

London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

St Michael's Catholic College

Contact Details

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Evaluation Final Report Template

Introduction

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

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

Project Oracle: Level 2

Report Submission Deadline: Round 1 and Round 2 - 30 September 2015 (*delete as appropriate*)

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

Project Name: primary partners: Literacy, language and Communication

Lead Delivery Organisation: St Michael's Catholic college

London Schools Excellence Fund Reference: LSEFR1020

Author of the Self-Evaluation: Charlotte Sayed

Total LSEF grant funding for project: £150,000

Total Lifetime cost of the project (inc. match funding): £135,00

Actual Project Start Date: December 2013

Actual Project End Date: July 2015

1. Executive Summary

The final report is based on an evaluation of the Primary Partners literacy, language and communication project funded by the LSEF, which comprised of one secondary school and 5 primary schools. The rationale for this project was based on the hypothesis of the LSEF that investing in teaching, subject knowledge and subject specific pedagogy will lead to improved outcomes for students. The evidence was gathered by the following approaches: staff efficacy surveys, work sampling, lesson observation, student data provided before the project and the student outcomes from the project, written feedback and verbal feedback on the project. The project aimed to support the transition between primary and secondary by increasing the level of challenge at the end of key stage 2, with particular regard to the teaching of literature.

The evaluation of the project demonstrated the following findings:

- Increased staff confidence in delivering subject specific knowledge for the teaching of literature at KS2
- Increased expectation and challenge at KS2
- Improved staff knowledge of subject specific teaching methods that support higher attainment at KS2
- Good or better attainment for 92% of the students involved.

As a result of completing this project we would make the following recommendations for future delivery of such projects:

- Formal agreements regarding the terms of participation i.e data as well as commitment to project delivery, from Senior leaders within the participating institutions.
- The timing of the project is fixed to the summer term and this poses challenges for data collection.
- In order to have comparison data, you would need to know a year in advance of the project that you were going to deliver it.
- Evaluation should be done externally and the terms of the evaluation need to be made clear before the initial bids.
- Only one activity should be undertaken.

2. Project Description

The project was delivered in order to narrow the gap in terms of the teaching of literature between primary and secondary phases. Through this it aimed to raise aspiration and expectations into a beyond SATS mentality by increasing teacher subject expertise and confidence in delivering challenging subject matter. The gap between attainment at KS2 and skills on arrival at KS3 has been well documented. This is in part due to the fact that the teaching at secondary schools has a clear trajectory leading to success at KS4 and 5; staff teaching in secondary schools have a clear notion of the end result of attainment for students. It was felt that if this could be shared with primary colleagues then that would raise aspiration and, through their clear understanding of the level of outcome required at the secondary phase – in particular close analysis and the skills required to write extended analytical essays, primary students could experience this level of challenge before entry to secondary school thus easing transition and the skills gap.

In summary:

- For primary staff: Knowledge and understanding of the GCSE criteria for English Literature particularly for attaining grades A and A* in order to use this to raise aspirations and challenge students.
- A common expectation and language for learning across both phases.
- At the end of year one, primary and secondary staff will be equipped with the knowledge to cascade the project to four more schools within the teaching schools partnership
- Two knowledge based SOW (initially). This was adapted after review of phase one identified the greater impact activity was the pathway to A* work at Key stage 2.
- A developing dialogue between staff at both phases and a shared understanding of outstanding learning and teaching across both phases.
- Improving teaching and learning from Key Stage 2 on
- Building subject specific knowledge of the teaching of English and English Literature in primary teachers
- Improving knowledge of subject specific teaching methods that supports higher attainment and greater innovation and risk at Key stage 2

The project was introduced within the context of schools within the Catholic Teaching schools alliance, made up of schools throughout the Diocese of Southwark. This meant that the project was able to work with schools within the London Boroughs of Bexley, Southwark and Tower Hamlets. This area of recruitment was most helpful for the lead school since there was already an existing network from which to recruit participating schools. The schools chose to participate and the range of schools participating had been judged by Ofsted as good to requiring improvement.

