

London Schools Excellence Fund

St Paul's Way Trust School

**Final report
August 2015**

Contact Details

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Evaluation Final Report Template

Project Oracle: Level 2

Report Submission Deadline: 30 September 2015

Report Submission: Final Report to the GLA

Project Name: Master Classes

Lead Delivery Organisation: St Paul's Way Trust School

London Schools Excellence Fund Reference: LSEFR1269

Author of the Self-Evaluation: Sarah Seleznyov / Alexandra Moore

Total LSEF grant funding for project: £149,000

Total Lifetime cost of the project (inc. match funding): £136,220

Actual Project Start Date: October 2013

Actual Project End Date: August 2015

1. Executive Summary

This project involved a partnership between St Paul's Way Trust Secondary School and a group of local feeder primary schools. The project focused on building the capacity of teachers of Years 5 and 6 in feeder schools to prepare gifted students for the highest level of academic achievement at Key Stage 2 through:

- provision of 'Master Classes' for the most able Year 6 pupils taught by English and maths Lead Practitioners;
- associated professional development sessions for Year 6 teachers.

The project also sought to build the profile of Latin and Classical Studies in feeder primary schools through:

- a professional development programme to support primary teachers in leading Latin clubs for pupils;
- a cross-phase Latin summer school for pupils in primary and secondary schools.

The maths and English masterclasses proved successful whilst the maths and English professional development programmes were challenged by the difficulties of ensuring consistent attendance for Year 6 teachers who are heavily focused on preparing pupils for their SATs tests. Baseline data showed a lack of confidence in several areas related to the teaching of higher ability pupils. However, limited responses to impact questionnaires mean that data was not reliable enough to indicate a shift in practice. Maths and English results for pupils attending the Master Classes show that all but one pupil achieved at either Level 5 or 6. Maths results are stronger than those of English, perhaps reflecting the national picture.

Headteachers in participating primary schools gave positive feedback on the Master Classes but had mixed feelings about the impact of the professional development sessions, which probably reflect the challenges identified above.

The Latin professional development programme built teacher confidence in several areas of teaching specific to Latin and highlighted areas of English grammar with which teachers felt less confident. Three out of four schools said they planned to continue with the Latin clubs. Pupils participating in these clubs were able to articulate key aspects of Latin learning they had experienced. The Latin summer school proved to be a highly successful transition programme with strong attendance.

The school plans to continue the Latin summer school and the English and mathematics master classes if it is able to secure additional funding. Local primaries have requested that the offer expands to include science master classes.

2. Project Description

In this project, we aimed to cultivate high level subject expertise in English and mathematics in feeder primary schools within a newly formed 'People's Palace Schools' Network' group of schools. Our programme intended to build the capacity of teachers of Years 5 and 6 in feeder schools to prepare gifted students for the highest level of academic achievement at Key Stage 2, providing them with a strong foundation for further accelerated progress in secondary school and beyond.

We also aimed to introduce the teaching of Latin amongst the same cohort of students, preparing primary teachers of able students to lay the foundations for learning Latin and modern foreign languages to a high level from Year 7. We wanted to develop an annual Classics Summer School for students from Year 6/7 transition through to A' level. The

project was also an opportunity for primary and secondary teachers to develop their Classics subject knowledge, so that they could apply their skills within their own contexts.

The English and Maths Master Classes, and Latin Foundation Course was developed with primary school teachers in the People's Palace Schools Network, a cluster of schools around St Paul's Way Trust School in Tower Hamlets.

Our target cohort was Year 6 teachers of maths and English, and those primary teachers interested in extending the primary curriculum through the delivery of Latin and Classical Civilisation. Students were prepared for transition to secondary school, and were able students, ready to progress to level 6 maths and English before the end of Year 6, and those keen to study Latin.

The Level 6 Maths and English project involved:

- teachers from participating feeder schools attending appropriate professional development seminars led by Maths and English Lead Practitioners;
- gifted students each year from across 10 feeder primary schools attending a series of Master Classes taught by Maths and English Lead Practitioners in preparation for transition to an advanced KS3 curriculum in secondary school;
- teachers attending the classes alongside the students and eventually taking on the programme, as they develop their subject expertise so that the project could become self-sustaining over time.

The Latin project involved:

- KS2 students being offered the chance to take up Latin as an enrichment activity in KS2;
- Organising a Classics Summer School in July 2014 and 2015 to prepare students for studying modern and classical languages at a high level at secondary school;
- Teachers receiving training to support the delivery of the programme in their primary schools.

2.1 Does your project support transition to the new national curriculum? Yes

2.2 Please list any materials produced and/or web links and state where the materials can be found.

Maths and English Master Class Level 6 teaching resources – available to participating teachers in a shared Dropbox folder

3. Theory of Change and Evaluation Methodology

Attached – Appendix 1

3.1

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes
Improved teacher subject knowledge and confidence	Increased subject knowledge of participating teachers in English, maths and Latin	No change
	Increased confidence in teaching English and maths at Level 6	No change

	Increased confidence in teaching Level 3+ Latin at KS2	No change
	Teaching and subject specific pedagogy in Maths, English and Latin improved.	No change
	Teachers are teaching basic Latin to students at primary school	No change
Improved student achievement	Student attainment in achieving Level 6 at KS2 English and maths improved	No change
	Students able to understand Level 3+ Latin at the end of KS2	No change
Improved school network: primary to secondary	Greater engagement by primary schools in the People's Palace Schools Network	No change
	Summer School established and sustainable by teacher introduction to Classical Language for KS2 students.	No change

3.2 Did you make any changes to your project's activities after your Theory of Change was validated? No

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

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

The Latin project lead decided not to ask teachers to carry out Latin tests with benefitting pupils. It was felt that the disparate learning and ages of the students made it impossible to set a quantitative test for all students/ schools.

4. Evaluation Methodological Limitations

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

- It proved extremely difficult to get primary schools to respond to requests for data – two schools failed to provide SATs results;
- Reliance on teacher assessment for pupil outcomes is not-moderated across project schools and is therefore of limited reliability;
- Teacher subject knowledge audits are reliant upon self-assessment, meaning that it may only be after the professional development and the re-auditing that teachers realise what they 'don't know'. This may lead to a skew in audit measurements;
- Extremely limited returns on subject knowledge audits and non-matching of pre- and post-audits makes this data unreliable.

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

We will continue to evaluate impact through:

- Qualitative feedback from headteachers, teachers and students involved in the project;
- Quantitative analysis of Y6 results in English and maths.

5. Project Costs and Funding

5.1

Table 2 - Project Income

	Original ¹ Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	149000	0	149000	136220.17	12,779.83
Other Public Funding	0	0	0	0	
Other Private Funding	0	0	0	0	
In-kind support (e.g. by schools)	0	0	0	0	
Total Project Funding	149000	0	149000	136220.17	12,779.83

List details in-kind support below and estimate value.

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Direct Staff Costs (salaries/on costs)	81000			97499.75	-16499.75
Direct delivery costs e.g. consultants/HE (specify)	22000			0	
Management and Administration Costs	5000			4739.86	260.14
Training Costs	0			0	
Participant Costs (e.g. Expenses for travelling to venues, etc.)	16000			9286.40	6713.60
Publicity and Marketing Costs	0			0	0
Teacher Supply / Cover Costs	0			0	0
Other Participant Costs	11000			10694.16	305.84
Evaluation Costs	15000			14000	1000
Others as Required – Please detail in full	0			0	0
Total Costs	149000			136220.17	-8220.17

¹ Please refer to the budget in your grant agreement

The original budget was estimated at £149,000 for the duration of the project over three years. The spend for year one was initially far less for the project and the spending grew gradually over the project for years two and three as the project increased in momentum, the number of schools involved and staff involved increased. The cost of staffing in year two was slightly more than budgeted due to the internal promotion of two of the participants therefore costing more for the 0.2 of their full timetable. Also the management team of the project altered during year two which changed the costs from the original budget.

6. Project Outputs

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

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs <i>[Original + any Additional Funding/GLA agreed reduction]</i>	Actual Outputs	Variance [Revised Target - Actual]
No. of schools	10	English/Maths = 8 Latin = 9 Total = 17	17	+7
No. of teachers	38	English/Maths = 17 Latin = 11 Total = 28	28	-10
No. of pupils	250	English/Maths = 52 (2013-14) + 93 (2014-15) 480 (30 per classteacher, 2014-15) = 625 Latin = 120 + 72 + 75 (after school classes plus summer school attendees, 2014 and 2015) + 49 (in Latin clubs, 2014-15) = 942	941	+691

7. Key Beneficiary Data

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

Teachers of Y6 in all classes within the People's Palace Schools Network were invited to join the English and Maths project. All schools in the network were invited to send one or two teachers to join the Latin project from any KS1 or 2 class.

Table 5 – Teachers benefitting from the programme

	No. teachers	% NQTs (in their 1st year of teaching when they became involved)	% Teaching 2yrs (in their 2nd year of teaching when they became involved)	% Teaching 3 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5)
Project Total	27	1	0	26	27	0
<i>Maths and English</i>	17	0%	0%	100%	100%	0%
<i>Latin</i>	10 (plus 3 TAs)	10%	0%	90%	100%	0%

7.1.2 Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark

Data for English and maths is likely not to be representative of the local teacher cohort as they are all Y6 teachers, and therefore likely to be more experienced.

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

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

NB EAL and ethnicity data was not collected and is therefore not available

Pupil Sub-Groups- Maths

	No. pupils	% LAC	% FSM	% SEN
Project	41	0	17.1	2.4

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project	25	16	0	0	100

Pupil Sub-Groups- English

	No. pupils	% LAC	% FSM	% SEN
Project	40	0	10.0	2.5

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project	14	26	0	0	100

Pupil Sub-Groups- Primary School Latin

	No. pupils	% LAC	% FSM	% SEN
Project	44	0	41.7	8.3

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project	17	27	8.3	77.8	13.9

Pupils identified as interested in Latin by participating teachers benefited from the programme and attended after-school Latin clubs. The above data is for four out of eight participating teachers and represents 44 out of 119 participating pupils.

