

# **London Schools Excellence Fund**

## **Self-Evaluation Toolkit**

### **Final Report**

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# Evaluation Final Report

**Project Oracle: Level 2**

**Report Submission: Final Report to Rocket Science**

**Project Name: Centre of Teaching Excellence in Merton**

**Lead Delivery Organisation: Cricket Green School, Mitcham, Merton**

**Author of the Self-Evaluation: Prof Rosie Raffety**

**Actual Project Start Date: Sept 2013**

**Actual Project End Date: Sept 2015**

## 1. Executive Summary

The LSEF programme that is the focus of this report reached out to a total of 157 pupils, lead by 14 teachers across eleven schools (a mix of primary and secondary schools) that comprise the Mitcham Cluster, located within the London Borough of Merton in south-west London. Over the course of the programme, teachers recorded an **increase in the academic attainment levels in 52% of pupils across all schools**.

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.

Our project findings suggest that there is a crucial interplay between subject knowledge and pedagogical expertise in the design, facilitation and assessment of learning and in raising learner attainment. *Subject knowledge by itself will not necessarily improve pupil attainment.* As the work of teachers participating in the LSEF project at Cricket Green demonstrates, subject knowledge informed by pedagogical problem solving, prototyping and testing of new pedagogical models within a rigorous methodology of research, evidence and feedback loops will improve pupil attainment.

Our approach to the project was premised on asking the fundamental question around where the major source of variance in students' achievement lies, and to concentrate on supporting teachers in enhancing these sources of variance within the project to truly make the difference. Of the six sources of variance identified by Hattie (2003), his research suggests that the most powerful is the pupils themselves who account for about 50% of the variance of achievement. Teachers account for about 30% of the variance. So, the quality of teachers' knowledge, expertise and passion are very powerful and the most controllable, in this learning equation. Within the LSEF project and the approach to design of teacher strategic research projects, we focused on the greatest source of variance that can make the difference – the teacher and building new skills and capacities in teachers to positively impact learner gains.

We directed attention towards pedagogical problem solving, higher quality teaching and use of new approaches that included raised expectations around pupil and staff learning. A key aim of the LSEF project became **to develop teacher expertise through engagement in strategic inquiry and pedagogical problem solving with specific reference to the attributes of expert teaching as identified in literature**

Expert teachers (Hattie, 2003, p5) are able to:

- Identify essential representations of their subject (*conceptualise & understand subject*)
- Guide learning through classroom interactions (*design for learning skills*)
- Monitor learning and provide feedback (*timely and targeted feedback with overt criteria*)
- Attend to affective attributes (*skilled at relationship-building, gain trust, know pupils*)
- Influence student outcomes (*projects and learning designed with specific impact in mind*)

Every teacher on the LSEF programme applied these principles to their projects so that there was a strong balance between intended impact and the development of tried, tested and scalable pedagogical models.

### Key findings

1. The evaluation of the project suggests that by providing opportunities for teachers to participate in structured, accredited learning over a sustained period of time that was

both project based and premised on pedagogical problem solving that both teacher efficacy was improved and with it, pupil efficacy in learning.

2. Another key finding is that by giving schools the opportunity to engage in context-relevant research, driven by a local R&D team with skills in strategic project design, learning improved, especially where school leaders promoted knowledge sharing and application of research to school improvement initiatives. The promotion of a cluster-based approach to school improvement informed by research and development, led to the genesis of evidence-informed pedagogical models being discussed, shared, scaled and trialed right across the 11 schools with greater focus on deep learning than just delivery of curricula.
3. A model of learning, premised on teaching that addressed mastery, progression and threshold concepts (Cousin 2006), supported by teacher subject knowledge, accounted in part for increased attainment rather than content-driven teaching that ignored learner needs. However, more time is needed to realise the scaling potential of the LSEF project and to embed, exploit and leverage the knowledge assets at pan-cluster level.

### **10 critical LSEF success factors**

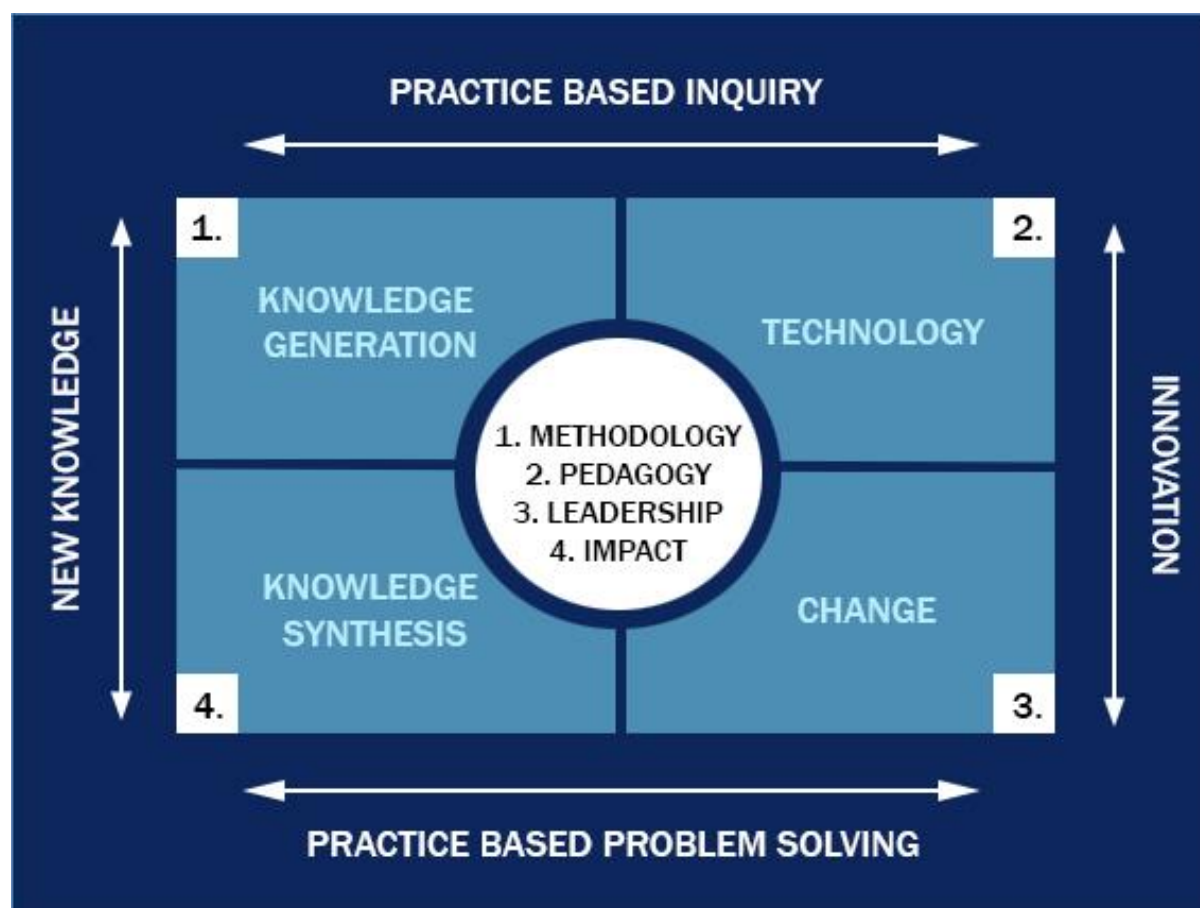
1. Senior level leadership support for the LSEF project and for a Cluster-based R&D team engaged in an accredited programme of design research (McKenney, 2014) driving pedagogical innovation and school improvement.
2. A clear and very coherent methodology around design research, design thinking (Brown, 2009), pedagogical problem solving and learning processes for teachers engaged in research that informed the project from the outset and lent transparency to project expectations, success criteria, reporting milestones and project outputs.
3. The partnership with external academic partners (University of West London and The Academy for Innovation) in delivering a rigorous programme that developed teacher skills and capacities for pedagogical problem solving, pedagogical leadership and pedagogical innovation that was relevant to context
4. The culture of partnership working across the Cluster and the commitment to enhancing pupil and learner attainment right across the Cluster irrespective of school affiliation
5. The culture of knowledge sharing and willingness to share project emergent knowledge assets given the bigger vision on pupil learning and commitment to investment in teacher development to secure learner outcomes
6. Fine grained sensitivity and intelligence regarding context specific ‘wicked problems’ (Buchanan, 1992) that drove project design and scoping of intended impact
7. Senior leaders’ willingness to learn as the project progressed and to understand how they could accelerate learning and sponsor innovation through joint CPD, annual Cluster-wide Research Conferences
8. Commitment of teachers within the project and their resilience in seeing the project through from start to finish, together with their courage in moving beyond their comfort zones to contribute to local, national and international conferences to share project learning and outputs
9. The critical importance and efficiency of the Project Manager, Kristina Burton, in keeping the project on track, contributing to interim project evaluations, Student Liaison and Advisory Boards (SLABs) and ensuring smooth communication across the all stakeholders and partners.
10. An additional benefit has been the willingness of project participants to engage with other MA students in other Innovation Hubs across London and beyond, to contribute to local, national and international projects (Hong Kong; New York) and to drive the development of a publication from Dec 2015 and a Journal from 2016 that fully promotes the deep and expert learning of the project participants. We plan to set up an Editorial Board in the

Autumn Term 2015 in order to drive forward these publications and to embed project learning within and beyond the cluster.

### Three critical recommendations

1. Senior level sponsorship of the project and of a strategic R&D team across the cluster
2. Clarity and rigour around the research methodology and its focus on problem solving
3. A stakeholder model of project development that focused in impact, project outputs and included a highly skilled project manager to coordinate partnership activity and accountabilities.

### Project model for supporting subject knowledge and evidence based innovation



### Monitoring of project and teacher progress

Teachers provided regular updates on project progress by undertaking pedagogical research over 2013-2015, writing regular evidence-based, scholarly papers and contributing impact data to an Excel-based data collection tool at the end of each term (autumn, spring and summer) across both years of the LSEF programme.

The scholarly papers reported in depth on project design and phasing, project methodology, emergent findings, impact and potential for project scaling. The information provided through the Excel-based data collection tool provided information on the characteristics of pupils, key skills acquired by participating teachers, knowledge assets generated, conferences attended and an assessment of each pupil's level of attainment measured against a baseline.

### Headline figures relating to project impact

- Over the course of the LSEF programme, teachers recorded an increase in the academic attainment levels in 52% of pupils across all schools
- Over one-third (36%) of pupils were not native English speakers, and were classified as having English as an additional language (EAL)
- 60% of EAL pupils showed an improvement in their level of attainment, compared to 47% of non-EAL pupils
- The majority of pupils in the Mitcham Town Cluster were enrolled on the programme at Cricket Green School (35%). This school also had the most teachers directly involved with the programme (four)
- In total, over half (51%) of Mitcham Town Cluster pupils had special education needs (SEN)
- 38% of pupils were eligible for free school meals (FSM) – with 28% of all pupils eligible for FSM over the previous six years (Ever 6)
- There was a diverse mix of pupil cultural backgrounds – with 13 different ethnic group classifications represented
- The LSEF programme was delivered successfully, within the original time frame and on budget (with zero variance)
- All teachers enrolled on the programme had at least three years of qualified teaching experience

## 2. Project Description

The intention of the LSEF project in Mitcham has been to build capacity across the Mitcham Town Cluster (MTC) of schools for targeted bottom-up, evidence-based school improvement supported by enhanced specialist subject expertise in participating schools and teachers. The key mechanism for building capacity for localised and context relevant pedagogical problem solving and innovation has been through an inquiry-based MA programme available to teachers across schools in the Cluster. MTC consists of 11 schools and two community groups located across Mitcham Town in the London Borough of Merton

The MA in Leadership and Innovation is a two-year part-time programme, delivered in twilight hours at Cricket Green School, which is a designated Innovation Hub for Research, Learning and Innovation. Through the MA programme, teachers participating in the LSEF programme were formed into a Research & Development Team (R&D) undertaking strategic development and research on behalf the Mitcham Town Cluster. Teachers within the programme employed an iterative model of school-based research that comprised an eclectic mix of fit-for-purpose methodologies including design thinking (Brown, 2009), design research (McKenney, 2014), case study (Yin, 2014) and action research (Stenhouse, 1981). Each teacher decided on the strategic focus of their own research, ensuring its relevance to improvement priorities of their respective schools and their own roles and accountabilities. Each project was designed to ensure delivery across three levels of impact – pupil attainment, new pedagogy and whole school practice. In short, each teacher designed a strategic research project focusing on a context specific ‘wicked problem’ of practice or pedagogy in order to develop, prototype, test and scale an evidence based pedagogical

solution or model with relevance for the wider system. For more information on the project rationale, please refer to **Appendix 1 (Theory of Change pp 35-37)**. a

Project progress was assessed against transparent and rigorous criteria for quality research that included scholarly reports, academic papers and tracking of impact against specific impact indicators over time. Our validated theory of change informed our approach project management throughout the project. In particular, our tight specification of project phases, expectations regarding evidence at specific milestones, attention to systematically building research and design thinking skills in programme participants to meet expected outcomes and our use of timely feedback have all been seen as critically important in keeping the project on track. [Excel data tracker helpful in collating hard data](#)

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

The project indirectly supports transition to a new national curriculum by developing new skills and expertise in teachers around design for learning, innovative approaches to assessment and greater confidence in developing new pedagogy that addresses learner need, cognitive development, higher order thinking and fit-for-purpose assessment models premised on criteria that are shared by teachers and pupils.

