

London Schools Excellence Fund

**Final report - revised February
2016**

**Harrow School Improvement
Partnership (HSIP)**

**Upscale to Brent School
Partnership (BSP) and
Wandsworth**

Contact Details

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Evaluation Final Report

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. This evaluation gathers information on the impact of the Fund on teachers, students and the wider system.

The report has fed into the programme wide [meta-evaluation of the LSEF](#) being undertaken by SQW.

Project Oracle: Level 2

Report Submission Deadline: Round 2 - 30 September 2015

Report Submission: Final Report to the GLA

Project Name: Education Excellence in Harrow Schools

Lead Delivery Organisation: Harrow School Improvement Partnership (HSIP)

London Schools Excellence Fund Reference: LSEFR1126

Author of the Self-Evaluation: Daria Wignall

Total LSEF grant funding for project: Original - £492,260. Total - £693,260

Total Lifetime cost of the project (inc. match funding): Match funding from schools for central course attendance, teacher supply cover: October 2013 to December 2015. All three LA's: 1,418 days @ £150 a day. Total supply cover: £214,118. Total: £907,378.

Actual Project Start Date: October 2013

Actual Project End Date: December 2015

1. Executive Summary

This report outlines the journey from concept, through a school led Subject Needs Analysis system, to the building of a unique online professional development Learning Platform. Currently just under one thousand teachers have registered to access the bespoke professional development and resources.

The project was evaluated by the Institute of Education through an analysis of; school visit interviews, online questionnaires and attendance at relevant project meetings. This has been supplemented by the gathering, analysis and interpretation of relevant teacher and pupil data; pupil attainment trends, teacher responses and access to the paper and then on line Subject Needs Analysis, teacher attendance and evaluation of professional development courses/resources, teacher attendance and responses to cross phase Subject Expert and Transition Group meetings.

Key Findings:

- From teacher responses, it would appear that historical and current teacher training and CPD is not always providing primary school teachers with the relevant pedagogy, subject skills, knowledge and confidence to teach across all year groups

in Key Stage 1 and 2, and in particular, the professional requirements to teach Years 5, 6, and more able pupils.

- When given time and funding, teachers/schools (cross phase) have an enthusiasm to meet, share good practice and pedagogy. There is a thirst for primary expertise in a 'can do' culture.
- The original focus of teaching to Levels 5 and 6 had an impact on raising awareness of raising attainment for all pupils.
- Teachers responded to being exposed to; ongoing pedagogical discussion, with a wide range of good practice, understanding blend and mix to suit all pupil needs.
- School led systems are to be encouraged and can be very successful if given the funding, time, space, visionary leadership and administrative support beyond their main daily purpose of teaching pupils.
- There appears to be a demand for access to an online quality assured professional development Learning Platform that can be; instantly accessed, changed/updated to meet evolving bespoke teacher/school needs and respond to external government curriculum requirements.

2. Project Description

The need for the project grew from an observation and request from Harrow primary headteachers and core subject leaders, with additional views from the Harrow School Improvement Partnership (HSIP) advisers. HSIP is a headteacher board led school improvement service in Harrow, that schools own and buy into under a service level agreement, overseen by Harrow Council. They had identified that in the current climate of varied and diverse teacher training systems, constant central government changes on curriculum and Ofsted requirements, there was a fundamental need for schools to look at the grass roots of teaching pedagogy and confidence for all their teachers. The bench mark to be core subject skills, knowledge and understanding for all teachers to be to be able to confidently teach to the previous levels 5 and 6. Even though teachers are now required to have a good GCSE in the core subjects before they start their training, this does not equip them to teach the core subjects and to be able to differentiate their teaching to meet the needs of all pupils, including the most able. The achieved aim was to be online to enable; instant confidential access, bespoke to school and teacher needs, a provision to update and develop (to respond to external change), quality assured resources and sign posting to quality assured local and national professional development. Such an interactive Learning Platform did not previously exist. It does now!

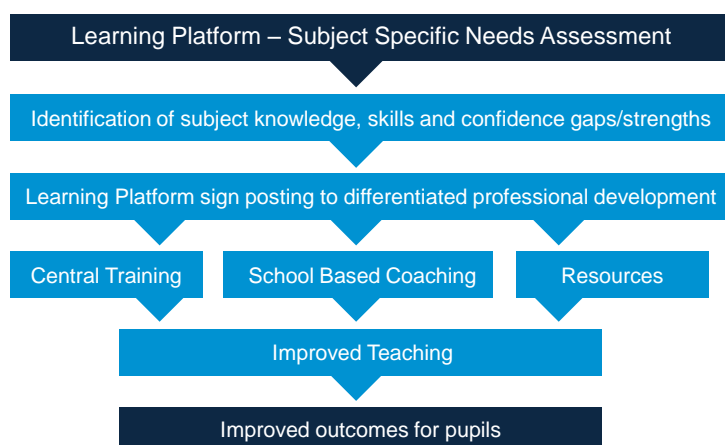
Harrow school recruitment to the Project was 'open house'. Schools volunteered to take part, following headteacher verbal and written briefings. Brent headteachers later showed a keen interest in the Project, when briefed by the Head of HSIP, who was also the Executive Director of the newly formed Brent Schools Partnerships (BSP). Wandsworth School Improvement Service also heard of the project through joint core subject cpd that they were delivering with Harrow. The GLA upscaling funding offer resulted in the two boroughs interest and request to take part being realised. The two new boroughs also offered the project on an 'open house' basis to their schools.

The Project model involved an initial paper base and then online subject needs analysis, completed by teachers. The outcomes were then analysed by Subject Expert Groups, who then sought to signpost to relevant support based needs. 2016 and beyond pupil improvement would be the evidence base for improved teacher skills, confidence and understanding, a model validated by Ofsted and all credited professional development; teaching impact to be measured by pupil progress. Eventually all bespoke teacher and school support to be provided to schools and teachers via the online Learning Platform, sign

posting resources and cpd courses following the teachers personal subject analysis. (Concept diagram below).

The aim of this Project was to develop the new and unique online Learning Platform.

Concept



As a result, the Harrow School Improvement Partnership (HSIP) bespoke Continual Professional Development (CPD) LSEF Project was developed to drive improvements in subject specific teaching. The focus was teacher pedagogy, to support the development of more confident and upskilled KS2 teachers, who in turn could ensure higher levels of attainment and more rapid and sustained pupil progress. Through a more accessible, immediate and bespoke KS2 CPD programme, an innovative new teacher core subject needs analysis aimed to inspire, motivate and challenge was developed. The new integrated CPD programme and cross phase networks supported improved subject knowledge, enhanced pedagogical skills, high quality bespoke courses and resources.

The project evolved over three years:

- **Year 1.** HSIP researched, wrote and piloted the content of paper Subject Needs Analyses with Harrow pilot schools, a self-assessment tool for teachers in English, mathematics and science at National Curriculum Levels 5 and 6.
- **Year 2.** Pilot project up scaled to Brent School Partnership (BSP) and Wandsworth Local Authority (LA) pilot schools. Subject Needs Analysis transferred to a new pilot online Learning Platform.
- **Year 3.** From June 2015, by registration, on line Learning Platform available to all Harrow, Brent and Wandsworth primary schools. October 2015 Learning Platform marketed and available to any school, LA or organisation who register.

Despite the attainment success of Harrow primary schools, Headteachers experienced recurring teaching barriers; both in the classroom and across most schools. Historical and current teacher training and CPD was not providing all primary school teachers with the relevant pedagogy, subject skills, knowledge and confidence to teach across all year

groups in Key Stage 1 and 2, and in particular, the professional requirements to teach Years 5, 6, and more able pupils. This often meant a shortage of teachers who had the confidence and skills to teach these year groups and meet all pupil needs, in particular those with high prior attainment. In addition, the workforce were sometimes lacking in confidence to challenge more able pupils in these year groups. The bespoke programme supported this CPD gap, aiming to offer a personalised programme to meet the needs of the varied teaching and learning journeys of individual teachers. This in turn aimed to develop a 'fit for purpose' workforce and over time to impact positively on all pupils' progress.

HSIP is an established partnership that is 'led by Harrow schools for schools', through a management board consisting of Headteachers and governors. The project used and developed further this school led system, drawing upon a range of primary and secondary teacher expertise to create three core Subject Expert Groups (SEGs), led by and for teachers. Pilot schools varied in their Ofsted judgement from *Requires Improvement* (RI) to *Outstanding*, the rationale being that all schools have aspects of good practice that can be shared. Engagement in the programme drew on the best practice and the enthusiasm of any school that wanted to take part. All contributions were highly valued and useful to all schools.

The Subject Needs Analysis, pilot schools, Subject Expert Group (SEG) and CPD delivery were driven by schools, supported by HSIP, external organisations and project management. When additional funds were given to upscale the programme, the HSIP model was then replicated as part of the first stage of establishing the Brent Schools Partnership (BSP, a similar school led partnership) and with Wandsworth Local Authority (LA), who operate a LA led school improvement service.

Initially Key Stage 1 and 2 teachers from nine Harrow primary schools engaged in a paper analysis of their individual core subject needs, knowledge and confidence gaps in English, mathematics and science at National Curriculum Levels 5 and 6. Initially this was through a paper based exercise, the outcomes of which were then used to develop the new online teacher/school CPD needs analysis.

The programme established three cross phase SEGs, initially using Harrow and Wandsworth teachers and advisers (Brent joined in year two) who met regularly to:

- debate, share, write and revise the three core paper Subject Needs Analyses
- analyse the outcomes from the pilot schools who had completed the prototype paper versions
- provide written bespoke teacher and school feedback from the paper Subject Needs Analyses
- liaise with and advise the commissioned IT company to 'translate' the paper version of the piloted Subject Needs Analyses into a new interactive online Learning Platform
- research, quality assure and where necessary, develop new bespoke resources in relation to needs identified through the Subject Needs Analyses
- drawing directly upon the outcomes of the Subject Needs Analyses, research, plan and deliver central core subject bespoke CPD and lesson seminars. These were and in the future will be led by: the SEG, the six new HSIP school Subject Knowledge Hubs (developed through this project), three new BSP school Subject Knowledge Centres and other identified wider school good practice.
- establish a new cross phase HSIP Transition Working Group, to share relevant KS2 and KS3 subject knowledge and pedagogy across a range of areas in order to raise expectations for deepening learning and conceptual understanding when pupils commence high school education.

The HSIP pilot was then replicated in Brent and Wandsworth pilot primary schools. The online Learning Platform was launched to all Harrow, Brent and Wandsworth primary schools in May 2015.

The new innovative and bespoke interactive Learning Platform is now active for any school/LA or organisation to access. (2.2. & Appendix 1). Through a self-assessment subject needs analysis, teachers are able to accurately identify their subject knowledge, skills and confidence gaps. The focus is the professional primary school standard of former National Curriculum levels 5 and 6 in English, mathematics and science (that is, above age related expectations). The Platform enables a teacher to receive instant, confidential and personalised outcomes and then be signposted to relevant and quality assured:

- teaching resources
- professional development programmes
- links to good practice school subject Knowledge Hubs/Specialist Centres.

By September 2015, 67 new schools and 990 additional teachers, had registered to access and use the Learning Platform. A business plan is now being written and research underway as to how the Learning Platform can be made available to all schools, LA/organisations and teachers across London and nationwide.

The SEG, HSIP and BSP new school Knowledge Hubs/Specialist Centres now have the skills and infrastructure to act as experts to support and encourage the wider school community beyond the project. The new Hubs and Centres have planned 48 CPD sessions for 2015/16 based in Harrow, Brent schools and Wandsworth LA.

The newly established HSIP cross phase Transition Working Group (ideas and pedagogy are now being shared via the Learning Platform) is now established, with the aim that progress made by current and future Year 6 pupils will not stall when they move to KS3. Both phase teachers have acknowledged a need for change and to learn from each other. The summer 2015 HSIP Transition Conference was a catalyst for this work to begin and for all involved to collaborate to sustain, share and embed the good practice being evolved.

2.1 The project supports transition to the new National Curriculum.

The new Subject Needs Analyses, bespoke resources, central and school Knowledge Hub/Specialist Centre courses and support have been written entirely based on the new National Curriculum. This will now enable registered teachers/schools to have immediate access to bespoke online support. The Platform provides information on relevant skills, knowledge and quality assured resources to give them confidence to teach the core subjects in the new National Curriculum.

2.2 The materials can be found:

1. Learning Platform information flier (Appendix 1).
2. Details of how a school/LA or organisation can access and register for the Learning Platform Subject Needs Analysis/resources and courses can be found at:

<https://www.subjectneedsanalysis.uk>

The link enables access to: an information video, example of the Subject Needs Analysis process/support and bespoke sign posting to relevant subject resources and courses.

The Learning Platform is built as a whole school/LA/organisation CPD support programme and is not intended for individual teacher registration.

To register send a professional school email address to:

support@subjectneedsanalysis.uk

Tel: 0800 756 6363

Going forward the annual cost to register/use the Learning Platform is estimated to be:

- £1,500 per school – up to 10 staff
- £2,000 per school – up to 20 staff
- £3,000 per school – 21+ staff

Discounts available for groups of schools:

- 10% reduction for groups of schools 10+
- 15% reduction for LA's/other organisations with 80%+ school sign up
- LA's/other organisations with less than 80% sign up – cost as above per school.

3. Theory of Change and Evaluation Methodology

Theory of Change (Appendix 2). Evaluation Framework (Appendix 3).

The project followed the approved Theory of Change and some small changes to the Evaluation Framework. The later was due to recent changes in external methodology and criteria. For example: central government no longer requiring schools to use and record National Curriculum levels of all year group, changes to the School Ofsted Framework (teaching judgements) and new teacher Performance Management policy and criteria.

3.1

Table 1- Original HSIP Outcomes – 3 Year Programme

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Increased subject knowledge and greater awareness of subject specific teaching methods. KS2 Level 5 & 6, Eng, maths and sc	Increased teacher subject knowledge/teaching method. Needs and outcome analysis to be taken by teachers involved in the intervention/pilot	No change	
Increased teacher confidence	Increased teacher confidence. Survey/needs analysis to be completed	No change. Outcomes to be gathered in 2016	

	by all teachers involved in the intervention/pilot. Needs analysis survey to be created by Subject Expert Group (SEG)	following the establishment of the online analysis and resource. Impact to be measured by improved pupil outcomes from those schools who used the platform as a cpd method to improve teacher pedagogy,	
Delivery of higher quality teaching including subject focused and teaching methods. KS2 Level 5 & 6 in core subjects	Improved teacher performance in observed lessons to deliver effective level 5 & 6 in core subjects.	Improved pupil progress in the schools that use/access the Learning Platform.	Change in Ofsted requirements – teachers to no longer be graded for their lessons.
Better use of Subject Specific resources	<ul style="list-style-type: none"> • Development of better subject specific resources • Uptake of the new resources 	No change	
Increased educational attainment and progress in KS2 level 5 & 6 2014/15/16	<ul style="list-style-type: none"> • Increased KS2 level 5 and 6 attainment in Eng, maths and sc in intervention/pilot schools compared to previous school trends • Increased levels of progress compared to overall LA and national trend • Reduced gap in attainment of different sub groups compared to LA and national trend. 	2015/15 data now not available	Due to changes in central government requirements for schools to gather and report pupil levels.
Improved transition between primary and secondary for pupils able to achieve levels 5 & 6 in core subjects	Small % of pupils from Year 2 of programme who transfer to 2 LA secondary schools (pilot primary schools). Higher % of pupils continue to outperform expectations in Year 7 (year 3)	Delayed to Year 3 of programme.	Later than anticipated programme engagement of secondary schools
Teachers involved in intervention/pilot making greater use of networks, other	<ul style="list-style-type: none"> • Increased number of teachers are trained to act as lead partners 	No change	

schools and colleagues to improve subject knowledge and practice	<ul style="list-style-type: none"> Increased number of teachers who are able to network/support through cascading training/support Increased participation in online subject for practice networks Increased number of schools opting in to participant networks, meetings/sessions/ events 		
Programme activities/model is embedded in the department/schools/ council planning beyond the intervention/pilot group	Inclusion of programme activities model in school development plans	No change	
Use of new resources by teachers/schools outside the intervention/pilot group	Uptake of new resources developed by LSEF programmes by non LSEF pilot schools/teachers	No change	
Year 3. Teachers outside the intervention/pilot group have the opportunity to increase their subject knowledge through the programme	Year 3. Increased number of teachers outside intervention/pilot group schools improve their subject knowledge as a result of the programme	No change	

3.2 No changes were made to the validated Theory of Change.

3.3 No changes were made to the curriculum subject/s focus or key stage.

3.4 The project was evaluated in the way originally planned in the validated evaluation plan.

4. Evaluation Methodological Limitations

4.1 Methodological evaluation limitations are and will be:

- The interpretation of short term pupil impact data as a limited measure of impact: interviews at school level (8.1.1. B) indicate that schools expect the project to have a longer term impact on pupil outcomes, due to the improvements in teacher practices.
- Years 1 and 2 of the project were action research pilots to provide information to build the new Learning Platform. The use of this data can only be tentatively used to predict future impact.
- Timeframes to show impact were tight, particularly for Brent and Wandsworth pilot schools who only started to engage in November 2014 as a result of available new funding to upscale the HSIP project. Teachers had already planned and delivered a substantial part of the school year before engaging in the Subject Needs Analysis and CPD.
- At the time of writing the report, 2015 KS2 validated LA, London and national comparative data was not published (due in January 2016).
- As the project evolved it became evident that the original focus on teacher skills for levels 5 & 6, (although vital for rigorously tackling the pedagogical debates) was sometimes drifting. It emerged that a significant number of teachers were not secure and confident in their skills, knowledge and pedagogy to teach to National Curriculum Level 4. This emerged from the successful engagement of teachers from all year groups in the paper and recently on line Subject Needs Analysis. Often the resources and CPD needed to be adapted to reflect this change. It was sometimes identified that the teaching and learning 'building blocks' were not in place for teachers to make full use of the original National Curriculum levels 5 and 6 focus.
- A teacher and school end of project survey was sent to all schools/Headteachers in the three LA's. There was not project capacity to send it directly to all teachers in all three LAs. There was a limited number of responses, possibly due to end of term fatigue, workload, and a significant number of schools only just starting to have the opportunity to fully access the new on line programme. However, the limited number returned did, in the main, validate the focused evaluation school visits and interviews. It is hoped that the transfer of the project to an online format will enable a more reliable, instant, relevant and less time consuming on going evaluation.
- BSP currently does not have an agreed data sharing policy with Brent schools and LA. As a result the project was also not in a position to have access to pilot schools' pupil and teacher sub group data.
- In all three LAs it was not possible to collect the originally expected all year pupil data. This was due to the mid project change in central government requirement for schools to record and return level data for all year groups
- Data for improved Level 5 & 6 pupil transition between Harrow primary and secondary schools was not available at the time of the report (due January 2016).
- Original target outcome of reading levels was cancelled in response to schools' request for English focus to be up-levelling, comprehension, grammar, punctuation and spelling.

4.2 At the moment there is an intention to continue with the project, once this round of funding finishes. Going forward it is intended that impact will be evaluated through the online Learning Platform and improved pupil outcome data.

As the core Subject Needs Analysis is now fully on line, the system enables confidential feedback and signposting to resources and courses for teachers, schools, LA's, Academy

chains etc. The built in evaluation systems, at all levels of engagement, will enable easy and up to date evaluation access for the Learning Platform developer, course tutors and the SEGs responsible for quality assuring and uploading new resources and relevant bespoke CPD.

The Learning Platform has the capacity for different levels of confidential permissions. A teacher can choose to keep their analysis access fully confidential or opt into giving permission to an identified registered school leader. The second level in the system also enables a school leader to see the overall outcomes and generic CPD needs of their school. A third permission level enables an identified and registered LA/other organisation CPD leader to see the overall generic CPD needs of their LA/organisation, therefore enabling the LA/organisation to plan and target generic support as needed.

The HSIP and BSP Management Boards will receive termly reports of use and impact as part of their ongoing evaluation and development role.

The SEG groups (HSIP/BSP) and Transition Working Group are to be retained. They will continue to quality assure and update the online Learning Platform in partnership with the IT developer/ manager. SEG meeting dates set for 2015/6.

The now established HSIP School Knowledge Hubs (HSIP) and Specialist Subject Centres (BSP), will continue to work collaboratively to provide and lead on relevant CPD and good practice in partnership with the wider school communities, networks and experienced lead educational practitioners.

Research and advice is now being sought via BETT and GLA to expand the online Subject Needs Analysis, bespoke resources and CPD for other subject areas. *Computing* has been initially requested by primary schools and an expansion of the core subjects to support Early Years and KS2 (Year 4).

A business plan will also seek to expand the online Learning Platform across London and nationwide, as well as making full use of the capacity of the Platform for teachers, schools and organisations to network and request new subjects, pedagogical approaches, resources and CPD. The focus remains on school led systems of professional development.