Pupil Sub-Groups- Summer School 2014

	No. pupils	% LAC	% FSM	% SEN
Project	71	0	51%	11.3%

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project	38	43	11%	58%	31%

Pupil Sub-Groups- Summer School 2015

	No. pupils	% LAC	% FSM	% SEN
Project	53 (data available)	0%	51%	16.9%

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project	24	29	26%	51%	23%

8. Project Impact

8.1 Teacher Outcomes

Date teacher intervention started: October 2013

Table 9 – Teacher Outcomes: teachers benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Mark accurately a Level 6 piece of assessment in English	<i>Moderated samples of marked work</i>	<i>To add</i>	<i>Judgements either secure or not secure</i>		March 2015 <i>The review highlighted issues of transition with teachers struggling to match judgements across KS2 and 3</i>
Increase in teacher self audit scores for subject knowledge in Latin	<i>Online questionnaire</i>	<i>Four matched names and one not matched</i>	<i>15 items, 1-7 confidence scale</i>	<i>September 2014</i>	June 2015 <i>See Appendix 2</i>
Increased scores in teacher confidence survey for maths and English.	<i>Online questionnaire</i>	<i>English baseline = 5 teachers, impact = 2 teachers, 1 matched</i> <i>Maths baseline = 4 teachers, impact = 2 teachers, 0 matched</i>	<i>9 items, 1-7 confidence scale – see Appendices 3 and 4</i>	<i>September 2014</i>	July 2015 <i>See Appendix 5</i>
Impact on practice as captured through impact frames	<i>Written analysis and self-evaluation using 'impact frame' tool</i>	<i>Four teachers attending final session annotated their frames</i>	<i>Descriptions of practice</i>	<i>January 2014</i> <i>Issues identified fed into planning for professional development sessions</i>	June 2015
Teachers are teaching basic Latin to students at primary school	<i>Nos of Latin clubs running in engaged primary schools</i>	<i>All teachers engaged in project</i>	<i>Number</i>	June 2014	June 2015: 4 clubs running: 2 schools no longer doing project have incorporated Latin into their curriculum.
Teaching and subject	<i>Lesson observations</i>	<i>Two lesson observations were conducted</i>	<i>Informal observation to feed into professional development planning</i>		

specific pedagogy in Maths, English and Latin improved.		for Latin in 2013-14. One in 2014-15. 3 English and 6 Maths lessons were observed by English and Maths Lead Practitioners during 2014-15 in order to develop a better understanding of primary practice.	processes		
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8.1.1 Please provide information (for both the intervention group and comparison group where you have one) on:

- Sample size, sampling method, and whether the sample was representative or not
- Commentary on teacher impact (please also refer to table 5 re impact on different groups of teachers)
- Qualitative data to support quantitative evidence.
- Projects can also provide additional appendices where appropriate.

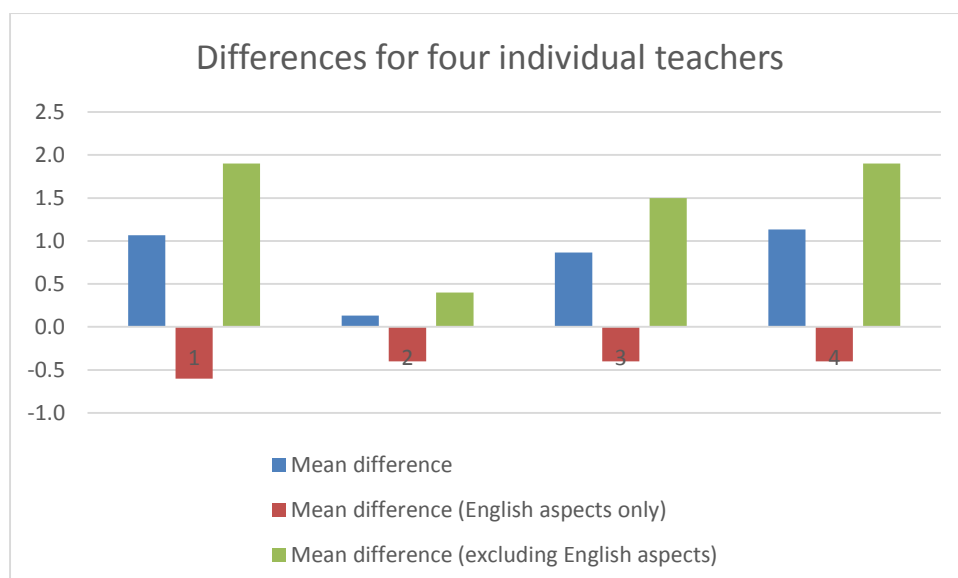
Teacher Self-Confidence Audit for Latin

Due to changes in staffing from the beginning to the end of the programme and some missing responses, only four matched names were available for analysis. Therefore, the reliability of this data is reduced.

The items showing the five biggest average increases in teacher confidence from the beginning to the end of the project (in order, greatest impact to least) were:

- *Teaching how plural nouns are formed in Latin* – increase of 2.5;
- *Teaching how to recognise the subject of a verb and the object of a verb (in Latin)* – increase of 2.5;
- *Teaching how verbs conjugate depending on who performs the verb (in Latin)* – increase of 2;
- *Teaching what an adverb is and how it is usually formed from an adjective (in Latin)* – increase of 1.75;
- *Teaching the role of gender and nouns in (any) Romance Language (Spanish, French, Italian, Romanian, Portuguese, Latin)* – increase of 1.5;

Teacher subject confidence audits are reliant upon self-assessment, meaning that it may only be after the professional development and the re-auditing that teachers realise what they ‘don’t know’. This can lead to a skew in their audit measurements. In this audit, there appears to be no skew in terms of the development of confidence in relation to different aspects of teaching Latin: all bar one descriptor (*Teaching how verbs conjugate depending on who performs the verb (in any language, including English)*) showed an increase in confidence ratings. However, for aspects of teaching English, teachers were very likely to score themselves as having decreased in confidence (see below):



If ratings for these English-focused aspects are removed, three out of four teachers show an average improved confidence per item of 1.0, 1.9 and 1.5.

Teacher comments identify three themes around impact on teaching and learning through the project:

1. That the project enabled supported teaching and learning of Modern Foreign Languages (5 comments):
 - ✓ *It has also helped me to be clearer when teaching grammar in other languages.*
 - ✓ *Children were able to make links with Spanish and the English language.*
2. That the project reinforced understanding of English grammar for pupils and teachers (3 comments):
 - ✓ *Reinforced grammar in English for both myself and the children.*
 - ✓ *It also helped the children strengthen their understanding of word classes.*
3. That the project enabled pupils to develop a better understanding of etymology in English (2 comments):
 - ✓ *[The pupils have a better] idea of where words come from.*

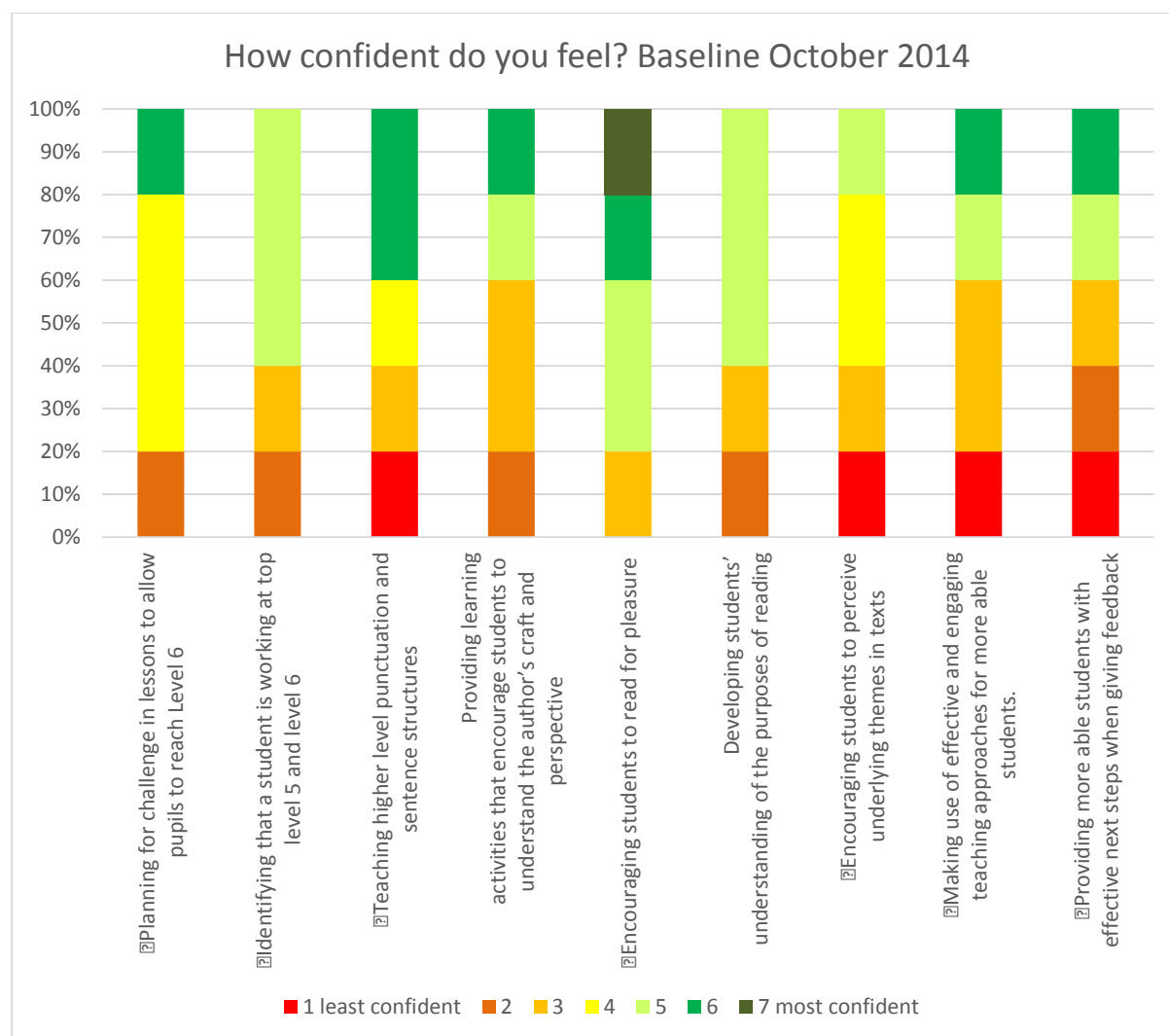
To supplement this information, teachers were also interviewed by the external evaluator (IOE) at the final professional development session. Here comments additionally highlighted:

- How pleased teachers are with the Latin textbook, but that the second textbook was quite challenging;
- The links between understanding grammar in their home language and accessing grammar in Latin;
- Pupil enthusiasm for learning Latin;
- That the teaching of Latin will continue in three of the four schools attending.

