the end of the project. The 16 who have both survey produced the following data.

The scale was 1-9.

| | | | | | | | | |
|----------------|---|--------------------|---|-----------------------|---|--------------------|---|---------------------|
| Nothing | | Very little | | Some influence | | Quite a lot | | A great deal |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |

| Question No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|-------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Start of Project | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 7 | 8 | 7 | 7 | 8 | 6 | 7 | 8 |
| End of Project | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 7 | 8 | 8 |



All surveys were completed on paper by the development team members at the start of the project in year 1 and then at the last conference in July 2015.

7.1.2 Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark (*maximum 250 words*)

Unknown – this information was not asked for as part of the data collection process or identified within the expected outcomes. We can confirm that every teacher that has attended the CPD session has provided positive feedback and demonstrated increased levels of understanding and confidence.

7.2 Pupil Sub-Groups (these should be pupils who directly benefit from teachers trained)

Please provide your definition for number of benefitting pupils and when this data was collected below (*maximum 100 words*)

Teachers were asked to provide students baseline data for the Yr 7 students and then the end of year 7 data. This permitted a review of progress after first teaching of the Yr 7 materials.

This was collected in September 2015.

Tables 6-8 – Pupil Sub-Groups benefitting from the programme

| Ethnicity | School 1 | School 2 | School 3 | School 4 | School 5 | School 6 | School 7 | School 8 | School 9 |
|-------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| No. Students | 137 | 177 | 155 | 148 | 180 | 183 | 187 | 280 | 204 |
| ABAN | 4% | 0% | 2% | 0% | 2% | 4% | 10% | 26% | 4% |
| AIND | 2% | 3% | 2% | 4% | 0% | 9% | 1% | 7% | 8% |
| AOTH | 2% | 2% | 3% | 0% | 3% | 0% | 0% | 4% | 0% |
| APKN | 1% | 1% | 4% | 1% | 5% | 2% | 0% | 15% | 2% |
| BAFR | 0% | 4% | 8% | 9% | 10% | 5% | 0% | 14% | 6% |
| BAOF | 8% | 0% | 0% | 0% | 0% | 2% | 6% | 0% | 5% |
| BCRB | 7% | 1% | 7% | 1% | 13% | 22% | 4% | 3% | 11% |
| BGHA | 2% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| BNGN | 15% | 0% | 0% | 0% | 0% | 5% | 5% | 0% | 10% |
| BOTH | 3% | 2% | 1% | 1% | 7% | 2% | 0% | 1% | 3% |
| BSLN | 2% | 0% | 0% | 0% | 0% | 1% | 1% | 0% | 1% |
| BSOM | 10% | 0% | 0% | 0% | 0% | 4% | 6% | 0% | 2% |
| CHNE | 1% | 0% | 0% | 0% | 0% | 2% | 1% | 0% | 0% |
| Incorrect Code Supplied | 1% | 0% | 0% | 61% | 0% | 16% | 48% | 0% | 0% |
| MOTH | 1% | 2% | 3% | 1% | 8% | 3% | 0% | 4% | 4% |
| MWAS | 0% | 1% | 1% | 3% | 2% | 1% | 0% | 1% | 1% |
| MWBA | 1% | 0% | 2% | 1% | 1% | 1% | 1% | 1% | 1% |
| MWBC | 4% | 1% | 4% | 2% | 8% | 2% | 2% | 1% | 4% |
| NOBT | 0% | 1% | 0% | 3% | 4% | 2% | 3% | 0% | 0% |
| OKRD | 1% | 0% | 0% | 0% | 0% | 2% | 5% | 0% | 1% |
| OLAM | 3% | 0% | 0% | 0% | 0% | 2% | 2% | 0% | 1% |
| OOEG | 4% | 0% | 0% | 5% | 0% | 1% | 0% | 0% | 4% |
| OOTH | 0% | 1% | 3% | 0% | 3% | 0% | 0% | 0% | 0% |
| OVIE | 1% | 0% | 0% | 0% | 0% | 2% | 0% | 0% | 1% |
| REFU | 4% | 1% | 0% | 3% | 0% | 0% | 0% | 0% | 0% |
| WBRI | 9% | 77% | 41% | 0% | 21% | 0% | 0% | 12% | 12% |
| WEEU | 2% | 0% | 0% | 0% | 0% | 1% | 1% | 0% | 2% |
| WGRK | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| WIRI | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| WIRT | 4% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| WKOS | 1% | 0% | 0% | 0% | 0% | 0% | 3% | 0% | 0% |
| WOTH | 1% | 5% | 19% | 0% | 12% | 1% | 0% | 10% | 0% |
| WOTW | 1% | 0% | 0% | 5% | 0% | 2% | 1% | 0% | 0% |
| WROM | 0% | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% |
| WTUC | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| WTUK | 1% | 0% | 0% | 0% | 0% | 10% | 1% | 0% | 9% |
| WWEU | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 3% |
| | | | | | | | | | |
| % White British & Irish | 13% | 81% | 62% | 0% | 33% | 1% | 1% | 22% | 12% |
| % Ref / NOBT | 5% | 1% | 0% | 68% | 4% | 18% | 51% | 0% | 0% |
| % Ethnic Minority | 82% | 18% | 38% | 32% | 63% | 81% | 49% | 78% | 88% |