Contact is also now being made via the GLA, National College of School Leadership (NCSL) and London Heads of School Improvement (HOSI) to link with other successful LSEF projects to learn from and share evaluation outcomes.

5. Project Costs and Funding

5.1

Table 2 - Project Income

	Original ¹ Budget	Additional Funding	Revised Budget	Actual Spend Claim 6	Variance Revised budget – Actual - Claim 6
Total LSEF Funding	H £490,300	B £120,000 W £95,000	£705,300	H £490,300 B £120,205.83 W £89,000 Total: £699,505.83	B -£205.83 W. £6,000 (claim 7) Total: £5,794.17
Other Public Funding					
Other Private Funding					
In-kind support (e.g. by schools – supply cover central courses)	H £214,530	B £20,000 W £10,000			
Total Project Funding					

Table 3 - Project Expenditure

	Original Budget. Harrow (H)	Additional Funding. Brent (B) Wands - worth (W)	Revised Budget H. B. W.	Actual Spend	Variance Revised budget – Actual
Direct Staff Costs (salaries/on costs)	£141,770	B. £12,000 W. £40,000	H. B. W. £193,770	H. £54,239.42 B £12,000 W £12,000 Total: £78,239.42	H £87,530.58 W £28,000
Direct delivery costs e.g. consultants & HE	H £43,000	B. £36,000 W £0	H. B. £79,000	H £55,735 B. £19,850 W £33,830	H £12,735 B £16,150 W -£33,830

				Total: £109,415	
Management and Administration Costs	£52,800	B. £10,000 W. £12,000	H. B. W. £74, 800	H £50,702.50 B £15,150 W £10,000	H £2,097.50 B -£5,150 W £2,000
Training Costs	£26,500	B. £5,000 W. £6,000	H. B. W. £37,500	H £7,116.38 B £2,500 W £9,500	H £19,384.62 B £2,500 W -£3,500
Participant Costs 1.Pilot school teachers completion of Subject Needs Analysis 2. Transition - Secondary schools	H 1. £27,000 2. £31,000	1. B. £4,000 W. £6,000 2. B £1,000	H. B. W. £69,000	H. 1&2 £106,020 B 1 £14,000 W 1 £5,814.07	H 1&2 -£44,020 B -£10,000 W £185.93
Publicity and Marketing Costs	H £12,000	B. £2,000 W. £5,500	H. B. W. £19,500	H £10,181.63 B £4,225.80 W. £5,355.93	H £1,818.37 B -£2,225.80 W £144.07
Teacher Supply / Cover Costs. (SEG and all meetings for teachers and Headteachers)	£50,250	B. £15,000 W £13,000	H. B. W. £78,250	H. £46,676.27 B. £26,650.03 W £0	H £3,573.73 B -£11,650.03 W £13,000
Other Participant Costs					

Evaluation Costs: IOE	£26,180	B. £5,000 W. £5,000	H. B. W. £36,180	H. £27,244 B £2,000 W £5,000	H -£1,064 B £3,000 W £0
Others as Required – Please detail in full: 1. Development and Management of Learning Platform	1 49,500	1. B. £7,000 W. £7,500	1. H. B. W. £64,000	1. H. £82,384.80 B. £8,830 W. £7,500 Total: £98,714.80	1. -£34,714.80
2. Knowledge Hubs	2. H £30,000	2. B £15,000	2. H. £30,000 B. £15,000.	2. H £30,000 B £15,000 Total: £45,000	2 H £0 B £0
3. Development of Pupil Transition APP	3. 0		3. 0	H 3. £20,000	3 H -£20,000
Total Costs	£490,300	H. £490,300 B. £120,000 W. £95,000 Total: £705,300		H £490,300 B £120,205.83 W £89,000	H £0 B -£205.83 W +£6,000 (autumn term spend, Claim Jan2016)

5.2

- Project spend was generally in line with the original and up- scaled grants
- As the future use and capacity of the Learning Platform became evident, the original budget was revised to ensure that the Platform could be built to its full potential. The demand for the Platform to have the capability to accurately 'mark' individual teacher Subject Needs Analysis, in (currently) three very different core subjects, was an increasing challenge. The additional funding enabled the challenge to be met. A Learning Platform, which met current need and had the capacity to be developed and used in the future was devised. The additional funding was taken from the original direct staff cost budgets.
- Consultant delivery costs also increased (budget again taken from the original direct staff cost budget), as overtime, direct staff either left the organisation, or did not have the capacity to contribute to the project due to other commitments. Their work was then covered by the project delivery consultants.
- There was an increase in some areas of school participation costs. This was due to an increase in school participation towards the end of the project. Also in Brent, one school providing the new BSP project administration. Again, budget was reallocated from the original direct staff budget.
- There was an increase in the Harrow transition pilot costs in response to schools request for the development of a Harrow Pupil Transition APP and an additional cross phase mathematics transition project. Again funds reallocated from the original direct staff costs.
- Wandsworth, in response to the upscaling of project, will be delivering their main bespoke central CPD in autumn term 2015. Some costs deferred until autumn term.

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. H- HSIP/Harrow, B- BSP/Brent, W- Wandsworth

Description	Original Target Outputs.	Revised Target Outputs.	Actual Outputs	Variance [Revised Target - Actual]
	H - Cohort 1	Upscaling targets. H- Cohort 1 (pilot) + B & W	September 2015 (3 months after launch to all schools in the 3 LA's.	H. B. W. September 2015 (3 months after launch to all schools in the 3 LA's.
No. of schools	Cohort 1 (pilot). H – 9	Original: H. 9 (cohort 1)	March 2015. H. 29. B. 15 W 33	March 2015. H + 12 B – 5 W- 46

		<p>B. 20 (cohort 1). Cohort 2/3 cancelled. W. 32</p> <p>March 2015 H 17 B 7 W 9</p>	<p>Year 3. September 2015, additional; Needs Analysis, central CPD & transition groups.</p> <p>H. 12 B. 18 W. 7</p> <p>Total: H .41 B. 33 W. 40</p>	<p>Year 3</p> <p>As of September 2015:</p> <p>Total: H +32 schools B +13 schools W +8 schools</p>
No. of teachers	<p>H- 92 (Needs Analysis). H – 200 (Needs Analysis and early CPD).</p>	<p>Original Needs Analysis: B – 80 (cohort 1/pilot schools) W - 240</p> <p>March 2015: H- 320. B -. 130. W- 120.</p>	<p>March 2015. (Needs Analysis and CPD) H – 418. B – 224. W- 219</p> <p>September 2015 (Learning Platform on line to all schools in the 3 's LA from May 2015, additional with CPD and Transition Group: H. 233 B. 405 W. 28.</p> <p>Total: H. 651. B. 629 W. 326</p>	<p>March 2015. H + 98. B + 94. W - 41.</p> <p>*Year 3 September 2015</p> <p>H. + 564 (org 87) B. +439 (org 190) W. +246 (org 80)</p> <p>* Due to the confidential nature of the Learning Platform it is not possible to know if some of these registered teachers are the same teachers who also took part in the paper pilot Needs and Analysis and/or have also attended CPD.</p>
No. of pupils	H – 6,000	<p>Original: B W – 7,200</p>	Year 1 & 2 March 2015.	Cannot be calculated accurately as

		<p>March 2015: H- 9,600. B – 1,200. W – 1,450. B & W courses in summer term and therefore limited pupil output.</p> <p>Revised for September 2015. H- 6,000. B– 4,000. W – 6,000</p>	<p>B & W courses in summer term and therefore limited pupil output. H.12,540. B. 1,200. W. 3,524.</p> <p>Revised for July 2016. Additional: H.6,000. B. 4,000. W. 6,000</p>	<p>access to Learning Platform, resources and courses just happening.</p> <p>Estimate additional : H 6,000. B. 4,000. W. 6,000</p>
Enter additional output name <i>add extra lines as necessary</i>				<p>September 2015. As the Learning Platform is made more accessible to all schools in the 3 LA's and commercialised beyond, it is anticipated that school, teacher and pupil numbers will increase,</p>

7. Key Beneficiary Data

7.1 Teacher Sub-Groups

Harrow: Data below was collected in January 2014 from the October 2013 Harrow primary school returns to the LA. The data represents the original nine Harrow primary schools and ninety two teachers who volunteered to be part of the initial project pilot and research paper of the Subject Needs Analysis.

Brent: See 4.1.

Wandsworth: Data below was collected in July 2015. The data represents the eleven Wandsworth primary schools and thirty three teachers who volunteered to be part of the upscaling pilot and research paper for the Subject Needs Analysis.

Benefitting teachers also attended central CPD (core subject launch and focused courses), received bespoke coaching, and some were part of the SEG meetings and Transition Group.

Table 5 – Teachers benefitting from the programme.

These tables reflect the original nine Harrow and eleven Wandsworth pilot schools as an example of teacher sub group data. The profile is broadly representative of the two LAs teaching population.

See Table 4 for all teacher numbers in the project.

Table 5.1 - Harrow

Harrow	No. teachers	% NQTs (in their 1st year of teaching when they became involved)	% Teaching 2 – 3 yrs (in their 2nd and 3rd years of teaching when they became involved)	% Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5) Transition Group and SEG 15
Harrow 9 Pilot Project Total	Harrow. Initial 92 pilot teachers.					
School 1	8	12.5%	12.5%	75%	100%	
School 2	13	Not Available	N A	N A	N A	
School 3	11	18%	18%	64%	100%	
School 4	10	40%	20%	40%	100%	
School 5	10	10%	20%	70%	100%	
School 6	10	20%	0	80%	100%	
School 7	7	14%	0	86%	100%	
School 8	9	11%	0	89%	100%	
School 9	14	21%	0	79%	100%	
	92				*	

Table 5.2 - Wandsworth

Wandsworth	No. teachers for whole school	% NQTs (in their 1st year of teaching when they became involved)	% Teaching 2 – 3 yrs (in their 2nd and 3rd years of teaching when they became involved)	% Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5)
Project Total						
School 1	25	25%			100%	0
School 2	9	0			100%	0
School 3	34	12%			100%	0
School 4	29	3%			100%	0
School 5	22	4%			100%	0
School 6	25	16%			100%	0

School 7	17	5%			100%	0
School 8	13	8%			100%	0
School 9	15	7%			100%	0
School 10	18	17%			100%	0
School 11	12	8%			100%	0

7.1.2

The focus of the project was to develop the capacity and confidence of more experienced teachers and the data is representative of this focus. However, some strong NQT and Year 1 practitioners took part in order to develop expertise beyond their focus year groups. The data is broadly similar to the two LA's wider teacher sub group data.

7.2 Pupil Sub-Groups

The pupil data below was collected in July 2015 (SIMs returns) from the original nine Harrow and eleven Wandsworth pilot primary schools. Harrow have benefited from the project since October 2013 and Wandsworth from January 2015. This is the same pupil cohort and schools as given in pupil outcomes data, 8.2. (2015 KS2 unvalidated data).

Please refer to 4.1. 7 & 8 for explanation for this section of data collection; other Harrow schools who later took part in the project and Brent and Wandsworth schools.

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

Benefitting pupils were in classes taught by teachers in the pilot schools who completed the research Subject Needs Analysis, attended courses and (in some cases) were coached by SEG members.

Table 6 .1 Harrow

Harrow	No. pupils	% LAC	% FSM	% FSM last 6 yrs (not known). Added Pupil Premium instead)	% EAL	% SEN
Harrow Pilot Project Total: 640	Harrow. Initial pilot schools pupils					
School 1	61	0	6%	43%	80%	30%
School 2	92	0	20%	37%	67%	60%
School 3	62	16%	15%	34%	90%	29%
School 4	60	0	17%	42%	85%	37%
School 5	93	0	6%	12%	66%	31%
School 6	58	0	19%	40%	43%	43%
School 7	58	0	14%	17%	10%	55%
School 8	62	0	8%	24%	26%	27%

School 9	94	0	14%	0	83%	24%

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project Total			<i>Data not known</i>	<i>Data not known</i>	<i>Data not known</i>
School 1	30	31			
School 2	46	46			
School 3	35	27			
School 4	28	32			
School 5	46	47			
School 6	28	30			
School 7	28	30			
School 8	31	31			
School 9	38	56			

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
Project Total													
School 1	16 %	7%	2%	21 %	3%	5%			2%	2%	2%		23 %
School 2	20 %	3%	2%	21 %	3%	6%		5%			4%		13 %
School 3	31 %	8%		23 %	5%	8%			2%	3%	2%		5%
School 4	3%	3%	2%	28 %	2%	16 %					2%		20 %
School 5	17 %	12 %	2%	44 %	1%	4%					3%		7%
School 6	12 %	3%		29 %	2%	10 %		3%		5%			10 %
School 7	3%		2%	5%	10 %	19 %	6%	3%	2%			2%	14 %
School 8	3%			6%	5%	11 %	3%	6%	3%				10 %
School 9	41 %	4%	1%	20 %	4%	4%	1%			1%	1%		5%

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
Project Total					
<i>School 1</i>	13 %				
<i>School 2</i>	3%	2%	2%		16 %
<i>School 3</i>					15 %
<i>School 4</i>	3%				20 %
<i>School 5</i>	4%				4%
<i>School 6</i>	10 %			2%	14 %
<i>School 7</i>	24 %				10 %
<i>School 8</i>	34 %	6%			11 %
<i>School 9</i>	5%				5%

Table 6 .2 Wandsworth

Wandsworth. Whole school	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project Total	3524	0.3% (9)	24.9% (879)	39.8% (1402)	44.7% (1575)	18% (635)
<i>School 1</i>	378	0.3%	38.9%	57%	63.2%	14.3%
<i>School 2</i>	212	0%	0.9%	0.9%	26.9%	9%
<i>School 3</i>	468	1.1%	21.8%	49%	60.5%	24.1%
<i>School 4</i>	457	0.2%	32.4%	56%	44.2%	24.1%
<i>School 5</i>	357	0%	5.3%	12%	26.3%	12.3%
<i>School 6</i>	418	0%	20.3%	32%	33.3%	11%
<i>School 7</i>	235	0.4%	33.2%	70%	62.1%	43.7%
<i>School 8</i>	207	0%	22.2%	46%	22.2%	11.6%
<i>School 9</i>	295	0%	20.3%	46%	43.1%	19%
<i>School 10</i>	298	0.3%	35.2%	64%	51%	15.8%
<i>School 11</i>	199	0%	43.7%	75%	45.2%	9.5%

Table 7

Wandsworth. Whole School	No. Male pupils	No. Female pupils	Current Yr 6 % Lower attaining	Current Yr 6 % Middle attaining	Current Yr 6 % Higher attaining
Project Total	1799	1725			
<i>School 1</i>	187	191	29.8	63.8	6.4
<i>School 2</i>	110	102	0	48.1	51.9

School 3	241	227	34.7	58.3	6.9
School 4	241	216	41.7	47.2	11.1
School 5	185	172	9.8	30.5	59.8
School 6	222	196	4.5	70.5	25.0
School 7	124	111	25	75	0
School 8	94	113	3.4	72.4	24.1
School 9	148	147	27.3	54.5	18.2
School 10	149	149	40	53.3	6.7
School 11	98	101	15	60	25

Table 8

<i>Wandsworth Whole school. Number of pupils in brackets % of project</i>	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African
Project Total	1.2 (42)	6.6 (233)	1.4 (5)	5.5 (195)	7.5 (265)	15.2 (536)	2.7 (95)	4.5 (160)	1.3 (45)
<i>School 1</i>	0	2.9	4.8	4.8	16.9	32	4.2	5.6	1.1
<i>School 2</i>	0	0	0	0.5	0	1.8	0.5	0.9	0.5
<i>School 3</i>	6.4	10.9	2.6	17.1	9.4	15.2	1.7	4.5	1.9
<i>School 4</i>	0	10.5	0.2	6.3	6.6	12.9	6.1	3.7	0.9
<i>School 5</i>	0	1.1	0.8	1.1	1.7	3.4	0.6	3.1	0.8
<i>School 6</i>	0.7	3	1.2	3.1	4.3	7.4	1.0	3.6	2.4
<i>School 7</i>	0.4	16.2	0	2.6	1.3	24.3	5.5	0.4	1.3
<i>School 8</i>	0.5	2.9	1.4	1.9	12.1	3.9	3.4	10.6	1.9
<i>School 9</i>	1.4	9.5	0	5.4	8.5	15.6	2.7	3.1	1.0
<i>School 10</i>	0.7	9.4	2.3	5.4	7.7	14.8	1.3	10.1	0.3
<i>School 11</i>	0.5	1.5	0.5	4.0	13.6	41.	2.0	5.5	1.5

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
Project Total	27.2 (957)	0.7 (23)	0 (0)	0 (0)	12 (421)

7.2.1

- **Harrow** – the pilot pupil sub group cohort data is broadly reflective of the school level and borough averages.
- **Wandsworth** – the pilot sub cohort data is broadly in line with the LA averages except for:

- Black Caribbean, Black Any Other, which are below the LA average for pilot schools
- FSM, SEN, Black African, Any Other Ethnicity, White British and White Any Other are above the LA averages for the pilot schools.

8. Project Impact

- 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.

8.1 Teacher Outcomes

Date teacher pilot started:

Harrow - Cohort 1. Original nine pilot schools/teachers – October 2013.

Harrow Cohort 2. Open access to subject CPD for all Harrow primary schools, but some teachers joining had not had the benefit of completing and having feedback on their Subject Needs Analysis – September 2014.

Harrow Cohort 3. Access for all Harrow primary schools to the on line Learning Platform Needs Analysis and passport to bespoke resources and CPD – June 2015.

Brent and Wandsworth Cohort 1. Additional 6 Brent pilot school teachers and 11 Wandsworth pilot school teachers – January 2015

Brent Cohort 2. Cancelled - March 2015. Decision to move to full Brent and Wandsworth school access.

Brent and Wandsworth Cohort 3. Open access to subject launch CPD for all Brent and Wandsworth primary schools, but some teachers joining had not had the benefit of completing or having feedback on their Subject Needs Analysis – May 2015. Core Subject bespoke CPD and access for all Brent and Wandsworth teachers to the online Learning Platform - September 2014.

Table 9 – Teacher Outcomes: teachers benefitting from the project

Target Outcome (ref: Theory of Change and Self Evaluation)	Research method/ data collection	Sample characteristics Pilot schools	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Delivery of high quality teaching including subject focused and teaching	Ofsted School Inspection Framework.	9 Harrow pilot schools only	School Ofsted Framework Teaching criteria, as of January 2014	H – January 2014. 7 schools – good/outstanding 2 schools - RI	H- July 2015 9 schools – good/outstanding H – December 2015, using September 2015 School Ofsted

methods.KS2 Level 5 & 6	Headteacher survey. Internal monitoring teaching grades			English: Outstanding - 11 Good - 33 RI - 18 Inadequate - 3 Maths: Outstanding - 14 Good - 29 RI - 19 Inadequate - 3 Science: Outstanding - 12 Good - 29 RI - RI Inadequate - 3	Framework criteria (changed from January 2014)
Increased subject knowledge and greater awareness of core subject specific methods.KS2 levels 5 & 6.	Paper Subject Needs Analysis	27 pilot schools from 3 LAs H – 90 teachers B - 138 teachers W – 40 teachers	Needs Analysis. Right/wrong answers with summary section mark.	H – May 2014 B – March 2015 W – March 2015 <i>Knowledge gaps in core subject areas at L5 and 6 (see Subject Needs analysis return graph & analysis below)</i>	
Increased teacher confidence	IOE	IOE sample IOE sample	Teacher questionnaire and interviews		
	Online questionnaire Face-to-face interviews	See analysis below C and appendix 6	See analysis below C and appendix 6		June 2015

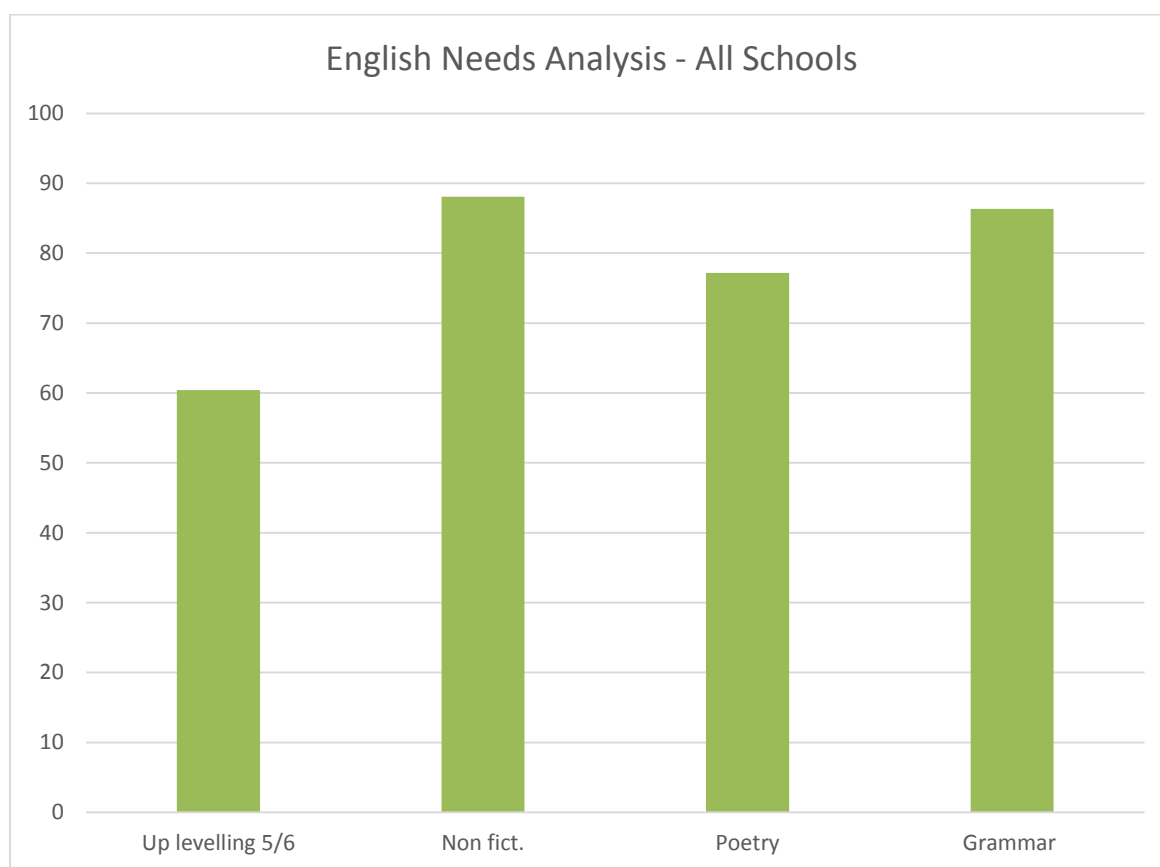
8.1.1

A. Subject Needs Analysis. Twenty seven pilot schools and two hundred and sixty eight teachers.

Pilot Needs Analysis Summary to inform Central CPD and online Learning Platform.