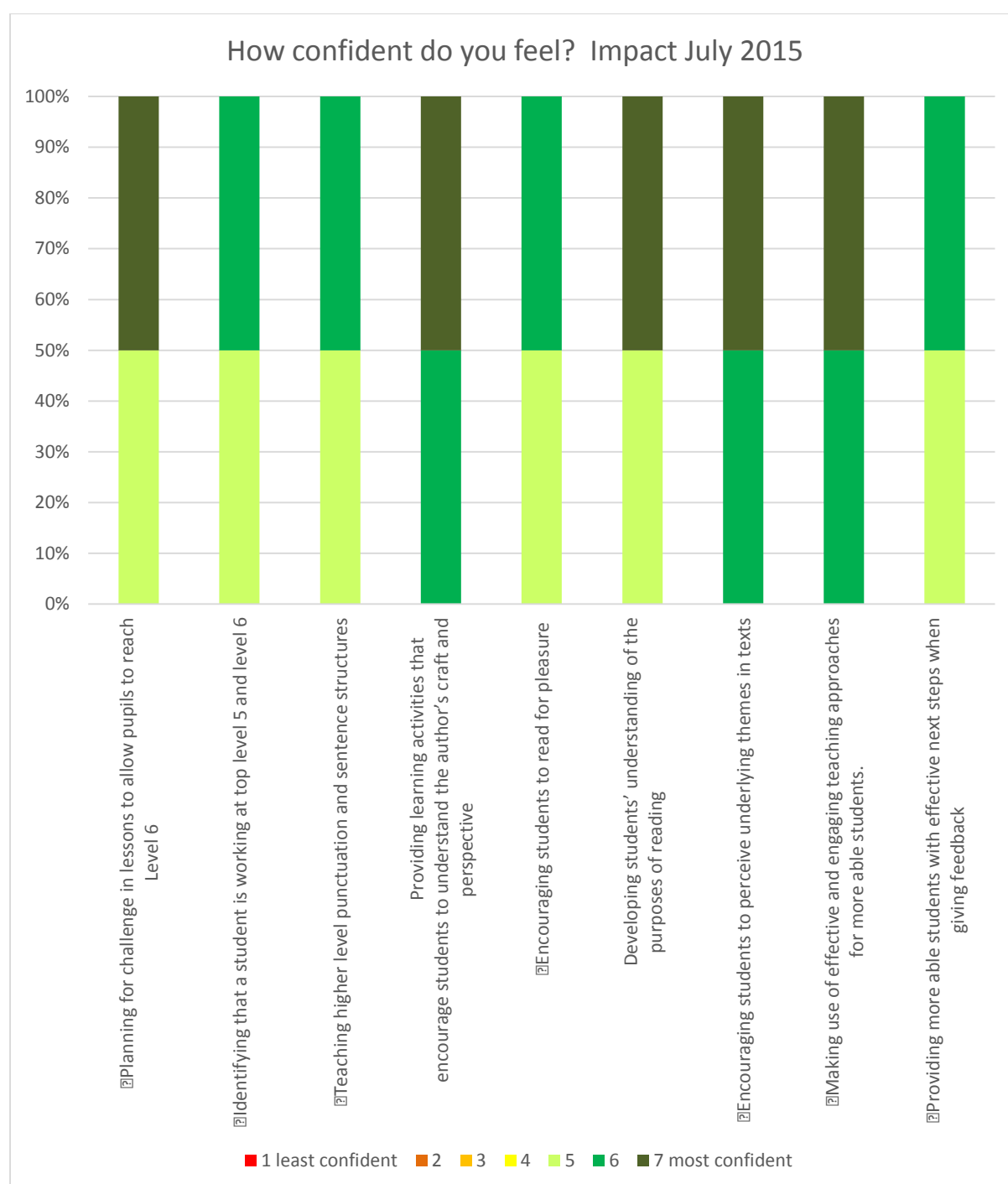
Teacher Self-Confidence Audit for English

Due to changes in staffing from the beginning to the end of the programme and some missing responses, only two impact responses and one matched name were available for analysis. Therefore, the reliability of this data is extremely limited.

Baseline confidence ratings (see below) did demonstrate a lack of confidence in several aspects of teaching related to the project.

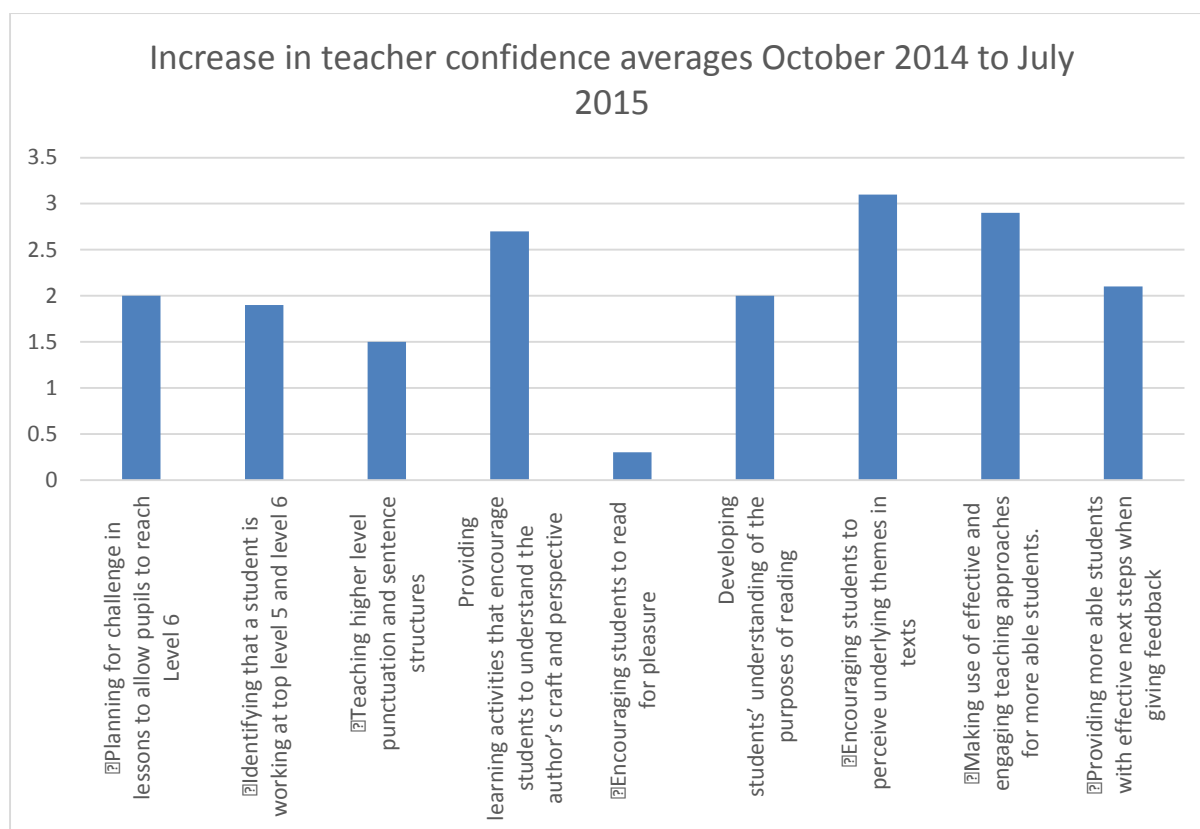


Responding teachers demonstrated stronger confidence by the end of the project (but see above for caution in terms of reliability for this as a measure of impact).



In terms of areas in which the data may suggest a shift in confidence, the items showing the three biggest average increases in teacher confidence from the beginning to the end of the project (in order, greatest impact to least) were:

- *Encouraging students to perceive underlying themes in texts*– increase of 3.1;
- *Making use of effective and engaging teaching approaches for more able students* – increase of 2.9;
- *Providing learning activities that encourage students to understand the author's craft and perspective*– increase of 2.7.