## 2.2 Please list any materials produced and/or web links

The link <https://itun.es/gb/xJy-.n> (iBook link) and <https://drive.google.com/file/d/0Bz8W5oPclZvha3k1amF6OWZneWM/view?usp=sharing> (PDF link) to the 2015 Conference Programme to be held on Oct 10<sup>th</sup> at the Claude Littner Business School, University of West London shows the range of pedagogical research projects supported by LSEF funding at Cricket Green School who are also collaborating with networks of schools across three other London based Innovation Hubs used the same design thinking methodology as prototyped within Cricket Green School.

Projects should promote and share resources and include them on the [LondonEd website](#).

## 3. Theory of Change and Evaluation Methodology

Please refer to **Appendix 1** for a copy of the validated Theory of Change and Evaluation Framework.

### 3.1 Please list outcomes from your **evaluation framework** in Table 1.

**Table 1- Core Outcomes**

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Teacher Outcome	Improved teacher subject knowledge confidence and skills in teaching & learning	No change	These have been aggregated across projects
Pupil outcome	Improved attainment in pupil learning	No change	These have been aggregated across projects
Wider system outcome	Improved capacity for research and evidence-based problem solving across Cluster	No change	These have been aggregated across projects

**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? Yes

#### **4. Evaluation Methodological Limitations**

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

Whilst the data used in the final analysis is of high quality, there were some initial issues encountered with the response rates in collecting data from teachers. In a number of cases, inconsistencies were identified between the numbers of pupils enrolled on the programme and for whom both baseline and attainment data was available. Follow up conversations were required to ensure that the data teachers were submitting via the Excel Tool were of sufficient quality as this was paramount to the analysis; and that incomplete or inconsistent data could not be used in either the interim or final LSEF reports. There were also some instances where it was difficult to establish the pupils were new to the programme, and those who were continuing from the previous year.

Another challenge in the final year of the project was the emergence of a plurality of school learning systems with the ending of common classification system linked to levels of attainment. The absence of a common framework across primary, secondary, Special Schools, Academies, faith schools and the independent sectors (all of whom were represented in this project) meant that obtaining and aggregating attainment data was a challenge. In part, this challenge was addressed by our design and use of the Excel-data collection tool that enabled us to capture and collate key data across all schools, using a common data capture and analysis system.

In aggregating the impact of a number of research projects, we required teachers to evaluate impact at the levels of 1) attainment, 2) new pedagogy and 3) whole school application of new knowledge. The aggregation of impact data was not easily done at levels 2 and 3, given the major reliance on qualitative data. The challenges relating to the aggregation of impact data of research projects also proved to be a strength in that there was recognition that the project reach exceeded definition in purely and potentially narrow attainment terms to recognition of breakthrough learning, project outputs and new pedagogical solutions.

**Additionally, there was no comparison group used in the programme.** A comparison group could have consisted of pupils of a similar age, ability and socio-demographic profile, whose attainment was evaluated using the same methodology and indicators over the same longitudinal study period. This might have been utilised to measure the impact of teaching and improvement in pupil's ability although given the complexity of variables in teaching, the use of a comparison group would have required careful management.

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

We are planning to continue with the project once this round of funding finishes. We will apply the same theory of change and project evaluation methodology. We will consider innovative approaches to CPD to scale the project learning and also more innovative uses of



technology to capture and promote emergent pedagogical models and materials. These may include development of new Apps, iBooks, publications and interactive models of learning and collaboration, such as the provision of online learning through the iConnect facility on [www.intergacespace.com](http://www.intergacespace.com)

## 5. Project Costs and Funding

5.1 Please fill in Table 2 and Table 3 below:

**Table 2 - Project Income**

Project Income	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	£68,580	£5,000	£73,580	£73,580	£0
Other Public Funding					£0
Other Private Funding					£0
In-kind support (e.g. by schools)	£30,620		£30,620	£30,620	£0
<b>Total Project Funding</b>	<b>£99,200</b>	<b>£5,000</b>	<b>£104,200</b>	<b>£104,200</b>	<b>£0</b>

**Table 3 - Project Expenditure**

Project Expenditure	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Direct Staff Costs (salaries/on costs)	£7,000		£7,000	£7,000	£0
Direct delivery costs e.g. consultants/HE (specify)					£0
Management and Administration Costs	£3,200		£3,200	£3,200	£0
Training Costs	£840		£840	£840	£0
Participant Costs (e.g. Expenses for travelling to venues, etc.)					£0
Publicity and Marketing Costs					£0
Teacher Supply / Cover Costs					£0
Other Participant Costs					£0
Evaluation Costs	£20,000		£20,000	£20,000	£0
Others as Required – Please detail in full					£0
<b>Total Costs</b>	<b>£31,040</b>	<b>£0</b>	<b>£31,040</b>	<b>£31,040</b>	<b>£0</b>

### 5.2 Please provide a commentary on Project Expenditure

Project expenditure was monitored and reported via the LSEF project budget claim tool according to the original project budget. Variations were noted and approved by the LSEF finance officers in spring 2014 claim (£5,400 less claimed due to the lower number of

student enrolments in January 2014). Further variation followed in the summer claim 2014 due to the higher number of enrolments in September 2014. Finally, we received an additional £5,000 in autumn 2014 which covered unanticipated Evaluation and Project Management costs.

## 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 [Original + any Additional Funding/GLA agreed reduction]	Actual Outputs	Variance [Revised Target minus Actual]
Number of Schools	11	Same	9	2 (We did engage 2 additional schools outside of MTC in the project )
Number of Teachers	20	Failed to recruit	16	4
Number of Pupils	200	150	157	Exceeded revised target

## 7. Key Beneficiary Data

### 7.1 Teacher Sub-Groups

There were a total of 14 benefitting teachers involved as part of the LSEF Mitcham Cluster. In addition there were 2 additional teachers participating in the LSEF project (although not part of the LSEF funding) from Wandsworth LA and Lewisham LA. For quality and consistency purposes, teachers were asked to provide a record of their key project outputs. These included the level of teacher experience, across primary (Key Stages 1-2) or secondary (Key Stages 3-5) schools; and the types of outputs they had achieved. These included presentations, papers and reports; workshops and conferences attended; and knowledge assets generated as a direct result of the programme. This data was received from all teachers at the end of each academic term.

**Table 5 – Teachers benefitting from the programme**

Description	Number of Teachers	% NQTs [in their 1st year of teaching when they became involved]	% Teaching 2-3 years [in their 2nd and 3rd years of teaching when they became involved]	% Teaching 4 years+ [Teaching over 4 years when they became involved]	% Primary [KS1 & KS2]	% Secondary [KS3-5]
<b>PROJECT TOTAL</b>	<b>14</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>38%</b>	<b>62%</b>
Sch1	4	0%	0%	100%	0%	100%

Sch2	1	0%	0%	100%	100%	0%
Sch3*	1	0%	0%	100%	100%	0%
Sch4	1	0%	0%	100%	100%	0%
Sch5	2	0%	0%	100%	100%	0%
Sch6	3	0%	0%	100%	0%	100%
Sch7	1	0%	0%	100%	0%	100%
Sch8	1	0%	0%	100%	100%	0%
Sch9	1	0%	0%	100%	100%	0%

\*Teacher moved from Sch2 to Sch3 during the LSEF programme

### 7.1.2 Provide written commentary on teacher sub-groups

The project divided into two broad teacher sub groups, namely teachers focusing on pedagogical problems relating to **numeracy** and those focusing on problems relating to **literacy**. Across these twin sub-groups there were projects that focused more on the development of higher order thinking skills for pupils, coaching and peer-review models of learning for pupils and/or teachers and innovative assessment strategies for targeted groups of pupils such as SEN, EAL etc.

### 7.2 Pupil Sub-Groups

An Excel-based data collection tool was developed and assigned to each teacher, allowing details of each anonymised pupil to be input. This included gender, ethnicity, Key Stage of education, whether the pupil was eligible for free school meals, had any special educational need requirements or had English as an additional language. Crucially, this tool also contained the measurements of pupil attainment on a term-by-term basis; enabling teachers to monitor, measure and record pupil progress across the academic year. This data was also collected at the end of each academic term, alongside the benefitting teachers' data.

#### Tables 6-9 – Pupil Sub-Groups benefitting from the programme

Pupil Sub-Groups	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
<b>Project Total</b>	<b>157</b>	<b>6%</b>	<b>38%</b>	<b>28%</b>	<b>36%</b>	<b>51%</b>
Sch1	55	7%	44%	42%	25%	95%
Sch2	6	17%	83%	100%	67%	17%
Sch3	8	0%	0%	0%	0%	0%
Sch4	10	0%	50%	0%	50%	20%
Sch5	30	0%	7%	0%	60%	3%
Sch6	24	13%	50%	13%	33%	54%
Sch7	6	17%	100%	100%	0%	100%
Sch8	11	0%	18%	18%	18%	18%
Sch9	7	0%	57%	57%	86%	43%

<b>Pupil Sub-Groups</b>	<b>No. Male pupils</b>	<b>No. Female pupils</b>	<b>% Lower attaining</b>	<b>% Middle attaining</b>	<b>% Higher attaining</b>
<b>Project Total</b>	<b>82</b>	<b>75</b>	<b>19%</b>	<b>45%</b>	<b>36%</b>
Sch1	20	35	33%	36%	31%
Sch2	3	3	0%	0%	100%
Sch3	4	4	0%	13%	88%
Sch4	6	4	0%	80%	20%
Sch5	19	11	3%	70%	27%
Sch6	15	9	17%	46%	38%
Sch7	6	0	67%	33%	0%
Sch8	6	5	18%	45%	36%
Sch9	3	4	14%	43%	43%

Pupil Ethnicity	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Other	% Black Caribbean	% Black African	% Black Other	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Other	% Chinese	% Other
<b>Project Total</b>	<b>1%</b>	<b>5%</b>	<b>1%</b>	<b>13%</b>	<b>10%</b>	<b>17%</b>	<b>3%</b>	<b>1%</b>	<b>2%</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>
Sch1	4%	7%	2%	4%	7%	9%	4%	0%	5%	0%	5%	0%	0%
Sch2	0%	17%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Sch3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Sch4	0%	0%	0%	40%	0%	20%	0%	10%	0%	0%	0%	0%	0%
Sch5	0%	0%	0%	27%	10%	33%	0%	0%	0%	0%	0%	0%	0%
Sch6	0%	0%	4%	4%	21%	25%	0%	4%	0%	0%	0%	0%	0%
Sch7	0%	0%	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%
Sch8	0%	0%	0%	18%	9%	36%	0%	0%	0%	0%	0%	0%	0%
Sch9	0%	43%	0%	14%	14%	0%	29%	0%	0%	0%	0%	0%	0%