| Academy Name | Total Students | % Male | % Female | % Lower attaining | % Middle attaining | % Higher attaining |
|--------------|----------------|--------|----------|-------------------|--------------------|--------------------|
| School 1 | 137 | 0% | 100% | 22% | 41% | 37% |
| School 2 | 177 | 56% | 44% | 10% | 51% | 40% |
| School 3 | 155 | 46% | 54% | 23% | 48% | 30% |
| School 4 | 148 | 0% | 100% | 83% | 17% | 0% |
| School 5 | 180 | 55% | 45% | 27% | 56% | 17% |
| School 6 | 183 | 57% | 43% | 11% | 39% | 50% |
| School 7 | 187 | 57% | 43% | 23% | 45% | 32% |
| School 8 | 280 | 56% | 44% | 18% | 46% | 36% |
| School 9 | 204 | 59% | 41% | N/A | N/A | N/A |

| Academy Name | Total Students | % SEN | % SEN Statement | % EAL | Pupil Premium | G&T | FSM | LAC |
|--------------|----------------|-------|-----------------|-------|---------------|-----|-----|-----|
| School 1 | 137 | 18% | 1% | 0% | 53% | 0% | 36% | 0% |
| School 2 | 177 | 16% | 3% | 6% | 27% | 85% | 12% | 2% |
| School 3 | 155 | 0% | 1% | 0% | 33% | 30% | 33% | 0% |
| School 4 | 148 | 7% | 2% | 1% | 22% | 11% | 10% | 0% |
| School 5 | 180 | 54% | 3% | 37% | 51% | 16% | 31% | 1% |
| School 6 | 183 | 23% | 1% | 60% | 58% | 30% | 45% | 2% |
| School 7 | 187 | 38% | 1% | 80% | 0% | 0% | 36% | 0% |
| School 8 | 280 | 11% | 0% | 2% | 35% | 0% | 13% | 1% |
| School 9 | 204 | 27% | 6% | 53% | 41% | 11% | 25% | 1% |

7.2.1 Please provide a written commentary on your pupil data e.g. a comparison between the targeted groups and school level data, borough average and London average (*maximum 500 words*)

Useful links: [London Data Store](#), [DfE Schools Performance](#), [DfE statistical releases](#)

As reported in the review meetings, schools have changed the way they assess and report on students' progress. We have captured data from schools and presented the information where it was comparable.

In Maths there were two schools where data could be converted so that a comparison could be made. In Geography there were four schools and in History three that had comparable data.

Where there was no comparable data, we have presented the information from School 3.

Equally, the project was to increase the progress of students in Key Stage 3 with measurable data in Yr 7. There are no local or national statistics to be compared against or detail.

8. Project Impact

You should reflect on the project's performance and impact and use **qualitative and quantitative** data to illustrate this.

- Please complete the tables below before providing a narrative explanation of the impact of your project.
- Please state how you have measured your outcomes (e.g. surveys) and if you are using scales please include details.
- Please add graphical analysis (e.g. bar charts) to further demonstrate project impact on each teachers, pupils, wider system outcomes etc. If you use graphs, please ensure that all charts are explained and have clear labels for the axes (numeric data or percentages, for example) and legends for the data.

Please add columns to the tables if necessary but do not remove any. N.B. If your project is collecting data at more than two points and may want to add additional data collection points.

8.1 Teacher Outcomes

Date teacher intervention started:

Table 9 – Teacher Outcomes: teachers benefitting from the project

The 1st Return will either be your baseline data collected before the start of your project, or may be historical trend data for the intervention group. Please specify what the data relates to.

| Target Outcome | Research method/ data collection | Sample characteristics | Metric used | 1 st Return and date of collection | 2 nd Return and date of collection |
|--|--|------------------------|---|---|---|
| Increased Teacher confidence | Questionnaire of attendees at the CPD Conference | 60 respondents | 1-9 scoring system with 1 = No 9 =A great deal | Collected at start of Conference 1 July 14 | Collected at end of Conference 1 |
| Increased Teacher confidence | Questionnaire of attendees at the CPD Conference | 24 respondents | 1-9 scoring system with 1 = No 9 =A great deal | Collected at start of Conference 2 July 15 | Collected at end of Conference 2 |
| Increased Teacher confidence | Questionnaire of the development group | 16 | 1-9 scoring system with 1 = Nothing 9 =A great deal | Collect at the start of the project 2014 | Collected July 2015 |
| Increase the number of lessons graded as good or above | Spreadsheet data collection tool | 0 | 1,2,3,4 | Schools would not provide this information | Schools would not provide this information |
| Access to and use of Subject Specific Resources | N/A | N/A | | All resources were uploaded and access provided to all who attended the conference and those from the development team. | |

8.2 Pupil Outcomes

Date pupil intervention started:

Table 11 – Pupil Outcomes for pupils benefitting from the project

The 1st Return will either be your baseline data collected before the start of your project, or may be historical trend data for the intervention group. Please specify what the data relates to.

| Target Outcome | Research method/ data collection | Sample characteristics | Metric used | 1 st Return and date of collection | 2 nd Return and date of collection |
|--|----------------------------------|--|---|---|---|
| Increased levels of progress in the subjects taught | Pupil assessment data | The number of students within Yr 7 of the school | Various – different systems with a conversion to N.C levels | Returned July 2015 | N/A |
| Increased take up in EBacc GCSE and A level subjects | Spreadsheet data collection tool | N/A | N/A | Schools would not release this data | |

The tables below demonstrate the data we hold that is comparable from that returned to us.