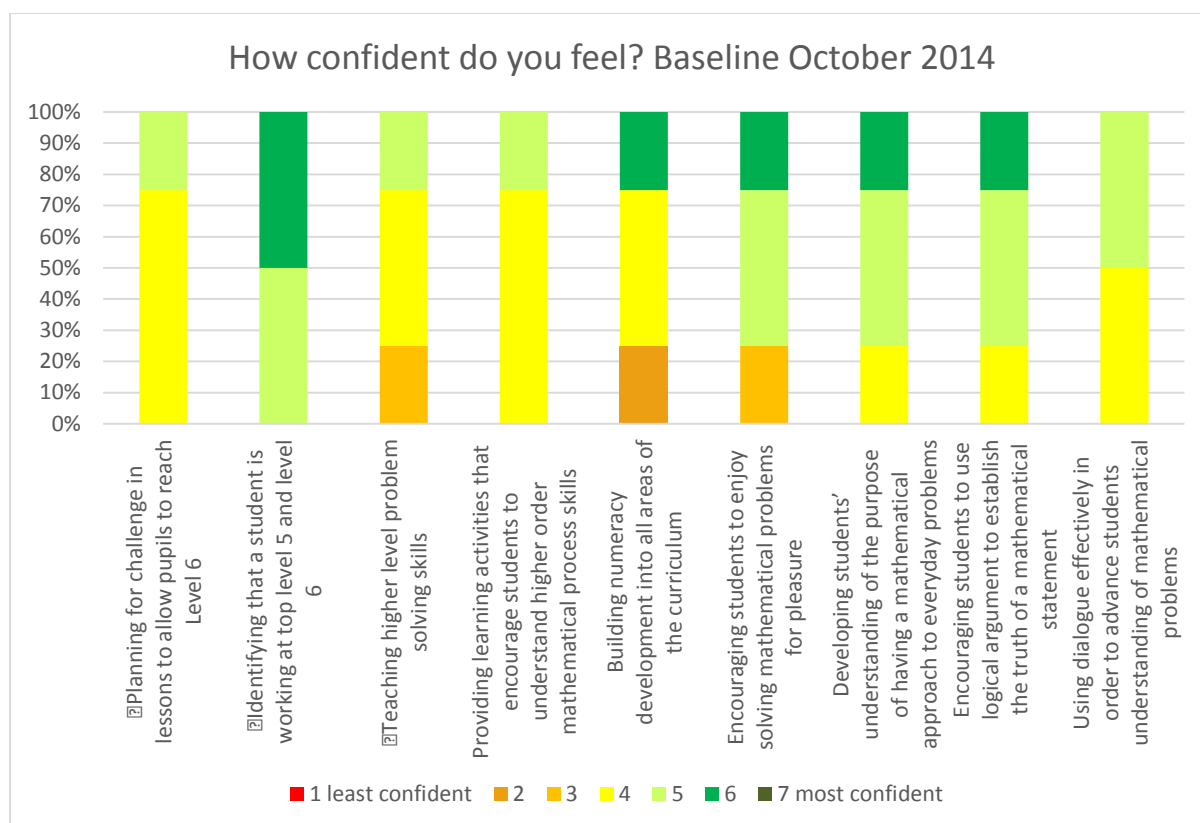


As for the Latin audit, there appears to be no skew in terms of the development of confidence: all descriptors showed an increase in confidence ratings.

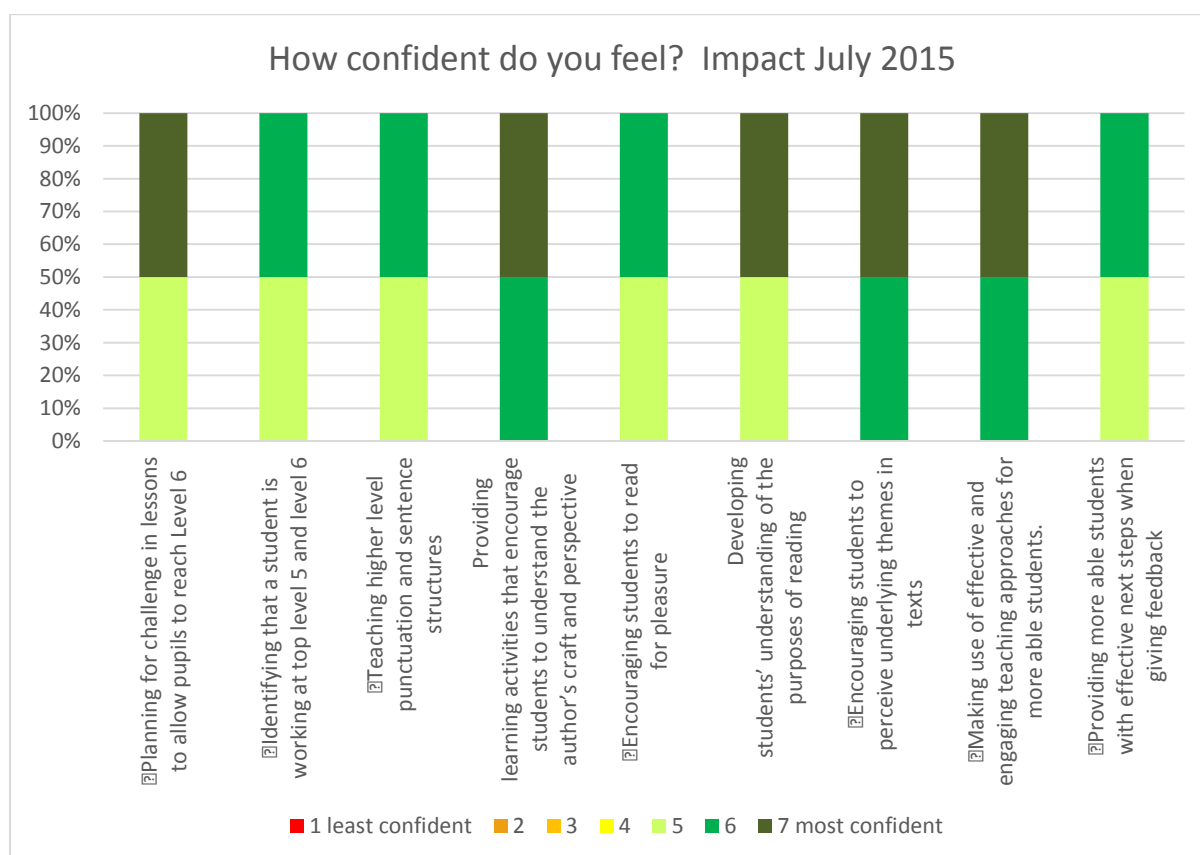
Teacher Self-Confidence Audit for Maths

Due to changes in staffing from the beginning to the end of the programme and some missing responses, only two impact responses and no matched names were available for analysis. Therefore, the reliability of this data is extremely limited.

Baseline confidence ratings (see below) did demonstrate a lack of confidence in some aspects of teaching related to the project for some teachers, although interestingly Year 6 teachers seemed more confident in maths than in English.

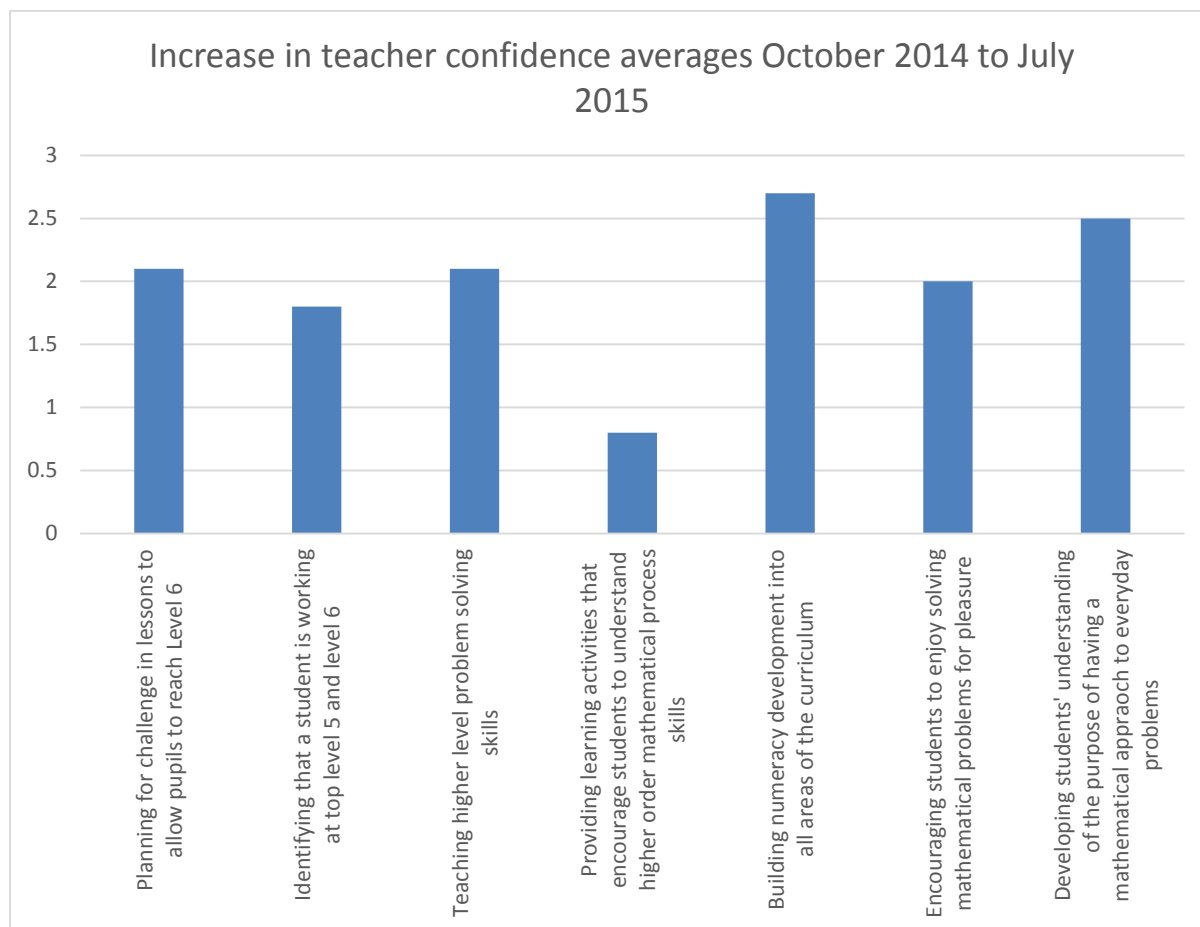


Responding teachers demonstrated stronger confidence by the end of the project (but see above for caution in terms of reliability for this as a measure of impact).



In terms of areas in which the data may suggest a shift in confidence, the items showing the three biggest average increases in teacher confidence from the beginning to the end of the project (in order, greatest impact to least) were:

- *Planning for challenge in lessons to allow pupils to reach Level 6*– increase of 3.1;
- *Encouraging students to enjoy solving mathematical problems for pleasure*– increase of 2.7;
- *Encouraging students to use logical argument to establish the truth of a mathematical statement*– increase of 2.5.



As for the Latin audit, there appears to be no skew in terms of the development of confidence: all descriptors showed an increase in confidence ratings.