To support the project a scheme of work for the teaching of ‘A Midsummer Night’s Dream’ by Shakespeare was created. This scheme had been piloted with top set year 7 and was constructed to ensure that it met the criteria required for the new and more challenging GCSEs, for example an emphasis on structure, language analysis and contextual issues relating both to form and genre, as well as the time that the play was set. In line with requirements for A level, the scheme introduces the students to literary theory, namely the definitions of comedy constructed by Northrop Frye, which the students needed to apply to their knowledge of the play in order to enhance their ability to comment on structure. In addition to this a booklet called pathway to A* was created containing exemplar materials – in year 1 this included level 7 essays from the year 7 trial group and A* Shakespeare coursework essays. In year 2 it was possible to add to this sample essays from year 6 students from the pilot schools as well as AS level coursework.

The project also included two training sessions and observation with feedback. Further support was available on request and monitoring and support contact was maintained with all the project schools throughout the project.

Training session 1 involved introducing teachers to the SOW and talking them through its particular requirements. The main focus of the session required staff to look at the assessment materials and identify the common skills required for high attainment across each key stage. This was the first time that these staff had access to A* GCSE and A level coursework. In year 2 a commentary and guidance on the in school delivery of the project – gains and lessons learned was provided by the Executive head teacher from the pilot primary schools. Schools were given space between the training sessions to decide how this project should be delivered within their school – target classes and groups as well as the timing of the project and this was fed back at the end of training session 2.

Training session 2 involved a guided observation of either top set year 7 or top set year 9 being taught Shakespeare. The follow up discussion to this observation formed an essential

part of the training. The class observed varied depending on the days that the schools came in for this.

The project was monitored through observation and at this time, further support and feedback was made available. After delivery of the project, participating schools provided work samples and written commentary, as well as the results for the students.

The project ran over two years with two participating pilot schools in year one and 5 schools including the pilot schools in year 2. As a transition project, training took place in the spring term, along with the observations at the lead school and delivery took place in the summer term at a time chosen by the primary schools. For the individual schools participating, therefore, the project lasted for two terms. Monitoring visits were timed to fit in with when the project was being delivered.

The project has been delivered in Southwark, Tower Hamlets and Bexley.

The project was delivered by St Michael's Catholic College.

They key beneficiaries of the project were head teachers/ senior leaders from the primary schools, year 6 teachers and TAs working with year 6 where relevant as well as year 6 students. It was important that senior leadership were involved because year 1 showed that this increased the success of the project. They can also ensure the sustainability of the project within their institutions beyond the life time of the project funding.

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

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

The project addresses the higher expectations at Key stage 2 in terms of both knowledge and skills. It also supports the transition to the new GCSE English literature exam in terms of building skills around structural analysis and reference to context.

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

Materials produced:

Pathway to A* assessment resources booklet

Pathway to A* scheme of work

Copies of these have been provided to the LSEF

3. Theory of Change and Evaluation Methodology

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

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
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Teacher Outcome 1	Increased subject knowledge and greater awareness of subject specific teaching methods		
Teacher Outcome 2	Increased teacher confidence		
Teacher Outcome 3	Delivery of higher quality teaching including subject focused and teaching methods Use of better subject specific resources		
Pupil outcome 1	Increased educational attainment and progress		
Pupil outcome 2	Improved transition between primary and secondary		
Wider system outcome 1	Teachers/ schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice		
Wider system outcome 2	Use of better resources by teachers/ schools outside of the intervention group		
Wider system outcome 3	Teachers/ schools outside the intervention group have the opportunity to increase their subject knowledge through the programme		

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

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

After phase one increased focus was places on the literature teaching at KS2 since this was where the greatest impact was found, while the Literacy in year 8 was continued within house.

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

No change, however there was a shift in emphasis:

In Year 2 the focus shifted to concentrate on working with year 6 at Key stage 2 because this was where the most impact had been identified. In both years, the project was shown to have impacted positively on teaching in years 5. Please see head teachers comments.

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

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

The project was evaluated as described in the evaluation plan: confidence surveys were undertaken by staff both before and after the in school training. Data was provided for the students on entry to the project and compared with the levels achieved in the assessment task. Teacher observation took place by the lead school and general data was provided on teacher performance prior to the project (i.e no teacher had been judged inadequate – no further specifics were given). It was not possible to observe the same member of staff over the two years of the project in order to identify any further improvement in the year 2 delivery. This was due to staff changes. After the interim evaluation it had been decided to survey students and staff again – this was not possible due to the time constraints within the partner schools, however, anecdotal evidence was provided through reports from the classroom teachers. Students were also informally interviewed during the lesson observation. Likewise, rather than provide a questionnaire for staff at the end of the project, staff provided verbal feedback on their progress and confidence increase.