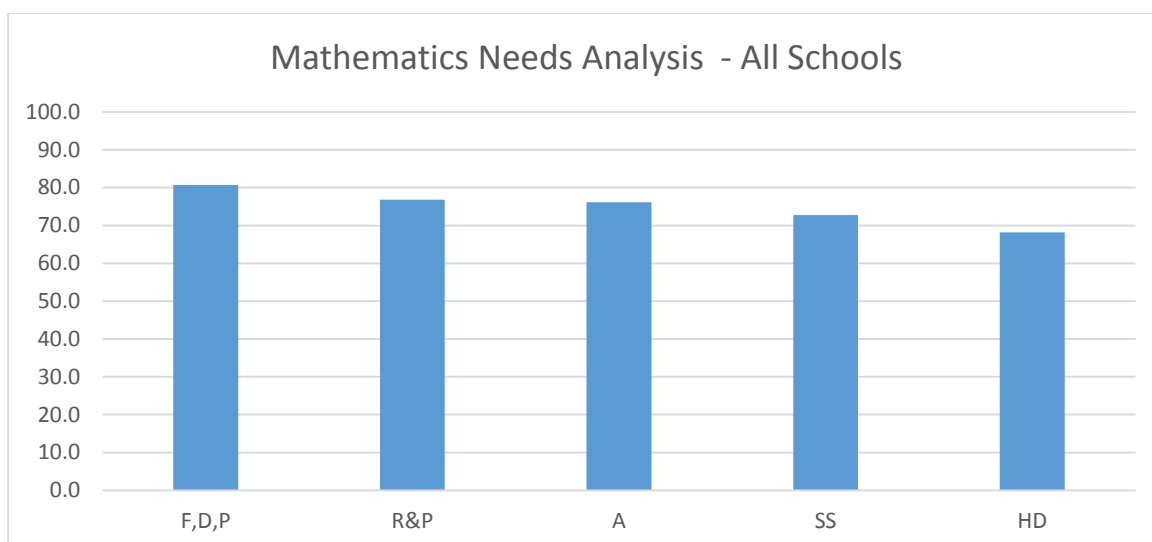
The graphs below show the summary of teacher subject knowledge and skills gaps from the pilot schools.

English

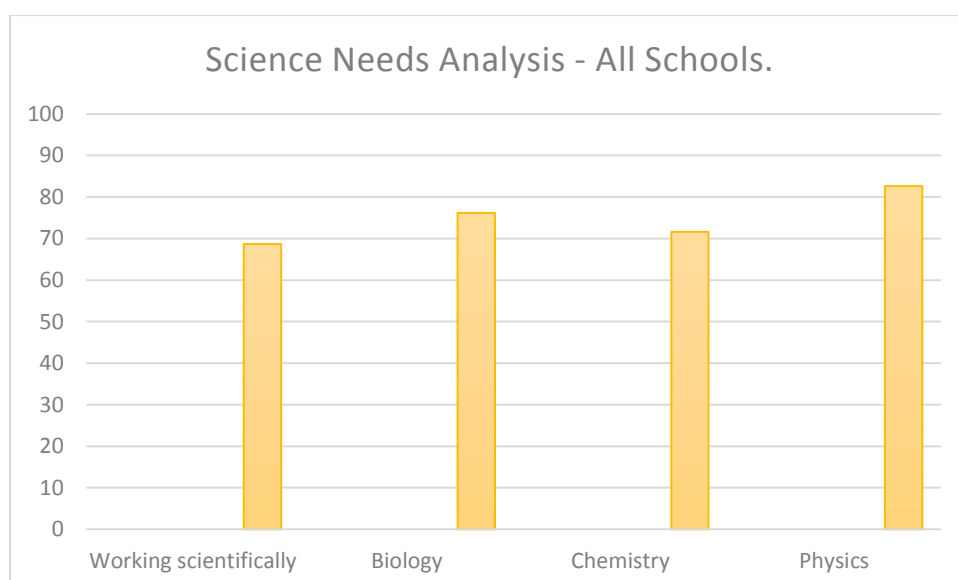


Mathematics

F,D,P - Fractions, decimals and percentages. R&P – Ratio and proportion. A – Algebra. SS Geometry and statistics.
HD – Handling data.



Science



The outcomes from the above original two hundred and sixty eight pilot teachers paper subject needs analysis returns were manually assessed and analysed by the SEG (a very time consuming, but vital part of the research). The outcomes were then used to refine the online needs analysis, source (and where necessary write) quality assured teaching resources to be uploaded onto Learning Platform and to plan both central and Knowledge Hub/Specialist Centre future CPD courses/events (Appendices 4, 5 & 6).

An interesting, but significant finding from the analysis, was that often teacher confidence scores to answer (requested at the end of each question, on a range from 1 (highly confident) to 4 (not at all confident), did not correlate with their knowledge and accuracy to answer the question. The team considered that this might have been due to misunderstanding of the scoring line. However, on full analysis and follow up teacher interviews, it was clear that although many teachers were often able to understand and

answer the question for themselves, they acknowledged that they did not have the skills or confidence (pedagogy), to teach the subject; no training or background in the knowledge of the building blocks of learning. This has therefore become a central part of the on line instant support feedback and signposted CPD and resources.

A. CPD Feedback

Vital to the planning of the CPD courses and seminars was the planning and delivery team's constant reference to the needs and outcomes of the teacher/school subject needs analyses. All content was current and developed to align with schools' current good practice.

Between October 2013 and December 2015 the following CPD courses and meetings were held:

- HSIP and six Harrow school Knowledge Centres: 32 courses, 35 x 3 subject SEG meetings, 7 Headteacher/Stakeholder meetings, 1 governors meeting.
- BSP and three Brent Specialist Centres courses: 12 courses, 8 x 3 subject SEG meetings, 6 Headteacher/Stakeholder meetings.
- Wandsworth: 22 courses, 7 Headteacher/Stakeholder meetings.

Between October 2013 and July 2015 the following number of teachers attended CPD courses/events and meetings:

- HSIP: 301.
- BSP: 76
- Wandsworth: 230.

Please note that the above data for HSIP is two year participation, BSP three subject launch courses and Wandsworth, three launch courses and the start of the CPD programme, two term teacher participation.

From October 2013 to July 2016 the three organisations, (in partnership with HSIP school Knowledge Hubs and BSP subject Specialist Centres), will have facilitated seventy five sessions/day courses/events that focus on teacher outcome needs from the Subject Needs Analysis, based on the LSEF 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.

For further information on CPD from March 2014 to July 2016 (Appendices 4, 5 & 6).

Comments from teachers attending the professional development programme were very positive about the impact of the project on their practice. A small representative are given below:

HSIP – January 2013 to March 2015

Maths Seminar – Reasoning about Shape.

Very effective, as I was able to see a lesson being taught and look at how another teacher teaches a lesson. What really worked well was being able to talk to the class teacher before and after the lesson.

Science course. Biology, animals.

I was able to understand practical ways to get children out of the classroom and learning from the environment around them.

I was able to have 'hands on' to do a pond study, which I have never done myself. It helped me to understand the level of questioning that I could direct at the children.

English. Two day course. Reading and up levelling writing.

I feel more confident in my subject knowledge and how I can help children up level their work.

I have a much clearer idea of what is needed to push children at level 6. I learnt the expectations for level 6 in reading and writing and came away with the knowledge of how to teach to that level. I have been taught things that I can share with staff at school to help raise achievement.

The course enabled me to up level pupils writing and think really closely about how to extend more able pupils. It was good that the courses were really hands on, with us 'doing' for most of the time.

BSP: Three core subject launch days. March 2015 to July 2015.

Although ideas were level 5 and 6 focused, the day gave me ideas for how to differentiate for all pupils.

I now need to liaise with teachers in other year groups to ensure that we plan progression across all year groups.

[I will now] make sure that my school registers for the Learning Platform so that all teachers in school can take advantage of the ideas and resources.

{I now have a} better understanding of some basic misconceptions that teachers and pupils may have.

Wandsworth January 2014 to December 2015:

{I was} enthused by looking at a range of resources to support pupils' writing.

B. School visits and online questionnaires: an evaluation of impact by Institute of Education (IOE) (Appendix 7).

School visits

Five primary schools are included in the analysis from the 26 project pilot schools.

Interviews were conducted separately with:

- Headteachers
- Subject Expert Group members
- teachers who undertook the paper Subject Needs Analysis and/or participated in the professional development programme.

Schools were asked questions about:

- their reasons for engaging and their level of engagement with the project
- evidence of the relative impact of the subject knowledge audit, the professional development programme, the coaching support and SEG involvement
- how likely they would be to engage with the project in the future.

The sample of schools for inclusion was obtained through an open offer to pilot schools. Schools could volunteer to participate. All participating schools were part of the consultation and development process for the project. This method of selection may have introduced unintended bias.

Three Harrow primary schools were visited in May 2015. All three were schools with Headteachers who sit on the steering group for the project:

- School A - a school currently graded as by Ofsted as Good, multicultural, already involved in leading professional development at local authority level, one Subject Expert Group (SEG) member;
- School B - a school recently graded by Ofsted as Good (formerly Requires Improvement), high numbers of SEN, deprivation and asylum seekers, two SEG members;
- School C - a school currently graded as by Ofsted as Outstanding, multicultural, high deprivation, already involved in several local authority projects, no SEG members.

One Wandsworth primary school was visited and a phone conversation was carried out with a Brent primary school in July 2015. The Brent schools are at a much earlier stage with the project, having only just had their subject launch days, but no further professional development sessions beyond that as yet.

Interviews were conducted with Headteachers of the two schools only.

General conclusions

Interviewed schools engaged to full capacity with the project, with the only barriers to increased engagement being time and money to release teachers and external draws on time (e.g. Ofsted visits). Some schools increased the impact of their involvement by committing whole school and team professional development time to the dissemination of new learning so that all staff might benefit.

The SEG group made a huge difference to the impact of the project for Harrow schools interviewed, especially the professional development programme and both they and their schools benefited from their involvement. SEG member's involvement in professional development design and delivery made it relevant, local and non-threatening to teachers. SEG members improved their leadership skills and was used to maximum effect, teachers accessed their own results and used this knowledge to plan an appropriate professional development pathway. For schools, it was best to use the results of the audit to consider their own school improvement priorities and allocate appropriate resources (professional development time and release for teachers to attend sessions) to each of the three subject areas. Now the audit is available online, this should make this task simpler and the results more detailed for teachers and schools. All schools are committed to using the online tool in the new academic year. Schools should ensure teachers are given sufficient time to complete the audit thoroughly.

The professional development programme was felt to be innovative, relevant to national and local need and to be of high quality. The coaching programme for Harrow schools was also felt to have high impact but it was felt that its potential had not yet been fully explored, particularly the cross-school coaching.

The project as a whole was perceived to have had a significant positive impact on:

- The quality of teaching
- Teacher confidence
- Teacher subject knowledge
- Enjoyment
- Pupil outcomes

- Pupil confidence
- School policy and practice

Where evidence for impact was not yet visible, schools felt that evidence would emerge in the longer term as the project became embedded.

Online Questionnaires

Two questionnaire types were used: one for senior leaders and one for teachers. Results for Harrow, Brent and Wandsworth were tracked separately as the three boroughs engaged with the project for different time frames. Schools visited for interviews were excluded from the online questionnaires to avoid duplication. Again, all participating schools were part of the consultation and development process for the project. This method of selection may have introduced unintended bias.

There was a limited numbers of responses from schools, given the scale of the project:

- Senior Leaders: Harrow – 5 responses from a possible 9; Brent – 2 from a possible 9; Wandsworth – 4 from a possible 10
- Teachers: Harrow – 4 responses representing 2 schools from a possible 156 completing the Needs Analysis and x participating in professional development; Brent – 7 responses representing 3 schools from a possible 142 completing the Needs Analysis and x participating in professional development; Wandsworth – 18 responses representing 10 schools from a possible 40 completing the Needs Analysis and 68 participating in professional development*.

*NB There is overlap between teachers completing the Needs Analysis and those participating in professional development.

This means senior leader questionnaire outcomes for Brent and teacher questionnaire outcomes for Harrow and Brent, could not be considered to be reliable indicators of impact on their own. However, they may serve to support triangulation with school visit analyses and pupil impact data.

Overall conclusions

Caution must be taken when relying on the data from questionnaires, especially for the low numbers of senior leader responses in Brent and those from teachers in all three boroughs, where the number of responses was low and from a limited number of schools.

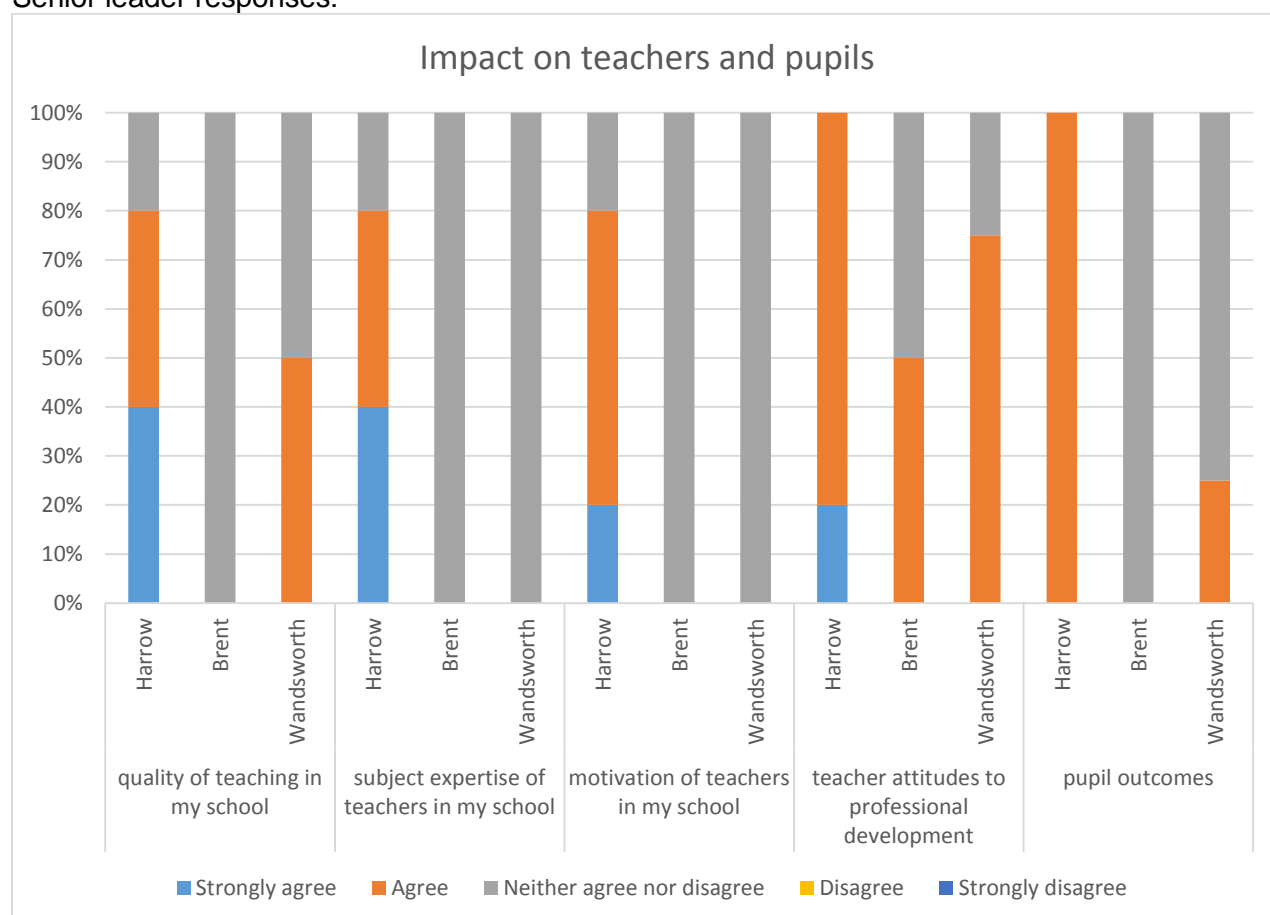
Unlike in the schools interviewed, respondents to the questionnaire did not seem to have routinely engaged all their teachers with the project. Only two senior leader respondents stated that they had entered more than six teachers for any given Subject Needs Analysis. Uptake on professional development programmes seemed to be in line with that of interviewed schools, with most schools sending four or less teachers. However, there seemed to be greater uptake of the coaching for questionnaire respondents, especially for Harrow schools.

Of the three boroughs, only Harrow senior leaders felt the project had impacted on pupil outcomes, though some comments indicated that the impact on pupils might emerge over a greater timeframe. This was also suggested in interviews.

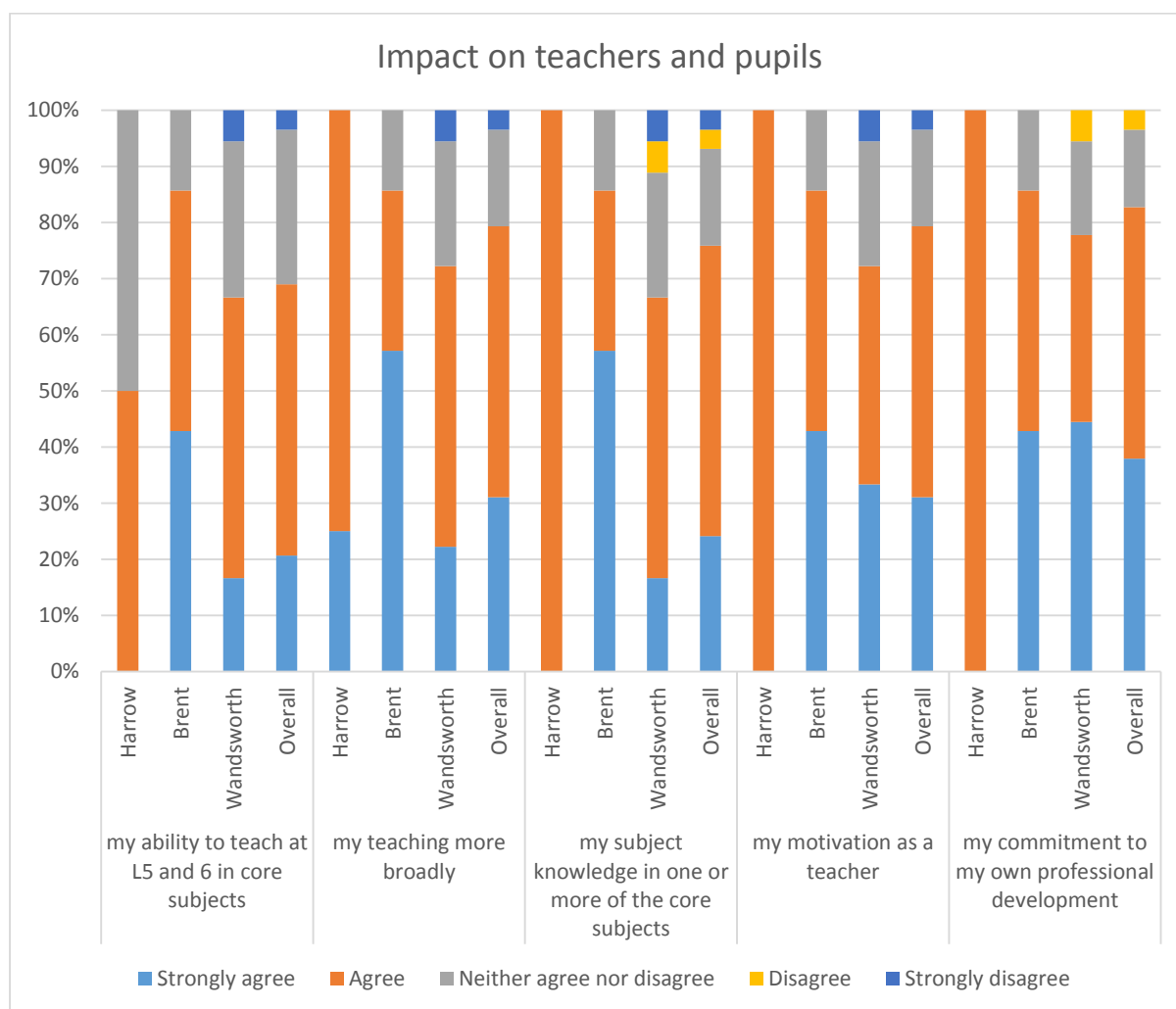
Senior leaders and teachers gave different opinions on the degree of impact the project had on teacher practice/attitudes, with teachers much more likely to describe a stronger impact than senior leaders, especially in Brent. Harrow senior leaders identified greater impact than senior leaders in Brent (but see 5.0) and Wandsworth, but this was not the case for

teachers. The majority of teachers did feel the project had had a positive impact on their teaching (especially for the most able), their subject knowledge, their motivation and their commitment to their own professional development.