8.2 Pupil Outcomes

Date pupil intervention started:

Table 11 – Pupil Outcomes for pupils benefitting from the project

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

Target	Research	Sample	Metric used	1 st Return	2 nd Return
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Outcome	method/ data collection	characteristics		and date of collection	and date of collection
SATs results for participating pupils in maths and English Master Classes	<i>Test results</i>	<i>Data collected from all bar one school and some data missing at pupil level (see below).</i>	<i>National Curriculum levels</i>	<i>July 2014</i>	<i>July 2015</i>
Latin test results	<i>This was not carried out (see 3.4 above and 8.2.1 below).</i>				

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

- Sample size, sampling method, and whether the sample was representative or not
Commentary on pupil impact (please also refer to table 6-8 re impact on different groups of pupils)
- Qualitative data to support quantitative evidence.
- Projects can also provide additional appendices where appropriate.

(minimum 500 words)

Maths/English analysis

NB In 2015 one participating school (8 pupils) failed to provide any data. There was missing data for two Maths pupils.

Reading	2014		2015	
	#	%	#	%
4	2	5.4%	1	3.8%
5	35	94.6%	25	96.2%
6	0	0.0%	0	0.0%
	37		26	

Writing	2014		2015	
	#	%	#	%
4	1	2.5%	2	7.7%
5	36	90.0%	20	76.9%
6	3	7.5%	4	15.4%
	40		26	

Maths	2014	2015
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	#	%	#	%
4	0	0%	0	0%
5	14	31.8%	13	27.7%
6	30	68.2%	34	72.3%
	44		47	

Level 5	Reading		Writing		Maths	
	Tower Hamlets	National	Tower Hamlets	National	Tower Hamlets	National
2014	46%	50%	32%	33%	41%	42%
2015	47%	48%	35%	36%	44%	42%

Level 6	Reading		Writing		Maths	
	Tower Hamlets	National	Tower Hamlets	National	Tower Hamlets	National
2014	0%	0%	2%	2%	9%	11%
2015	0%	0%	3%	N/A	11%	9%

Primary 1

	Reading		Writing		Maths	
	Primary 1 %	Tower Hamlets	Primary 1 %	Tower Hamlets	Primary 1 %	Tower Hamlets
2014						
L5	39	46	48	32	55	41
L6	0	0	0	2	11	9
2015						
L5	42	47	44	35	40	44
L6	0	0	0	3	13	11

Primary 2

	Reading		Writing		Maths	
	Primary 2 %	Tower Hamlets	Primary 2 %	Tower Hamlets	Primary 2 %	Tower Hamlets
2014						
L5	90	46	63	32	70	41
L6	3	0	3	2	33	9
2015						
L5	70	47	63	35	63	44
L6	0	0	0	3	33	11

Primary 3

	Reading		Writing		Maths	
2014	Primary 3 %	Tower Hamlets	Primary 3 %	Tower Hamlets	Primary 3 %	Tower Hamlets
L5	90	46	63	32	70	41
L6	3	0	3	2	33	9
2015						
L5	63	47	67	35	60	44
L6	0	0	0	3	33	11

Primary 4

	Reading		Writing		Maths	
2014	Primary 4 %	Tower Hamlets	Primary 4 %	Tower Hamlets	Primary 4 %	Tower Hamlets
L5	35	46	33	32	48	41
L6	0	0	0	2	8	9
2015						
L5	38	47	28	35	40	44
L6	0	0	0	3	8	11

Primary 5

	Reading		Writing		Maths	
2014	Primary 5 %	Tower Hamlets	Primary 5 %	Tower Hamlets	Primary 5 %	Tower Hamlets
L5	37	46	33	32	35	41
L6	0	0	2	2	5	9
2015						
L5	55	47	29	35	42	44
L6	0	0	0	3	16	11

Comment on 2014 results:

Reading: Only two pupils in the cohort achieved at below L5. L6 scores are in line with national averages.

Writing: No national comparisons are possible.

Maths: No pupils in the cohort achieved at below L5. The data from the individual primary schools shows that the attainment in Level 5 was above the borough average in all but one of the schools. This data also shows that the level 6 national average was exceeded in 3 of the 5 primary schools.

Comment on 2015 results:

Reading: Only one pupil in the cohort achieved at below L5. L6 scores are in line with national averages. In three of the five primary schools that provided their overall KS2 data, student attainment in Level 5 was above the Tower Hamlets average. All but one school had improved their writing results from the previous year.

Writing: No national comparisons are possible.

Maths: No pupils in the cohort achieved at below L5. In four of the five schools that provided their overall cohort data, there was progress in maths attainment above the Tower Hamlets averages and above the national average. Level 6 attainment was far higher than the Tower Hamlets overall attainment and the national average in 4 of the schools that provided their overall cohort data.

The school believe that the successes of the Maths Master Classes are due to this project being in its third and fourth years of development under the leadership of the Lead Practitioner. They also reflect the national picture, with L6 Reading proving difficult to achieve. It is hoped that the English Master Classes can achieve similar successes to Maths in 2016.

Latin Analysis

Primary students taking part in the Latin project were in year groups spanning 2-6, and studied for different amounts of time. Also, each teacher concentrated on different aspects of Classical Civilisation according to their own interests. As Latin is not a National Curriculum subject, it was felt inappropriate to attempt to align it with National Curriculum MFL levels. It was also felt that a test would not capture all that students have learnt. Instead, 13 students from 3 schools were given a sheet, which asked them to show what they had learnt in Latin, using the following scaffolding questions:

- What have you learnt about Latin?
- What did you know about Latin before the project?
- Why do you like Latin?

The analysis of pupil responses (see Appendix 2) shows that 31% knew nothing about Latin before the project began. However, 54% did have some historical knowledge about Latin and/or the Romans.

In terms of what they had learnt, responses indicate learning related to:

- Knowledge of Latin vocabulary (92% of respondents)
- Usage/application of Latin (77%)
- Knowledge of Latin/Romans (38% describing strongly related knowledge and 31% vaguely related knowledge)

Three responses stated that Latin was fun, three said they enjoyed it because it was a new language and two said it was helpful.

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

Target Outcome	Research method/ data	Sample characterist ics	<i>Metric</i>	1 st Return and date of collection	2 nd Return and date of collection
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	collection				
Greater engagement by primary schools in the People's Palace Schools Network	<i>Headteacher survey to gauge satisfaction and likely future involvement with English/ maths project</i>	<i>4 out of 7 participating schools responded</i>	<i>8 questions to evaluate different aspects of the project on a scale of 1-7, 1 being strongly disagree and 7 being strongly agree</i>		<i>July 2015</i> <i>See Appendix 6 for analysis</i>
Summer School established and sustainable by teacher introduction to Classical Language for KS2 students.	<i>Nos of students attending</i>	<i>All students attending recorded</i>	<i>Numbers</i>	<i>July 2014 - 72</i>	<i>July 2015 – 75</i>

8.3.1 Please provide information on

- Sample size, sampling method, and whether the sample was representative or not
- Commentary on wider system impact qualitative data to support quantitative evidence.
- Projects can also provide additional appendices where appropriate.