Beyond the data comparison, real evaluation of success came through feedback from the experienced members of staff and head teachers who were able to compare student performance from their previous experience, as well as judge the impact on their own pedagogy and any whole school impact. The amount of evaluation is adequate given the size and scale of the project.

4. Evaluation Methodological Limitations

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

- In order to evaluate the success of the project access would be needed to data on the impact of the national transition project that was introduced in approximately 2003 and lasted about 2 years. However, this has not been possible and so comparison data on a national scale is not available.
- Comparison data within the individual schools is unavailable due to the nature of this project – assessments do not traditionally take place at this time, neither are those assessments in the form of the project assessment. As an entirely new undertaking for these schools, there is no comparison that could be made.
- No control trials took place either with staff or pupils
- Comparison of performance between schools and groups of students within the project is unreliable due to the number of variables that could affect performance.
- Student levels on entry to the project are based on less sophisticated texts and tasks than the project itself required and therefore, in measuring impact of the project it has been assumed that achieving the same level would actually show progress – however, there is no comparison data for this nor is there a control group.
- It will not be possible for the college to track the progress of the students up to age 18.
- It has been assumed that reports on progress and impact provided by senior leaders and by staff delivering the project are reliable
- The project is reliant on self assessment and where there were observations, by people who may be biased
- Inability to evaluate all outcomes due to lack of time resources
- There was some staff changeover

4.2 Are you planning to continue with the project, once this round of funding finishes?**Yes/No**

The college itself will not continue to drive this project unless it is approached by schools wishing to adopt it, in which case, support and resources will be provided. However the primary partners worked with intend to continue the project in their schools due to the impact they felt that it had on staff and students alike. One school was considering sharing the practice across other Primary schools in Newham as part of a Borough network.

5. Project Costs and Funding

5.1 Please fill in Table 2 and Table 3 below:

Table 2 - Project Income

	Original ¹ Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	150,000		150,000	125,726	24,274
Other Public Funding					
Other Private Funding					
In-kind support (e.g. by schools)					
Total Project Funding			150,000	125,726	24,274

List details in-kind support below and estimate value.

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Direct Staff Costs (salaries/on costs)	80,000		80,000	107,176	27,176
Direct delivery costs e.g. consultants/HE (specify)					
Management and Administration Costs	16,000		16,000	11,625	4,375
Training Costs	9,600		9,600	3,191	6,409
Participant Costs (e.g. Expenses for travelling to venues, etc.)	2,000		2,000	22	1,978
Publicity and Marketing Costs	3,000		2,062		938
Teacher Supply / Cover Costs	24,000		24,000	1,000	23,000
Other Participant Costs					
Evaluation Costs	6,400		6,400	650	5,750

¹ Please refer to the budget in your grant agreement

Others as Required – Please detail in full	9,000		9,000		9,000
Total Costs	150,000		150,000	125,726	24,274

5.2

The underspend was caused by primary partners accommodating much of the cost of the project themselves, a reflection of the worth they felt that it had. Staff costs were due to the creation of resources, administrating the project i.e contacting schools in order to get them involved, chasing claims and other sundry activities involved in managing a project of this type, which was time consuming. The evaluation of the project also comes in part under staff costs since at the time of delivery, time spent on specific activities was not logged separately.

6. Project Outputs

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs <i>[Original + any Additional Funding/GLA agreed reduction]</i>	Actual Outputs	Variance [Revised Target - Actual]
No. of schools	3		6	+3
No. of teachers	5		16	+11
No. of pupils	No quantity specified		252	

7. Key Beneficiary Data

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

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

The definition of benefitting teachers is those teachers who attended both training sessions. This data was collected when they arrived for the first training session. That the same teachers delivered the project was ascertained through the school visit and lesson observation.