We took the data returned from all schools and then where possible translated this data into one system. The system is built around DfE guidelines for the new Progress 8 measures therefore is accurate in accordance with DfE and Raise one line expectations.

To explain how the system defines the expected progress (EP) of students or whether they made more than expected progress (EP+), please see the details below

Explanation of the assessment system used

In order to calculate 'Expected Progress' each students KS2 Fine score was taken, and an estimated End of KS4 Target was generated from the DfE's Estimates (based on 2015 KS4 Attainment estimates).

A student was deemed to have made Expected Progress (EP+) if they had a Progress score of between +0.0 and +0.49. A Student whose Progress score was $\geq +0.5$ was deemed to have made Expected Progress Plus (EP+)

For example, a student with a KS2 Fine Score of 5.3 would be expected to attain, on average, a 6.4 in their end of KS4 assessment. If this Student attained a Most Likely Grade (MLG) of 7 then the result would be $+0.6 = EP+$.

A student with a KS2 Fine Score of 4.6 would be expected to attain, on average, a 4.8 in their end of KS4 assessment. If this Student attained a Most Likely Grade (MLG) of 5 then the result would be $+0.2 = EP$.

Any student whose progress was less than 0 (zero) was deemed to be N/A

Note: Only students with prior attainment at KS2 are counted in Progress measure

ALL subjects use the new Primary KS2 'fine score' for baseline data and targets. Therefore student baseline data **is not subject specific**. This means a student has the fine line score (created from English and Maths KS2 data) **as the baseline for all subjects**. This makes it harder to show progress in the early stages of KS3 as they can be receiving specialist subject teaching for the first time. In addition the baseline is high as it is focussed on English / Maths and not for example their current knowledge and understanding of the subject being studied.

Example

Pre 2015 a student would arrive at Secondary school and sit a test in each subject. This baseline data would be used to measure progress in each subject. Subjects that had National Tests (such as English and Maths) would be compared to the results of the National test. Other subjects would be compared to the internal test score upon arrival. This is explained in the table below.

| Subject | National Test or Internal Test | September Baseline Test | End of Year Test | Sub levels of Progress |
|---------|--------------------------------|-------------------------|------------------|------------------------|
| English | National KS test | 4a | 5a | 3 |
| Maths | National KS test | 4c | 5c | 3 |
| Spanish | Internal | 2c | 3c | 3 |
| History | Internal | 3b | 4b | 3 |

It is therefore much more difficult to demonstrate progress in KS3 as students need time to develop their understanding of new subjects and it could therefore be said that to compare them to a baseline from an unrelated subject i.e. Spanish is using the English / Maths baseline, is misleading. Unfortunately this is the new national model, therefore it must be followed.

Mathematics

| | SCHOOL 1 Used LSEF | | SCHOOL 2 Used LSEF | | SCHOOL 3 Used LSEF | | SCHOOL 7 Used LSEF | |
|-----------------------|-------------------------------|------------|-------------------------------|------------|-------------------------------|------------|-------------------------------|------------|
| | % EP | % EP+ | % EP | % EP+ | % EP | % EP+ | % EP | % EP+ |
| All Students | 78% | 73% | 71% | 58% | 85% | 73% | 49% | 39% |
| SEND Support | N/A | 0% | N/A | 0% | N/A | 0% | 66% | 21% |
| SEND Statement | 100% | 1% | 60% | 1% | 100% | 1% | 50% | 1% |
| EAL | N/A | 0% | N/A | 0% | N/A | 0% | 50% | 31% |
| Gender M | N/A | 0% | 70% | 31% | 89% | 35% | 56% | 26% |
| Gender F | 78% | 73% | 71% | 61% | 81% | 72% | 41% | 30% |
| Pupil Premium | 88% | 42% | 75% | 2% | 78% | 19% | N/A | 0% |
| G&T | 76% | 28% | 64% | 23% | 93% | 29% | N/A | 0% |
| FSM | 88% | 42% | N/A | 0% | 78% | 19% | 54% | 17% |
| LAC | N/A | 0% | 100% | 1% | N/A | 0% | N/A | 0% |

At least 70% of students made expected progress in the new look maths curriculum in 3 of 4 schools.