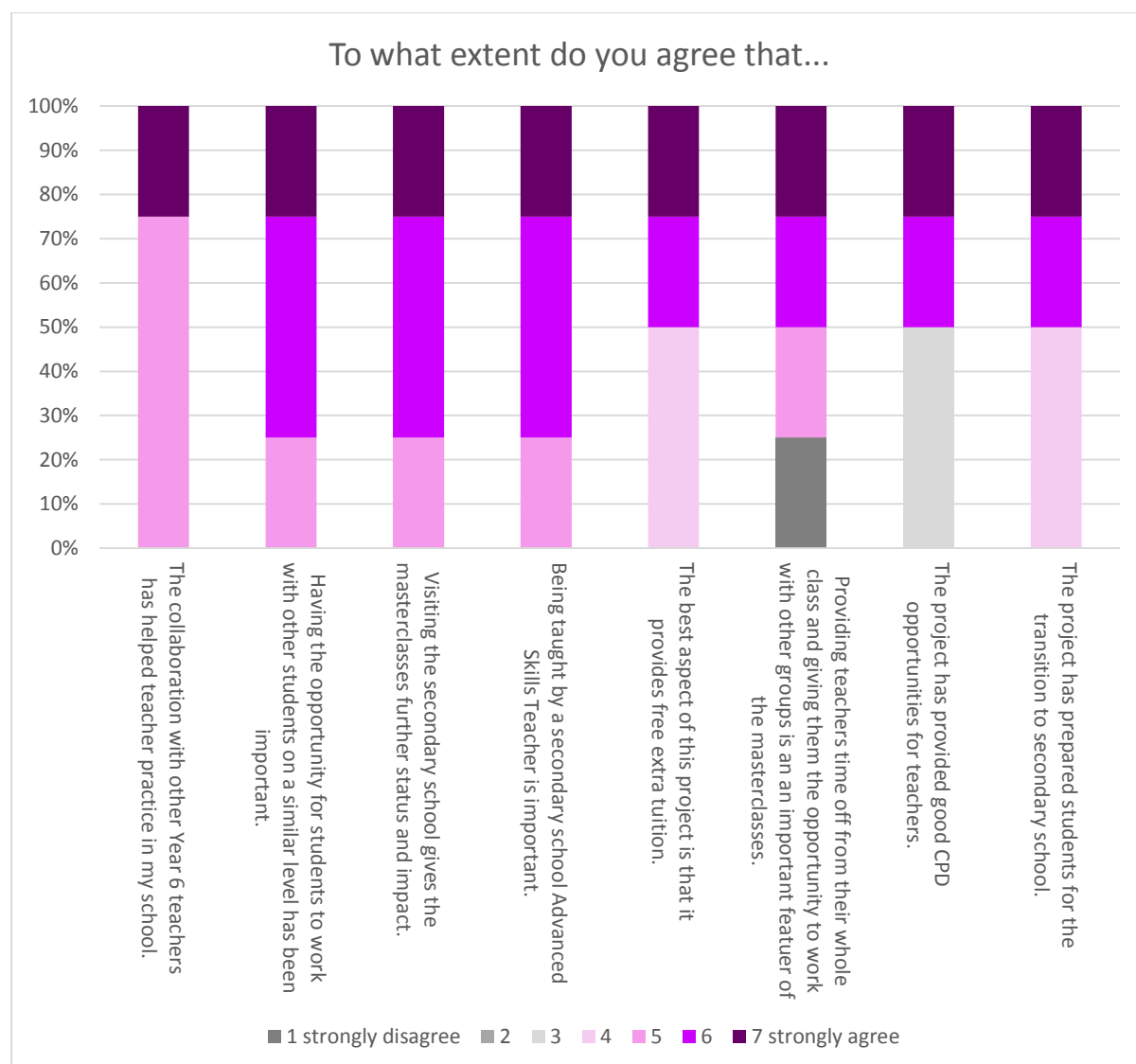
Headteacher survey

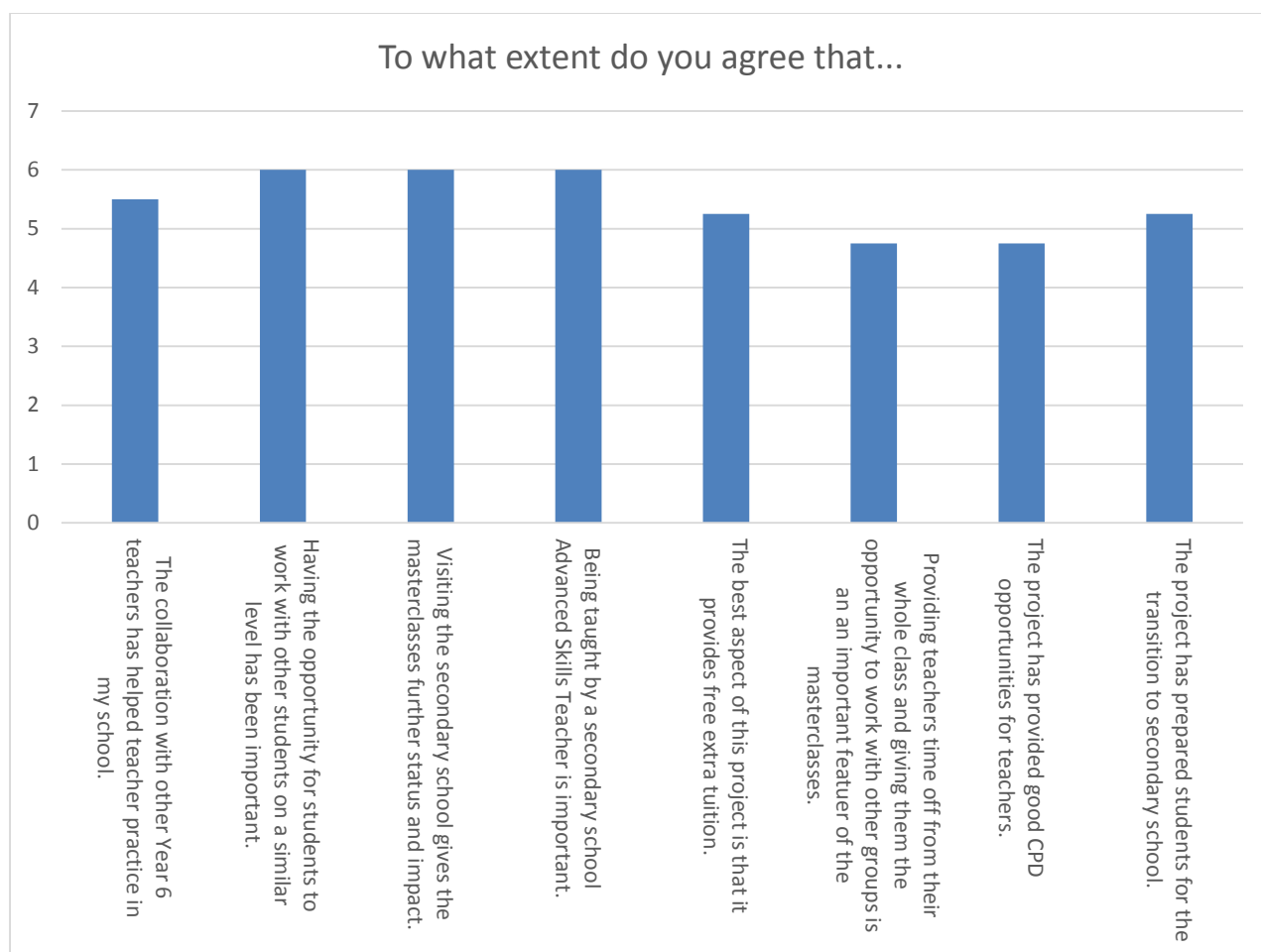
All engaged primary schools were invited to respond to the Headteacher survey and just over half responded. The response was generally very positive.

Headteachers perceived the greatest benefits of the project as being:

- Having the opportunity for students to work with other students on a similar level;
- Visiting the secondary school which gives the masterclasses further status and impact;
- Students being taught by a secondary school Advanced Skills Teacher.

There were more mixed feelings about whether it was important for Year 6 teachers to have time off from their whole class to work with other teachers and whether the project provided good CPD opportunities for teachers.





Three out of four responding headteachers also stated that they would like the programme to continue to run without change next academic year.

8.4 Impact Timelines

Please provide information on impact timelines:

- At what point during/after teacher CPD activity did you expect to see impact on teachers? Did this happen as expected?
- At what point during/after teacher CPD activity did you expect to see impact on pupils? Did this happen as expected?
- At what point did you expect to see wider school outcomes? Did this happen as expected?
- Reflect on any continuing impact anticipated.

Impact for the Latin project was expected shortly after the start of teachers' engagement as they began to lead Latin projects within their own schools and this was definitely successful. However, the full impact of their participation was not expected in terms of teacher confidence until July 2015, and this expected impact is corroborated in the teacher confidence audit in relation to aspects of teaching and learning in Latin.

Impact was expected after participation in a full year of the professional development programme. Unfortunately, due to low teacher responses to surveys, it is not possible to state that the programme affected teachers' confidence. Due to teacher turnover and low attendance for the maths and English projects (likely related to the pressures of teaching in

Year 6), impact may have been limited. This is suggested by headteachers who had mixed feelings about the impact of the CPD programme on teachers.

For students, impact was expected at the end of each of the academic years in which they participated and this is evident in the analysis of students' KS2 SATs scores.

The Master Classes for the Year 6s will continue to run for English and Maths, with Science also becoming involved in the network. The programme will continue to run as it has done in the last year of the project with St. Paul's Way Trust hosting the event and English and Maths Master classes calendared once a month. However this coming year more of the primary school staff will deliver the Master Class sessions, sharing the teaching, following from the CPD provided as part of this project. The teacher meetings will also continue with clear time to develop and plan resources for the master class sessions.

The Latin links will also continue to run with the primary schools. With the addition of another Classics teacher to the faculty there is further scope to involve more schools. Currently the staff are investigating further projects that can broaden links further.

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

In this section we would like you to reflect on:

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

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.

Latin Project

This project was successful in terms of enabling teachers to develop the confidence with aspects of teaching and learning in Latin. It also highlighted areas of subject expertise with which they will require further professional development and support. The success of this aspect of the project is evident in terms of qualitative responses from teachers, who highlighted several aspects of the project as particularly supportive, for example the textbooks, seeing connections with other foreign languages, and making connections between Latin and English grammar.

The success of the professional development programme is also visible in terms of the four teachers who continue to run Latin projects in their schools where previously there was no Latin provision and in the high uptake of places at both Latin summer schools.

English and Maths project

Pupil results for English and maths at the end of KS2 indicate success for the Master Classes, with all but one pupil achieving at L5 or above and a significant number of pupils achieving at L6 in maths. The embedded nature of the Maths Master Class may have contributed to this success, but the difference between maths and English also reflects the national picture.

Feedback from headteachers show the value placed on the Master Classes for students and that they are keen for this to continue in the next academic year.

It was difficult to secure commitment to the professional development programme for Year 6 teachers, which was anecdotally attributed to the pressures of working in Year 6. Due to limited returns for teacher confidence audits, there is only limited evidence of impact of the professional development sessions and headteachers also have mixed feelings about this aspect of the programme.

10. Value for Money

10.1 Apportionment of the costs across the activity

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	5%	£9739.86
Teacher CPD (face to face/online etc)	30%	£44493.67
Events/Networks for Teachers	5%	£19528.32
Teacher 1:1 support	7.5%	£14000
Events/Networks for Pupils	60%	£48458.32
TOTAL	100%	£ 136220.17

10.2 Commentary of value for money

The largest percentage of money was spent on face to face events with the student participants and the teacher participants. A large amount of this money was for the time of the Lead Practitioners in planning, delivering and marking assessments of the Year 6 masterclasses. Although more time and more of the project spend was spent on the pupil events, these are led by fewer staff which explains why the cost of this is almost equivalent to the costs for the teacher professional development sessions. The pupil Master Classes therefore were the main focus of the project and this provided value for money, as feedback from headteachers and pupil results validate this spend.

Teacher participants' schools claimed for the time that the teachers spent in teacher CPD sessions. This was an incentive for the schools to participate and an attempt to reimburse the schools for the time teachers dedicated to the project outside of their directed working hours. This was a necessary cost for these sessions as a key aim of the project was to build the network and provide the CPD for the teachers. Feedback from Latin teachers validates the importance of this spend and data from maths and English teachers appears to corroborate this (but see comments on reliability section 9).

Another aspect which was excellent value for money was the Latin Summer School which was an event for all pupils involved in the Latin classes and other pupils with an interest in Latin. The main costs for this were staffing the event, the overheads of the school and catering supplied during the summer holidays. High attendance at this event confirms the value of the spend.

The project did not incur too much cost in the sharing and disseminating of resources –the main cost was time to create and evaluate these – these resources were shared online via Dropbox with participants. This was an efficient way to save money in sharing the resources created.