Senior leader responses:



Teacher responses:

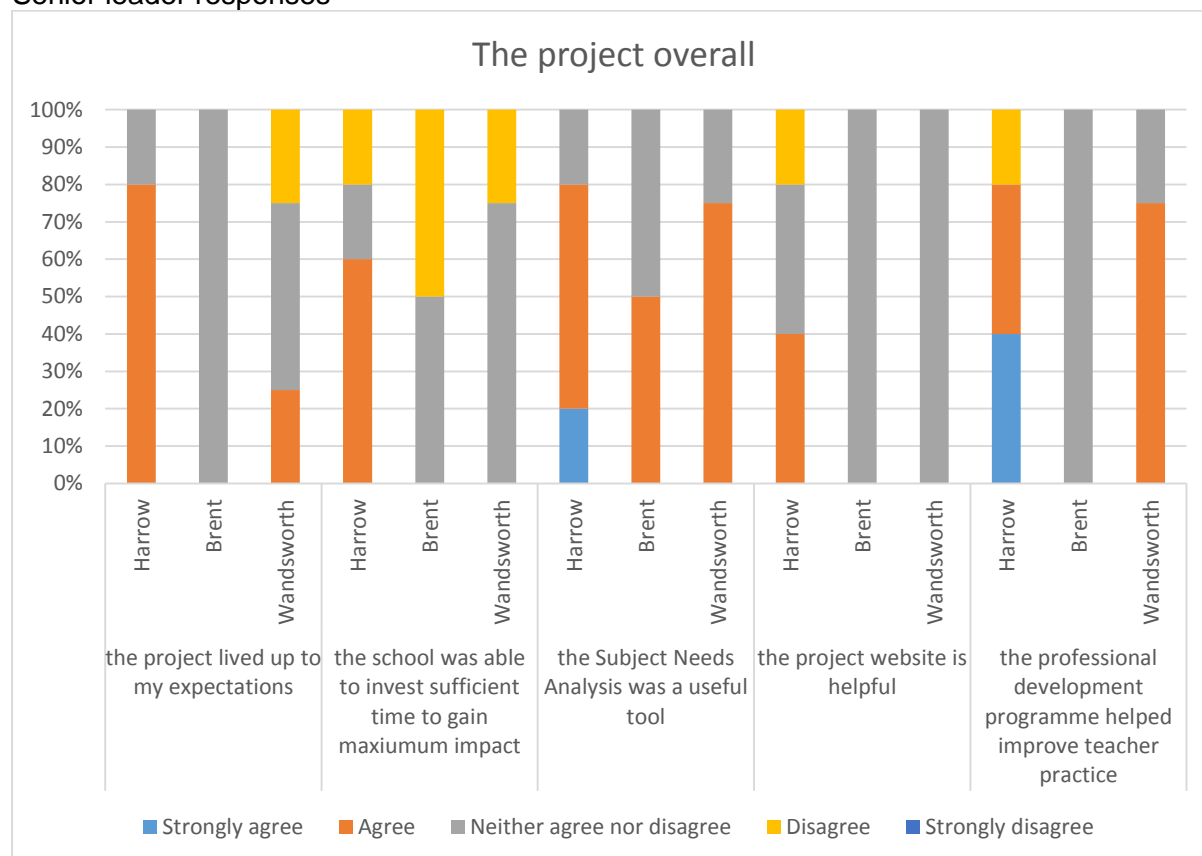


Responses indicate that the biggest barriers to effective engagement with the project were issues around time and resources, and this was also identified in the face-to-face interviews:

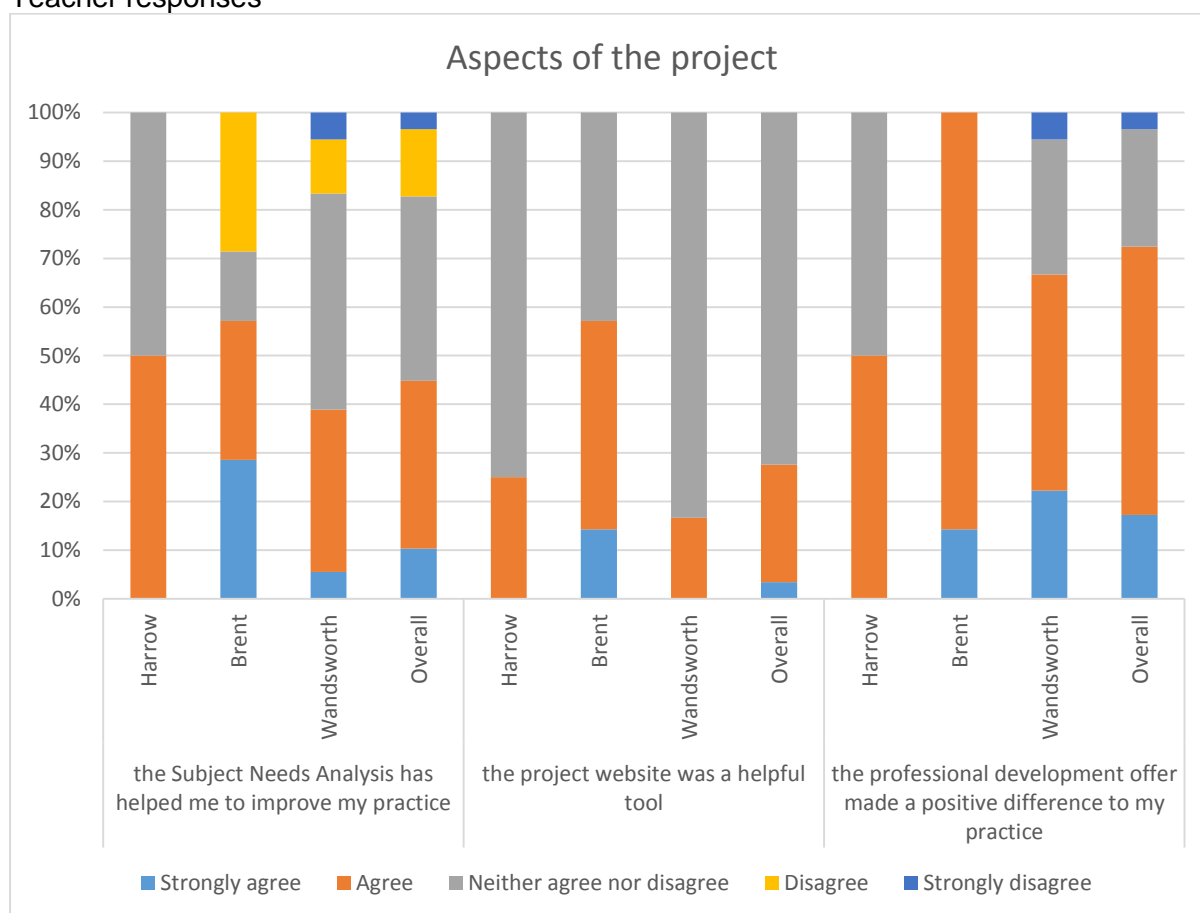
- Time to commit to engaging with the project e.g. a senior leader to make the best use of each project element;
- Timing of the sessions for Wandsworth (at the end of the year);
- Lack of financial resources meaning not as many teachers attended professional development sessions as would have been wanted.

The project website was not as highly rated as other project tools and this could be caused by lack of knowledge of the site (as indicated in interviews with senior leaders) due to its relatively recent publication. From teacher comments, it did seem as if the online Subject Needs Analysis would address concerns around the limitations of this tool.

Senior leader responses



Teacher responses



8.2 Pupil Outcomes

Date pupil intervention started:

Table 11 – Pupil Outcomes for pupils benefitting from the project

Target Outcome (Ref Theory of Change and Self Evaluation)	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Increased education attainment in KS2 levels 5 & 6	KS2 SAT results	Year 6 pupils from Harrow, Brent and Wandsworth pilot schools	NC Levels 5 & 6	January 2014 – validated data from 2014 Year 6 cohort, (historical trend)	June 2015 – unvalidated data of current Year 6 pilot pupils

8.2.1

COMPARISON (BY AUTHORITY) OF ALL SCHOOL RESULTS WITH LSEF SCHOOLS BY SUBJECT AREA AT LEVEL 5+									
		HARROW		BRENT		WANDSWORTH			
		ALL SCHOOLS	LSEF SCHOOLS			ALL SCHOOLS	LSEF SCHOOLS		
WRITING 5+		116	89	131	115	108	102		
READING 5+		98	96	112	115	103	108		
MATHS 5+		103	91	93	112	91	96		
G.P.S. 5+		107	98	113	114	107	117		
SCIENCE 5+		108	93	117	110	98	110		
All scores are indexed against base point. Example: Harrow All Schools: Writing 5+; Final 2014 = 35%; Provisional 2015 = 40.5%. Index = 116									

**Index chart for three pilot LA's, 2015 L5+ unvalidated data.
Pilot schools compared to other LA schools.**

4.1 acknowledges the need to be cautious about relying on early impact data as a measure of overall project impact. There was an overall upward L4+ trend in all three LA's. However, it is too soon to judge the impact on the L5+ data pilot schools. The 27 pilot schools had a significant 2015 range in Year 6 pupil cohort numbers, cohort ability, and previous L4+ and L5+ baseline and two year trend. The project focus on pupil L5+ and 6 (above average primary pupil achievement) also means that comparable pupil numbers/percentages are very small. The above index table reflects the unvalidated 2015 average L5+ data. This is going to be continued to be tracked by the three LA's as an increased number of teachers use the Learning Platform and access and implement the CPD and resources.

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

Target Outcome (Ref Theory of Change and Self Evaluation)	Research method/ data collection	Sample characteristics	Metric	1 st Return and date of collection	2 nd Return and date of collection
Harrow teacher/schools involved in pilot/intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	Numbers for CPD. Registration, using online Learning Platform.	All participating schools' data collected	Numbers attending courses. Completed paper subject analysis. Online hits.	March 2014 Schools: H. 29 B. 20 W. 32 Teachers: H. 200 B. 80 W. 240	September 2015 Schools: H. 41 B. 33 W. 40 Teachers: H. 651 B. 629 W. 326

Programme of activities/model embedded in Harrow department/schools /council planning beyond intervention group	Learning Platform and Knowledge Hubs CPD offer	Teacher registration	Registration numbers	As above	As above
Use of new resources by teachers/schools outside the pilot intervention group Year 3 teachers/schools outside the 3 LA's (pilot) have the opportunity to increase their subject knowledge through the programme by registering for the Learning Platform	Online Learning Platform registration Use and expansion data -+of On line Learning Platform		Numbers accessing the Learning Platform	As above	Estimate. July 2016 – if commercialised Schools: 75 Teachers: 2,000

8.3.1

It is difficult to provide full evidence and data for wider systems outcomes as the pilot project does not finish until December 2015 and the Learning Platform only went live to all primary schools in Harrow, Brent and Wandsworth in May 2015. However, based on the above current teacher registration numbers, and if the current trend continues, it is estimated that an additional 1,000 teachers from the three pilot LSEF LAs will register by July 2016. From September 2015, the Learning Platform is to be marketed to a London wider audience; there has already been interest from other LAs. It is estimated that an additional 50 schools and 750 teachers will have registered and be taking full advantage of the Learning Platform needs analysis, resources and invitation to attend the signposted CPD by July 2016. However, all is now reliant on the funding and capacity to sustain and develop the Learning Platform.

8.4 Impact Timelines

The Evaluation Framework (Appendix 3) cited 2016 as a reasonable expectation time to see evidence of the impact of the pilot schools L5+ additional pupil outcomes. The pilot project (with two years of research and development), was always unlikely to have a strong impact on L5+ outcomes in 2015, as changes to teacher confidence and practice are likely to see impact on pupil outcomes only in the long term as teachers apply their learning into their practice with new cohorts of pupils.

For all three LAs the programme did commit sufficient focus and CPD time to the development of reading. From the initial pupil trend outcomes, it appears that future programme development needs to ensure that reading is reinstated as a CPD focus.

Grange Primary School and St. John's C of E Primary School were two Harrow pilot schools. At the start of the project both schools were in the RI category and now have been categorised as good by Ofsted. The Grange Primary School Headteacher and English consultant both mention the impact of the LSEF project as contributing to their recently improved Ofsted outcomes and improved 2015 provisional KS2 outcomes. (Appendices 7 & 8).

There has been immediate impact on teachers confidence in developing the skills and subject knowledge to understand and teach to the higher levels. This is evidenced in qualitative course and coaching evaluations. (8.1.1 B). This evidence will continue to be gathered over the next year via the same methodology.

As more teachers and schools register for the on line Learning Platform, it is anticipated that the targeted resources, courses and support will continue to impact on teachers' learning and confidence. This in turn, over the next three years, should positively impact on pupil KS2 outcomes at L5+ in the core subjects.

As these changes to teacher practice occur, senior school leaders should be able to draw on a more flexible, confident and knowledgeable pool of primary school teachers to teach older year groups and higher ability pupils.

9. Reflection on overall project impact

With reference to Theory of Change (Appendix 2) and Evaluation Framework (Appendix 3), the project is meeting the expected impact. Both documents have currently proved to be accurate. The project, to date, is very much supporting the LSEF hypothesis. Teacher evaluation and growing school engagement, has confirmed that the project by *investing in teaching, subject knowledge and subject – specific teaching pedagogy* has captured professional enthusiasm and commitment. There are early indications that over time this will improve outcomes for pupils in terms of attainment, subject participation and aspiration.

This project has supported the overall aims of the LSEF by:

1. *Cultivating teacher excellence through investment in teaching and teachers so that attention is re- focused on knowledge led teaching and the curriculum through;*
 - The creation of a new on line bespoke teacher subject needs analysis, which identifies and then supports teachers to address their subject knowledge gaps. (Appendix 1).
2. *Support self-sustaining school to school support and peer led activity, plus the creation of new resources and support for teachers to raise achievement in the priority subjects in primary...schools (English, mathematics, biology, chemistry ...physics) by:*
 - Establishing nine new school Knowledge Hubs/Specialist Centres, where CPD is now led by current *good/outstanding* practitioners
 - Establishing and enabling cross phase SEG core subject teacher groups to have the time to meet, research, debate, plan and take risks
 - Ensuring that the uploaded new and signposted Learning Platform resources are quality assured
 - Deciding to take English, mathematics and science as the original, research and development focus of the Learning Platform Subject Needs Analysis and related CPD.
3. *Support the development of activity which is tested and has some evaluation where further support is needed to develop the activity, take to scale and undertake additional evaluation by:*
 - Over two years enabling twenty seven pilot schools in three LAs to research and develop the Learning Platform and Subject Needs Analysis

- Enabling the SEG to work very closely with the IT developer to ensure that the online platform addresses teacher subject knowledge and confidence gap needs
 - LSEF upscaling programme to further research and develop the offer with two other LA's schools
 - Enabling the new BSP to initiate and support a new Brent school led system
 - Safeguarding the time to have three initial subject CPD launch days in each LA, where additional evaluation and feedback on the planned Learning Platform, resources and future CPD could be secured
 - Working with IOE to ensure rigor in the ongoing evaluation for the future development of the project. (8.1.1 C & Appendix 7).
4. *In the longer term, create cultural change and raise expectations in the London school system, so that London is acknowledged as a centre of teaching excellence and its state schools are among the best in the world by:*
- The project enabling and supporting primary school teachers to have more confidence, secure pedagogy, ongoing updated subject skills in relation to identified knowledge gaps, and to be able to consistently enjoy teaching *good/outstanding* lessons
 - Enabling teachers to have the time to discuss, create and share good practice as an integral part of their ongoing professional development so that London teachers are kept up to date, refreshed, and aware of their vital role in London's economic and educational development
 - Recognising the dedication and professionalism of the London teaching workforce through giving financial resource towards dedicated time to research, share, take creative and innovative risks
 - Facilitating, evaluating, guiding and supporting the drive for sustained cultural change.

This unique political approach is to be commended and fully supports recent CPD research:

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.

Teachers' qualitative opinions on the project impact reflect research undertaken by:

- a) National College for Teaching and Leadership: *What makes great pedagogy and great professional development: Final Report. Spring 2015*
- b) Sutton Trust: *What Makes Great Teaching. Review of Underpinning Research. October confidence as well as their subject expertise and were able to use these improved skills to the benefit of teachers and pupils in their own schools.*

The summary below reflects key messages in these two recent research studies that have been corroborated by this project:

- The need to start with issues of classroom practice that are relevant to teachers, to plan CPD that has a specific end in mind and to make connections between pupil learning needs and teacher beliefs, behaviours and practices – as embodied throughout the project, with its focus on a particular cohort of pupils and their needs, making links to teacher confidence, expertise and the development of more effective classroom practices;
- The 'conditions for challenge', including trust, honesty and time for deep conversations (working, planning, sharing and collaborating with colleagues) – this was exemplified through the structures and ways of working of the SEGs and the evolving nature of the CPD programme in response to teacher's self-identification of need;

- The value of mentoring and coaching – this was built into the project design and appreciated by teachers;
- Use of internal and external expertise, to facilitate the co-creation of knowledge by bringing together knowledge from practice and knowledge from research – the cross-school CPD and SEG groups exemplified this approach and support from IOE and LA consultant experts added value;
- The notion that there are no ‘quick fixes’ – professional learning requires persistence – this is a long-term project which the SEGs and the Learning Platform will develop and sustain;
- Making sure that senior leaders provide necessary conditions for effective professional development to take place, e.g. time, resources – this is evidenced in comments by senior leaders and teachers;
- Challenging the idea that teachers typically improve over their first 3 - 5 years and then plateau. Teachers working in schools with more supportive professional development continue to improve significantly after three years - the project was focused on more experienced teachers and focused on the long term development of Knowledge Hub schools as exemplars of such supportive environments.

The Education Reform Summit (London: 9 July, 2015) also acknowledged the potential positive global impact of LSEF hypothesis and aims in in two ways:

- GLA LSEF presentations of good practice (including this project)
- Reference by two eminent speakers to their own global research which has proven, that cities and countries who consistently invest in ongoing teacher CPD enable improving and globally competitive education systems. (Andreas Schleicher, Director of Education and Skills, OECD and Michael Teutch, Head of Country Analysis Unit, European Commission).