Pupil Ethnicity	% White British	% White Irish	% White Irish Traveller	% White Gypsy/Roma	% White Other
<b>Project Total</b>	<b>32%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>12%</b>
Sch1	42%	0%	0%	0%	11%
Sch2	0%	0%	0%	0%	50%
Sch3	100%	0%	0%	0%	0%
Sch4	10%	0%	0%	0%	20%
Sch5	10%	0%	0%	0%	20%
Sch6	33%	0%	0%	4%	4%
Sch7	67%	0%	0%	0%	0%
Sch8	27%	0%	0%	0%	9%
Sch9	0%	0%	0%	0%	0%

**Table 10: Percentage of Pupils with Project Reach Characteristics by School**

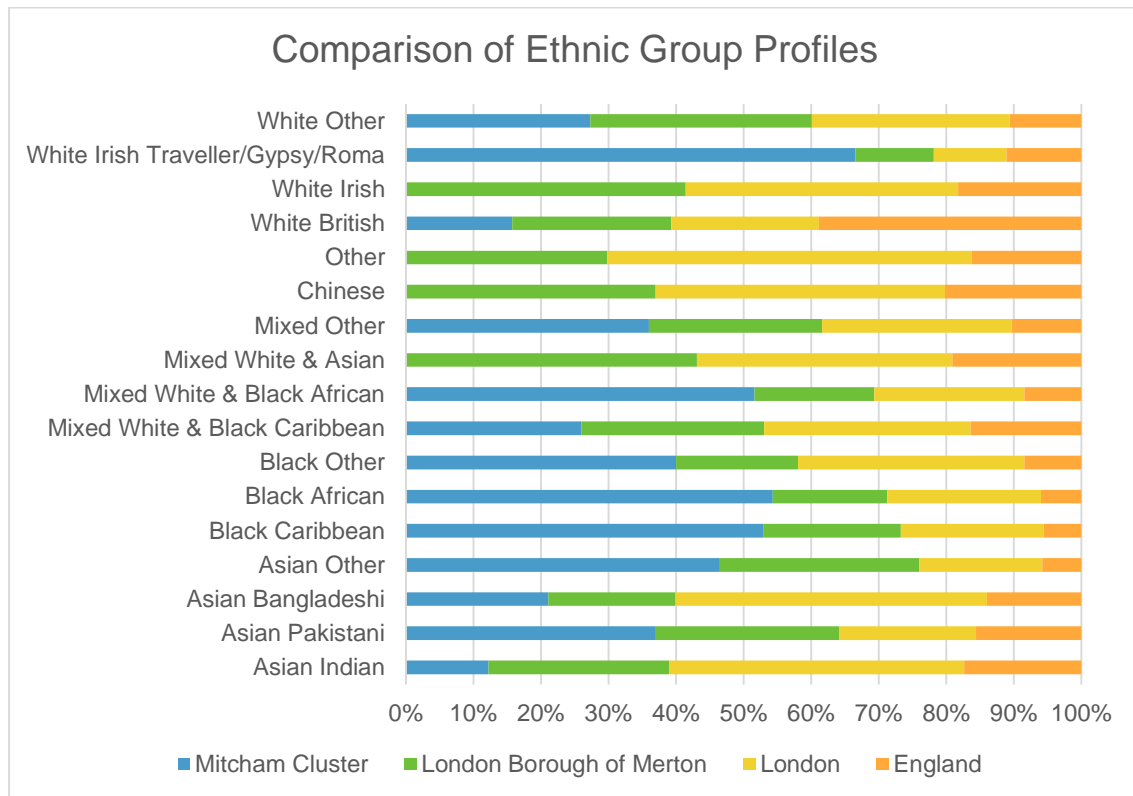
Project Reach Characteristics [PRC]	Cranmer Primary School	Ibstock Place School	Bond Primary School	SS Peter and Paul	Franciscan Primary School	St. Thomas of Canterbury	Cricket Green School	St. Mark's Academy	Melrose School
Free School Meals [FSM]	83%	0%	50%	7%	57%	18%	44%	50%	100%
Ever 6 [FSM]	100%	0%	0%	0%	57%	18%	42%	13%	100%
Special Education Needs [SEN]	17%	0%	20%	3%	43%	18%	95%	54%	100%
English as Additional Language [EAL]	67%	0%	50%	60%	86%	18%	25%	33%	0%
Looked After Child [LAC]	17%	0%	0%	0%	0%	0%	7%	13%	17%

### 7.2.1 Please provide a written commentary on your pupil data

We have compared Mitcham Town Cluster pupil ethnicities against the total population for Merton, London and England. When comparing the ethnic group profile of pupils within the Mitcham Cluster against the total population profile of the local authority (Merton Borough), London and national averages, it can be seen that there is a larger proportion of pupils from Black African, Black Caribbean and Asian Other backgrounds. Almost one-third (32%) of Mitcham Cluster pupils are White British – compared to the Merton (48%), London (45%) and national (80%) averages.

There is a more consistent variation between pupils of a White Other ethnic background between those from the Mitcham Cluster (12%), Merton (14%) and London (13%) averages; though this remains higher than the national average (5%). This indicates that 68% of the Mitcham Cluster pupils are of a Black and Minority Ethnic (BME) background.

**Figure 1: Comparison of Ethnic Group Profiles**

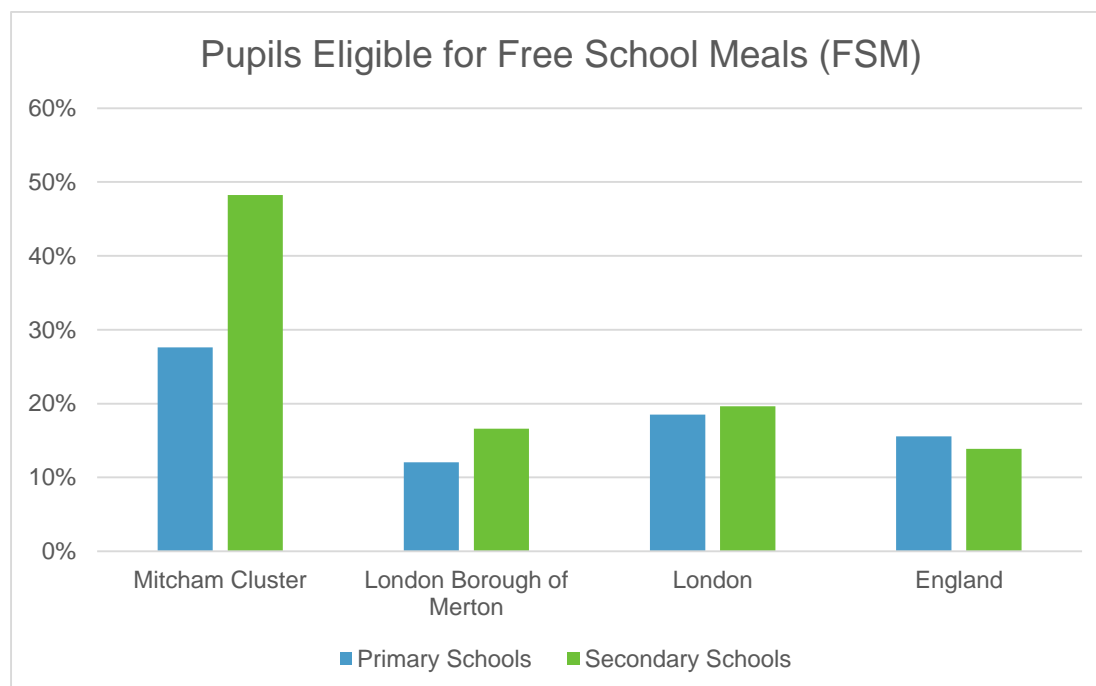


Source: ONS Census 2011 Table DC2101EW Ethnic Group by Sex by Age

Figure 2 (below) shows that across the comparison geographies of Merton Borough, London and England; the Mitcham Cluster has a much higher proportion of pupils eligible for free school meals, across both primary and secondary schools. 28% of Mitcham Cluster pupils within primary schools are eligible for FSM, compared to Merton (12%), London (19%) and the national (16%) averages.

Almost half of all secondary school pupils within the Mitcham Cluster (48%) are eligible for FSM, much larger than the proportions across the local authority (17%), London (20%) and the national averages (14%).

**Figure 2: Pupils eligible for free school meals (FSM)**



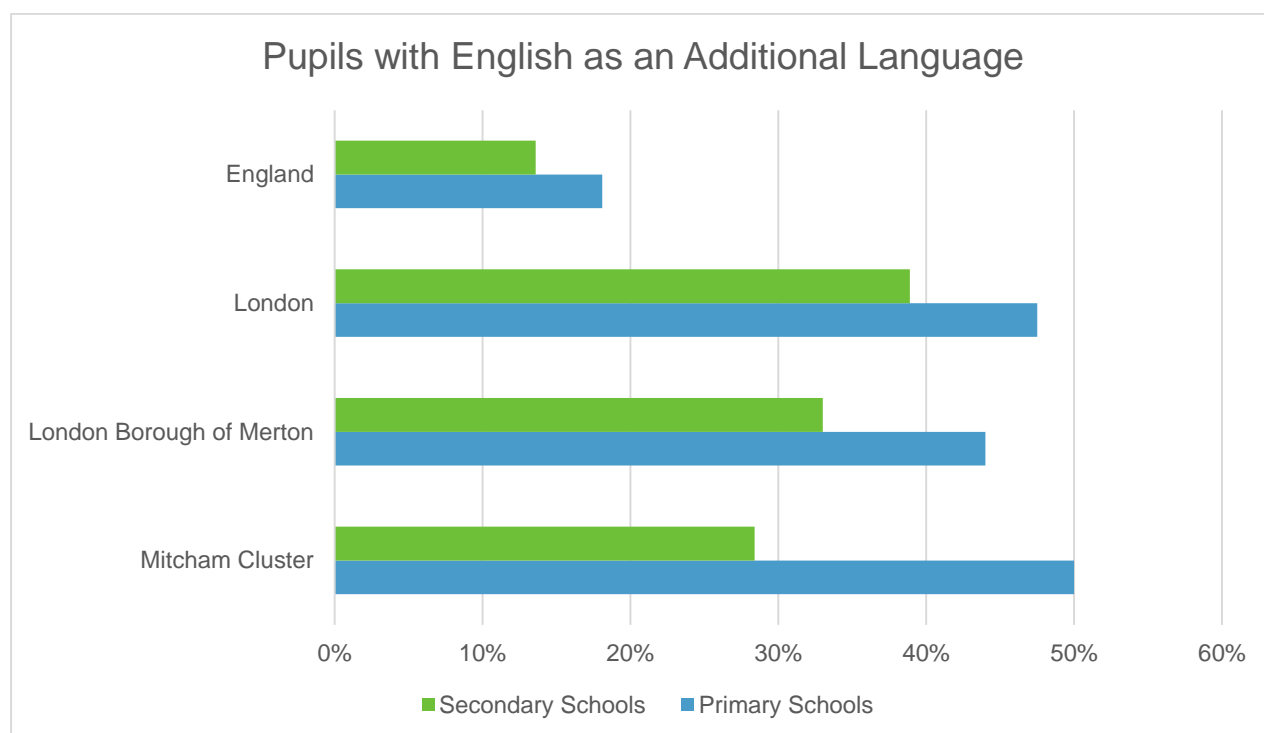
Source: Department of Education 2015 Free School Meal Arrangements in Maintained Nursery, Primary & Secondary Schools



The standout figure from Figure 3 is that half of all Mitcham Cluster primary school pupils have English as an Additional Language (EAL). This figure doesn't vary too much from the Merton Borough (44%) and London (48%) averages, though is much higher than the national figure of 18%.

With regards to secondary school pupils, it can be seen that the Merton (33%) and London (39%) averages are higher than that of pupils in the Mitcham Cluster (28%). Less variation is seen across the local geographies, though this remains more than double that of the national average (14%).

**Figure 3: Proportion of Pupils with English as an Additional Language (EAL)**



Source: National Association for Language Development in the Curriculum (NALDIC) Pupils with English as an Additional Language (2013)

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

**Note**

1. Please note that in places the teacher and pupil numbers do not align as there are students who fall into multiple categories.
2. Also, please note that the two external teachers involved in the LSEF Project were not included in the demographic data.

## 8. Project Impact – reflection on project's performance and impact

The project has secured its intended impact in that teachers enrolled on the MA programme designed to grow teacher's subject expertise and build capacity for pedagogical innovation and change across the Cluster have achieved and in many cases exceeded the impact each project was designed to secure.