Table 5 – Teachers benefitting from the programme

	No. teachers	No NQTs (in their 1 st year of teaching when they became involved)	No. Teaching 2 – 3 yrs (in their 2 nd and 3 rd years of teaching when they became involved)	No. Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5)
Project	15 = 1 TA	2	5	9	80%	20%

Total						
School 1	5 (+ 1 TA)	1		4	100%	
School 2	1	1			100%	
School 3	1			1	100%	
School 4	3		2	1	100%	
School 5	2		1	2	100%	
School 6	3		2	1		100%

7.1.2

The sub groups of teachers are representative of the schools worked with. The majority of Primary schools put their more experienced staff with year 6 and these schools are no exception to this norm.

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

The definition of benefitting pupils is those pupils who were taught the scheme of work and experienced the benefit of the training received by their teacher or TA. This data was provided by the schools after the second training session once they had decided how they wanted to deliver the project within their institution.

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

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project Total	252	0	33		31	13
School 1 year 1	28	0	44		33	11
School 2 year 1	26	0	38		42	12
School 1 year 2	28	0	46		46	14
School 2 year 2	23	0	50		26	19
School 3	26	0	19		15	15
School 4	57	0	16		37	9
School 5	20	0	65		60	5
School 6	44	0	32		30	30

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project Total	114	138			

School 1 year 1	12	14	26	67	.07
School 2 year 1	17	10	15	81	0
School 1 year 2	12	16	25	46	25
School 2 year 2	10	13	26	35	39
School 3	12	14	Data not available	Data not available	Data not available
School 4	22	35	12	63	25
School 5	7	12	Data query	Data query	Data query
School 6	22	22	20	34	45

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
Project Total	3	0	.7	1.5	5	22	4	3	1	1	5		10
School 1 year 1				4		12		4	4		4		
School 2 year 1	4				11	41	11						26
School 1 year 2	3	0	0	0	7	14							21
School 2 year 2					22	30	13	4	4				13
School 3					4	12		12		4	4		
School 4	14					32		2	2	4	4		
School 5			10		5	25		10			15		
School 6				7	2	14	9				18		20

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
Project Total	29	.3	.3		12
School 1 year 1	35				38
School 2 year 1	4				4
School 1 year 2	29	3	3		22
School 2 year 2	4				4
School 3	35				35
School 4	49				
School 5	30				5
School 6	23				5

Any failure to reach 100% is due to rounding.

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

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

Southwark averages;

Boys 49%

Girls 51%

SEN – 11%

EAL 45%

FSM 23%

The schools from Southwark involved in the project have higher SEN percentages and significantly higher FSM percentages. Percentage of EAL students is close to the borough average.

Tower Hamlets averages

Boys 50%

Girls 50%

FSM 40%

EAL 75.8%

SEN 9.1 %

School comparison;

The schools involved in the project are generally in line with the borough averages, although one has significantly higher % of FSM students in their target group.

Bexley Averages:

Boys 50%

Girls 50%

FSM 15%

EAL 16%

SEN 6.5%

School comparison

The comparison here shows that FSM is in line with borough averages while EAL is significantly higher and SEN is higher.

8. Project Impact

8.1 Teacher Outcomes

Date teacher intervention started: 25th February 2015

The self-efficacy surveys evaluated:

1. To what extent are you familiar with the criteria and skills to achieve grades A and A* at GCSE?
2. How confident would you feel in identifying students' work to be grade A or A*?
3. To what extent are you familiar with the style of writing required to achieve up to level 7 and GCSE grade C or above for Literature?
4. To what extent are you familiar with the skills required for students to achieve beyond level 5 for AF 4: Identifying and commenting on the structure and organisation of texts?
5. To what extent are you familiar with the skills required for students to achieve beyond level 5 for AF6: Explaining and commenting on the writer's use of language ...at word and sentence level?
6. To what extent are you familiar with the skills required for students to achieve beyond level 5 for AF7: Relating texts to their social, cultural, historical contexts and literary traditions?
7. How confident you feel about developing students' ability to write extended essays on literary texts?
8. How confident do you feel about planning lessons and series of lessons that develop student skills at level 5 in AF4?
9. How confident do you feel about planning lessons and series of lessons that develop student skills at level 5 in AF5?
10. How confident do you feel about planning lessons and series of lessons that develop student skills at level 5 in AF7?
11. How confident do you feel about planning lessons and series of lessons that develop student skills beyond level 5 in AF4?
12. How confident do you feel about planning lessons and series of lessons that develop student skills beyond level 5 in AF5?
13. How confident do you feel about planning lessons and series of lessons that develop student skills beyond level 5 in AF7?
14. How able do you feel in questioning students within your lesson, to move them towards a more analytical approach to language?