10. Value for Money

10.1 Apportionment of the costs across the activity

Broad type of activity	Estimated % project activity each section to be totalled % for final report	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	Learning Platform – 100% Transition APP – 100% Direct Staff - 30% Indirect Delivery – 35% Admin & Management - 15 % Teacher/School Participation – 40% Teacher Cover - 40%	£98,714.80 £20,000 £23,471.83 £38,295.25 £11,377.88 £50,333.63 £29,330.52 Total: £271,523.91 (39%)

Teacher CPD (face to face/online etc)	Direct Staff –25% Indirect delivery – 35% Admin & Management – 25% Knowledge Hubs/Specialist Centres – 100% Teacher/School Participation – 40% Teacher Cover – 40%	£19,559.86 £38,295.25 £18,963.93 £45,000 £50,333.63 £29,330.52 Total: £201,483.19 (29%)
Events/Networks for Teachers	Direct Staff- 10 % Indirect delivery 15% Admin & Management – 20% Teacher/School Participation – 10% Teacher Cover – 10% Training – 100%	£7,823.10 £16,412.25 £15,170.50 £12,583.41 £7,332.63 £19,116.38 Total: £78,438.27 (11%)
Teacher 1:1 support	Indirect Delivery – 10% Teacher/School Participation – 10% Teacher Cover – 10% Admin & Management – 5%	£10,941.50 £12,583.41 £7,332.63 £3,792.63 Total: £34,650.17 (5%)
Events/Networks for Pupils	0%	
Others as Required –		
Evaluation	IOE – 100%	£34,244
Publicity and marketing	Publicity & Marketing – 100%	£19,763.36
Data collection, finance, report writing (inc meetings)	Direct Staff –35% Indirect Delivery – 5% Admin & Management – 35%	£27,383.80 £5,470.75 £26,548.38 Total: £113,410.29 (16%)
		Total: £699,505.83 (100%)

The apportionment of final costs as outlined was broadly in line with original budget plans. For an explanation of original budget variations see 5.2.

- The project was high on research and development of the new Learning Platform, (39%) as this was the focus and drive of the project; to produce something that did not already exist and would have a legacy beyond the project. The costs included do not only cover the research and build of the Platform, but also include the school/teachers time (mostly the cross phase SEG). The teachers met for a full day, twice a month for eighteen months to: research and devise the original paper Subject Needs Analysis,

‘mark’ over two hundred and fifty returned pilot papers in three separate core subjects, analyse the outcomes (8.1.1), support the IT Company to translate all into an interactive on line Platform and to research, write and plan the bespoke courses and follow on CPD (8.1.1 A). This was also very valuable CPD and networking for the SEG team (8.1.1 A/B) and highly valued by the teachers. All was supporting and reinforcing the school led system approach.

- The 29% budget for CPD reflects the budget transferred to the pilot schools/teachers for their time and commitment in completing the pilot paper Subject Needs Analysis and providing additional feedback time as the Learning Platform was developed and tested. The budget also accounts for the SEG and other school time in delivering CPD, the start-up budget for the nine new Knowledge Hubs/Specialist Centres and the new cross phase Transition networks. Added to the proportion of the budget from producing the materials and events/networks for teachers, it is evident that most of the LSEF budget was transferred to schools/teachers to support school led systems and to help establish future networks and IT solution to sustain this CPD approach.
- There was a deliberate intention to try and keep meetings to a minimum. The 11% reflects the essential time spent with the Headteacher/external provider Stakeholder Group, consultation, information and ‘marketing’ meetings with a range of schools/teacher groups beyond the pilot schools. This contributed again to the school led system; ‘led by teachers, for teachers’ and ensured that the ‘product’ was what schools/teachers really wanted and needed. Current registration to the Learning Platform indicates this is being successful (8.3. Table 13).
- The funding for evaluation (8.1.1B), was proportionate to project spend. It was a vital external expert contribution, to both validate and challenge.
- Although as much publicity and marketing as possible was sent out electronically and at meetings. The additional high quality professional brochures/fliers etc. have also supported the role out and awareness/ongoing potential of the project (Appendices 1, 5 & 6).
- The proportion of funding to support report writing, finance, data collection etc. identifies the proportion of direct/indirect/administration and management as would be expected of a project of this scale and required evidence.
- One to one support was not a focus of this project, but was provided and funds allocated if a schools/teacher requested it. (5%).
- Estimated future registration costs for the Learning Platform (2.2).

11. Reflection on project delivery

1.1 Key Enablers and Barriers to Achievement

Enablers:

The success of the project was due to the project being constantly driven by the enthusiasm and commitment of the: HSIP Director, pilot school Headteachers, SEG members (teachers, advisers/consultants).

From an understandable slow start, as the project had not been originally planned into the school and organisations' year (GLA notification in October), the team soon began to realise the potential and opportunity for the project. Time was to be the greatest barrier. However, as the programme progressed those involved prioritised their time and commitment.

The original pilot paper Subject Needs Analysis produced by teachers for teachers was a vital factor that needed to be in place in order to ensure that the programme improved teacher subject knowledge from a class room teacher's perspective. Often CPD is a best fit generic model. However, every teacher has a different education background, learning journey and experiences to draw on. In this context, throughout their careers, they are also often required to quickly respond to new professional changes, teach a different year group or new subject content.

In a secure, confidential and supportive environment, the project is enabling teachers to identify their subject confidence, skills and knowledge gaps. The process also often highlights for them previously unknown factual inaccuracies, subject assumptions and/or confused sequences of learning that they were unknowingly teaching their pupils.

The role of Headteachers and external organisations regularly attending Stakeholder Meetings was also key to ensuring that the project met the needs, expectations and capacity of the pilot schools. The latter were to become strong advocates and communicators at other LAs and GLA meetings.

Enabling teachers to have both the time, space and voice to develop materials to meet their needs was vital to ensuring that the project was relevant and bespoke to current teacher needs. This was achieved through Headteacher and SEG commitment to regular meetings and work plans.

A significant moment of the project was the tender process for the IT Company who would build the Learning Platform. The time taken to do this was not wasted. Most who tendered come from large organisations who thought that they knew what was needed and/or had a project that could be moulded to fit perceived need. The success of the development journey has been a company who have constantly listened, instantly responded, worked in partnership and drawn upon their IT and education background to take all ideas forward in an innovative and accessible way. The technical demands of devising a Learning Platform to account for the demands of three different core subject disciplines was demanding. It was soon appreciated why professional organisations have not tackled the issue before! The time and dedication to solving the quest given by the company and SEG is to be commended.

The time to coordinate, communicate, market and enable all to be linked up and progress cannot be underestimated. Schools, teachers, Headteachers and LAs are very busy with their 'day job' and as one Headteacher said 'to have a gentle prodger keeping all going has ensured all has kept on track'. It has also been valuable to have a project officer who sits outside of schools, but also has a thorough knowledge of school systems, yearly school timelines/pressure points etc.

Although time consuming, it was important to ensure that all involved in the project received regular updates, were clear about their role and expectations, had time scales and deadlines given, and knew meeting and work plan commitments well in advance.

Time and financial investment in quality and engaging publicity and marketing materials ensured that the project was known and of an interest to non-pilot schools.

Future barriers and questions to be considered (Appendix 7, IOE):

The questions below need to be considered in future project planning:

- How can the level of engagement of the schools be maintained for those schools joining next year (and from other boroughs) who have not had Headteachers directly involved in managing the project?
- What strategies can schools employ to gain maximum benefit from the involvement of a minimum number of teachers? What use can be made of professional development time in school and performance management systems to enable this to be realised? Can a whole school approach to identified need be as effective?
- How can the project maximise the involvement of SEG members from as many schools as possible to ensure higher impact?
- How can the project develop the coaching aspect so that it reaches its full potential?
- How will the online version of the Subject Needs Analysis better support teachers in identifying their own professional development needs and how will this effect project impact?
- What is the best timetable for the project so that it meets the needs of teachers and schools?
- What long term impact on pupil outcomes will emerge as the project continues next academic year?
- When can the project extend its reach to other Key Stages, 'levels' (in a world after levels) and/or subject areas?

1.2 Management and Delivery Processes

The management of the project did not change during the lifetime of the project: Director, project manager, LA advisers/consultants, SEG (very few changes and some additions from eager teachers!), pilot schools (after some initial early changes). The support of wider LA staff expertise was also important; finance, legal, contracts, data etc. This consistency has been integral to the success and continuity of the project.

The delivery process was led by the Theory of Change (Appendix 2) and Evaluation Framework (Appendix 3), (both were key in keeping all on track, while being aware of the need for constant evaluation and reflection to make minor changes to meet emerging need and final outcomes.

The three most effective innovative delivery mechanisms were: the SEG cross phase teacher subject groups, the new Subject Needs Analysis conversion to online tool; the new school led subject Knowledge Hubs/Specialist Centres.

1.3 Future Sustainability and Forward Planning

Plans are now underway to both sustain, share, promote and market the project through:

- GLA meetings, London Ed website. NCSL web site. HOSI GLA meeting.
- May 2015 – July 2016 LP and CPD project knowledge and resources available to primary schools all 3 LAs. Marketing and promotion materials circulated to all 3 LA schools in April and September 2015
- August 2015 – business plan developed –costings for other London schools, teachers, and LA's Academy chains to buy into/register to sustain management and

updating of resources. August 2015 marketing and promotional materials produced (Appendix 10)

- Working with Notdeadfish and other funding support networks to fund development of new subjects and phases.

Buy in from other schools/LAs etc is vital to sustain the project after December 2015 as is additional funding/investment to expand and use the Learning Platform capacity for new subjects/levels.

12. Final Report Conclusion

The outcomes of the project currently suggest that there is both secure and growing evidence of the positive need, impact, and development capacity of the project.

Key **evidenced achievements** to date are:

- The build of a new, innovative bespoke on line teacher CPD Learning Platform
- The time and investment to research the subject needs analysis and develop the Learning Platform, ensuring all meet identified need and have the in- built capacity to be adapted and developed further in the future
- The Platform securing a consistently growing number of schools and growing teacher registration, which indicates (as did the pilot), that the Learning Platform process and content fills a CPD gap for teachers
- Cross phase teacher SEG groups being well established and due to demand planning to continue after the project, to share good practice and continue to quality assure the Learning Platform
- Nine new school subject Knowledge Hubs/Specialist Centres being established and taking a CPD lead from September 2015
- Qualitative evidence from teachers across all year groups is showing that their confidence to teach to core subject L5+ is improving and that the project is also having a positive impact on teaching to L4+
- The target number of pilot schools and teachers predicted to be involved superseding the original target
- A growing interest in the project from other schools, which gives an early indication of its future potential.

:

Key outcomes in the **process** of being achieved are:

- 2015 pilot school unvalidated KS2 L5+ pupil outcomes indicating a general upward trend towards sustained improvements in 2016/17.
- Transition work between primary and secondary schools (following 2014/5 work in both phases, school based and conferences, the sharing of pedagogy is now underway for 2015/6).
- A requested pupil information based Transition APP now being built for launch in Spring 2016.

Key lessons **learnt from assessment** of project delivery are:

- Within a supported, planned and prioritised structure, school led systems and support can be effective in meeting the grass root needs of teachers.
- Schools' main focus is the day to day care and teaching of pupils and without significant forward planning and financial resources it is not possible to stretch this to successfully sustain support to other schools.

- The vision, drive and commitment of the Headteacher is vital to the sustainability, implementation and evaluation of the project.
- It is necessary to ensure that Headteachers are given sufficient information, well in advance (with constant reminders) about projects and the commitment, before a project starts/needs to gather evidence.
- Where possible, all project activity should be planned a term in advance and form an integral part of the School Development Plan, e.g. summer term planning to take the Subject Needs Analysis at the start of the autumn term, to inform early subject confidence and skills gaps.
- It is vital to ensure that Headteachers are aware of the long term potential and benefits of the project, e.g. succession planning for Year 5 and 6 teachers and those teachers who have the knowledge and skills to teach to L5+.
- It is important to provide the opportunity for Headteachers and SEG members to have a voice at steering meetings to ensure that all schools see the benefits and opportunities of the project for both short and long term CPD and succession planning.

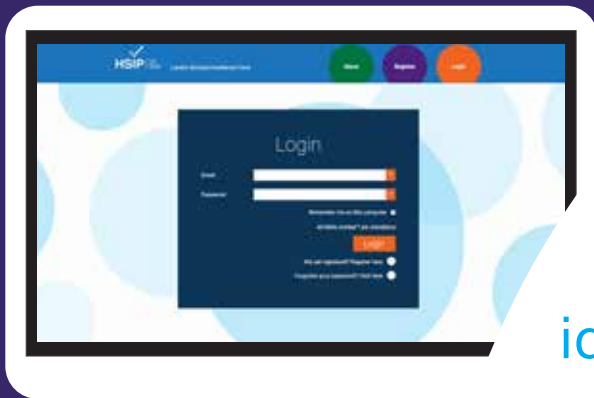
Additional benefits from the project were:

- The intense cross phase dialogue and learning from primary and secondary teachers: there is an increased and previously unacknowledged need for continued future dialogue, school visits, shared assessment and subject resources to ensure that, pupils are academically more ready for secondary transfer. Currently there is more emphasis on pastoral transfer.
- The development of the Learning Platform and the growing awareness of its future potential and capacity: having the time and resources within the project to take all innovations forward and using the exciting partnership of the SEG and IT Company needs and expertise was vital
- The outcomes from the primary and secondary academic transition dialogue has directed a particularly new focus onto: classroom environments, teaching methods, primary pupil independent learning abilities, a new pupil Transition APP.
- By enabling primary schools in the RI category to take part in the project showed that they can contribute their expertise in identified areas, and this also raised the morale and confidence of the school and teachers and in the end had a positive impact on their Ofsted outcome.

In conclusion **advice to other projects considering scaling up or replicating the project** are:

- There is no need to replicate the Learning Platform, it is now available to other schools, LA, organisation. (Appendix 1)
- The Learning Platform has the capacity to include other subject areas and phases, if an organisation is interested in supporting/being part of the development (Appendix 1)
- It is important to take the time to ensure that Headteachers, teachers, schools, LAs and another organisations are fully aware of the potential of the ongoing use and follow through of the Subject Needs Analysis.
- To ensure that the project is part of the School Development Plan.
- To not underestimate the time to manage, plan and coordinate all in an already full and busy school year.

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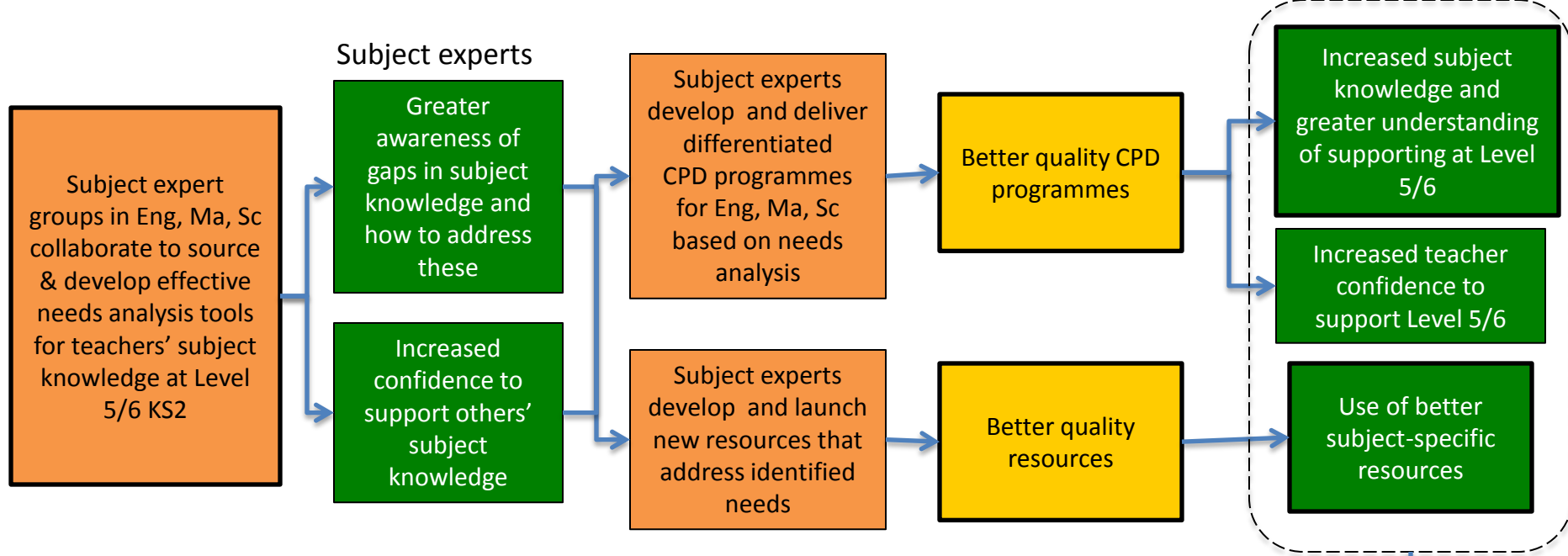
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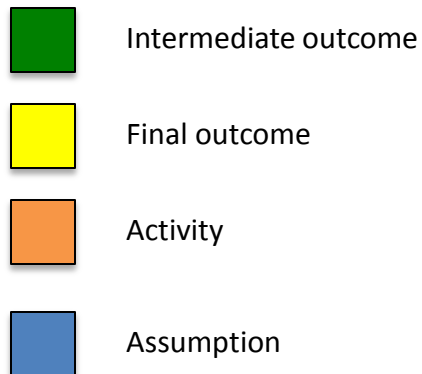
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confidential log in, password
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information video.



Theory of change: Harrow/HISIP–English, Maths, Science at KS2

Legend



London Schools Excellence Fund

Harrow

Self Evaluation

November 2013

Harrow LSEF. Revised 26/11/13	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
Teacher outcomes Sub Groups As part of establishing the baseline, the characteristics of the eligible cohort should be analysed across the following	<input type="checkbox"/> Increased subject knowledge and greater awareness of subject specific teaching methods. KS2. Level 5 and 6 core subjects	<input type="checkbox"/> Increased teacher subject knowledge/ teaching method. ⁱⁱⁱ Needs and outcome analysis to be taken by teachers involved in the intervention	<input type="checkbox"/> Baseline needs analysis. Outcomes collected for individual teachers from pre intervention subject knowledge/ teaching method. Jan 2014 <input type="checkbox"/>	<input type="checkbox"/> Outcomes collected for individual teachers from subject knowledge/ teaching method tests after Yr1 and Yr2 of intervention. July 2014, Dec 2014, March 2015, July 2015. <input type="checkbox"/> All co designed by IOE- confidence of objectivity

<p>sub groups: <input type="checkbox"/> NQTs <input type="checkbox"/> 3 years + <input type="checkbox"/> Primary These should be expressed as a % of the whole group.</p> <p>Churn Throughout the programme thorough records of any “churn” of teachers leaving or joining the intervention group must be kept. In order to do this records must be kept of: <input type="checkbox"/> Unique teacher identifier <input type="checkbox"/> Engagement date <input type="checkbox"/> Disengagement date and reason</p>	<input type="checkbox"/> Increased teacher confidence	<input type="checkbox"/> Increased teacher in confidence Survey/needs analysis to be completed by all teachers involved in the intervention/CPD. March 2014	<input type="checkbox"/> Outcomes collected for individual teachers from pre intervention confidence surveys. April 2014	<input type="checkbox"/> Outcomes collected for individual teachers from post intervention confidence needs analysis after Yr1 and Yr2 of intervention. July 2014, December 2014, March 2015, July 2015 <input type="checkbox"/> Interviews/ focus group of sample of survey respondents to moderate survey findings. July 2014, July 2015. <input type="checkbox"/> External moderation sample by IOE
	<input type="checkbox"/> Delivery of higher quality teaching including subject-focused and teaching methods.KS2 Level 5 and 6 core subjects.	<input type="checkbox"/> Improved teaching performance in observed lessons to deliver effective KS2 Level 5 and 6 in core subjects ^{iv} Observations to be conducted for a sample of teachers. With a small sample of those to be independently moderated ^{iv} <input type="checkbox"/> Teacher performance in observed lessons is improved to a specific degree	<input type="checkbox"/> Judgements collected for individual teachers from pre intervention observations, ability to teach KS2 Level 5 and 6 core subjects (i.e. percentages of teachers at each level).Jan 2014 <input type="checkbox"/> Target standards collected for individual teachers from pre intervention observations (i.e. percentages of teachers at each level) The emphasis of this will be for percentage conversion to good/outstanding but all levels should be monitored in ability to teach KS2 level 5 and 6 in core subjects	<input type="checkbox"/> Standards collected for individual teachers from observations after Yr1 and Yr2 of intervention. Improved lesson judgements in ability and impact to teach level 5 and 6 in core subjects.
	<input type="checkbox"/> Use of better subject-specific resources	<input type="checkbox"/> Development of better subject specific resources <input type="checkbox"/> Uptake of new resources	<input type="checkbox"/> Audit/sample scrutiny of existing subject specific resources being used. March 2014 <input type="checkbox"/> Launch date of new resources.April 2014 and Sept 2014. <input type="checkbox"/>	<input type="checkbox"/> Independent review of new subject specific resources and old audited resources ^{iv} <input type="checkbox"/> Use of new subject specific resources in lessons (through lesson observations or work scrutiny). Usage analysed against performance in observed lessons