Please refer to table 5 for details of teachers and schools benefiting from the project.

The project outputs have been a total of 68 Teacher Presentations given to key stakeholders from Sept 2015 to July 2015 and a total of 52 Academic Papers written and shared across the Hub. All of these papers have been moderated by UWL staff as part of the MA programme achieving Level 7 (Masters Level) with the majority as Distinction or Merit levels. In December 2016, we will produce an iBook of the 6 final papers and in early 2016, we will launch a Journal entitled **Impact and Innovation in Practice** (ISSN applied for) to publicise edited versions of papers emerging from across the Cricket Green Cluster and other Innovation Hubs in London using the same design research (McKenney, 2014) methodology.

Apart from the rich and scholarly knowledge assets produced during the life of the project, we are also keen to make the learning accessible to a wide range of schools across London and beyond by producing a Magazine with themed summaries of projects completed during the LSEF project. We believe this will support wider networked learning and make the evidence-based pedagogical models generated through the project more widely available.

Another aspect of project performance and impact has been the cultural aspect of supporting a deepening culture of dynamic inquiry, innovation and pedagogical problem solving that positively impacts learning at pupil, teacher and leadership levels across the cluster.

### 8.1 Teacher Outcomes: teachers benefitting from the project

#### Date teacher intervention started: Sept 2013

A total of 16 teachers participated in the project at CGS from Sept 2013 to July 2015. 14 of these teachers were from MTC and the other 2 teachers not funded by the project came from Wandsworth and Lewisham Local authorities.

All 16 teachers were enrolled in the MA in Leadership and Innovation as the vehicle for developing subject expertise, research and innovation capacity across the Cluster.

All teachers successfully designed and progressed projects that had a strategic focus on context needs and achieved in excess of specified impact on pedagogical problem solving. All teachers enrolled on the course, continued on the course. All teachers passed their module assignments at a very high standard. For example, the 6 teachers who graduated in July all passed with either Distinction or Merit at level 7 (Masters level).

Please refer to **Appendix 2** External Examiners Report for 2013-14 and 2014-2105 that highlights the quality of participants' learning and the quality of course provision.

In addition, all graduating students received promotions as a result of skills gained through the programme.

All teachers in the LSEF programme presented at an Annual MTC Conference on July 2014 and July 2015.

All 16 teachers have participated in 6 Symposia across the 2 academic years at UWL, have presented papers and reports at 2 Annual conferences at UWL. Please see [ibook link https://itun.es/gb/xJy-n](https://itun.es/gb/xJy-n) or <https://drive.google.com/file/d/0Bz8W5oPciZvha3k1amF6OWZneWM/view?usp=sharing> for PDF link.

Through these links it is possible to see the range and scope of projects at Cricket Green.

Below is a summary of inquiry themes and specific project titles as at October 2015:

### CGS Centre for Excellence in T&L: Teacher Research Themes 2015

Inquiry Theme	Teachers	Project Titles	Sector
<b>Can self-regulation skills development improve behaviour and learning?</b>	A1	PE & self-regulation skills development	SEN School (Behaviour)
	A2	Self-regulation through Philosophy for Children	RC Primary School
<b>How can teachers re-think curricula to address intrinsic learning needs?</b>	A3	Re-thinking literacy for SEN students	SEN Secondary (Learning )
<b>How can peer-review and technology lead to improved learning?</b>	A4	A whole school approach to improving learning	RC Primary
	A5	Peer-coaching to improve learning	Independent School
	A6	Pupil voice and learner efficacy using e-portfolios	SEN Secondary (Learning)
<b>Can greater focus on pedagogy for maths support learner progression across key stages in maths?</b>	A7	Mathmechatical – modeling maths pedagogy KS1 – KS2	RC Primary
<b>How can teacher pedagogical competence &amp; relational skills</b>	A8	Teacher & TA model to target & track learning at KS4	SEN Secondary (Learning)

<b>translate into support for learning?</b>		(SEN)	
<b>Learner behaviour, engagement &amp; attainment – what can new pedagogy offer?</b>	A9 A10	Focusing on tools for transitions  Time to think, talk and lead in maths	SEN Secondary (Learning)  Primary School
<b>What else is required to support attainment in secondary maths?</b>	A11 A12	Methodology – communication, collaboration & inquiry  Getting KS3 maths feedback & homework right	CE Secondary Academy  Secondary Academy
<b>How can EAL provision be optimised?</b>	A13 A14	EAL provision in Secondary Science  Providing experiential & scaffolded learning to improve literacy	CE Secondary Academy  Primary School
<b>How can teachers facilitate intrinsic desire to learn &amp; learner motivation?</b>	A15	Developing deep learning goals & pedagogy	Independent Primary
<b>What pedagogical approaches support attainment in KS4 humanities?</b>	A16	Raising attainment in KS4 RE/humanities	Secondary Academy

**Note**

1. Please note that the two external teachers involved in the LSEF Project were not included in the demographic data.

## Monitoring of teacher research projects

Teachers provided regular updates on project progress by undertaking pedagogical research over 2013-2015, writing regular evidence-based, scholarly papers and contributing impact data to an Excel-based data collection tool at the end of each term (autumn, spring and summer) across both years of the LSEF programme.

The scholarly papers reported in depth on project design and phasing, project methodology, emergent findings, impact and potential for project scaling. The information provided through the Excel-based data collection tool provided information on the characteristics of pupils, key skills acquired by participating teachers, knowledge assets generated, conferences attended and an assessment of each pupil's level of attainment measured against a baseline.

All projects were assessed against Masters Level 7 QAA criteria. Please refer to Appendix 2 (External Examiners Report) on the quality of the projects and papers produced.

Pupil attainment data was reported at two levels. Firstly, individual teachers wrote project reports and papers on a termly basis that were assessed for academic rigour at M level as part of the MA course. Secondly, all participating teachers were required to provide pupil attainment data into the Excel data capture tool that we commissioned for the LSEF Project.

## Headline figures relating to project impact

- Over the course of the LSEF programme, teachers recorded an increase in the academic attainment levels in 52% of pupils across all schools
- Over one-third (36%) of pupils were not native English speakers, and were classified as having English as an additional language (EAL)
- 60% of EAL pupils showed an improvement in their level of attainment, compared to 47% of non-EAL pupils
- The majority of pupils in the Mitcham Town Cluster were enrolled on the programme at Cricket Green School (35%). This school also had the most teachers directly involved with the programme (four)
- In total, over half (51%) of Mitcham Town Cluster pupils had special education needs (SEN)
- 38% of pupils were eligible for free school meals (FSM) – with 28% of all pupils eligible for FSM over the previous six years (Ever 6)
- There was a diverse mix of pupil cultural backgrounds – with 13 different ethnic group classifications represented
- The LSEF programme was delivered successfully, within the original time frame and on budget (with zero variance)
- All teachers enrolled on the programme had at least three years of qualified teaching experience.

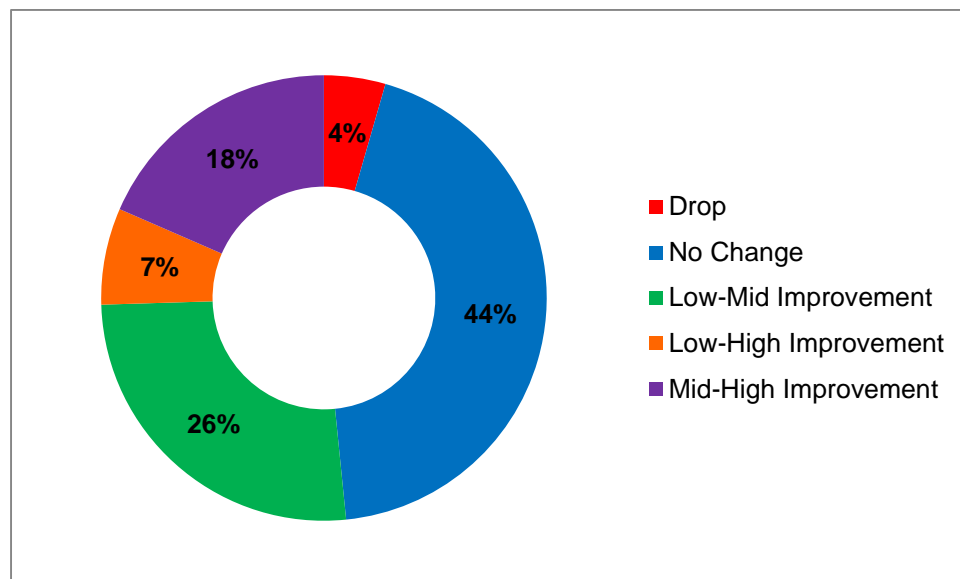
## 8.2 Pupil Outcomes

**Date pupil intervention started: April 2014**

**Table 13 – Pupil Outcomes for pupils benefitting from the project**

It can be seen from Figure 4 (below) that improvements were recorded in 52% of the pupils enrolled in the LSEF programme over the two years. The largest improvements were seen in pupils increasing their grades from a low to middle level of attainment (44%), though there was evidence of pupils showing a greater jump in improvement from a baseline level of low attainment to high (7%). For more detail please refer to LSEF Interim Report 2015.

**Figure 4: Change in pupil attainment from baseline to end of programme**



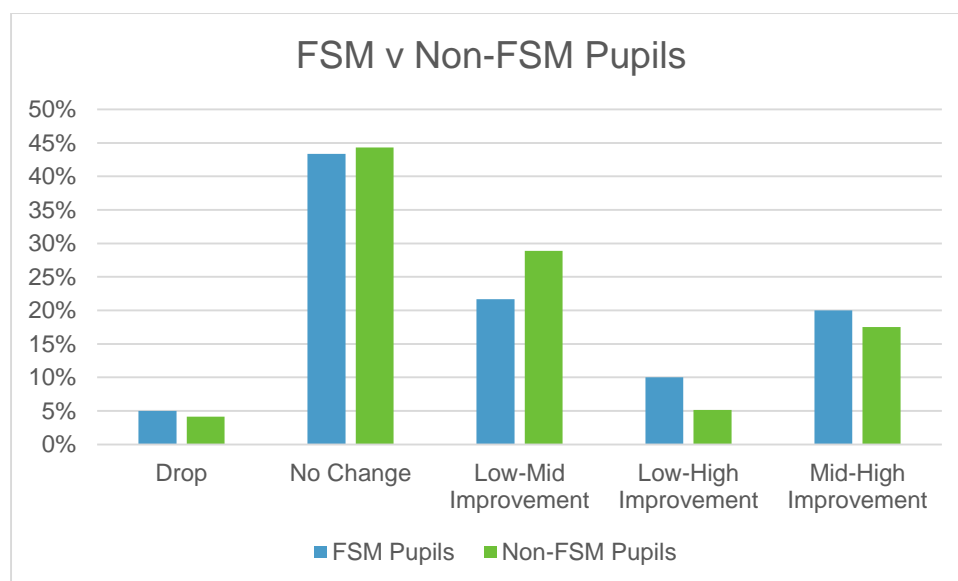
Source: London Schools Excellence Fund (LSEF) Mitcham Cluster

This next section provides further insight into pupil outcomes, by comparing the level of change in attainment between pupils with Project Reach characteristics<sup>1</sup> and those without.

Figure 5 compares the level of attainment between pupils eligible for free school meals, and those who were not. It can be seen that a slightly larger rate of non-FSM pupils improved attainment from a low to mid-level, whereas a larger proportion of FSM pupils recorded an improvement from either a low to high or mid to high level of attainment. In total, 52% of all pupils involved in the programme showed an improvement in attainment. Interestingly, exactly 52% of FSM pupils (31 out of 60) also showed an improvement in attainment.