History

| | Academy | | | | | |
|-----------------------|-------------------------------|------------|-------------------------------|------------|-------------------------------|------------|
| | SCHOOL 1 Used LSEF | | SCHOOL 2 Used LSEF | | SCHOOL 3 Used LSEF | |
| | % EP | % EP+ | % EP | % EP+ | % EP | % EP+ |
| All Students | 84% | 79% | 66% | 37% | 73% | 58% |
| SEND Support | 88% | 16% | 100% | 3% | N/A | 0% |
| SEND Statement | 100% | 1% | 100% | 1% | 100% | 1% |
| EAL | N/A | 0% | 57% | 1% | N/A | 0% |
| Gender M | N/A | 0% | 65% | 19% | 71% | 27% |
| Gender F | 84% | 79% | 66% | 43% | 74% | 59% |
| Pupil Premium | 90% | 44% | 74% | 5% | 80% | 22% |
| G&T | N/A | 0% | 57% | 20% | 30% | 9% |
| FSM | 90% | 30% | 82% | 1% | 80% | 22% |
| LAC | N/A | 0% | 100% | 1% | N/A | 0% |

At least 66% of students made expected progress in the new history curriculum.

As schools are using the English baseline for all foundation subjects the data indicates G+T are not being pushed as they did not reach their high targets.

Students do not receive teaching by a history expert in Primary school therefore it is clearly harder to achieve the highest targets as students are not working from a History subject baseline grade instead an English one.

Geography

| | SCHOOL 1 | | SCHOOL 2 | | SCHOOL 3 | |
|-----------------------|------------|------------|------------|------------|------------|------------|
| | % EP | % EP+ | % EP | % EP+ | % EP | % EP+ |
| All Students | 63% | 56% | 67% | 39% | 65% | 50% |
| SEND Support | 64% | 10% | 78% | 2% | N/A | 0% |
| SEND Statement | 100% | 1% | 100% | 1% | 100% | 1% |
| EAL | N/A | 0% | 100% | 1% | N/A | 0% |
| Gender M | N/A | 0% | 67% | 19% | 63% | 22% |
| Gender F | 63% | 56% | 68% | 47% | 66% | 51% |
| Pupil Premium | 68% | 31% | 71% | 4% | 70% | 17% |
| G&T | N/A | 0% | 58% | 24% | 21% | 6% |
| FSM | 76% | 24% | 79% | 2% | 70% | 17% |
| LAC | N/A | 0% | 100% | 1% | N/A | 0% |

At least 63% of students made expected progress in the new geography curriculum. Students do not receive teaching by a geography expert in Primary school therefore it is clearly harder for students to demonstrate progress as they are not working from a geography subject baseline grade instead the English one.

The following tables demonstrate data that was comparable but where one school used the resources and the other did not.

Computing

| | SCHOOL 2 Did not use | | SCHOOL 3 LSEF | |
|-----------------------|-------------------------|------------|------------------|------------|
| | % EP | % EP+ | % EP | % EP+ |
| All Students | 71% | 56% | 80% | 64% |
| SEND Support | N/A | 0% | N/A | 0% |
| SEND Statement | 100% | 2% | 100% | 1% |
| EAL | N/A | 0% | 83% | 24% |
| Gender M | 69% | 29% | 80% | 30% |
| Gender F | 74% | 61% | 81% | 66% |
| Pupil Premium | 100% | 2% | 87% | 23% |
| G&T | 37% | 16% | 44% | 14% |
| FSM | N/A | 0% | 87% | 23% |
| LAC | 100% | 1% | N/A | 0% |

Good performance in both schools with strong teachers. LSEF school outperforms the non LSEF school in the 'All' category.

Science

| | SCHOOL 1 Did not use | | SCHOOL 2 Did not use | | SCHOOL 3 LSEF | |
|-----------------------|-------------------------|------------|-------------------------|------------|------------------|------------|
| | % EP | % EP+ | % EP | % EP+ | % EP | % EP+ |
| All Students | 50% | 42% | 34% | 25% | 69% | 51% |
| SEND Support | N/A | 0% | N/A | 0% | N/A | 0% |
| SEND Statement | 100% | 1% | 40% | 0% | 100% | 1% |
| EAL | N/A | 0% | N/A | 0% | 73% | 19% |
| Gender M | N/A | 0% | 29% | 12% | 71% | 24% |
| Gender F | 50% | 42% | 39% | 30% | 68% | 50% |
| Pupil Premium | 56% | 25% | 0% | 0% | 72% | 18% |
| G&T | 41% | 15% | 21% | 7% | 19% | 6% |
| FSM | 56% | 25% | N/A | 0% | 72% | 18% |
| LAC | N/A | 0% | 0% | 0% | N/A | 0% |

LSEF school significantly outperforms the non LSEF schools in the 'All' category.

Spanish

| | SCHOOL 2 Did not use | | SCHOOL 3 LSEF | |
|-----------------------|-------------------------|------------|------------------|------------|
| | % EP | % EP+ | % EP | % EP+ |
| All Students | 67% | 56% | 69% | 69% |
| SEND Support | N/A | 0% | N/A | 0% |
| SEND Statement | 80% | 1% | 100% | 1% |
| EAL | N/A | 0% | 73% | 27% |
| Gender M | 65% | 28% | 66% | 31% |
| Gender F | 69% | 65% | 72% | 72% |
| Pupil Premium | 100% | 2% | 78% | 26% |
| G&T | 39% | 16% | 7% | 2% |
| FSM | N/A | 0% | 78% | 26% |
| LAC | 100% | 1% | N/A | 0% |

Good performance in both schools with strong teachers. LSEF school slightly outperforms the non LSEF school in the 'All' category.