Teachers were asked to judge themselves on a scale of 1 – 9 with 1 being not at all and 9 being very. These scores were added and averaged, then compared. The survey was delivered before any training had been provided and following the second training session which involved the peer observations

These were the skills and confidences that the project set out to develop for primary teachers.

Table 9 – Teacher Outcomes: teachers benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
Increased subject knowledge and greater awareness of subject specific teaching methods.	a self efficacy survey Lesson observations Verbal feedback	All participants in the project completed a self efficacy survey 100% response	Mean score based on a 1 – 9 scale in assessing their own knowledge and skills. 14 questions 1 Not at all, 5 some, 7 quite, 9 very	Average score of 58 points – response point 4 – knowledge between little and some. Collected 25/2 / 15	Average score of 94 points. Response point 7 quite Collected April 2015 – various dates as the schools attended different days for the observations.
Increased teacher confidence	a self efficacy survey	All participants in the project completed a self efficacy survey 100% response	Mean score based on a 1 – 9 scale in assessing their own knowledge and skills. 14 questions 1 Not at all, 5 some, 7 quite, 9 very	Average score of 58 points – response point 4 – knowledge between little and some. Collected 25/2 / 15	Average score of 94 points. Response point 7 quite Collected April 2015 – various dates as the schools attended different days for the observations.
Delivery of higher quality teaching including subject focused and teaching methods	Lesson observations		Ofsted criteria		Lessons observed to judge the delivery of the project and students learning

Teachers scored themselves more highly on the second return and the average score across all teachers was 7, signifying ‘quite’ for example staff felt ‘quite confident’, following the training and observation in their familiarity with the skills required for students to achieve beyond level 5.

Teacher outcome 3: Following a change in Ofsted criteria, the quality of teaching is no longer judged. The lesson observations (as described in section 8.1) therefore reflected the quality of the students learning and progress. Comparison data for outcome three was not possible since the project was requiring staff to deliver lessons and subject matter that had not previously been delivered.

Table 10 – Comparison data outcomes for Teachers *[if available]*

8.1.1

Sample Size

The sample size for teachers was all the teachers involved in the training for the project it was therefore representative of the project. No comparison groups were possible given the nature of the project. Teachers were surveyed using the confidence scale modelled on a Project Oracle self-efficacy survey. Teachers completed this individually. Interviews were informal and held during the monitoring visits. Final feedback was delivered after an open ended question – how did the school/ teacher feel the project went? What impact did they think it

had – on the students, on their teaching and the school as a whole? What would they suggest could be improved?

Commentary on teacher Impact:

The impact of the training was positive in terms of a confidence increase for all the staff involved. More experienced staff surveyed were more confident in knowing what they did not know at the start of the project and in finding it acceptable to acknowledge that. This was evident when comparing the initial survey response of the most experienced teacher with that of the least experienced, who had scored themselves comparatively highly. Feedback, both verbal and from the surveys, showed that staff gained the most from the lesson observations and the conversation afterwards. Written feedback from participating schools evidences this: ‘The project surpassed our expectations. We have had great benefit from working alongside the lead school. The training that was provided allowed my staff to ask questions initially. However we found the most benefit from taking part in a peer observation...from this lesson we took the PEE and zoom zoom which we then translated into our lessons here at ____...In short we are delighted with the results from the project. It is definitely a scheme that we will carry on with as we do feel it has started the preparations for secondary school on a very firm footing’

Individual staff feedback showed an increase of confidence through the actual delivery of the project. One member of staff explained that their lack of subject specialist knowledge has meant that this has been more work in preparing for lessons however he was able to use subject expertise from within the institution to support his teaching. Another teacher commented that the project delivery had allowed her to develop her skills and understanding in supporting the students to build a greater depth and detail of understanding of a single text than work across the year had allowed. She reported greater confidence and knowledge of how to support the students in constructing analytical paragraphs as well as increased confidence in being able to prepare students for the learning required at secondary school. She felt that she was supporting their transition better than she had previously been able to and that the project had extended her ability to ‘grapple with more challenging texts’. Staff involved in the delivery of the project, while initially slightly nervous of the challenge and increased expectation on the students, clearly recognised that the students were capable of meeting that expectation and this in turn has raised their expectations.