**Figure 5: Comparison of attainment – Pupils eligible for FSM**

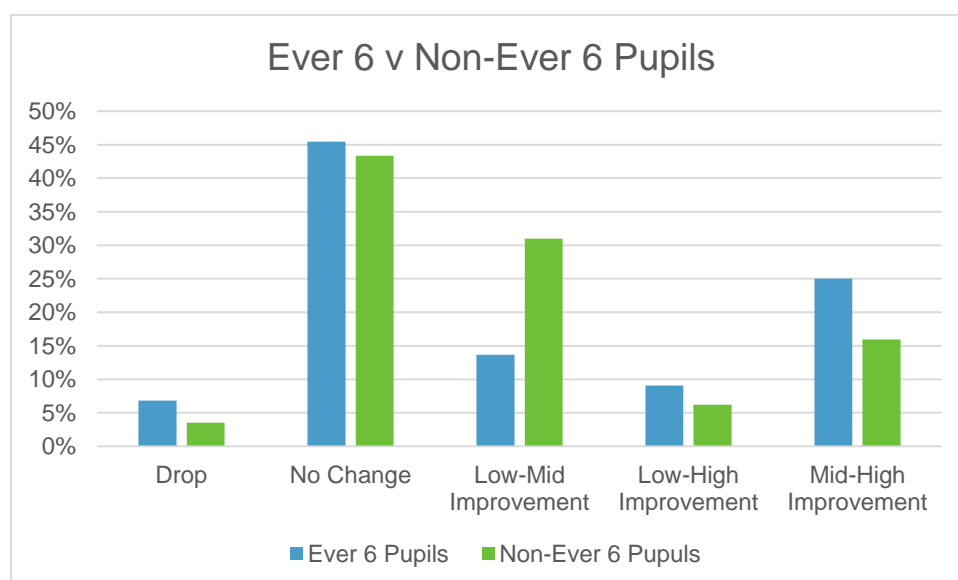
<sup>1</sup> Please refer to Theory of Change and Evaluation Methodology



Source: London Schools Excellence Fund (LSEF) Mitcham Cluster

When comparing the level of attainment between Ever 6 pupils (i.e. pupils who have been eligible for FSM for the past six years), and those who were not; there are similar patterns to the FSM pupils analysis that emerge. The majority of pupils did not see a change in their level of attainment; however, whilst a larger proportion of non-Ever 6 pupils improved from a low to mid level of attainment, a larger rate of Ever 6 pupils improved from a low to high or mid to high level of attainment. Of the total number of pupils involved in the programme, 28% were Ever 6 pupils (44 out of 157 pupils); of this, 48% of Ever 6 pupils showed a level of improvement in their attainment, compared to 53% of non-Ever 6 pupils.

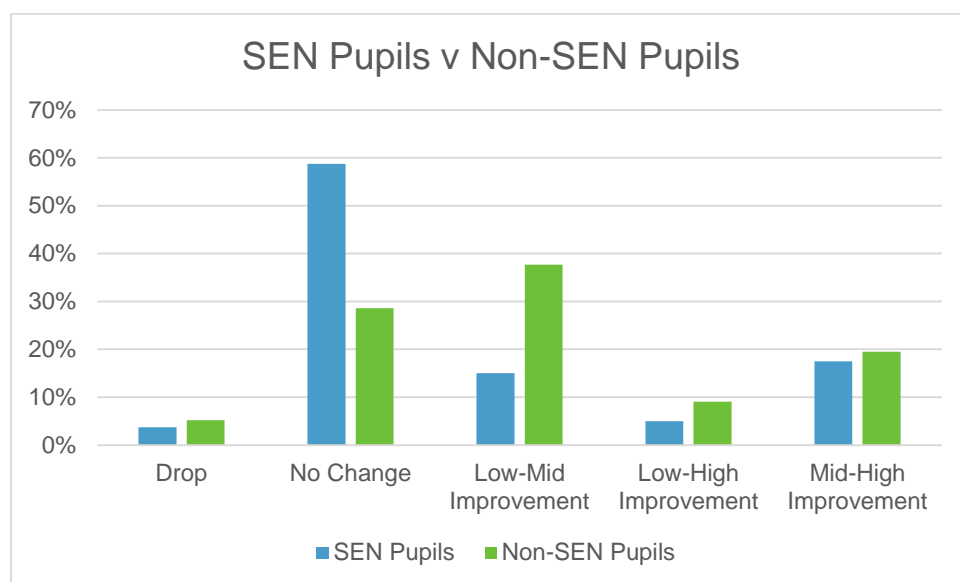
**Figure 6: Comparison of attainment – Ever 6 Pupils**



Source: London Schools Excellence Fund (LSEF) Mitcham Cluster

Figure 7 shows that primarily, a greater percentage of SEN pupils showed no change in the level of attainment than non-SEN pupils. Whereas a larger number of non-SEN pupils achieved a low to mid level of improvement, there is little variation between the number of SEN and non-SEN pupils who achieved a mid to high level of attainment. Over half of the pupils (51%) enrolled onto the programme had special education needs, of which 30 saw an improvement in their level of attainment – accounting for 38%, compared to 66% of non-SEN pupils.

**Figure 7: Comparison of attainment – Pupils with Special Education Needs**

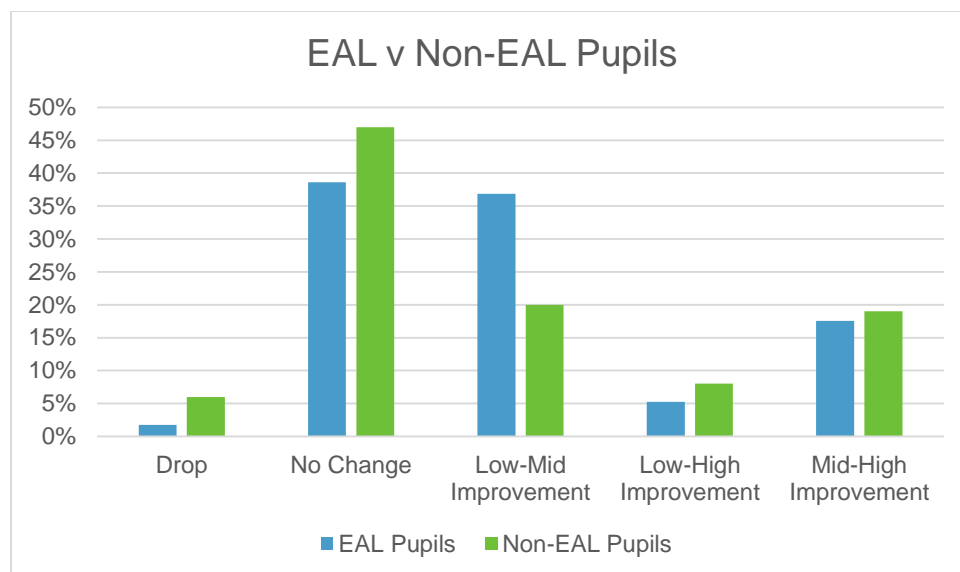


Source: London Schools Excellence Fund (LSEF) Mitcham Cluster

With regards to pupils with English as an additional language, a significantly larger proportion of EAL pupils showed an improvement in their attainment from a low to mid-level. A total of 57 pupils enrolled on the programme had English as an additional language (36%). However, of this number, 60% showed a level of improvement in their attainment, compared to non-EAL pupils (47%).

**Figure 8: Comparison of attainment – Pupils with English as an Additional Language**

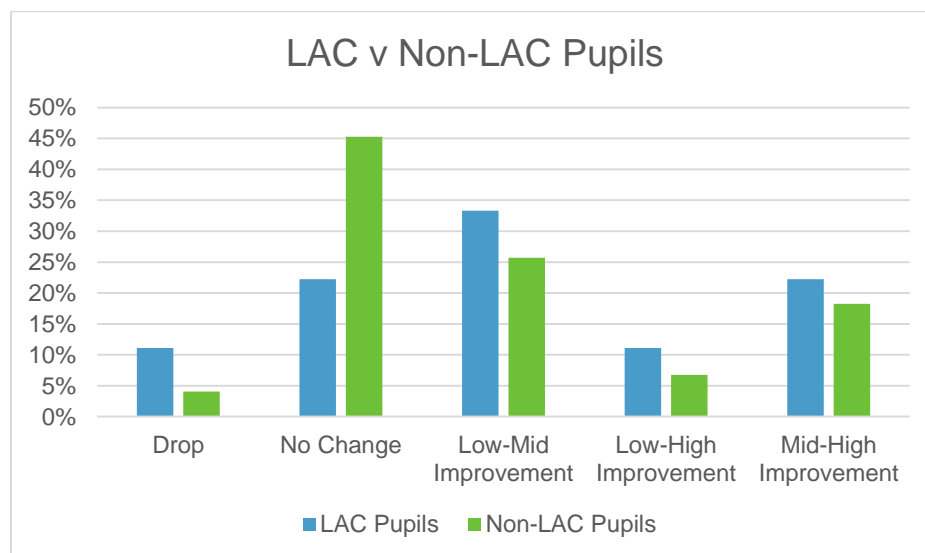




Source: London Schools Excellence Fund (LSEF) Mitcham Cluster

When comparing the level of attainment between looked after pupils and those who were not, it can be seen that a larger proportion made progress - either from a low to mid, low to high or mid to high – in their level of attainment. It is important to note however, that although 67% of LAC improved their level of attainment – the sample size accounts for only 6% (9 out of 157 pupils) enrolled on to the programme.

**Figure 9: Comparison of attainment – Looked After Children**



Source: London Schools Excellence Fund (LSEF) Mitcham Cluster

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

A total of 157 pupils were enrolled onto the programme as part of the Mitcham Cluster, across nine schools over the past two years – giving an average of 17.4 pupils per school. The number of pupils enrolled at each school varied, ranging from six at Melrose and the Cranmer primary school, to 55 at the Cricket Green secondary school.

There was a rich and diverse cultural mix among the pupils – with 13 ethnic group categories symbolised. This provided a wide-ranging and representative sample, depicting an accurate cross-section of socio-demographic groups and characteristic of London schools.

In total, over half (51%) of Mitcham Cluster pupils had special education needs (SEN), whilst over one-third (36%) of pupils were not native English speakers, and were determined as having English as an additional language (EAL). Furthermore, 38% of pupils were eligible for free school meals (FSM) – with 28% of all pupils eligible for FSM over the previous six years (Ever 6).

### 8.3 Wider System Outcomes

Please refer to planned Annual Innovation in Practice Conference [link here](#) to be held at UWL on Oct 10<sup>th</sup> 2015 which signals the range and scope of project outcomes across the Cricket Green Hub and another 3 Hubs across London.

There were a total of 14 teachers enrolled on the programme (plus 2 additional external teachers) across nine different schools; with one instance of a teacher involved across two schools within the Mitcham Cluster. This presents an average pupil per teacher ratio of 17.4. All teachers involved on the programme had a minimum of 4 years teaching experience.

In total, seven of the 13 teachers attended conferences (54%), whilst 10 presented on the impact of their work (77%). Five teachers (38%) taught across five primary schools whereas eight teachers (62%) taught across three secondary schools.

### 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 and pupils? Did this happen as expected?**
- We expected to see impact in teacher confidence and skills at the end of the third term (summer 2014) and some impact on pupil learning following a pilot this term also. This did happen as expected and continued from April 2014 through to July 2015.
- **At what point did you expect to see wider school outcomes? Did this happen as expected?**
- We expected to see wider school impact from Jan 2015 to July 2015. Yes, this did happen but we feel that deeper impact will be shown at wider school level as we move into 2016 with a focus on

## 9. Reflection on overall project impact

In this section we would like you to reflect on:

*1. The findings of the project suggest that teaching excellence and learner attainment arises from the **interplay** between knowledge-led teaching and curriculum and teacher expertise in designing learning that address contextual and learner needs. Other factors in securing a culture in which attainment rises relate to the quality of strategic leadership, support for evidence-based teaching and facilitation of a community ethos in which teachers are encouraged to identify and address barriers to learning.*

*II. The LSEF Project confirms the critical importance of a local infrastructures where self- school-to-school support and peer-led inquiry informs learning & pedagogy. Linked to this is the development of mechanisms for teacher support, coaching and trialing of new resources designed to raise achievement in priority subjects in primary and secondary schools.*

*III. The LSEF Project highlights the critical importance of teachers being given the time, opportunity and external support to design & develop new approaches to teaching or to trial pre-tested models, take them to scale and undertake additional evaluation.*

*IV. Finally, the LSEF Project affirms the critical importance of cultural dimensions to leading change and raising the bar in London schools, based on the interplay of teacher subject knowledge, skill in identifying and addressing contextual and cultural barriers to learning and the critical role of leadership in sponsoring improvement, innovation and R&D.*

- The overall impact of the project has been detailed in the Executive Summary and discussed more fully in section 12.
- The theory of change has proved robust, especially the focus on ‘design for impact’ and the model of inquiry that addresses pedagogical problem solving, development of teacher subject knowledge and recognition of matching provision to diagnosis of learner needs and aptitudes.
- The project confirms the importance of teacher subject knowledge as a factor in raising attainment but not as the prime or single factor. Teacher subject knowledge needs to be set alongside teacher expertise in pedagogical design, pedagogical problem solving and leadership skills in sponsoring a climate of excellence, learning and aspiration at all levels in schools.
- The project findings support the LSEF broad hypothesis but highlight the complex interplay of leadership, pedagogical skills and cultural dimensions in sustained school improvement and raising of attainment.
- The findings signal that in raising attainment in literacy or maths teachers need to be able to approach the design of curricula to take account of pupils prior learning, to be able to identify and address gaps in learning, need to develop skills in mastery learning and to be capable of inquiring in a systematic manner into barriers to leading that exceed the mere application of subject specific knowledge.