English

| | SCHOOL 1 Did not use | | SCHOOL 2 Did not use | | SCHOOL 3 LSEF | |
|-----------------------|-------------------------|------------|-------------------------|------------|------------------|------------|
| | % EP | % EP+ | % EP | % EP+ | % EP | % EP+ |
| All Students | 74% | 68% | 73% | 66% | 78% | 65% |
| SEND Support | N/A | 0% | N/A | 0% | N/A | 0% |
| SEND Statement | 100% | 1% | 100% | 2% | 100% | 1% |
| EAL | N/A | 0% | N/A | 0% | 81% | 27% |
| Gender M | N/A | 0% | 71% | 34% | 78% | 30% |
| Gender F | 74% | 68% | 77% | 73% | 77% | 67% |
| Pupil Premium | 86% | 40% | 100% | 2% | 76% | 21% |
| G&T | 63% | 23% | 43% | 16% | 40% | 12% |
| FSM | 86% | 40% | N/A | 0% | 76% | 21% |
| LAC | N/A | 0% | 100% | 1% | N/A | 0% |

Good performance in all schools with strong teachers. LSEF school slightly outperforms the non LSEF schools in the 'All' category.

8.2.1 Please provide information (for both the intervention group and comparison group where you have one) on:

There is nothing further to add in this section that is not covered above.

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

8.4 Impact Timelines

Please provide information on impact timelines:

- At what point during/after teacher CPD activity did you expect to see impact on teachers? Did this happen as expected?

We expected to see teacher leave the CPD session more confident as they were given intensive guidance and support during the day. Equally, they were provided with a completed set of schemes of work and the actual teaching materials to sue with classes. Alongside this they had access to demonstration lessons to remind them of the CPD they had received throughout the day and outstanding teaching.

- At what point during/after teacher CPD activity did you expect to see impact on pupils? Did this happen as expected?

We expected students to benefit across the year i.e. teachers needed to go back to their schools then teach the materials. They accessed the materials at the end of Yr 1 and then taught them in Yr 2.

The data is only from the schools that were part of the development team. There are up to 54 schools that are using the materials but we do not have the data for them. Several schools returned in Yr 2 of the project to receive the Yr 8 and Yr 9 materials to complete their KS3 schemes of work. All schools who attended during Yr 1 or Yr 2 received the full package of materials and resources. Some of the schools returning in Yr 2 sent additional teachers so more could embrace the training.

Reflect on any continuing impact anticipated.

Unfortunately the national picture has changed since completion of this project. Schools will use some of the materials, however (including the host school), we have to review the schemes and materials again as the new specifications, curriculum and GCSE syllabi have changed for all subjects rendering some materials obsolete.

9. Reflection on overall project impact *(maximum 1,500 words)*

In this section we would like you to reflect on:

- The overall impact of your project
- The extent to which your theory of change proved accurate
- How your project has contributed to the overall aims of LSEF
- Whether your findings support the hypothesis of the LSEF
- What your findings say about the meta-evaluation [theme](#) that is most relevant to you

Please illustrate using the key points from the previous detailed analysis.

All the evidence should be brought together here (achievement of outputs and outcomes, and the assessment of project impact) to produce well informed findings, which can be used to inform policy development in a specific area as well as the meta-evaluation of the LSEF.

- The overall impact of your project

This project has provided at least 50 schools with a complete set of Key Stage 3 schemes and lesson resources. Equally, each school have access to training videos.

- The extent to which your theory of change proved accurate
The theory of change was accurate in that teacher's confidence has improved and where the data has been useable, students have made good rates of progress.
- How your project has contributed to the overall aims of LSEF

This project has brought schools together to develop a comprehensive resource for schools to use. Schools, Academies and even Independent schools came to both CPD conferences therefore demonstrating the quality of this project and the desire for teachers to access good training and more importantly well planned resources.

- Whether your findings support the hypothesis of the LSEF

Active London teachers who face the same day to day challenges of working in inner city schools developing resources and training for other teachers is clearly in support of the LSEF hypothesis. The results from our teacher questionnaires is clear, staff are better prepared and more confident in facing the challenges ahead of them after a full day of CPD, access to high quality plans and teaching materials that are developed by expert teachers who teach in the same type of environment as themselves.

- What your findings say about the meta-evaluation [theme](#) that is most relevant to you

The nearest theme to our project is the Hub approach. We feel that our data proves that access to high quality practitioners, CPD, expertly planned materials and access to supporting materials like videos etc. raises confidence levels and helps teachers to develop their teaching and student progress levels.

10. Value for Money

A value for money assessment considers whether the project has brought about benefits at a reasonable cost. Section 5 brings together the information on cost of delivery which will be used in this section.