<p>Pupil outcomes</p> <p>Sub Groups The characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LAC continuously for 6 months+ <input type="checkbox"/> FSM <input type="checkbox"/> FSM at any time during last 6 years* <input type="checkbox"/> Disadvantaged pupils <input type="checkbox"/> EAL <input type="checkbox"/> Gender <input type="checkbox"/> Ethnicity <input type="checkbox"/> Statement of SEN or supported at School Action Plus <input type="checkbox"/> Started respective Key Stage below expected level, at expected level, above expected level <p>All characteristics should be captured as part of establishing the baseline and data should be collected to enable all outcomes to be analysed across these sub groups.</p> <p>Churn Throughout the programme thorough records of any “churn” of pupils leaving or joining the intervention group must be kept. In order to do this records must be kept of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unique pupil identifier <input type="checkbox"/> Engagement date <input type="checkbox"/> Disengagement date and reason <input type="checkbox"/> Issue of Churn to be accounted for via accredited IEO research model/lead. 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased educational attainment and progress in KS2 level 5 and 6 core subjects. June 2014, June 2015, June 2016 <input type="checkbox"/> Data collection SIMs and bespoke for data gaps 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased KS2 level 5 and 6 attainment in core subjects, in focus schools, compared to previous school trends. <input type="checkbox"/> Increased levels of progress (point scores and % achieving higher point scores than expected) compared to overall LA and national trend <input type="checkbox"/> Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against overall a LA and national trend 	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention groups: assessed level on entry to the programme and for 3 years previous. Jan 2014 <input type="checkbox"/> Comparison/analysis to LA and national trend data: assessed level on entry to the programme and for 3 years previous. Jan 2014 <input type="checkbox"/> Trend data^v: Actual attainment (levels/grades) for the 3 previous year groups..Jan 2014 <input type="checkbox"/> Intervention group: estimated point score without intervention (for Y1 and Y2 of programme) <input type="checkbox"/> LA and national : estimated point score without intervention (for Y1 and Y as above) <input type="checkbox"/> Intervention group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous <input type="checkbox"/> Comparison LA trend: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous <input type="checkbox"/> Trend data: in house % points gaps between relative attainment of sub groups for the 3 previous year groups 	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention group: actual pupil attainment levels after Y1 and Y2 of intervention. July 2014, July 2015, July 2016 <input type="checkbox"/> Comparison to LA and national trends : actual pupil attainment levels after Y1 and Y2 of intervention. July 2014, July 2015, July 2016 <p>Where attainment is based on teacher assessments (i.e. not at the end of a KS) a sample of pupil assessments should be independently moderated.June 2014: Years 4 & 5. 2015, Years 4, 5 & 6.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intervention group: difference between actual attainment and expected attainment (without intervention) <input type="checkbox"/> Sample of other LA schools: difference between actual attainment and expected attainment (without intervention) <input type="checkbox"/> Intervention group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention <input type="checkbox"/> Sample comparison group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention
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	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Improved transition between primary and secondary for pupils able to achieve level 5 and 6 in core subjects	<input type="checkbox"/> Small % pupils from Year 2 of programme who transfer to 2 LA secondary schools (who had intervention in LA primary schools). Higher percentage of pupils continue to out perform expectations in Year 7 against a comparison group. September 2015 ^{vi}	<input type="checkbox"/> Sample Intervention group: assessed levels of primary pupils pre intervention and for 3 years previous. January 2014 <input type="checkbox"/> Sample Comparison group: assessed levels of primary pupils pre intervention. January 2014 <input type="checkbox"/> Intervention group: expected levels and point scores at end of Year 6 and 7 (without intervention). January 2014. <input type="checkbox"/> Sample Comparison group: expected levels and point scores at end of Year 6 and 7 (as above). January 2014 <input type="checkbox"/> Trend data: assessed levels of pupils for the 3 previous year groups. January 2014	<input type="checkbox"/> Intervention group: assessed levels of pupils at end of Year 6 and end of Year 7 ^{vi} post Y1 and Y2 of intervention. September 2014, 15, 16 <input type="checkbox"/> Sample Comparison group: assessed levels of pupils at end of Year 6 and end of Year 7 post Y1 and Y2 of intervention. September 2014, 15, 16 A sample of Year 7 assessments should be independently moderated.
	<input type="checkbox"/> Accelerated reading age scores. Level 5 and 6	<input type="checkbox"/> Improved progress in reading scores KS2 level 5 and 6. Intervention schools. <input type="checkbox"/> including: <input type="checkbox"/> Reduction in gap between low reading ages and chronological age against LA and national trends	<input type="checkbox"/> Intervention group: reading age scores pre intervention ^{vii} in relation to chronological age and for 3 years previous. Jan 2014 <input type="checkbox"/> Sample Comparison group: reading age scores pre intervention ^{vii} in relation to chronological age and for 3 years previous. Jan 2014 <input type="checkbox"/> Trend data: reading age scores at end of ages addressed by intervention for the 3 previous year groups. . Jan 2014	<input type="checkbox"/> Intervention group: reading age scores after Yr1 and Yr2 of intervention in relation to chronological age. July 2014, 15, 16 <input type="checkbox"/> Sample Comparison group LA and national trends: reading age scores after Yr1 and Yr2 of intervention in relation to chronological age. July 2014, 15, 16

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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School system outcomes	<input type="checkbox"/> Teachers/ schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	<input type="checkbox"/> Increased attendance at network meetings, conferences etc. <input type="checkbox"/> Increased number of teachers who are trained to act as Lead partners <input type="checkbox"/> Increased number of teachers who are able to extend network i.e. through 'cascading' training/ support <input type="checkbox"/> Increased participation in 'online' subject for a/practice networks <input type="checkbox"/> Increased numbers of schools opting in to participate in networks i.e. attending regular meetings, sessions or events	<input type="checkbox"/> Numbers and profile of teachers attending numbers of network meetings, conferences, taking advanced courses etc. over 12 months previous to the intervention <input type="checkbox"/> Number of trained Lead partners pre intervention <input type="checkbox"/> Number of staff trained/ able to support & extend networks pre intervention <input type="checkbox"/> Range and scope of online for a pre intervention? <input type="checkbox"/> Number of schools actively involved in working together pre intervention	<input type="checkbox"/> Numbers and profile of teachers attending numbers of network meetings, conferences etc. over Y1 and Y2 of the intervention <input type="checkbox"/> Number of trained Lead partners after Y1 and Y2 of intervention <input type="checkbox"/> Number of staff trained/ able to support & extend networks after Y1 and Y2 of intervention <input type="checkbox"/> Level of support for online networks/hits etc. <input type="checkbox"/> Number of schools actively involved in working together after Y1 and Y2 of intervention <input type="checkbox"/> Data gathered via teacher response/survey/web teacher response and use of resources to support confidence, skills and knowledge
	<input type="checkbox"/> Programme activities/ model is embedded in department/ schools/ council planning beyond the intervention group	<input type="checkbox"/> Inclusion of programme activities/ model in development plans	<input type="checkbox"/> Development plan pre roll-out of intervention <input type="checkbox"/> Commitment/ sign up by school to specific criteria pre intervention	<input type="checkbox"/> Part of department/ school/ council development plan <input type="checkbox"/> Number of teachers following development plan/ due to roll out changes <input type="checkbox"/> Commitment/sign up by school to specific criteria as part of project e.g. release of staff for x days to work with other schools
	<input type="checkbox"/> Use of new resources by teachers/ schools outside the intervention group	<input type="checkbox"/> Uptake of new resources developed by LSEF programmes by non LSEF teachers/ schools	<input type="checkbox"/> Planned new resources to be developed by LSEF programmes <input type="checkbox"/> Avenues of dissemination/ promotion <input type="checkbox"/> Dissemination dates	<input type="checkbox"/> Number of resources downloaded from websites (by different schools) ^{viii} <input type="checkbox"/> Number of resources taken from training sessions/ conferences (by different schools) <input type="checkbox"/> User feedback on quality of resources through online survey

	<input type="checkbox"/> Teachers/ schools outside the intervention group have the opportunity to increase their subject knowledge through the programme	<input type="checkbox"/> Increased number of teachers outside of the intervention group schools improve their subject knowledge as a result of this programme	<input type="checkbox"/> Existing training courses/ sessions/ workshops offered to teachers outside of the intervention group <input type="checkbox"/> Number of teachers outside of the intervention group attending existing training offered by your programme	<input type="checkbox"/> New training courses/ sessions/ workshops offered to teachers outside of the intervention group based on/ as part of your programme <input type="checkbox"/> Number of teachers outside of the intervention group attending training offered by your programme
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Template Evaluation Plan

ⁱ **Baseline data** should be captured just before engagement with the programme intervention. Programmes may therefore simply require one round of baseline data collection at the beginning of the programme. However, where the programme implements a staggered engagement of groups, a baseline will need to be conducted for each group just before they engage with the intervention.

ⁱⁱ **Impact data** should be analysed after Y1 and Y2 of the intervention as a minimum.

ⁱⁱⁱ **Independent reviewers/ moderators** of resources, teacher tests and observations and pupil attainment should be agreed with the GLA.

^{iv} **Observations** could be conducted using a peer-to-peer approach or by external evaluators (may be 'subject leads'). If a peer-to-peer approach was taken it would be preferred if an external evaluator moderated a sample and that peer observations were conducted between different schools (i.e. teachers from one school observe a different school) rather than by colleagues from the same school.

^v **Trend data** is designed to show results of the intervention groups in the context of year on year fluctuation in attainment of different year groups. Trend data should be collected for the 3 previous year groups for the 3 years previous to the age of the intervention group as well as the 2 years when the cohort was the same age as the intervention group. I.e. if the programme is looking at year 6 and 7 starting with year 6s in year 1 then trend data should be collected for the current year 7, 8 and 9 for the years when they were in year 3, 4, 5, 6 and 7. This can then be compared to intervention and comparison group data which will also be collected for 3 years previous to the intervention (years 3-5) as well as the intervention (years 6-7).

^{vi} **Attrition** (of pupils) must be closely monitored for programmes addressing transition. If a transition programme monitors a cohort from beginning Y6 to end Y7 and some of the cohort leave the intervention group at end Y6 (due to secondary schools not being involved in the programme), these pupils cannot be replaced by new pupils joining Y7 from a primary school not involved in the intervention. Only pupils who have been engaged with the intervention throughout the programme should be analysed.

^{vii} **Reading tests** must be nationally standardised.

^{viii} **Resources:** It will need to be mandatory for schools/ teachers downloading or taking resources to provide some details before they do so. This will need to be built into any online download options and managed through any other dissemination avenues i.e. at conferences.

Appendix 4

Summary of three LA's LSEF bespoke courses/events

October 2013 to July 2016

LA	Date	Attendees	Course
HSIP	March – July 2014	96	3 core subject launch days
HSIP	18/11/14	34	Reading comprehension, extended grammar and up levelling writing
HSIP	4/12/14	30	Writing with grammar in mind
HSIP	21/1/15	10	Reading comprehension seminar
HSIP	11/2/15	21	Improving and up levelling writing seminar
HSIP	30/9/14, 25/11/14, 9/3/15	41	3 day maths course. Excellence in maths
HSIP	21/10/14	11	Science: Biology, working with plants & focus on animals
HSIP	2/12/14, 24/3/15	17	Science: Working scientifically
HSIP	13/1/15	12	Science: Chemistry, reversible change
HSIP	25/2/15	12	Science: General physics & sound
HSIP	24/3/15	12	Biology: Variation, adaption & evolution
HSIP	30/6/15	46	Transition Cross Phase Conference
HSIP 6 School Knowledge Hubs (KH)	30/9/15 to 31/3/16	tbc	English <ul style="list-style-type: none">• Reading, writing and up levelling writing• Reading comprehension• Guided Writing Maths <ul style="list-style-type: none">• Progression and assessment• Bespoke school support• Effective maths intervention• Fraction seminar• Engaging parents• Support for new maths leaders• Fractions and algebra in the new curriculum• EYFS/KS1 Learning walk• KS2 Progression learning walk Science <ul style="list-style-type: none">• Working scientifically in chemistry• Working scientifically in physics• Working scientifically in biology• Technology and EYFS• Technology in the classroom• Working creatively in EY
BSP	3 days summer term 2015	76	Core subject launch
BSP	1/9/15 to 30/6/16	tbc	English

3 Specialist Centres			<ul style="list-style-type: none"> • Reading comprehension • Up levelling writing • Writing creatively with grammar • Seminars – up levelling writing • Seminars – reading comprehension <p>Maths</p> <ul style="list-style-type: none"> • 3 day course – new national curriculum and response to teacher needs analysis <p>Science</p> <ul style="list-style-type: none"> • Biology • Physics – focus; electricity, sound and response to teacher needs analysis • Working scientifically
Wandsworth	20/1/15, 27/1/15,10/2/15	98	Extending the most able readers and writers
Wandsworth	5/6/15, 12/6/15,25/6/15	22	Creative strategies to enhance KS2 fiction teaching and learning
Wandsworth	2/2/15	11	Opening doors to famous poetry and prose
Wandsworth	March to April 2015	69	3 core subject launch days
Wandsworth	11/6/15	24	Maths subject knowledge enhancement
Wandsworth	29/6/15	3	Improving subject knowledge - chemistry
Wandsworth	6/7/15	7	English - meeting the needs of EAL to level 6
Wandsworth	6/7/15	7	Maths catering for the more able in fluency, reasoning and problem solving.
Wandsworth	5/11/15		Support in schools
Wandsworth	12/11/15		Algebra – developing our understanding of algebra as a mathematical tool
Wandsworth	12/11/15		Support in schools
Wandsworth	7/12/15		The Singapore Bar Model for calculating, proportional reasoning and problem solving
Wandsworth	21/1/16		Numbers and graphs-honing our skills, with conceptual understanding
Wandsworth	4/2/16		Using mathematical skills to reason and to solve problems
Wandsworth	6/11/15		Practical classroom strategies (poetry & novels). What do you need?
Wandsworth	11/11/15		How do we know what writers want to tell us –and what do we say back?
Wandsworth	20/11/15		How film develops writers
Wandsworth & Wandle Alliance Teaching School	30/11/15		Teaching across curricular topics
Wandsworth	7/12/15		More texts/content addressing participant needs analysis needs
Wandsworth	14/11/15		Support in schools

[illegible]

English Knowledge Hub Schools Details:

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Glebe Avenue, Kenton
Harrow, HA3 9LF

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Middlesex, HA2 7NZ

office@glebe.harrow.sch.uk
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020 8204 6564

office@longfieldprimary.co.uk
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020 8868 7663



PROFESSIONAL DEVELOPMENT PROGRAMME

CPD Online - <http://cpd.harrowschools.org.uk>

Log in to CPD Online to check details, view new courses added during the year and book your place. Ask your CPD Leader if you need support with the process or contact the CPD Online Team at cpdonline@harrow.gov.uk

SESSION FIVE
LSEF: Reading Comprehension lesson seminar
(Session repeated on 9th March 2016)



09.00 - 12.00
Wednesday 3rd February 2016
Glebe Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 8

Teachers will watch a reading comprehension session that aims to support pupils to reach above age-related expectations. There will be a chance to discuss how reading comprehension has been developed; how to plan for and structure a reading comprehension lesson linked to a unit of work. Following the lesson, there will also be the opportunity to discuss the observed lesson in the context of AfL and planning for next steps.

KEY OBJECTIVES:

To observe and discuss a reading comprehension session linked to a unit of work

To support practitioners to develop their subject knowledge and confidence in teaching reading comprehension to support pupils to aim for above age-related expectations

LEAD FACILITATORS:

Cath Brown

CPD ONLINE REF:

APLSEFG/2015-16/5

SESSION SIX
LSEF: Reading Comprehension lesson seminar
(Repeat of Session 5 on 3rd February 2016)



09.00 - 12.00
Wednesday 9th March 2016
Glebe Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 8

Teachers will watch a reading comprehension session that aims to support pupils to reach above age-related expectations. There will be a chance to discuss how reading comprehension has been developed; how to plan for and structure a reading comprehension lesson linked to a unit of work. Following the lesson, there will also be the opportunity to discuss the observed lesson in the context of AfL and planning for next steps.

KEY OBJECTIVES:

To observe and discuss a reading comprehension session linked to a unit of work

To support practitioners to develop their subject knowledge and confidence in teaching reading comprehension to support pupils to aim for above age-related expectations

LEAD FACILITATORS:

Cath Brown

CPD ONLINE REF:

APLSEFG/2015-16/4



G L E B E
PRIMARY SCHOOL
Knowledge Hub for English
September 2015 - February 2016

ENGLISH

September 2015 - February 2016

Glebe Primary School is a large three-form entry school with over 630 pupils. Approximately, 98% of its pupils have English as a second language and there are over 29 languages spoken in the school. Partnership is central to the ethos of the school, with strong national and international links, with numerous educational environments. Glebe Primary School is a strategic partner, with two Teaching School Alliances in Harrow, working strongly with the alliance in the area of Research and Development and Initial Teacher Training. We are a Specialist Partner with the Institute of Education for Research and Development. We have been a Knowledge Centre for 7 Years, with a proven track record for school to school support.

Areas to be covered:

English as an Additional Language

Closing the Attainment Gap

Modern Foreign Languages

English

Music

Bespoke Support for schools

Curriculum Planning and Delivery

SLEs - Glebe has two SLE's - English and EYFS

SESSION ONE - DAY 1 OF 2
LSEF: Reading, Writing and
Up-levelling writing - 2 days

1

09.15 - 15.30
Wednesday 30th September 2015
Longfield Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 40

The course, drawing on the new National Curriculum for English, will extend teachers' subject knowledge and confidence in teaching, reading comprehension, extended writing and up-levelling writing through feedback and modelling. The content will be aimed at teaching in upper KS2.

All examples of teaching strategies and pedagogy, together with pupils' extended writing, will be based on direct teaching experience by outstanding practitioners in the two primary schools. The course content will also include interactive and investigative approaches to learning. The activities will be based on a text with ideas for planning a unit's work, providing access to the higher levels of attainment in English

KEY OBJECTIVES:

Extend teachers' subject knowledge, confidence levels and raise standards of teaching and learning in reading comprehension, writing and editing writing to levels above age-related expectations

To raise standards of teaching and learning through high quality, inspirational practice.

LEAD FACILITATORS:

Hiral Kelly & Cath Brown

CPD ONLINE REF:

APLSEFL/2015-16/3

SESSION TWO - DAY 2 OF 2
LSEF: Reading, Writing and
Up-levelling writing - 2 days

2

09.15 - 15.30
Wednesday 21st October 2015
Glebe Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 40

Day 2 continuing from Day 1. The course, drawing on the new National Curriculum for English, will extend teachers' subject knowledge and confidence in teaching reading comprehension, extended writing and up-levelling writing through feedback and modelling. The content will be aimed at teaching in upper KS2.

All examples of teaching strategies and pedagogy, together with pupils' extended writing, will be based on direct teaching experience by outstanding practitioners in the two primary schools. The course content will also include interactive and investigative approaches to learning. The activities will be based on a text with ideas for planning a unit's work, providing access to the higher levels of attainment in English

KEY OBJECTIVES:

Extend teachers' subject knowledge, confidence levels and raise standards of teaching and learning in reading comprehension, writing and editing writing to levels above age-related expectations

To raise standards of teaching and learning through high quality, inspirational practice.

LEAD FACILITATORS:

Hiral Kelly & Cath Brown

CPD ONLINE REF:

APLSEFG/2015-16/2

SESSION THREE

LSEF: Guided Writing lesson seminar
(Session repeated on 24th February 2016)

3

09.00 - 12.00
Wednesday 13th January 2016
Longfield Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 8

Guided writing seminar lesson for upper KS2 – how to introduce and develop guided writing, at levels above age-related expectation in the classroom

Teachers will watch a guided writing lesson, that supports the next steps for writing in Year 5 or Year 6. There will be a chance to discuss how this form of guided writing has developed and impacted on writing progress across the school; how to plan and structure a guided writing lesson as part of the reading to writing sequence of a unit of work. Following the lesson, there will also be a chance to discuss the observed lesson in the context of AfL.

KEY OBJECTIVES:

To observe and discuss a guided writing session linked to a unit of work

To support practitioners to develop guided writing, as an effective teaching strategy in helping pupils to improve their writing and work with increasing independence.

LEAD FACILITATORS:

Hiral Kelly

CPD ONLINE REF:

APLSEFL/2015-16/1

SESSION FOUR

LSEF: Guided Writing lesson seminar
(Repeat of Session 3 on 13th January 2016)

4

09.00 - 12.00
Wednesday 24th February 2016
Longfield Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 8

Guided writing seminar lesson for upper KS2 – how to introduce and develop guided writing, at levels above age-related expectation in the classroom

Teachers will watch a guided writing lesson, that supports the next steps for writing in Year 5 or Year 6. There will be a chance to discuss how this form of guided writing has developed and impacted on writing progress across the school; how to plan and structure a guided writing lesson as part of the reading to writing sequence of a unit of work. Following the lesson, there will also be a chance to discuss the observed lesson in the context of AfL.