**The story behind the statistic that 52% of pupils within the LSEF Project showed an improvement in levels of attainment relates to the development of teacher skills in the design and assessment of learning and the strategic sponsorship of a culture of inquiry across a whole school cluster, where pedagogical problem solving was prioritised. For a fuller discussion of project impact, please refer to Section 12.**

## 10. Value for Money

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

### 10.1 Apportionment of the costs across the activity

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

**Table 16: Project Activity and Budget**

Broad type of activity	Estimated % project activity	Estimated cost, including in kind
Producing/Disseminating Materials/Resources	19%	£18,000
Teacher CPD (face to face/online etc.)	55%	£56,620
Events/Networks for Teachers	15%	£15,000
Teacher 1:1 support	3%	£2,500
Events/Networks for Pupils	3%	£2,500
Project Management/Administration	5%	£10,000
<b>TOTAL</b>	<b>100%</b>	<b>£104,620</b>

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

The activities balance has been influenced by the action research nature of the project and the prime focus on teacher CPD in the form of the Masters study. We found that allowing teachers some extra time for both 1-2-1 tuition and practice based initiatives had a positive effect on overall impact of their research. We feel that bigger investment on 1:1 support and networks events would enhance the project even further. We also found partnership and expert support from the University of West London Business School, especially Professor Rosie Raffety, invaluable to the success the project has made.

### 10.2 Commentary of value for money

**Economy:** The ‘Teaching Excellence Hub’ project aimed to minimize the cost of resources used for the required inputs by offering an in-house Masters training to the local participants (teachers from local schools) in order to spend less in areas of travel and time consumption for the participants. We used the school Cluster to promote ideas and set peer to peer led activities, share materials and connect teachers in order to drive cultural change and steady school improvement. For example, the MA in Leadership and Innovation course fees offered through UWL have been 28% less than its Roehampton University MA in Education Leadership and Management course rival.

**Efficiency:** the relationship between the output from the UWL teaching services and the academic literature produced including the final student publications created anticipated impact in that the new models of teacher practice have been created and tested; both academic and non-academic progress has been made in terms of pupil attainment and

motivation. Also the project enabled a large group of tutors to achieve a Master level of study and progress in both their careers and subject knowledge. The part time nature of the courses offered flexibility around full time employment and the free study time using the online learning platform. All evidence and data collated suggest that the money has been well spent.

**Effectiveness:** according to the evidence and collated data, the relationship between the intended and actual results (outcomes) has satisfied set performance criteria and therefore we could conclude that the money has been wisely spent.

### 10.3 Value for money calculations

Note: This section is only required for projects with control or comparison groups. NA

## 11. Reflection on project delivery

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

Please include reflection on the following:

### 11.1 Key Enablers and Barriers to Achievement

***Were there internal and/or external factors which appear to have had an effect on project success, and how were these responded to (if applicable)?***

- Programme designed to develop new professional skills sets that made research a vehicle for development of new subject and pedagogical expertise so that both combined
- Opportunity in a systematic way over a sustained period of time to develop skills, linking theory and practice, enables re-conceptualisation of practice and focus on problems as solvable given within a coherent process for teacher & school development.
- Access to scaffolds and tools that support teachers in defining problems in order to design and trial evidence-based solutions
- Development of a culture of evidence-based practice where are overtly sponsored by senior management to design solutions to context-relevant problems and lead evidence-informed change
- Development of a culture of inquiry, collaboration and R&D team support where teachers develop transferable skills in framing pedagogical problems in order to solve them
- Development of a shared language for conceptualising, discussing, inquiring into and understanding issues that impact teacher & pupil learning
- Development of new relationships between teachers and pupils, where pupils become co-designers with teachers of new pedagogy and value-added approaches. Pupils recognised not as problems but as stakeholders in learning
- Culture of collaborative inquiry incorporating both teachers and pupils
- What factors need to be in place in order to improve teacher subject knowledge?
- Subject knowledge without pedagogical expertise can be limited. Pedagogical expertise informed by subject knowledge is powerful but subject knowledge in isolation cannot radically transform learning or pupils outcomes (Hattie, 2003).
- Pedagogical expertise must inform subject knowledge (Hattie, 2003)

- Culture of inquiry where teachers themselves possess skills in inquiry, critical analysis and higher order questioning that informs classroom practice

## **11.2 Management and Delivery Processes**

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

- Model of scheduled, weekly collaborative R&D team meetings that included tutor facilitated seminars on fortnights and teacher-led R&D team collaborative learning meetings on alternate weeks was highly effective.
- Clarity regarding expectations of LSEF programme & outcomes supported by unambiguous milestones within each programme phase, coupled with transparent success criteria, programme tools, templates and learning approaches that built transferable skills for teachers to participate in and lead pedagogical change
- Senior level strategic sponsorship of the LSEF programme, permitting and supporting teachers to design context and role-relevant research projects that were clearly aligned with school development priorities and targets in specific subjects
- Opportunity for teachers, at different career stages, to engage in meaningful professional learning over time, characterised by R&D team development, inquiry, collaboration and criterion-referenced feedback that gave teachers ownership of projects and of learning
- Teachers applying the Premortem method (ref,xxx) to review best and worst case scenarios in managing projects so that the approach to change leadership is realistic
- Development of a wider, supportive community of professional and pupil learning where the culture of school or cluster is defined by learning, research & innovation
- MA programme provision driving LSEF programme recognises that deep, professional learning is socially mediated (Wenger, 2000) so that teachers are given the time to bond, affiliate, support, challenge and lead
- All the teacher and senior leadership feedback indicates that programme delivery overall approach was fit-for-purpose and exceeded expectations
- ***Were there any innovative delivery mechanisms? What were the effects?***
- The MA programme trained teachers in the innovative methodology of design thinking (Brown, 2008;2009) used widely in business to address ‘wicked problems’ in order to achieve scalable, breakthrough solutions and mindsets. This methodology is rarely used in educational research.
- ***Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?***
- Management and delivery mechanisms remained true to original plan throughout LSEF programme.

## **11.3 Future Sustainability and Forward Planning**

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

- Yes. Plan to build and sustain culture of evidence-informed practice growing within CGS Innovation Hub by continuing to promote MA in Leadership & innovation that builds school-based R&D informed CPD and pedagogical change programmes
- Plan to use and deploy graduates from the LSEF funded MA programme to design and lead new joint MTC CPD training and learning that leverages learning from LSEF projects and supports other teachers in testing, trialing and adapting new pedagogical approaches and models reported in scholarly reports and papers.
- Plan to offer teachers graduating from the LSEF partially funded MA Programme at CGS the opportunity to train as MA tutors for the MA in Leadership & innovation being run at CGS Innovation Hub
- Plan to offer 2x30 credit modules at PG Cert level (60 credits) to newly qualified teachers developing skills in research and project design that facilitates pedagogical problem solving, deepening of subject expertise and leadership of change

- Plan to offer a six-session, non-accredited research skills programme called ‘Design for Impact’ over 3 terms at Cricket Green School so that all teachers across the MTC have an opportunity to develop transferable skills in project design, inquiry and interventions
- Plan to use [www.interfacespace.com](http://www.interfacespace.com) as a medium for facilitating collaborative learning across 11 schools within Mitcham Town Cluster and to share projects across a further four Innovation Hubs across London and one outside Birmingham

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

- Promotion and deployment of ‘Pedagogy Champions’ developed by LSEF funded MA to lead a new generation of MTC CPD that features project design, data analysis, impact, and enhanced subject specialist expertise
- Continuity of partnership arrangements within and beyond Cluster to add-value to professional learning and school improvement that translates into teacher efficacy and pupil attainment

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

- Development and launch of single ‘Proceedings’ e-Pub iBook in Dec 2015 comprising edited, scholarly papers written by 6 students who completed CGS MA in Aug 2015
- Development & launch of an Academic Journal in early 2016 (ISSN applied for) to publish MA papers and projects funded by LSEF from 2013-2015
- Development & launch of a Magazine type publication in early 2016 to publish themed summaries of reports of successful projects funded by LSEF
- Continuity of our Annual CGS Innovation Hub Conferences into 2016 and beyond in order to publicise and share research projects in progress across MTC
- Development of Joint MTC Training days where CPD provision is informed by research outputs and models
- Plans to offer a mentoring & coaching programme beyond life of project to support schools in trialing and scaling new pedagogical and school development models & materials developed through the project
- Development of training offers, new CPD courses & skills development in design research methods, data analysis and data handling that derive from the MA programme methodology but are non-accredited and accessible to wider range of teachers wishing to engage in research.

## 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?***

#### **Improvement in pupil attainment**

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.

As already reported in the Executive Summary of this report on page 3 ‘over the course of the programme, teachers recorded an *increase in the academic attainment levels in 52% of pupils across all schools*’. The evaluation of this project and its impact supports this hypothesis although our findings suggest that there is a crucial interplay between subject knowledge and pedagogical expertise in the design, facilitation and assessment of learning. Subject knowledge by itself will not necessarily improve pupil attainment. As the work of teachers participating in the LSEF project at Cricket Green demonstrates, subject knowledge informed by pedagogical problem solving, prototyping and testing of new pedagogical models within a rigorous methodology of research, evidence and feedback loops will improve pupil attainment. Our approach to the project was premised on asking the fundamental question around where the major source of variance in students’ achievement lies, and to concentrate on supporting teachers in enhancing these sources of variance within the project to truly make the difference. Sources of variance identified by John Hattie (2003) include 6 sources of variance with the most powerful being pupils themselves who account for about 50% of the variance of achievement. Teachers account for about 30% of the variance. So, the quality of teachers knowledge, expertise and passion are very powerful in this learning equation. Within the LSEF project and the approach to design of teacher strategic research projects, we focused on the greatest source of variance that can make the difference – the teacher and building new skills and capacities in teachers to positively impact learner gains. We helped to direct attention at pedagogical problem solving, higher quality teaching and use of new approaches that included raised expectations around pupil and staff learning. A key aim of the LSEF project became to develop teacher expertise through engagement in strategic inquiry and pedagogical problem solving with specific reference to the attributes of expert teaching as identified in literature (Hattie, 2003, p5). Expert teachers can:

- Identify essential representations of their subject (*conceptualise & understand subject*)
- Guide learning through classroom interactions (*design for learning skills*)
- Monitor learning and provide feedback (*timely and targeted feedback with overt criteria*)
- Attend to affective attributes (*skilled at relationship-building, gain trust, know pupils*)
- Influence student outcomes (*projects and learning designed with specific impact in mind*)

Every teacher on the LSEF programme studied and applied these principles to their projects so that there was a strong balance between intended impact at the level of pupil learning and outcomes and the development of tried, tested and scalable pedagogical models that could be applied beyond individual classrooms and schools to the wider cluster and system. The evaluation of the project suggests that by providing opportunities for teachers to



participate in structured, accredited learning over a sustained period of time that was both project based and premised on pedagogical problem solving that both teacher efficacy was improved and with it, pupil efficacy in learning.