All lessons observed were at least good in showing good levels of progress from the students and some were outstanding. Teacher skills and confidence increase was demonstrated through their adept questioning and challenge of students as well as in the ways that they had adapted and personalised the scheme – in one case adding additional challenges - by providing a more able group with an additional task or adding the more challenging concept of surrealism to the students conceptual understanding of the text.

8.2 Pupil Outcomes

Date pupil intervention started: May 2015 – June 2015 (schools chose their own start date)

Table 11 – Pupil Outcomes for pupils benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection

Increased educational attainment and progress – in reading (literary analysis)	Data provided from the schools giving students reading levels on entry to the project. Levels provided for the assessed outcome of the project	Characteristics and assessment data collected for all students who received lessons from the teachers trained and were delivered the SOW.	National curriculum levels and sub levels		Final scores: Across all the schools in the project in the final year % achieving the same or above= 92% % achieving + 1 or more sublevels 59% % achieving + 2 sublevels 10% % achieving +3 sublevels 5%
Improved transition between primary and secondary school	Can only be anecdotal – see note below				

Pupil outcome 1

Participating schools provided student reading levels on entry to the project. Project outcomes (student essays) were levelled at the end of the project and comparison made in terms of sublevels of progress from their start point.

Pupil outcome 2

The number of students coming to this college from primary schools in the project is statistically insignificant. Project end date makes it impossible to judge whether the progress impact at KS2 has been sustained since the college has not yet undertaken an internal assessment of the students. Please refer to written commentary 8.2.1 for comments from the participating schools. Students from the primary schools involved moved to a wide number of secondary schools. It would be impossible to measure whether the project impacted positively on their transition to secondary school.

Table 12 - Pupil Outcomes for pupil comparison groups [if available]

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
<i>e.g. Increased educational attainment and progress in Writing</i>	<i>e.g. Pupil assessment data</i>	<i>e.g. Characteristics and assessment data collected for 97 of 100. The profile of respondents matches that initially targeted in the Theory of Change.</i> <i>Please find detailed analysis</i>	<i>e.g. mean score or percentage at diff National Curriculum Levels or GCSE grades</i>	<i>e.g. Mean score- 3.7, collected September 2015</i>	<i>e.g. Mean score- 4.5, collected June 2015</i>

		<i>of the profile of respondents in Section 7.2</i>			
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8.2.1

The sample size was all students involved in the project. A minimum of 5 sample essays from each institution was provided for moderation purposes. Levels were found to be accurate although in one case, imprecise and at times under assessed. Moderation took place at the end of July 2015 and for the pilot schools end of July 2014. Students were interviewed and observed as part of the lead school monitoring visits. These took place over a range of dates from June – July 2015.

Commentary on pupil impact:

Data suggests that the project had a positive impact on pupil progress in the majority of cases. The level of difficulty of the task and its increased expectation on both the quality and quantity of what the students write in response to the text justifies an assumption that achieving the same level on for the project outcome as on entry to the project equates to progress.

Staff reports on student impact are as follows:

‘The children became adept at looking for evaluation and evidence to support their point and the zoom zoom drilled down into the understanding of the text at word level. The children thoroughly enjoyed the challenge. .. they were thrilled to be working on KS3 material. The vast majority of children moved forward very quickly in their learning and the essay writing took them to a new level. It was very different from the curriculum that they had studied all year. We plan to carry out the work again with our upcoming year 5’

Further written feedback from another participating school supports this:

‘My “Shakespeare literature group” thoroughly enjoyed participating in this challenging but enjoyable project. During the first week, the group were getting their heads around the language of Shakespeare and learning to analyse each sentence. This took some time. After getting over this hurdle they were able to have long discussions about the actions of each character and how they fit into the comedy genre.