10.1 Apportionment of the costs across the activity

Please provide an estimate of the percentage of project activity and budget that was allocated to each of the broad activity areas below. Please include the time and costs associated with planning and evaluating those activity areas in your estimates.

| Broad type of activity | Estimated % project activity | £ Estimated cost, including in kind |
|---|------------------------------|--|
| Producing/Disseminating Materials/Resources | 95% | £462000 (in kind approximately an additional £25,000 for admin and teachers hours to meet deadlines) |
| Teacher CPD (face to face/online etc) | 5% | £35000 (in kind at least another £2-3000 to provide additional telephone / email support to development team members and teachers attending) |
| Events/Networks for Teachers | N/A | |
| Teacher 1:1 support | N/A | |
| Events/Networks for Pupils | N/A | |
| Others as Required – Please detail in full | N/A | |
| TOTAL | 100% | £ (same as total cost in section 5) |

Please provide some commentary reflecting on the balance of activity and costs incurred: Would more or less of some aspects have been better?

We needed more time together for the development team. In repeating I would not have offered the CPD session in Summer 1 but instead had more teachers to complete the work then offered the whole package in summer 2. Equally, more teachers to complete the work.

10.2 Commentary of value for money

Please provide some commentary reflecting on the project's overall cost based on the extent to which aims/objectives and targets were met. If possible, draw on insight into similar programmes to comment on whether the programme delivers better or worse value for money than alternatives.

We feel this project is very good value for money. It is unfortunate that we are not able to present the progress data of all schools involved and in hind sight, we should have enforced data collection of all schools using the resources, however, at least 50 schools benefitted from the project covering a minimum of 1650 students (this is only calculated from the 9 schools that returned data). There is the potential that many more students benefitted from this project i.e. we hold data for 9 schools yet at least another 41 schools attended the CPD sessions and took away the materials. Of the 50 schools at least 7 schools came back each

year. Therefore at least 1650 + 1120 students (taken from 7 schools x average of 180 in Yr 7) could have benefitted by this project.

If we compare this to the costs of one school paying for the content of **one** subject (Boardworks Dida resources) at £795, we can see the value for money of providing content for 3 year groups and seven subjects (including CPD materials and videos) for £500,000. The cost is equal to £1000 per school for two days of CPD and three years' worth of materials.

10.3 Value for money calculations

Not relevant to this project

11. Reflection on project delivery

This section is designed to allow for a discussion of wider issues relating to the project. (maximum 1,500 words)

Please include reflection on the following:

11.1 Key Enablers and Barriers to Achievement

- *Were there internal and/or external factors which appear to have had an effect on project success, and how were these responded to (if applicable)?*
- *What factors need to be in place in order to improve teacher subject knowledge?*

The barriers as always are time. Teachers needed more time to attend, and then return to school to reflect before asking additional questions or implementing. Unfortunately there is never enough time for directed support and guidance as teachers need to be at the coalface with their students.

Subject Hubs where a vast amount of teachers work together to share development of resources and best practice is what is needed. The issue is teachers want to do this but simply do not have the time with current contact ratios.

11.2 Management and Delivery Processes

- *How effective were the management and delivery processes used?*

The management was very effective. Leaders managed sub teams to ensure production and delivery were to schedule. The CPD sessions were highly effective and enjoyed by all attendees.

Due to the high number of members, the work required for paperwork, finance, evidence data and replacement of staff members who left was underestimated. This became a huge task for such a large project and further capacity was required.

- *Were there any innovative delivery mechanisms and what was the effect of those?*

No

- *Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?*

No

11.3 Future Sustainability and Forward Planning

- *Do you have any plans for the future sustainability of your projects?*

No

- *What factors or elements are essential for the sustainability of your project?*

The national curriculum and GCSE syllabi have changed once more. To sustain this project, a small development team for each subject would be required to review the materials and make the necessary alterations.

This is impractical without the funding to cover teacher absence etc.

It would be sensible to deliver this project again as all school are in the same boat and have to make the changes as much as the host school.

- *How have you/will you share your project knowledge and resources?*

The materials were all made available on line for all schools attending the CPD sessions.

12. Final Report Conclusion

Please provide key conclusions regarding your findings and any lessons learnt (*maximum 1,500 words*).

Alongside overarching key conclusions, headings for this section should include:

Key findings for assessment of project impact

- *What outcomes does the evaluation suggest were achieved?*

| Description | Original Target Outcomes | Revised Target Outcomes | Reason for change |
|--|---|-------------------------|--|
| Increased teacher confidence | No set figure | No set figure | N/A |
| Increase the number of lessons graded as good or above | No set figure | No set figure | Schools would not release this data |
| Access to and use of Subject Specific Resources | No set figure | No set figure | All resources were uploaded and access provided to all who attended the conference and those from the development team |
| Increased levels of progress and attainment | This was not achievable due to the DFE removing the National assessment framework (NC levels). We have detailed and presented the data that was comparable in the various tables below. | | |

Outcome 1 - Increased teacher confidence

We achieved greater teacher confidence as expected. Teachers enjoyed the face to face conferences and the opportunity to discuss key content with the development team. Several teachers came back to the second conference to discuss the changes and the new materials which demonstrates their engagement with the process and opportunities available.