Another key finding is that by giving schools, leaders and teachers the opportunity to engage in context-relevant research, driven by a local R&D team with skills in strategic project design, participating schools gained by being part of this vibrant learning community, especially where school leaders promoted knowledge sharing and application of research to current school improvement initiatives. The promotion of a cluster-based approach to school improvement informed by research and development, led to the genesis of evidence-informed pedagogical models being discussed, shared, scaled and trialed right across the 11 schools with greater focus on deep learning than just delivery of curricula. The aspects of deep learning that characterised the projects included recognition of the importance of:

4. High levels of pupil challenge balanced by equipping pupils to address challenges;
5. Focus on timely feedback, assessment and monitoring of learning;
6. Teaching that encompassed deep representation of subject knowledge, enhanced by advanced teacher pedagogical expertise gained from participation in design research projects over 2 years.

This model of teaching reflected in all projects we believe enabled pupils to process learning at deeper levels of abstraction and cognition than teaching which seeks to deliver a curriculum without fully designing learning around pupil needs and potential. *More sustained evidence is needed to fully substantiate this project insight.*

***What outcomes, if any, does the evaluation suggest were not achieved or partly achieved?***

We are confident that the LSEF project in Mitcham has achieved intended and positive impact at the level raised pupil attainment and development of pedagogy and new pedagogical models. We feel that *more time* is needed to fully realise the scaling potential of projects and to fully apply, embed, exploit and leverage project learning and knowledge assets at whole school and pan-cluster levels

***Key lessons learnt for assessment of project delivery***

***What approaches worked well?***

Critical to the success of the LSEF project in Cricket Green School Innovation Hub were the following:

11. The senior level leadership support right across the Cluster of 11 MTC schools for the LSEF project and the strategic sponsorship by senior leadership teams of a strategic R&D team engaged in an accredited programme of design research to drive pedagogical innovation and school improvement right across the Cluster.
12. A clear and very coherent methodology around design research, design thinking, pedagogical problem solving and learning processes for teachers engaged in research that informed the project from the outset and lent transparency to project expectations, success criteria, reporting milestones and project outputs.
13. The partnership with external academic partners (University of West London and The Academy for Innovation) in delivering a rigorous programme that developed teacher skills and capacities for pedagogical problem solving, pedagogical leadership and pedagogical innovation that was relevant to context
14. The culture of partnership working across the Cluster and the commitment to enhancing pupil and learner attainment right across the Cluster irrespective of school affiliation

15. The culture of knowledge sharing and willingness to share project emergent knowledge assets given the bigger vision on pupil learning and commitment to investment in teacher development to secure learner outcomes
16. Fine grained sensitivity and intelligence regarding school and context specific ‘wicked problems and challenges that drove project design and scoping of intended impact
17. Senior leaders’ willingness to learn as the project progressed and to understand how they could accelerate learning and sponsor innovation through joint CPD, annual Cluster level Research Conferences
18. Commitment of participating teachers in the project and their resilience in seeing the project through from start to finish, together with their courage in moving beyond their comfort zones to contribute to local, national and international conferences to share project learning and outputs
19. The critical importance and efficiency of the Project Manager, Kristina Burton, in keeping the project on track, contributing to interim project evaluations, Student Liaison and Advisory Boards (SLABs) and ensuring smooth communication across the all stakeholders and partners.

#### ***What approaches worked less well?***

As started before, we feel that we need more time to fully realise, embed and scale the project learning right across the Cluster. This is not so much an issue of approaches not working well but recognition of the need to have anticipated a project maturity model that safeguards and secures the project legacy into 2016 – 2017.

#### ***Additional benefits?***

An additional benefit has been the willingness of project participants to engage with other MA students in other Innovation Hubs across London and beyond, to contribute to local, national and international projects (Hong Kong; New York) and to drive the development of a publication from Dec 2015 and a Journal from 2016 that fully promotes the deep and expert learning of the project participants. We plan to set up an Editorial Board in the Autumn Term 2015 in order to drive forward these publications and to embed project learning within and beyond the cluster.

The development of the Excel tool to collect and collate termly school data has been a bonus and an additional benefit of the project.

#### ***Any difficulties were encountered in delivery and how could they be mitigated in the future?***

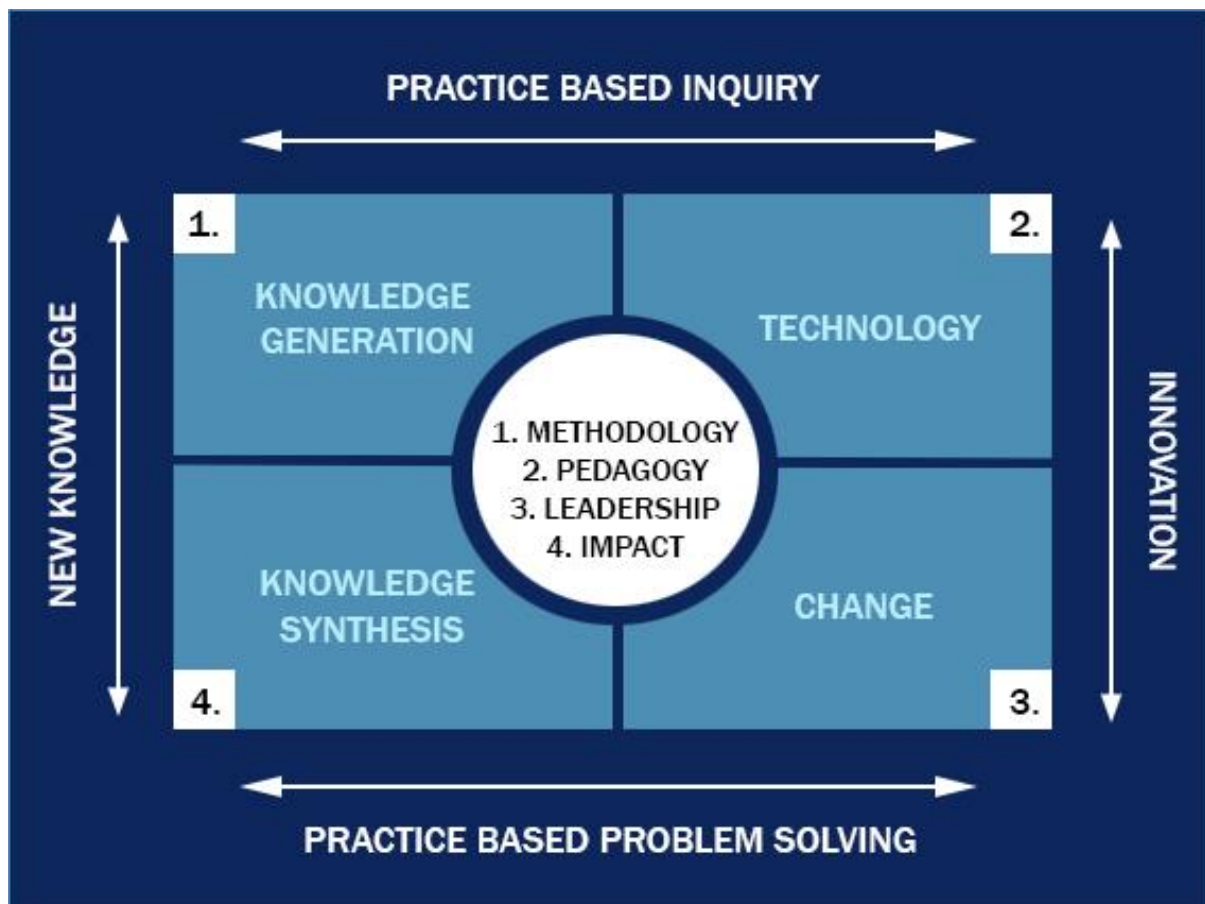
The project has gone to plan.

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

Please refer to points 1-8 on pages 32 and 33 above. The three most critical recommendations include

4. Senior level sponsorship of the project and of a strategic R&D team across the cluster
5. Clarity and rigour around the research methodology and its focus on problem solving
6. A stakeholder model of project development that focused in impact, project outputs and included a highly skilled project manager to coordinate partnership activity and accountabilities.

Please refer to the model below that summarises the project model for supporting subject knowledge and evidence based innovation



## Appendix 1: Theory of Change and Evaluation Framework

### THEORY OF CHANGE AND EVALUATION FRAMEWORK

CRICKET GREEN LSEF PROJECT March 2014

#### 1. THEORY OF CHANGE

- **What is the long-term goal that you are working towards?**

*What is the project core purpose?*

We are looking to build research skills, evidence informed subject expertise and change capability across the network of 10 schools (the learning community) within the Mitcham Town Cluster by giving teachers in the project access to Master's level training in designing and leading research projects that drive innovation. In collaboration with the sponsoring heads and community leaders of Mitcham Town Cluster Partnership, the Project Manager, University of West London and Academy for Innovation we aim to build a **transferable model of a research-engaged, local, networked learning community** that enriches learning for all stakeholders, particularly, pupils.

The core aim is to help build a learning community across the 10 partnership schools that is supported by teachers who are research literate and heads who understand how to use evidence to inform improvement and innovation. In terms of enabling teachers to become research literate, the Cricket Breen based MA in Leadership and Innovation enables local teachers to participate in part-time MA course, delivered in their own locality that is designed to support them identifying and addressing strategic improvement issues in their schools through a combination of interventions and inquiry that focuses on impact. Teachers are supported in designing relevant, strategic research project where they specify intended impact and impact indicators at the outset. They also collect baseline data at the outset to assess distance travelled over time and draw on the findings from robust research in developing practice-focused and theory informed projects. The learning community model is strengthened by enabling the individual participants on the MA programme to function as an R&D team for the schools partnership. Assessments are designed to enable knowledge flow through the production of termly scholarly papers, report on research progress and through termly presentations that are accessible to all stakeholders. The local, networked learning community is also outward facing in that teachers present at local and pan-London Conferences. A conference is planned for July 9<sup>th</sup> 2014 in Mitcham and all teachers in the programme will present at an Annual Innovation in Practice Conference at University of West London on October 11<sup>th</sup> 2014. Some delegates from the partnership will present on the local networked learning community model at the APERA conference in Hong Kong in November 2014 (1of 9-21<sup>st</sup>). Within this model, teachers interrogate and present evidence of what works and in collaboration with heads, develop agendas for research-informed change. The three key elements in the model are 1) the development of robust research skills in teachers, 2) leadership sponsorship and support and 3) technology to enable collaboration and connection. We have a dedicated platform [www.interfacespace.com](http://www.interfacespace.com) through which participating teachers can connect and collaborate within the Mitcham partnership and beyond.

*Why is this goal important - what issue is the project addressing?*

Within a self-improving school system (Hargreaves, 1999; 2010, 2012) we believe that school improvement needs to be driven by teacher pedagogical expertise that is evidence-informed, solutions focused and scalable. This project addresses the development of necessary skills to ensure that teachers know how to design, lead and share strategic research projects that address wicked issues of practice and contribute to an evidence base of 'what works.'

It is well established through research that a) school improvement can be enhanced by teachers' pedagogical expertise (see Barber and Mourshed, 2010; Hargreaves 1999, 2010, 2012). Research by Hattie (2003) demonstrates that pedagogical expertise includes both subject knowledge and ability to design and facilitate learning. The key challenge within schools and the school system that enhanced teacher pedagogical expertise can help to address is the personalisation of learning to meet pupils' needs. The second challenge that teacher pedagogical expertise can help to address is the assessment of learning that provides pupils with formative feedback that deepens learning.

*Make sure that this relates to your outcomes – i.e. it is plausible that your outcomes could contribute to achieving the goal.*

By the end of the project, we aim to have produced project outputs or knowledge assets that add-value to the project goals of increased knowledge of what works and increased capability to share learning derived from inquiry. The anticipated project outputs are a series of case studies, research reports, materials and models derived from research that enables transferable learning derived from maths, literacy and other projects exploring how pupils learn and achieve. In addition, we will have hosted a number of symposia, workshops and conferences where research papers, presentations and works in progress will have been shared. The intention is to collate the project knowledge assets into a publication of working papers at the end of the project. Project participants are also supported in knowing how to participate virtually in a vibrant community of inquiring schools through access to our free website ([www.interfacespace.com](http://www.interfacespace.com)) that enables teacher-to-teacher and school-to-school collaboration, video conferencing and project dissemination.

- **What are the measurable outcomes, which you can affect, that contribute to the long-term goal?**

Each teacher participating in the project will design and deliver a strategic research project to be carried out over two years, culminating in a paper and conference presentation that charts project outcomes, methodology, areas of greatest impact and signposts transferable models or materials.