11. Reflection on project delivery

11.1 Key Enablers and Barriers to Achievement

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

11.2 Management and Delivery Processes

- *How effective were the management and delivery processes used?*
- *Were there any innovative delivery mechanisms and what was the effect of those?*
- *Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?*

11.3 Future Sustainability and Forward Planning

- *Do you have any plans for the future sustainability of your projects?*
- *What factors or elements are essential for the sustainability of your project?*
- *How have you/will you share your project knowledge and resources?*

Involving Year 6 teachers in the English and Maths project did prove problematic initially when the two subjects were run across separate sessions: one-form entry schools had to pick one of the two sessions to attend and schools with two Y6 teachers could not always send both members of staff. A decision was taken in Autumn 2014 to merge the two subject sessions and this resulted in increased attendance and better satisfaction from teachers.

In addition, it was difficult to secure the attendance of Y6 teachers at pupil Mastery Classes. Y6 pupils were often sent to these sessions with TAs or teachers other than their own as the Y6 teacher was required to teach intervention classes for other pupils during this time. This meant there was reduced learning in terms of subject knowledge for Y6 teachers. It also may prove problematic for the next year of the project as the school wants to move towards a model of primary teachers delivering the Mastery Classes, with the support of the secondary lead teachers.

Recruitment for Latin training was entirely reliant on individual interest. In some cases there was interest from headteachers but usually the primary teachers decided to take up the training of their own volition. Latin sessions were generally well-attended as teachers attending were from year groups other than Y6 and with reduced pressure on time. The delivery of the Latin project was originally to be through half-termly subject knowledge sessions, but as teachers learnt enough from one subject knowledge session to sustain them for more than a half-term, the sessions became termly.

From the limited numbers of participating teachers, there was a strong will to continue to teach Latin as 3 out of 4 schools said they had a plan to continue in 2015-16, and the school will pursue additional funding to continue and develop training for primary teachers to teach Latin. In future projects, a web-based aspect of training and sharing of resources would help with communication between each session. The option of full web-based training may also be attractive to primary teachers who are confident in teaching languages and pick it up quickly (some of the primary school teachers involved had studied Latin or languages).

The school does plan to continue to run the Latin Summer School but will have to pursue additional funding for this from another source.

It was difficult for the Maths/English and Latin leads to find time to lead and manage the project, especially communicating with several different schools, whilst also juggling a significant teaching commitment in their own schools.

In order to improve subject knowledge for teachers, the project needs to sustain and develop:

- Attendance of classteachers at professional development sessions and Mastery Classes;
- Sessions that address both English and Maths for Y6, rather than separating the two;
- Time and funding for project leads;
- For Latin training, explore different access models for training, including online. Seek feedback from primary teachers on how the project can be more suited to the schools' needs, and have a range of possibilities (project based work e.g. on The Romans; after-school clubs; 'Roman Days' during school holidays for local primary children; Latin as part of the new primary MFL curriculum.
- In order to share knowledge and resources for the Latin Project, and to help with sustainability and diversify with online training, an online area for the project will be necessary, either via the school's virtual learning area, or via Google Docs.

12. Final Report Conclusion

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

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

Key findings for assessment of project impact

- *What outcomes does the evaluation suggest were achieved?*
- *What outcomes, if any, does the evaluation suggest were not achieved or partly achieved?*
- *What outcomes, if any, is there too little evidence to state whether they were achieved or not?*

Pupil results for English and maths at the end of KS2 indicate success for the Master Classes, with all but one pupil achieving at L5 or above and a significant number of pupils achieving at L6 in maths. The embedded nature of the Maths Master Class may have contributed to this success, but the difference between maths and English also reflects the national picture.

It was difficult to secure commitment to the professional development programme for Year 6 teachers, and the pressures of working in Year 6 are likely to have played a role in this. Due to these issues, there were limited returns for teacher confidence audits, and there is therefore only limited evidence of impact of the professional development sessions.

Feedback from headteachers demonstrates the value placed on the Master Classes for students and that they are keen for this to continue in the next academic year. Headteachers have mixed feelings about the professional development aspect of the programme, which probably reflect the challenges stated above.

The Latin project successfully enabled teachers to develop the confidence with aspects of teaching and learning in Latin and highlighted areas of subject expertise in English grammar with which they will require further professional development and support. Teachers highlighted several aspects of the project as particularly supportive, for example the textbooks, seeing connections with other foreign languages, and making connections between Latin and English grammar.

The four teachers who continue to run Latin projects in their schools and the high uptake of places at both Latin summer schools are testament to the success of this aspect of the project.

Key lessons learnt for assessment of project delivery

- *What activities/approaches worked well?*
- *What activities/approaches worked less well?*
- *What difficulties were encountered in delivery and how could they be mitigated in the future?*
- *Were there any additional or unintended benefits (e.g. increases in student attendance as a result of an intervention aimed at teachers)?*

Involving Year 6 teachers in the English and Maths project was problematic and resulted in fluctuating attendance and limited reliability of impact results. It was also difficult to secure the attendance of Y6 teachers at pupil Mastery Classes, meaning teachers did not benefit from observing the ASTs. Allowing Year 6 teachers to attend one maths-English session

instead of two different sessions mitigated these problems to a degree but it remained a challenge throughout the project.

Next year's model of primary teachers delivering the Mastery Classes, with the support of the secondary lead teachers aims to tackle this challenge and Headteacher feedback shows that this plan will meet their needs.

Latin sessions were generally well-attended as teachers attending were from year groups other than Y6 and had reduced pressure on time. Termly Latin sessions were sufficient to sustain enthusiasm and to respond to teacher learning needs.

It was difficult for the Maths/English and Latin leads to find time to lead and manage the project, especially communicating with several different schools, whilst also juggling a significant teaching commitment in their own schools.

Informing future delivery

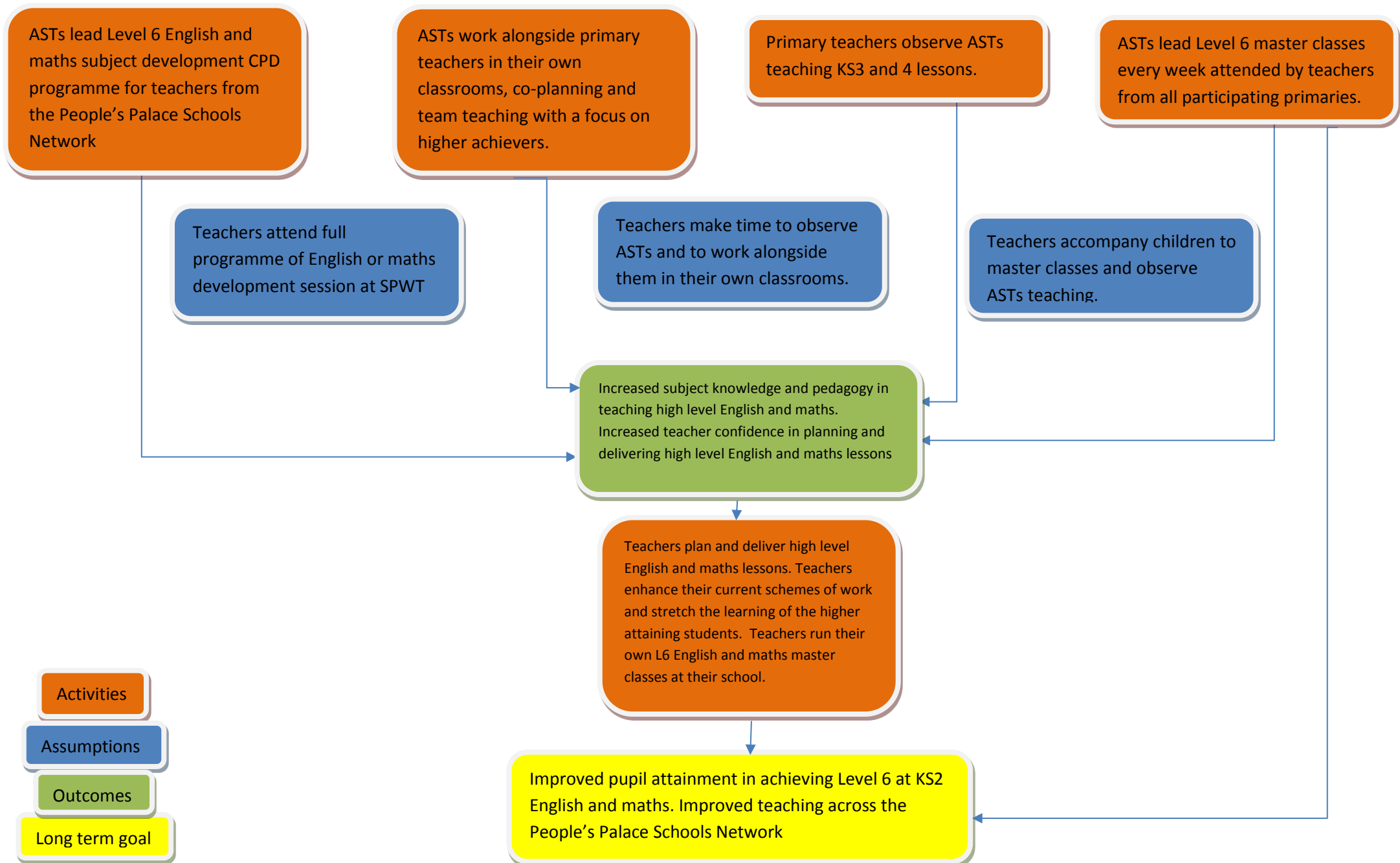
- *What should the project have done more of?*
- *What should the project have done less of?*
- *What recommendations would you have for other projects regarding scaling up and/or replicating your project?*