Outcome 2 - Increase the number of lessons graded as good or above

We were unfortunately not given this information by schools. Equally upon reflection it would have given inaccurate data unless each school return data based on those teachers that had been graded pre and post use of the LSEF materials.

Outcome 3 - Access to and use of Subject Specific Resources

All teachers who attended the conference were given access to the materials via drop box. Unfortunately the technology does not permit us to review how many people downloaded the materials; however, the number of people who visited the download page was a staggering 491.

Outcome 4 - Increased levels of progress and attainment

We have not been able to show the impact across a large group of schools due to the change in assessment systems and data being none compatible. This has been achieved for teacher confidence i.e. every teacher has shown improvement, but we were hoping to have conclusive evidence of students' progress across a larger number of schools.

Student progress is evident, but the evidence is not in great enough detail. This was unforeseen by LSEF and the project and nobody knew the national assessment system was going to be removed. Where data has been comparable, it is evident to see that a significant percentage of students have made at least good progress. It is equally clear to see that where data was comparable pupils in schools that did not use the LSEF materials did not make as much progress as those that did.

Key lessons learnt for assessment of project delivery

- *What activities/approaches worked well?*

A development team for each subject worked well. This shared the planning requirements and gave each team member space to work but also support on hand from expert teachers working in similar London Schools.

- *What activities/approaches worked less well?*

The number of subjects was too large. We should have concentrated on fewer subjects and therefore increased the number of people in each team. This would have shared the load more and possibly reduced the number of staff who withdrew as the work load was too intense.

- *What difficulties were encountered in delivery and how could they be mitigated in the future?*

If this project was to be delivered again, I feel we would have to agree an assessment system conversion beforehand thus every school could provide data before committing to the project. This would counteract the issues we faced i.e. data not being able to be converted into one type for comparison purposes.

Equally, the schools would have to commit to paying their staff and only receive payment from us at two points; at the end of year 1 when all data had been returned and at the end of year 2 when all data had been returned. This could have prevented schools from declining to provide certain pieces of data.

- Were there any additional or unintended benefits (e.g. increases in student attendance as a result of an intervention aimed at teachers)?

No

Informing future delivery

- *What should the project have done more of?*

We should have met more and increased the number of teachers per subject. This would have shared the load and prevented some teachers from leaving the project. Equally, the project could have benefitted from more flexibility i.e. we used a common planning template across all subjects. In hindsight we should have permitted the subjects to design their own template to fit their subject best. This could have given more flexibility and permitted a little more creativity from each individual teacher.

- *What should the project have done less of?*

N/A

- *What recommendations would you have for other projects regarding scaling up and/or replicating your project?*

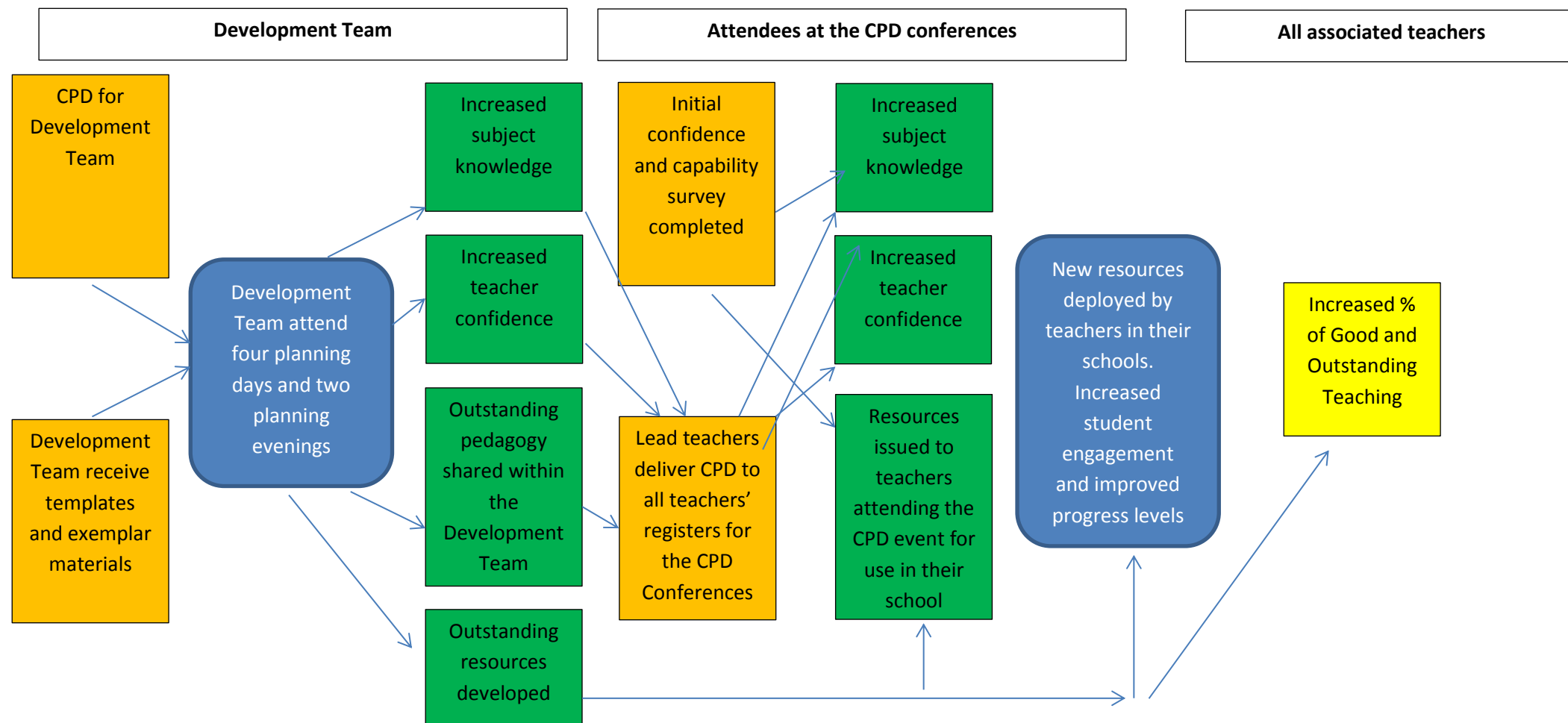
I would recommend narrowing the focus i.e. English, maths and Science only or Humanities and Languages only.