Each project will specify and test project impact at three levels – pupil attainment, teacher pedagogy and wider school effects.

The project is concerned with 3 levels of outcome: 1) understanding what works e.g. making explicit to pupils specific success criteria in maths at KS 1, supported by targeted feed-back on learning and peer-learning 2) understanding why it works e.g. enabling pupils to internalise the success criteria and use a common and technical language in learning conversations with their teachers and peers about maths and 3) transferring

learning into scalable models, materials, projects or practices within and beyond participating schools e.g. sharing with colleagues the evidence from the project regarding language for communicating in maths at KS1, together with a Scheme of Work, materials and an approach that enables other teachers to trial and adapt the approach to their own contexts and pupil needs.

The aim of each individual project is to identify what works with regard to a specific inquiry or intervention, to give an account of causality or association and to assess scalability by identifying success criteria or core processes that are transferable, irrespective of context.

### 3. What are the activities that contribute to the outcomes?

There are 3 levels of activity:

- **Delivery of the capacity building MA programme** each fortnight at Cricket Green for project participants, termly assessments that address rigour and quality and facilitation of the development of a strategic R&D team for the Cluster.
- **Development of learning community with related networking events** that include participation of teachers in a termly Symposium at University of West London, design and delivery of an end of year LSEF Conference on July 9<sup>th</sup> 2014 at Cricket Green School (involving all schools and strategic project stakeholders) and contribution to an Innovation in Practice Conference at University of West London Business School on October 11<sup>th</sup> 2014.
- **Collation of project outputs** (project proposals, academic papers, presentations) into portable learning in publications that are further informed by project monitoring and evaluation activities.
- **Which activities contribute to each outcome?**

**Delivery of the MA programme** contributes to development of research capacity, design and delivery of specific projects, development of portable learning through project papers and presentations and facilitation of strategic, locally based R&D teams that drive innovation and impact

**Facilitation of the learning community**, lead by project manager Kristina Burton, and key project stakeholders and partners such as Mitcham Town Cluster head Teachers, University of West London enables relationships of trust and supporting structures through which learning is transferred and disseminated across the Cluster and beyond.

**Collation of project outputs alongside project monitoring & evaluation** ensures that we take a rigorous approach to knowledge management and transfer. The two categories of project linked to subject knowledge include projects relating to maths and projects relating to literacy/English. In managing the outcomes of the projects, we report them under the twin categories of maths and literacy. The delivery of the MA programme and strategic research projects contributes to Outcome 1 - improved pupil attainment in maths / literacy; Outcome 2 – improved teacher knowledge and confidence in teaching maths /

literacy and Outcome 3 – evidence based models of teaching maths/literacy that are sharable and scalable within and across schools.

## **5. What assumptions have you made in determining your outcomes?**

By taking a design approach to impact and identifying, defining and inquiring into wicked issues, supported by strategic interventions, it is possible to generate useful knowledge of what works and why. Another assumption that the leadership in each school supports teachers' undertaking strategic research and actively supports teachers in sharing and disseminating new knowledge and using that to improve practice. A third assumption is that there are opportunities for informal networking and influencing of peers in schools where teachers engage in substantive conversations about learning, specific projects and emergent outcomes from interventions.

## **2. PROJECT EVALUATION FRAMEWORK**

We plan to evaluate the LSEF project against 7 criteria, including:

- Project Spend, to include:
    - Interim and total project funding, planned and actual spend, variance.
    - Budgetary variables (various management/administration costs and spend);
  - Project Reach Data- statistical data per project on participating pupils
    - Pupil data on numbers participating, numbers of males, numbers of females, % SEN, % Higher attaining, % Middle attaining, % Lower attaining, % FSM, % FSM (6years), % LAC, % different ethnic categories.
  - Project Reach Data- statistical data per project on participating teachers
    - Teacher data on numbers participating, % KS1-KS2, % KS3 –KS5, % senior leaders, % middle leaders, % 3+ years teaching, % NQTs
  - Project Outputs to include:
    - Outputs, target and actual number of schools, teachers, pupils participating
    - Project outputs per teacher in terms of presentations, papers, reports and materials
    - Knowledge assets generated and project publications  
Number of symposia, workshops, conferences
3. Project Outcomes, in terms of participating teachers, pupils and wider system
- Number of teachers gaining MA qualification
  - Number of teachers gaining promotion as a result of new expertise
  - Qualitative data on project benefits at wider system level by heads
  - Qualitative data on project benefits at teacher level by MA students
  - Qualitative data on project benefits as perceived by participating pupils

- Teacher Specific Outcomes, with respect to Subject or Research Knowledge
  - Teacher Baseline measures - self-assessment research skills (Sept 2013)
  - Module 1 assessment results (January 2014)
  - Module 2 assessment results (May 2014)
  - Module 3 assessment results (September 2014)
  - Module 4 assessment results (January 2015)
  - Module 5 assessment results (July 2015)
  
- Pupil Specific Outcomes – with respect pupil attainment in project over time
  - Baseline data – average score (Sept 2013)
  - Attainment data – average score (January 2014)
  - Attainment data – average score (May 2014)
  - Attainment data – average score (Sept 2014)
  - Attainment data – average score (January 2015)
  - Attainment data – average score (July 2015)
  
- System Wide Outcomes – with respect to benefits across Cluster per annum
  - Pupil attainment data (in subjects relevant to projects)
  - Pupil attendance data
  - Teacher retention data
  - Teachers presenting on project learning
  - Numbers of Governors attending teacher presentations / conferences
  - Numbers of teachers participating in workshops or symposia
  - Numbers participating in conferences
  - Number of reports generated
  - Number of publications
  - Unintended benefits

Attached with this document is the data capture tool we have designed to collect the data relating to projects that includes baseline data, pupil attainment data and other indicators. That information will be collected in June 2014, October 2014 and June 2015. Please see attached the July Interim Report informed by the data collection tool. In addition, MA students write reports of research in progress each term. In July 2015, each MA student will write a final report on project impact.

### **Generation of Data and Knowledge Assets**

Each teacher on the MA programme is responsible for identifying, collecting and analyzing data relevant to their own specific project, including baseline data, target research group, impact indicators and tools and cycle for data collection and analysis.

Each participating teacher will design a research methodology appropriate to their own project and will design bespoke tools or use tried and tested ones, depending on project aims. The key criterion here is fitness for purpose. The data will be collected throughout the four project phases of pilot, strategic inquiry, evidence base for case for change and leading evidence based innovation. Data will be collected and iteratively analysed over the summer and autumn terms of 2014, into the spring and summer term of 2015,



culminating in a final report on project impact and outcomes, managed by each teacher undertaking the MA. In addition to individual teachers managing specific projects, there will be an over-arching approach to collating project outcomes and outputs as outlined above.

### **Supporting Evidence for Evaluation**

- ***Interim Report (July 2014)***
- *Specific Project Proposals*
- *Specific Project Papers*
- *Specific Project Presentations*
- ***Final Report (July 2015)***

## **Appendix2: External Examiner Evaluation Reports on MA used to build subject knowledge and capacity for innovation**

**Please refer to documents attached to report separately**

## THEORY OF CHANGE AND EVALUATION FRAMEWORK CRICKET GREEN LSEF PROJECT March 2014

### 1. THEORY OF CHANGE

#### 1. What is the long-term goal that you are working towards?

*What is the project core purpose?*

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The core aim is to help build a learning community across the 10 partnership schools that is supported by teachers who are research literate and heads who understand how to use evidence to inform improvement and innovation. In terms of enabling teachers to become research literate, the Cricket Green based MA in Leadership and Innovation enables local teachers to participate in a part-time MA course, delivered in their own locality that is designed to support them identifying and addressing strategic improvement issues in their schools through a combination of interventions and inquiry that focuses on impact. Teachers are supported in designing a relevant, strategic research project where they specify intended impact and impact indicators at the outset. They also collect baseline data at the outset to assess distance travelled over time and draw on the findings from robust research in developing practice-focused and theory informed projects. The learning community model is strengthened by enabling the individual participants on the MA programme to function as an R&D team for the schools partnership. Assessments are designed to enable knowledge flow through the production of termly scholarly papers, report on research progress and through termly presentations that are accessible to all stakeholders. The local, networked learning community is also outward facing in that teachers present at local and pan-London Conferences. A conference is planned for July 9<sup>th</sup> 2014 in Mitcham and all teachers in the programme will present at an Annual Innovation in Practice Conference at University of West London on October 11<sup>th</sup> 2014. Some delegates from the partnership will present on the local networked learning community model at the APERA conference in Hong Kong in November 2014 (1of 9-21<sup>st</sup>). Within this model, teachers interrogate and present evidence of what works and in collaboration with heads, develop agendas for research-informed change. The three key elements in the model are 1) the development of robust research skills in teachers, 2) leadership sponsorship and support and 3) technology to enable collaboration and connection. We have a dedicated platform [www.interfacespace.com](http://www.interfacespace.com) through which participating teachers can connect and collaborate within the Mitcham partnership and beyond.

*Why is this goal important - what issue is the project addressing?*

Within a self-improving school system (Hargreaves, 1999; 2010, 2012) we believe that school improvement needs to be driven by teacher pedagogical expertise that is evidence-informed, solutions focused and scalable. This project addresses the development of necessary skills to ensure that teachers know how to design, lead and share strategic research projects that address wicked issues of practice and contribute to an evidence base of 'what works.'

It is well established through research that a) school improvement can be enhanced by teachers' pedagogical expertise (see Barber and Mourshed, 2010; Hargreaves 1999, 2010, 2012). Research by Hattie (2003) demonstrates that pedagogical expertise includes both subject knowledge and ability to design and facilitate learning. The key challenge within schools and the school system that enhanced teacher pedagogical expertise can help to address is the personalisation of learning to meet pupils' needs. The second challenge that teacher pedagogical expertise can help to address is the assessment of learning that provides pupils with formative feedback that deepens learning.

*Make sure that this relates to your outcomes – i.e. it is plausible that your outcomes could contribute to achieving the goal.*

By the end of the project, we aim to have produced project outputs or knowledge assets that add-value to the project goals of increased knowledge of what works and increased capability to share learning derived from inquiry. The anticipated project outputs are a series of case studies, research reports, materials and models derived from research that enables transferable learning derived from maths, literacy and other projects exploring how pupils learn and achieve. In addition, we will have hosted a number of symposia, workshops and conferences where research papers, presentations and works in progress will have been shared. The intention is to collate the project knowledge assets into a publication of working papers at the end of the project. Project participants are also supported in knowing how to participate virtually in a vibrant community of inquiring schools through access to our free website ([www.interfacespace.com](http://www.interfacespace.com)) that enables teacher-to-teacher and school-to-school collaboration, video conferencing and project dissemination.

## **2. What are the measurable outcomes, which you can affect, that contribute to the long-term goal?**

The project is concerned with 3 levels of outcome: 1) understanding what works e.g. making explicit to pupils specific success criteria in maths at KS 1, supported by targeted feed-back on learning and peer-learning 2) understanding why it works e.g. enabling pupils to internalise the success criteria and use a common and technical language in learning conversations with their teachers and peers about maths and 3) transferring learning into scalable models, materials, projects or practices within and beyond participating schools e.g. sharing with colleagues the evidence from the project regarding language for communicating in maths at KS1, together with a Scheme of Work, materials and an approach that enables other teachers to trial and adapt the approach to their own contexts and pupil needs.

The aim of each individual project is to identify what works with regard to a specific inquiry or intervention, to give an account of causality or association and

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### 3. What are the activities that contribute to the outcomes?

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- 3) **Collation of project outputs** (project proposals, academic papers, presentations) into portable learning in publications that are further informed by project monitoring and evaluation activities.

### 3. Which activities contribute to each outcome?

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**Facilitation of the learning community**, lead by project manager Kristina Burton, and key project stakeholders and partners such as Mitcham Town Cluster head Teachers, University of West London enables relationships of trust and supporting structures through which learning is transferred and disseminated across the Cluster and beyond.

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### 5. What assumptions have you made in determining your outcomes?

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leadership in each school supports teachers' undertaking strategic research and actively supports teachers in sharing and disseminating new knowledge and using that to improve practice. A third assumption is that there are opportunities for informal networking and influencing of peers in schools where teachers engage in substantive conversations about learning, specific projects and emergent outcomes from interventions.

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