KEY OBJECTIVES:

To observe and discuss a guided writing session linked to a unit of work

To support practitioners to develop guided writing, as an effective teaching strategy in helping pupils to improve their writing and work with increasing independence.

LEAD FACILITATORS:

Hiral Kelly

CPD ONLINE REF:

APLSEFL/2015-16/2

Science Knowledge Hub Schools Details:

Roxeth Primary School
Brickfields, Byron Hill Road,
Harrow
Middlesex, HA2 0JA

St John's C of E School
127 Stanmore Hill
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office@roxeth.harrow.sch.uk
www.roxethschoolharrow.org
020 8422 1344

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www.stjohns.harrow.sch.uk
020 8954 3978



PROFESSIONAL DEVELOPMENT PROGRAMME

CPD Online - <http://cpd.harrowschools.org.uk>

Log in to CPD Online to check details, view new courses added during the year and book your place. Ask your CPD Leader if you need support with the process or contact the CPD Online Team at cpdonline@harrow.gov.uk

SESSION FIVE
Working Scientifically, focus on Chemistry
(Including planning and assessing)



13.30 - 15.30
Tuesday 5th July 2016
St. John's C of E Primary School Stanmore

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

This is the final course for Subject Leaders this academic year. In this session, subject leaders will have the opportunity to continue examining strategies for working scientifically in Chemistry. Teachers will reflect on the impact of their previous CPD on their schools as well as the progression and use of skills they see in their schools. Teachers will have the opportunity to share good practice including planning, teaching, resourcing and assessing.

KEY OBJECTIVES:

- Improve subject knowledge in Chemistry.
- Train other staff members at your school.
- Improve quality of hands-on science learning for children in Chemistry.

LEAD FACILITATORS:

Siobhan Stuart-Chifiero
and Jemma White
CPD ONLINE REF:
APLSEFJ/2015-16/6

SESSION SIX
Combining Use of Technology with
Early Years



13.30 - 15.30
Tuesday 12th July 2016
Roxeth Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 12

You will have the chance to discuss what your school has already implemented, with regards to technology in the Early Years; then explore how to adapt current strategies to further incorporate these technologies. There will be an opportunity to observe the use of technology by children in an Early Years classroom. You will then be given time and support to consider how to embed these ICT skills within your own Early Years teaching in your schools. Potential actions can be developed.

KEY OBJECTIVES:

- Recognise when Early Years learning can be enhanced by technology
- Evaluate the ways in which technology has been embedded for cross-curricular links

LEAD FACILITATORS:

Siobhan Stuart-Chifiero
and Jemma White
CPD ONLINE REF:
APLSEFR/2015-16/2



**R O X E T H
PRIMARY SCHOOL**
Knowledge Hub for Science
October 2015 - July 2016

SCIENCE

October 2015 - July 2016

Roxeth School has a vibrant, harmonious, happy mix of many cultures and religions which are valued, respected and celebrated, this is one of its many strengths. It is a safe place to be and the very good behaviour of the community reflects this. The community care for each other, which is reflected in the way children play well together and look after each other. It has strong links to the families and local schools in our community.

We are committed to developing a passion for learning in every child who attends the school. People who work at Roxeth Primary School have a passion for learning and see themselves as learners too; together, we seek to discover the potential in every child and adult, to develop this into success and excellence. We constantly seek to revise and improve our work and to learn from what we do. Roxeth Primary School is a welcoming school where everyone is highly valued and where we foster tolerance, honesty, co-operation and mutual respect for others. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

Areas to be covered:

Science

- Termly Science subject leaders meetings
- Support for new science leaders
- Bespoke Support for schools
- Individual support for teachers
- Assessment
- Science Curriculum Planning and Delivery

SESSION ONE Technology in the classroom

1

13.30 - 15.30
Tuesday 27th October 2015
Roxeth Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 12

Participants will discuss how teachers in their schools use technology to enhance their science teaching. As a group you will then be introduced to a range of ICT, that teachers use at Roxeth to evidence and assess science at Roxeth. You will then have the opportunity to see these resources being used by teachers in lessons, to discuss what worked well and what would be applicable in your school.

KEY OBJECTIVES:

Discuss the use and usefulness of technology in the classroom
Observe technology in aiding assessment in lessons

LEAD FACILITATORS:

Hiral Kelly and
Cath Brown

CPD ONLINE REF:

APLSEFR/2015-16/3

SESSION TWO Working Scientifically with a focus on Biology (Including planning and assessing)

2

13.30 - 15.30
Tuesday 1st December 2015
Roxeth Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

A course for science coordinators, in which they will be given the opportunity to examine strategies for organising, managing and monitoring effective scientific enquiry in biology. Teachers will explore a range of different types of enquiry, from varying starting points, in order to broaden childrens' experiences during investigations. This will aid teachers in recognising progression across the schools with regards to planning and recording investigations. Teachers will also discuss ways in which to assess scientific knowledge and the application of skills.

KEY OBJECTIVES:

Improve subject knowledge in biology.
Train other staff members at your school.
Improve quality of hands-on science learning for children in biology.

LEAD FACILITATORS:

Siobhan Stuart-Chifiero
and Jemma White

CPD ONLINE REF:

APLSEFR/2015-16/1

SESSION THREE Working Scientifically with a focus on Physics (Including planning and assessing)

3

13.30 - 15.30
Tuesday 19th January 2016
St. John's C of E Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

Continuing on from Session one, science coordinators will continue examining strategies for working scientifically in the class room, with a particular focus on Physics. Teachers will have the opportunity to look at the progression in skills, across Key Stage 2, and how to extend pupils without covering subsequent years' objectives. Teachers will continue to discuss methods for assessing knowledge and skills.

KEY OBJECTIVES:

Improve subject knowledge in Physics.
Train other staff members in your school.
Improve quality of hands-on science learning for children in Physics.

LEAD FACILITATORS:

Siobhan Stuart-Chifiero
and Jemma White

CPD ONLINE REF:

APLSEFJ/2015-16/4

SESSION FOUR Working Creatively in the Early Years

4

13.30 - 15.30
Tuesday 15th March 2016
Roxeth Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 12

Participants will discuss how children in their schools use technology to enhance their science learning. As a group you will then be introduced to a range of ICT resources, used by the children at Roxeth. You will then have the opportunity to see these resources being used in lessons and discuss what worked well and what would be applicable in your school.

KEY OBJECTIVES:

To incorporate childrens' use of ICT in science lessons
To consider the use of technology in your own school environment

LEAD FACILITATORS:

Jemma White

CPD ONLINE REF:

APLSEFR/2015-16/4

Knowledge Hub School Details:

Belmont School
Hibbert Road, Harrow Weald, Harrow
Middlesex, HA3 7JT

office@belmont.harrow.sch.uk
www.belmont.harrow.sch.uk
020 8427 0903



PROFESSIONAL DEVELOPMENT PROGRAMME

CPD Online - <http://cpd.harrowschools.org.uk>

Log in to CPD Online to check details, view new courses added during the year and book your place. Ask your CPD Leader if you need support with the process or contact the CPD Online Team at cpdonline@harrow.gov.uk

SESSION FIVE Securing Progress and Assessment in Maths

5

09.15 - 12.00
Thursday 17th March 2016
Belmont School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

This session gives leaders/teachers the opportunity for a school to school discussion about good assessment practice within their schools, what it looks like and how it helps to move pupils on in their learning. There will be the chance to discuss school tracking processes and identify new approaches to help transform standards in schools.

KEY OBJECTIVES:

- To discuss innovative approaches to assess without levels
- To identify strategies to track progress from EYFS to KS2

LEAD FACILITATORS:

Helena Karaikos
CPD ONLINE REF:
APLSEFB/2015-16/4

SESSION SIX Bespoke Support in mathematics

6

09.15 - 12.00
By Arrangement
Belmont School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

As part of the Knowledge Hub School to School offer, Belmont School are able to work with the Maths Leader on any of the following areas:

- Implement the new Maths Curriculum
- Review planning across the school
- Securing progress and assessment in maths
- Engaging parents through Ocean Maths Workshops
- Effective use of maths interventions
- Using concrete and visual resources when planning for high quality maths learning in the New Curriculum

KEY OBJECTIVES:

- To enable schools to use one to one support which is pertinent to their school

LEAD FACILITATORS:

Helena Karaikos
CPD ONLINE REF:
APLSEFB/2015-16/6



B E L M O N T PRIMARY SCHOOL

Knowledge Hub for Mathematics

October 2015 - July 2016

MATHEMATICS

October 2015 - July 2016

Belmont School is a harmonious and happy multicultural school with over 540 pupils. The school ethos is underpinned by our commitment to children's rights and responsibilities. We subscribe to and promote the United Nations Convention on the Rights of the Child (UNCRC) in all that we do. We take pride in our diverse community and celebrate the achievements of all our learners. Over 88% of our pupils have English as an Additional Language and enter the school below National Expectations. By the end of Year 6 outcomes are above or in line with National Averages due to our provision which is tailored to meet the learning needs of all pupils. Our Maths curriculum is enhanced to ensure that pupil's learning is relevant, builds on their experiences and provides them with the skills they need to support them in later life. We aim to engender a lifelong love of learning for all. In 2015, 2 Levels of Progress in Maths exceeded National Averages and 12% of our pupils attained Level 6 in Maths.

Areas to be covered:

Engaging parents through Ocean Maths Workshops

Leadership – Support for maths leaders/new maths leaders

Using concrete and visual resources when planning for high quality maths teaching in the new curriculum

Effective use of maths interventions

Securing progress and assessment in maths

Bespoke support for maths

SESSION ONE Engaging Parents through Ocean Maths Workshops

1

09.15 - 12.00
Thursday 1st Oct 2015 and 24th Feb 2016
Belmont School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

Ocean Maths Workshops are a partnership between the school, the pupil and the parent. Parents are invited into school for a workshop with their child to engage in practical and fun mathematical games and challenges. The pupils will then be given homework activities which involve solving problems and playing maths games with their families. The workshops will last for approximately one hour, followed by an opportunity to discuss ways in which to run Ocean Maths in your own school. Homework materials are available to buy from Ocean Maths, which is a registered charity working with schools. Ocean Maths can also be booked to run workshops at your school for a fee.

KEY OBJECTIVES:

To explore ways of engaging parents to support their child's progress and be more confident mathematicians

To enable parents and pupils to recognise that Maths can be fun!

LEAD FACILITATORS:

Helena Karaiskos

CPD ONLINE REF:

APLSEFB/2015-16/3

APLSEFB/2015-16/7

SESSION TWO Seminar for new or existing Maths Leaders

2

09.15 - 12.00
Thursday 5th November 2015
Belmont School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

This seminar is for Maths Leaders, will provide an opportunity to examine strategies for organising, managing and monitoring effective Maths teaching. This will aid leaders in recognising progression across the school with regards to planning and delivery. Teachers will also discuss ways in which to assess the application of skills, supporting mastery of the mathematics curriculum.

KEY OBJECTIVES:

To implement and monitor changes in the New National Curriculum

To review planning to meet the needs of every child

To look at progression across the school

LEAD FACILITATORS:

Helena Karaiskos

CPD ONLINE REF:

APLSEFB/2015-16/1

SESSION THREE Fractions Seminar Lesson: Using concrete and visual resources to support deeper understanding

3

09.15 - 12.00
Thursday 19th November 2015
Belmont School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

Seminar lessons are a popular and effective way to see learning in action and provide the opportunity to observe and discuss a lesson in a key area of the New Curriculum. This seminar lesson will focus on adding and subtracting fractions using concrete and visual resources. This will be followed by an opportunity to discuss the lesson and more general issues around teaching and learning. The lesson will be followed by an opportunity to discuss the lesson and more general issues around teaching and learning of fractions in primary school.

KEY OBJECTIVES:

To observe and discuss aspects of teaching fractions in the New Maths Curriculum to develop deeper understanding.

Teachers will reflect on effective practice and gain further strategies to support their teaching of skills in this area of maths.

LEAD FACILITATORS:

Helena Karaiskos

CPD ONLINE REF:

APLSEFB/2015-16/5

SESSION FOUR Effective use of Maths Interventions at KS1 and KS2

4

09.15 - 12.00
Thursday 8th March 2016
Belmont School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

Belmont School uses the 1st Class @ Number 1 and Number 2 programmes to deliver effective intervention. These work over an 8 to 10 week period, delivered to 4 pupils for three 45 minute session a week. The pupils engage in various activities and misconceptions are addressed. There will be an opportunity to see both intervention sessions in action and time for discussion about issues around introducing and maximising the value of this programme, along with ways to evidence impact for pupils.

KEY OBJECTIVES:

To explore and share strategies to manage and deliver effective intervention programmes for Maths

LEAD FACILITATORS:

Helena Karaiskos

CPD ONLINE REF:

APLSEFB/2015-16/2

English Knowledge Hub Schools Details:

Longfield Primary School
Dukes Avenue, North Harrow
Middlesex, HA2 7NZ

office@longfieldprimary.co.uk
www.longfieldprimaryschool.co.uk
020 8868 7663

Glebe Primary School
Glebe Avenue, Kenton
Harrow, HA3 9LF

office@glebe.harrow.sch.uk
www.glebe.harrow.sch.uk
020 8204 6564



PROFESSIONAL DEVELOPMENT PROGRAMME

CPD Online - <http://cpd.harrowschools.org.uk>

Log in to CPD Online to check details, view new courses added during the year and book your place. Ask your CPD Leader if you need support with the process or contact the CPD Online Team at cpdonline@harrow.gov.uk

SESSION FIVE

LSEF: Reading Comprehension lesson seminar
(Session repeated on 9th March 2016)



09.00 - 12.00
Wednesday 3rd February 2016
Glebe Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 8

Teachers will watch a reading comprehension session that aims to support pupils to reach above age-related expectations. There will be a chance to discuss how reading comprehension has been developed; how to plan for and structure a reading comprehension lesson linked to a unit of work. Following the lesson, there will also be the opportunity to discuss the observed lesson in the context of AfL and planning for next steps.

KEY OBJECTIVES:

To observe and discuss a reading comprehension session linked to a unit of work

To support practitioners to develop their subject knowledge and confidence in teaching reading comprehension to support pupils to aim for above age-related expectations

LEAD FACILITATORS:

Cath Brown

CPD ONLINE REF:

APLSEFG/2015-16/5

SESSION SIX

LSEF: Reading Comprehension lesson seminar
(Repeat of Session 5 on 3rd February 2016)



09.00 - 12.00
Wednesday 9th March 2016
Glebe Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 8

Teachers will watch a reading comprehension session that aims to support pupils to reach above age-related expectations. There will be a chance to discuss how reading comprehension has been developed; how to plan for and structure a reading comprehension lesson linked to a unit of work. Following the lesson, there will also be the opportunity to discuss the observed lesson in the context of AfL and planning for next steps.

KEY OBJECTIVES:

To observe and discuss a reading comprehension session linked to a unit of work

To support practitioners to develop their subject knowledge and confidence in teaching reading comprehension to support pupils to aim for above age-related expectations

LEAD FACILITATORS:

Cath Brown

CPD ONLINE REF:

APLSEFG/2015-16/4



L O N G F I E L D
PRIMARY SCHOOL

Knowledge Hub for English

September 2015 - July 2016

ENGLISH

September 2015 - February 2016

Longfield Primary School is a large three-form entry school, with 4 forms in two year groups. We have over 750 pupils, of whom approximately 65% have English as a second language and there are over 50 languages spoken in the school.

Longfield has hosted a number of Guided Writing seminars for teachers and has worked closely with the English Curriculum Advisor, to develop relations and provide support to other schools, both locally and in neighboring boroughs.

Areas to be covered:

English as an Additional Language

Closing the Attainment Gap

Modern Foreign Languages

English

Music

Bespoke Support for schools

Curriculum Planning and Delivery

SLEs - Glebe has two SLE's - English and EYFS

SESSION ONE - DAY 1 OF 2 LSEF: Reading, Writing and Up-levelling writing - 2 days

1

09.15 - 15.30
Wednesday 30th September 2015
Longfield Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 40

The course, drawing on the new National Curriculum for English, will extend teachers' subject knowledge and confidence in teaching, reading comprehension, extended writing and up-levelling writing through feedback and modelling. The content will be aimed at teaching in upper KS2.

All examples of teaching strategies and pedagogy, together with pupils' extended writing, will be based on direct teaching experience by outstanding practitioners in the two primary schools. The course content will also include interactive and investigative approaches to learning. The activities will be based on a text with ideas for planning a unit's work, providing access to the higher levels of attainment in English

KEY OBJECTIVES:

Extend teachers' subject knowledge, confidence levels and raise standards of teaching and learning in reading comprehension, writing and editing writing to levels above age-related expectations

To raise standards of teaching and learning through high quality, inspirational practice.

LEAD FACILITATORS:

Hiral Kelly & Cath Brown

CPD ONLINE REF:

APLSEFL/2015-16/3

SESSION TWO - DAY 2 OF 2 LSEF: Reading, Writing and Up-levelling writing - 2 days

2

09.15 - 15.30
Wednesday 21st October 2015
Glebe Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 40

Day 2 continuing from Day 1. The course, drawing on the new National Curriculum for English, will extend teachers' subject knowledge and confidence in teaching reading comprehension, extended writing and up-levelling writing through feedback and modelling. The content will be aimed at teaching in upper KS2.

All examples of teaching strategies and pedagogy, together with pupils' extended writing, will be based on direct teaching experience by outstanding practitioners in the two primary schools. The course content will also include interactive and investigative approaches to learning. The activities will be based on a text with ideas for planning a unit's work, providing access to the higher levels of attainment in English

KEY OBJECTIVES:

Extend teachers' subject knowledge, confidence levels and raise standards of teaching and learning in reading comprehension, writing and editing writing to levels above age-related expectations

To raise standards of teaching and learning through high quality, inspirational practice.

LEAD FACILITATORS:

Hiral Kelly & Cath Brown

CPD ONLINE REF:

APLSEFG/2015-16/2

SESSION THREE

LSEF: Guided Writing lesson seminar
(Session repeated on 24th February 2016)

3

09.00 - 12.00
Wednesday 13th January 2016
Longfield Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 8

Guided writing seminar lesson for upper KS2 – how to introduce and develop guided writing, at levels above age-related expectation in the classroom

Teachers will watch a guided writing lesson, that supports the next steps for writing in Year 5 or Year 6. There will be a chance to discuss how this form of guided writing has developed and impacted on writing progress across the school; how to plan and structure a guided writing lesson as part of the reading to writing sequence of a unit of work. Following the lesson, there will also be a chance to discuss the observed lesson in the context of AfL.

KEY OBJECTIVES:

To observe and discuss a guided writing session linked to a unit of work

To support practitioners to develop guided writing, as an effective teaching strategy in helping pupils to improve their writing and work with increasing independence.

LEAD FACILITATORS:

Hiral Kelly

CPD ONLINE REF:

APLSEFL/2015-16/1

SESSION FOUR

LSEF: Guided Writing lesson seminar
(Repeat of Session 3 on 13th January 2016)

4

09.00 - 12.00
Wednesday 24th February 2016
Longfield Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 8

Guided writing seminar lesson for upper KS2 – how to introduce and develop guided writing, at levels above age-related expectation in the classroom

Teachers will watch a guided writing lesson, that supports the next steps for writing in Year 5 or Year 6. There will be a chance to discuss how this form of guided writing has developed and impacted on writing progress across the school; how to plan and structure a guided writing lesson as part of the reading to writing sequence of a unit of work. Following the lesson, there will also be a chance to discuss the observed lesson in the context of AfL.

KEY OBJECTIVES:

To observe and discuss a guided writing session linked to a unit of work

To support practitioners to develop guided writing, as an effective teaching strategy in helping pupils to improve their writing and work with increasing independence.

LEAD FACILITATORS:

Hiral Kelly

CPD ONLINE REF:

APLSEFL/2015-16/2

Science Knowledge Hub Schools Details:

St John's C of E School
127 Stanmore Hill
Stanmore
Middlesex, HA7 3FD

Roxeth Primary School
Brickfields, Byron Hill Road,
Harrow
Middlesex, HA2 0JA

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020 8954 3978

office@roxeth.harrow.sch.uk
www.roxethschoolharrow.org
020 8422 1344



PROFESSIONAL DEVELOPMENT PROGRAMME

CPD Online - <http://cpd.harrowschools.org.uk>

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SESSION FIVE
Working Scientifically, focus on Chemistry
(Including planning and assessing)



13.30 - 15.30
Tuesday 5th July 2016
St. John's C of E Primary School Stanmore

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

This is the final course for Subject Leaders this academic year. In this session, subject leaders will have the opportunity to continue examining strategies for working scientifically in Chemistry. Teachers will reflect on the impact of their previous CPD on their schools as well as the progression and use of skills they see in their schools. Teachers will have the opportunity to share good practice including planning, teaching, resourcing and assessing.

KEY OBJECTIVES:

- Improve subject knowledge in Chemistry.
- Train other staff members at your school.
- Improve quality of hands-on science learning for children in Chemistry.