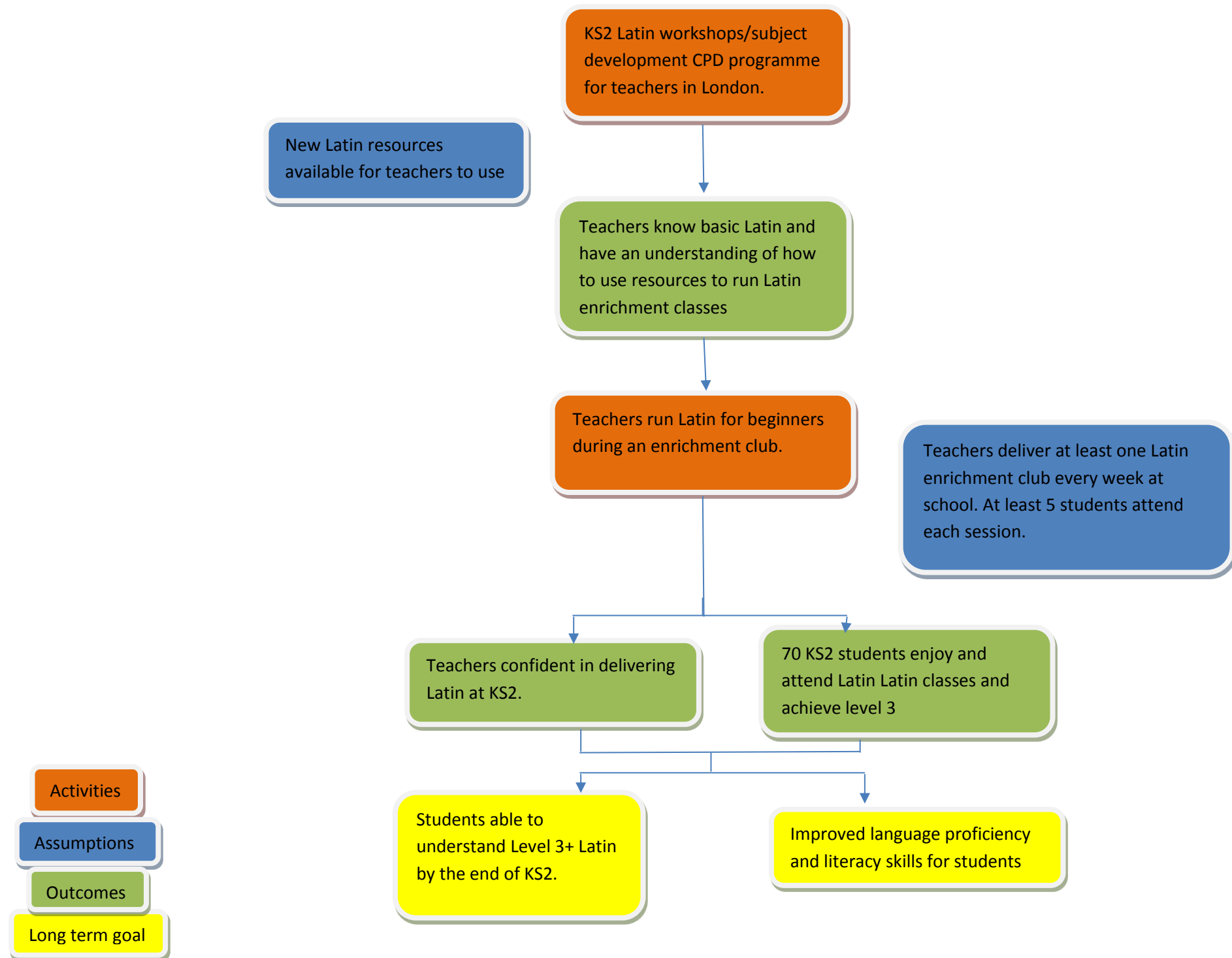
The project needs to consider ways to engage Year 6 teachers and to offer them professional learning that does not conflict with their teaching responsibilities. Teachers in other year groups find it easier to commit to attending regular professional development sessions.

The Master Classes were successful and the school is now considering adding a Science Master Class to meet the demand from primary headteachers. This will remain an area for development for the school.

Summer schools can be highly successful transition projects that engage the enthusiasm of primary pupils. However, schools need to consider cost implications in terms of practical costs and the time needed to organise such an event.

Theory of Change: Exceptional Entitlement





Template Evaluation Plan

Teacher Outcomes	Indicators of Outcomes	Baseline data collection	Impact data collection
Subject knowledge of participating teachers in English, maths and Latin increased.	<ul style="list-style-type: none"> Increase in teacher self audit scores in maths mark accurately a level 6 piece of assessment in English Increase in teacher self audit scores in Latin 	<ul style="list-style-type: none"> teachers will conduct a subject knowledge audit pre intervention – July 2014 teachers will mark a written piece of work pre intervention. Our AST in English will moderate the marking – July 2014 Teachers will complete a subject knowledge audit in Latin pre intervention – April 2014 	<ul style="list-style-type: none"> Teachers will conduct subject knowledge audit after subject knowledge intervention – December 2014 Teachers will mark two pieces of work after subject knowledge intervention. AST in English will moderate the marking. – December 2014 Teachers will complete a subject knowledge audit after the intervention. – July 2014
Confidence in delivering level 6 English and maths increased	<ul style="list-style-type: none"> Increased scores in teacher confidence survey. This will be designed by our ASTs in consultation with the IoE. All teachers will complete the survey Teacher confidence survey will be shared with GLA 	<ul style="list-style-type: none"> Interview a sample of participants to get a qualitative description of their confidence in delivering L6 English and maths content. The sample size and interviews will be decided upon consultation with the IoE. – July 2104 Collect scores from pre intervention surveys – July 2014 	<ul style="list-style-type: none"> Interview a sample of participants to get a qualitative description of their confidence in delivering L6 English and maths content after the subject knowledge intervention. The sample size and interviews will be decided upon consultation with the IoE.- December 2014 Collect scores from surveys conducted after the subject knowledge intervention – December 2014
Confidence in delivering level 3+ Latin at KS2	<ul style="list-style-type: none"> Increased scores in teacher confidence survey. This will be designed by our Lead Practitioner in consultation with the IoE. All teachers will complete the survey Teacher confidence survey will be shared with GLA 	<ul style="list-style-type: none"> Collect scores from pre intervention surveys – March 2014 	<ul style="list-style-type: none"> Collect scores from surveys conducted after the subject knowledge intervention – July 2014
Students at primary school able to use basic Latin to develop	<ul style="list-style-type: none"> Teachers use resources to deliver Latin clubs 	<ul style="list-style-type: none"> Launch of new Latin resources – April 2014 	<ul style="list-style-type: none"> Work scrutiny completed for a sample of schools – teachers must

own language proficiency	<ul style="list-style-type: none"> Resources available to teach Latin at KS2 		keep students work in folders – June 2104
Teaching and subject specific pedagogy in Maths, English and Latin improved.	<ul style="list-style-type: none"> Increase in lesson observation performance by internal school monitoring. 	<ul style="list-style-type: none"> Lesson observations conducted by ASTs and LSEF Latin Manager. Targeted teachers will be observed. Those who require improvement in pedagogy and lesson delivery. – Ongoing 	<ul style="list-style-type: none"> Improvement in lesson observations and evidence of subject specific pedagogy – ASTs and LSEF Latin Manager to conduct observations after the subject knowledge interventions. Targeted teachers will be observed. Those who require improvement in pedagogy and lesson delivery. – July 2014 and December 2014
Pupil Outcomes	Indicators of Outcomes	Baseline data collection	Impact data collection
<p>Pupil attainment in achieving Level 6 at KS2 English and maths improved.</p> <p>(We will keep a record of all the characteristics of students e.g. SEN, LAC, Gender, FSM and keep a record of any 'churn')</p>	<ul style="list-style-type: none"> Performance in National KS2 SATs test and teacher assessment scores 	<ul style="list-style-type: none"> Test students upon entry using past exam papers – October 2013 for Maths, March 2014 for English 	<ul style="list-style-type: none"> National KS2 results 2014 and 2015. This data will be collected from primary school headteachers. – July 2014
<p>Students able to understand Level 3+ Latin at the end of KS2.</p> <p>(We will keep a record of all the characteristics of students e.g. SEN, LAC, Gender, FSM and keep a record of any 'churn')</p>	<ul style="list-style-type: none"> Performance in teacher assessment scores. The assessments will be designed by our lead practitioner for the purpose of this project and will be reviewed internally. 	<ul style="list-style-type: none"> Teacher conducts baseline assessment. – March 2014 	<ul style="list-style-type: none"> Teacher conducts assessment after intervention – July 2014
School System / 'Culture	Indicators of Outcomes	Baseline data collection	Impact data collection

Change' Outcomes			
Improved teaching across the People's Palace Schools Network	<ul style="list-style-type: none"> Primary school managers evaluations of teacher performance 	<ul style="list-style-type: none"> Conduct initial meeting with CPD coordinator/headteacher to analyse their SEF to evaluate teaching. They will conduct these evaluations by looking at standardised lesson observation Ofsted grades and next steps. – July 2014 Conduct meetings with teachers and managers to identify the areas of subject knowledge development. – ongoing 	<ul style="list-style-type: none"> Conduct meetings with CPD coordinator/headteacher after the interventions and see if there have been any improvement in teaching.- December 2014 Conduct meetings with teachers after the interventions and see if they have made progress after receiving the subject knowledge development sessions – December 2014
Greater engagement in the People's Palace Schools Network	<ul style="list-style-type: none"> Increase attendance at network meetings. Colleagues would receive regular updates and share teaching and learning resources. Extend network of schools – get other schools to participate in Subject Knowledge development CPD programme so that teaching is improved more widely 	<ul style="list-style-type: none"> Number of people attending the network meetings Number of schools taking part January 2015 	<ul style="list-style-type: none"> Number staff attending the network meetings Number of schools taking part August 2015
Summer School established and sustainable by teacher introduction to Classical Language for KS2 students. Students in Y6 will have improved literacy and language skills by developing understanding of basic Latin and developed wider cultural understanding by participation in trips and events.	<ul style="list-style-type: none"> Increased attendance for Summer School Increase in student participation 	<ul style="list-style-type: none"> Advertise for summer school Year 1 – July 2014 Number of participants in Year 1 – July 2014 	<ul style="list-style-type: none"> Number of attendees at Year 1 Summer School – August 2014 Number of attendees at Year 2 – August 2015