This would enable a greater number of staff per subject thus more expertise and less work load for each member.

I would also recommend a different structure for payments to staff members to help ensure the schools meet their agreed obligations. This way we could prevent changes in leadership teams and other issues from detracting schools from providing information or freeing staff to attend agreed meetings or events.

Harris Academy Morden

Theory of Change – Key Stage 3 EBacc Content Led Curriculum 2013-2015



Template Evaluation Plan

Note:

Data collection details below do not specific the sub groups. All data collected will always constitute Narrowing Gaps information as recognised in Raise Online.

| <u>Outputs</u> | <u>Indicators of Outputs</u> | <u>Baseline data collection</u> | <u>Impact data collection</u> |
|---|--|---|---|
| Teacher Outcomes | Indicators of Outcomes | Baseline data collection | Impact data collection |
| Increased teacher confidence | Increased teacher scores in confidence survey supplied by LSEF. Survey to be completed prior to the Conference and at the end. A third survey of Year 1 attendees will be completed at the end of Year 2. | <ul style="list-style-type: none"> Scores collected from first survey Pre Conference (June 2014) | Scores collected from each survey: <ul style="list-style-type: none"> Post Conference (July 2014) One year afterwards (July 2015) |
| Increased % of Good and Outstanding Teaching | Improved % of teachers achieving Good or Outstanding in lesson observations after attendance at the conference and implementation of the learning materials within their classes in the EBacc subject named in this project. | All schools to supply the teachers current level prior to acceptance on the Development team and a place at the conference <ul style="list-style-type: none"> Pre Conference (June 2014) | Grades 1-4 collected from each survey: <ul style="list-style-type: none"> One year afterwards (July 2015) |
| Access to and use of the Subject Specific Resources | Uptake of new resources | Launch date of new resources <ul style="list-style-type: none"> July 2014 | Number of schools using the resources in each subject within the programme. Registration and download monitored via the web site (July 2014) Reviewed monthly thereafter |
| Pupil Outcomes | Indicators of Outcomes | Baseline data collection | Impact data collection |
| Increased levels of progress and attainment Example spreadsheet format is submitted. Data will not be collected until | Increased % of students making 2 and 3+ sub levels of progress in Year 7 at the end of Year 2 of this project | Baseline data of all schools participating for the target group. Baseline data of all schools participating from the last three Academic years <ul style="list-style-type: none"> July 2014 End of Year 7 data collected for all | Pupil attainment at the end of Year 2 collected (July 2015) Progress measured from Point A to Point B in sub levels. Number and Percentage of students making 1,2,3,4 sub levels of progress extracted from each individual school participating. |

| | | | |
|---|---|---|--|
| confirmation of schools attendance at July 2014 CPD conference. | | <p>participating schools for the past three years</p> <ul style="list-style-type: none"> July 2014 | <p>Analysis of progress compared to all schools previous baseline data within their own school. (July 2015)</p> <p>Examples collated from participating schools of exam scores and exam papers for moderation. (July 2015)</p> <p>Attainment from participating schools compared to prior attainment over the last three years to analyse improvements. (July 2015)</p> <p>We intend to collect this data at the end of the third year as well (but this project will be finished by then)</p> |
| School System / 'Culture Change' Outcomes | Indicators of Outcomes | Baseline data collection | Impact data collection |
| Increased take up in EBacc GCSE and A level subjects | Increased numbers of students select EBacc subjects when they reach KS4 and KS5 | <p>Trend numbers in participating schools for the previous 3 years.</p> <ul style="list-style-type: none"> July 2014 | <p>Trends demonstrate an increase in take up in EBacc subjects in participating schools. (July 2015)</p> |

NB. Please add more rows or further detail as necessary