LEAD FACILITATORS:

Siobhan Stuart-Chifiero
and Jemma White
CPD ONLINE REF:
APLSEFJ/2015-16/6

SESSION SIX
Combining Use of Technology with
Early Years



13.30 - 15.30
Tuesday 12th July 2016
Roxeth Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 12

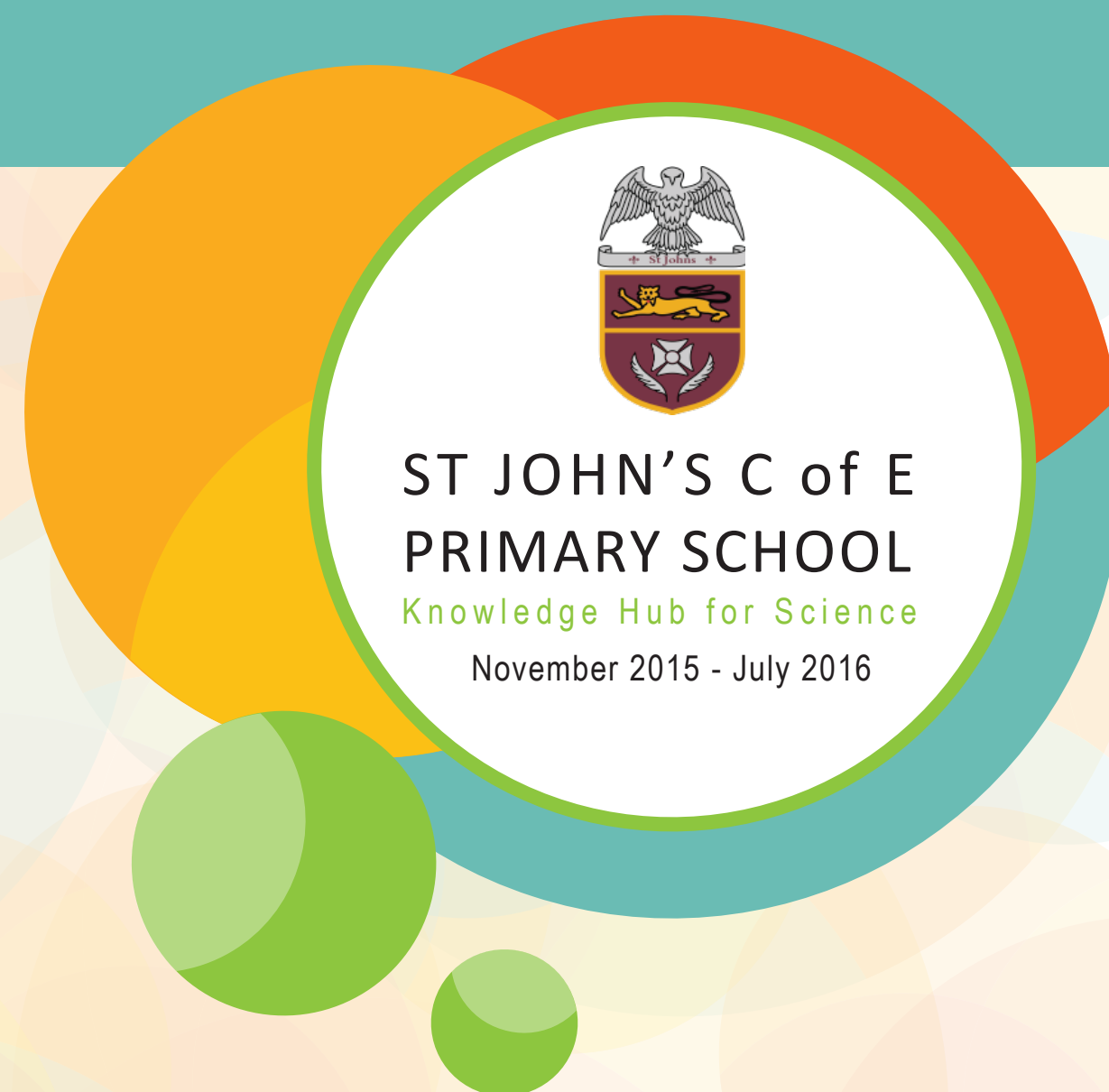
You will have the chance to discuss what your school has already implemented, with regards to technology in the Early Years; then explore how to adapt current strategies to further incorporate these technologies. There will be an opportunity to observe the use of technology by children in an Early Years classroom. You will then be given time and support to consider how to embed these ICT skills within your own Early Years teaching in your schools. Potential actions can be developed.

KEY OBJECTIVES:

- Recognise when Early Years learning can be enhanced by technology
- Evaluate the ways in which technology has been embedded for cross-curricular links

LEAD FACILITATORS:

Siobhan Stuart-Chifiero
and Jemma White
CPD ONLINE REF:
APLSEFR/2015-16/2



SCIENCE

November 2015 - July 2016

St John's Church of England School is a two form entry primary school with approximately 420 pupils on roll. As a Church of England School, we also belong to a large family of church schools within the London Diocese and benefit from this partnership and the expertise available to us.

Our purpose at St John's is to create a 'Learning Journey' that nurtures the whole child; mentally, physically and spiritually. We aim to provide a secure, happy and stimulating environment in which every child can learn through activities, tasks and challenges that enables all pupils to become confident, independent thinkers and learners.

We are a school with a strong sense of community and we have high expectations of the children; whether it be in extending the more able, helping them to explore a more reflective dimension to their lives or in the fostering of innovation and creativity. Above all, we intend to give our children the skills and the enthusiasm to pursue a love of learning.

Areas to be covered:

Support for Science Coordinators
New Science Leaders
Bespoke Support
Curriculum Planning and Delivery
Resources and Resourcing
Networking
Assessment (electronically by, and of, the children)
Science & ICT
Cross-curricular links
Science in the Early Years

SESSION ONE Science in the Early Years and Year 1

1

13.30 - 15.30
Tuesday 24th November 2015
St. John's C of E Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 12

Teachers will discuss how they wish to benefit from the set of early years courses St John's is offering. As a group, you discuss the differences in expectations between reception and Year 1 at this point in the year and as the academic year progresses. You will work with other teachers to brainstorm what makes teaching science outstanding in the early years, after which, you will have the opportunity to observe a lesson in a reception class and discuss what worked well and what you may take away to your own school.

KEY OBJECTIVES:

Demonstrate increased knowledge of progression in scientific enquiry
Plan for science with a creative approach
Recognise good science teaching/learning in the early years

LEAD FACILITATORS:

Siobhan Stuart-Chifiero
CPD ONLINE REF:
APLSEFJ/2015-16/3

SESSION TWO Working Scientifically with a focus on Biology (Including planning and assessing)

2

13.30 - 15.30
Tuesday 1st December 2015
Roxeth Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

A course for science coordinators, in which they will be given the opportunity to examine strategies for organising, managing and monitoring effective scientific enquiry in biology. Teachers will explore a range of different types of enquiry, from varying starting points, in order to broaden childrens' experiences during investigations. This will aid teachers in recognising progression across the schools with regards to planning and recording investigations. Teachers will also discuss ways in which to assess scientific knowledge and the application of skills.

KEY OBJECTIVES:

Improve subject knowledge in biology.
Train other staff members at your school.
Improve quality of hands-on science learning for children in biology.

LEAD FACILITATORS:

Siobhan Stuart-Chifiero and Jemma White
CPD ONLINE REF:
APLSEFR/2015-16/1

SESSION THREE Working Scientifically with a focus on Physics (Including planning and assessing)

3

13.30 - 15.30
Tuesday 19th January 2016
St. John's C of E Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

Continuing on from Session one, science coordinators will continue examining strategies for working scientifically in the class room, with a particular focus on Physics. Teachers will have the opportunity to look at the progression in skills, across Key Stage 2, and how to extend pupils without covering subsequent years' objectives. Teachers will continue to discuss methods for assessing knowledge and skills.

KEY OBJECTIVES:

Improve subject knowledge in Physics.
Train other staff members at your school.
Improve quality of hands-on science learning for children in Physics.

LEAD FACILITATORS:

Siobhan Stuart-Chifiero and Jemma White
CPD ONLINE REF:
APLSEFJ/2015-16/4

SESSION FOUR Working Creatively in the Early Years

4

13.30 - 15.30
Tuesday 9th February 2016
St. John's C of E Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 12

This course will enable teachers to lead independent child enquiry. You will have the chance to explore a range of techniques to draw out children's ideas and develop strategies to inspire and engage children in science. You will identify ways in which to support your children in questioning the world around them and helping them to facilitate their own learning. We will then look at how this occurs in a classroom environment, as you will have the opportunity to observe in an early years class and speak to our early years team about what they have in place for their children. We will briefly discuss what progression should look like for children in Year 1 as they are now more confident in their learning environment. You will have the opportunity to observe examples showing how children should now be recording in their books and how they this progression should continue through to the end of the academic year.

KEY OBJECTIVES:

Incorporate children's ideas into science lessons/learning areas
Plan for science with a creative approach
Demonstrate increased knowledge of progression in scientific enquiry

LEAD FACILITATORS:

Siobhan Stuart-Chifiero
CPD ONLINE REF:
APLSEFJ/2015-16/5

Knowledge Hub School Details:

Elmgrove Primary School
Kenmore Avenue, Kenton
Harrow, HA3 8LU

office@elmgrove.harrow.sch.uk
www.elmgrove.harrow.sch.uk
020 8909 2992

CPD Online - <http://cpd.harrowschools.org.uk>

Log in to CPD Online to check details, view new courses added during the year and book your place. Ask your CPD Leader if you need support with the process or contact the CPD Online Team at cpdonline@harrow.gov.uk



PROFESSIONAL DEVELOPMENT PROGRAMME



**E L M G R O V E
PRIMARY SCHOOL**

Knowledge Hub for Mathematics

October 2015 - February 2016

MATHEMATICS

October 2015 - February 2016

Elmgrove Primary School and Nursery is expanding from a three-form to a four-form entry school in September 2015, when they will have 770 pupils on roll rising to eventually just under 900 children.

The school is additionally resourced for children with physical disabilities, who are fully integrated across the school.

Approximately 75% of its pupils have English as a second language.

The Elmgrove delivery site, as part of the Kenmore Hub Children's Centre, is situated on the school grounds with effective and successful links with the EYFS part of the school.

Sharing effective practice, within a partnership approach with other schools, is widely recognised at Elmgrove Primary School and Nursery as an important tool for school improvement.

Areas to be covered:

Teaching mathematics to higher levels, with a focus on algebra and fractions, decimals, percentages, ratio and proportion

Progression in mathematics from EYFS to KS2, with a focus on mental calculation strategies and written calculation methods

New arrangements for assessment at a classroom and management level

Including concrete and visual resources to support mathematical understanding, including Numicon

Using rich and engaging activities to stretch and challenge all learners

SESSION ONE Fractions in the New Curriculum

1

09.30 - 15.00
Thursday 15th October 2015
Elmgrove Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 30

The new curriculum for mathematics has raised expectations for learning about fractions. This practical course will show you how to help children develop a conceptual understanding and procedural fluency when working with fractions. We will explore different approaches to teaching fractions (including decimals and percentages) through practical discussion-based activities, making connections and addressing misconceptions. There will also be an opportunity to see some 'live' fractions' activities in classrooms.

KEY OBJECTIVES:

To support subject knowledge and progression around this strand of the new National Curriculum for mathematics.

To develop effective approaches for teaching the fraction's strand, for deeper understanding using concrete and visual resources and with rich tasks.

LEAD FACILITATORS:

Claire Vessey

CPD ONLINE REF:

APLSEFE/2015-16/1

SESSION TWO Algebra in the New Curriculum

2

09.30 - 15.00
Thursday 3rd December 2015
Elmgrove Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 30

Algebra has a higher profile in the new curriculum for mathematics; This practical course will help teachers to build their knowledge and skills to effectively teach algebra from Year 1 to Year 6. The focus will be on developing both subject knowledge and pedagogical understanding of how to teach algebra, using real-life scenarios and practical apparatus. We will be sharing lots of ideas and resources to implement straight back in the classroom. This course will include a seminar lesson.

KEY OBJECTIVES:

To develop teachers' skills and knowledge around the algebra strand of the new national curriculum for mathematics.

To explore a range of effective ways to teach the algebra stand in an engaging way which supports conceptual understanding.

LEAD FACILITATORS:

Claire Vessey

CPD ONLINE REF:

APLSEFE/2015-16/2

SESSION THREE Mathematics Knowledge Hub Seminar & Learning Walk: Progression in Maths EYFS to KS1

3

09.30 - 15.00
Thursday 11th February 2016
Elmgrove Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

This session provides an opportunity to take part in a maths learning walk, focused on the attainment and progress of children in EYFS and KS1. You will consider our learning environment and how this impacts on the achievement of pupils, look at some of our children's work and talk about how our teacher's feedback to the pupils.

There will be a specific focus on progression in calculation skills across this age range.

KEY OBJECTIVES:

To reflect on aspects of practice which secure learning and progress for all pupils in mathematics.

Consider progression in the development of calculation skills across EYFS and KS1.

LEAD FACILITATORS:

Claire Vessey

CPD ONLINE REF:

APLSEFE/2015-16/3

SESSION FOUR Mathematics Knowledge Hub Seminar & Learning Walk: Progression in KS2 Maths

4

09.30 - 15.00
Thursday 11th February 2016
Elmgrove Primary School

DESCRIPTION OF SESSION: Maximum number of delegates per session - 20

This session provides an opportunity to take part in a maths learning walk, focused on the attainment and progress of children in KS2. You will consider our learning environment and how this impacts on the achievement of pupils, look at some of our children's work and talk about how our teacher's feedback to the pupils.

There will be a specific focus on progression in calculation skills across this age range.

KEY OBJECTIVES:

Consider progression in the development of calculation skills across KS2.

To reflect on aspects of practice which secure learning and progress for all pupils in mathematics.

LEAD FACILITATORS:

Claire Vessey

CPD ONLINE REF:

APLSEFE/2015-16/4



BRENT SCHOOLS
PARTNERSHIP

LONDON SCHOOLS
EXCELLENCE FUND

FREE CORE SUBJECT PROFESSIONAL DEVELOPMENT

Autumn Term 2015

A project designed to improve quality of
teaching and raise attainment outcomes
for KS2 pupils in English, mathematics
and science.

Project Aims:

- To support all Brent schools to enable all teachers to have the subject knowledge, skills, confidence and teaching pedagogy to successfully teach to previous levels 5 and 6: the agreed professional standard for all teachers
- To increase the proportion of pupils who achieve further in core subjects
- To accelerate pupils' progress and narrow the gap for all pupils in Year 4,5, 6, and 7
- To develop an innovative, accessible, differentiated and bespoke teacher professional development programme
- To support Brent schools to provide and share quality assured professional development, by Brent teachers for Brent teachers
- To use the new on line Learning Platform and Subject Needs Analysis as an accessible tool to support individual teacher and school bespoke professional development.

Summary of current outcomes of BSP LSEF programme:

- 9 Brent primary schools took part in the paper Needs Analysis (179 teachers) which was used to inform and support the development of the Learning Platform
- BSP LSEF school stakeholder group now drive, inform and evaluate the project to ensure it meets the needs of Brent schools
- Updates regularly emailed to Brent Headteachers and presentations at Brent Headteacher meetings
- Brent Primary school LSEF Subject Specialist School Centres established and delivering a programme of school to school support
- 4 successful core subject launch days held in May and June 2015. 127 teachers attended.
- LSEF Autumn term subject professional development days planned. Led by Brent schools and subject experts (see dates and venues on page 3). FREE to all Brent schools
- Brent and Harrow primary schools begin to share good practice and load quality assured resources onto the Learning Platform
- Learning Platform went live in May 2015. FREE to all Brent schools until at least April 2016
- June 2015. 24 Brent Primary schools and 268 teachers had registered to use the Learning Platform
- Institute of Education and Greater London Authority visited some Brent pilot primary schools to evaluate impact of the project so far
- July 2015. Unvalidated KS2 data pilot school data collated
- July 2015. Initial outcomes reported to GLA.

Next steps:

- Encourage all Brent schools to sign up and use the FREE Learning Platform
- Encourage all Brent schools to attend the autumn term FREE subject central professional development courses
- Market the Learning Platform to other Local Authorities. Funding to be used to create additional subject Needs Analysis, related online resources and central courses
- To support and enable more Brent schools to become Specialist Subject Centres
- To facilitate primary and secondary schools to work together to develop and share academic transition good practice. To add the ideas and resources to the Learning Platform
- To develop a business plan that will enable subscribing BSP schools to continue to access the Learning Platform, resources and courses FREE from May 2016.

September 2015 to December 2015

BSP LSEF FREE Central Professional Development Courses in partnership with Specialist School Centres.

It is highly recommend that all course participants have completed the relevant online Learning Platform Subject Needs Analysis before attending their chosen subject course/s to ensure maximum benefit from the course.

support@subjectneedsanalysis.uk

Tel: 0800 756 6363

Bookings can be made online via our website at <http://www.bsp.london/training/>.

English

Time: 9.00 to 3.30p.m

Venue: Grim's Dyke Hotel

**A two day course : 4th November – Reading comprehension and 17th November – Writing – Up-levelling.
4th December – Writing Creatively with Grammar. Professor Debra Myhill. University of Exeter**

This course will address how schools can embed grammar creatively within their English teaching without resorting to drilling for a grammar test or isolated exercises. The course is practical and will involve engagement with classroom activities which exemplify the approach. This creative approach is based on recent research from the University of Exeter which has found that embedding grammar purposefully within the writing curriculum is highly supportive of student progress. This course will also outline recent research from the University of Exeter.

The aims of the following 3 session seminar programme are to raise standards and develop teacher confidence and pedagogical knowledge across the key stages to accelerate progress in both reading and writing.

Seminar Lessons – Writing and Up-levelling

KS1 - Preston Park - Weds 10th Feb 2016 - 9.15am - 10.30am

KS2 - Oliver Goldsmith - Tues 9th Feb 2016 - 9.15am - 10.30am

KS2 - Byron Court - Thurs 10th March 2016 - 9.15am - 10.30am

Seminar Lesson focusing on reading comprehension

KS1 - Preston Park - Tues 26th Jan 2016 - 9.15am - 10.30 am

KS2 - Byron Court - Thurs 4th Feb 2016 - 9.15am - 10.30 am

KS2 - Byron Court - Mon 8th Feb 2016 - 9.15am - 10.30 am

Teachers will observe lessons that aim at attaining the higher levels within their groups. There will be a chance to discuss how strategies can be developed and how to plan for and structure a reading comprehension lesson and writing session linked to a Literacy unit. There will also be a chance to discuss the observed lesson and more general issues around assessment for learning and next steps. Seminar lessons are a powerful model of CPD and are always very popular.

Mathematics

Time: 9. 15 to 3.30p.m.

Venue: Grim's Dyke Hotel

Dates: 21 October, 19 November, 9 December

The mathematics offer is a three-day cumulative programme to be attended for the whole course by the same teachers.

The course will blend specific content input with exploration and exemplification of key pedagogical principles which underpin teaching for effective learning in mathematics. The course aims to increase the subject confidence and teaching competence of attending teachers and will equip them to lead on mathematics cpd in their own school.

Attendees may or may not be subject coordinators, but should be teachers with the capacity and commitment to develop and disseminate good practice. The impact of this model of cpd has been shown to be greatest when a school is able to send two or more teachers and when teachers have two or more teaching years' experience.

The programme will reflect the individual/group needs from the outcome of their completion of the on line Learning Platform Needs Analysis. The programme will also reflect the parity of aims in the Mathematics National Curriculum 2014: namely developing pupils' fluency and proficiency, their mathematical reasoning and problem solving skills.

Science

Time: 9.30 to 3.30p.m

Venue: Preston Park Primary School (please note venue)

Dates: 6 October, 5 November, 24 November

6 October – Biology (focus on plants and animals).

5 November – Physics (focus on electricity and sound and any other topics requested by participants in advance of the course).

24 November – Working Scientifically

LSEF English Group

Byron Court Primary School

Spencer Road
Wembley
Middlesex
HA0 3SF

Contact: Bhav Karia

Email: bkaria.304@lgflmail.org

The aims of this 3 day programme are to raise standards and develop teacher confidence and pedagogical knowledge across the key stages to accelerate progress in both reading and writing.

Mathematics Specialist Centre

Uxendon Manor Primary School

Vista Way
Kenton
Harrow
Middlesex
HA3 0UX

Specialist Centre Organisers:

Geeta Wagjiani, Jashu Vekaria and Jon Parry

Organiser's Details:

Email: admin@uxmanor.brent.sch.uk

Telephone number: 020 8907 5019

Science Specialist Centre

Preston Park Primary School

College Road
Wembley
Middlesex
HA9 8RJ

Specialist Centre Organisers:

Shital Patel, Samirah Saad, Pallavi Shingala

Organiser's Details:

Contacts: Shital Patel, Samirah Saad and Pallavi Shingala

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