My group was a mix of high ability children from the three year 6 classes. This group enjoyed the fact that it was “challenging” work and “Secondary school level.”

During our discussions of the use of language in the text, children were able to discuss how context affected the meaning and use evidence from the text. I think they struggled to put this on paper. Some sentence structures on A frames may be needed for this.

All children were able to identify the comedic tools in the play and explain why it was funny. In their writing, most children were able to discuss how Shakespeare used insults effectively with some explanation.

Some of the higher ability children were able to touch on some of the success criteria to reach a level 6 in reading but needed work on going deeper into the language as they are not used to doing that in detail.

With more time for feedback, I believe those children would be able to get a level 6. The pieces of writing were a first draft and the children had the distraction of their last week at school.

I think this project showed that higher ability children can access Shakespeare at primary school level and discuss the language and structure of his plays in detail.’

Lesson observation at all the participating schools showed the students highly engaged in the activities: able to negotiate their way around the text independently, find evidence and

develop their explanations. Students were observed applying and evaluating Northrop Frye's definition of comedy and analysing how humour was created in detail. Students' conceptual understanding of the characters and their relationships as well as how the comedy was caused was at times sophisticated. One teacher commented 'They love it – they really love it. They are so excited - even the bottom group.' One school reported that a group of 'reluctant writers' were fully engaged and that it had increased both their willingness to write and the quality of their writing.

Students spoke with confidence and enthusiasm about what they were learning. Students commented that it was more challenging, that they enjoyed going into more depth. They expressed enthusiasm for continuing the work and they commented that they had been looking at it at home, too.

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	Metric	1 st Return and date of collection	2 nd Return and date of collection
Teachers/schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	Register of attendance	All staff involved in the project	All staff attended 2 events.		
Use of better resources by teachers/ schools outside of the intervention group	Observation and interview/ feedback	All schools involved in the project	All schools used the resources		May – June – final observation varied from school to school
Teachers/ schools outside the intervention group have the opportunity to increase their subject knowledge through the programme	Anecdotal evidence only				

8.3.1 Please provide information on (*minimum 500 words*):

All schools involved were able to attend all training sessions although the staff attending varied between sessions in the case of one school. The sample size is all schools involved in the project.

Wider system impact is anecdotal only. For the duration of the project, the schools had contact with the other schools involved in the project, most particularly with the lead school and this had a positive impact on those institutions ‘We have had very great benefit from working alongside the lead school’. There were opportunities for staff members from the schools to share practice and feedback from the pilot schools was particularly helpful with the head teacher attending in order to share her experience of delivering the project successfully. ‘The opportunity to hear the feedback from the year one pilot school was useful, in helping us to reflect on how best to deliver the project’ All schools can maintain contact through the CTSA as an already established network. All schools have said that they will continue with the project and 3 of the schools will be cascading the teaching strategies and level of expectation down to other year groups within their institution. Informal networks mean that the likelihood is that the project will be recommended to at least one other school outside of the project. One school has said that it would like to introduce the project and the resources across borough. All the participating schools have electronic copies of the resources should they choose to extend this to other institutions. The GLA has electronic copies of the scheme also.

However, wider system impact is more limited than the impacts on staff knowledge and expertise, the long term impacts on the practice within the participating institutions and the impact on student expectations, knowledge and skills. For the duration of the project, the outcomes were achieved.

8.4 Impact Timelines

Impact on teachers:

It was expected to see impact on teachers at each stage of the project, with the highest impact coming once they actually put the project into practice and this did happen as expected.

Impact on pupils:

It was expected that the impact on pupils would take place after the training session and lesson observations and then more fully on delivery of the project and this did happen as expected.

Wider school outcomes:

It was expected that the opportunities for networking would be available for the duration of the project and this happened as expected. Within the schools themselves, strategies are being cascaded down to have impact on staff beyond those directly involved in the project.

Any Continuing impact anticipated:

The lead school has already been contacted by another primary school interested in delivering the project. Word of mouth may mean that the project continues.

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

The London Schools Excellence Fund (LSEF) is based on the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment, subject participation and aspiration.

The aims of the Fund:

- I. Cultivate teaching excellence through investment in teaching and teachers so that attention is re-focused on knowledge-led teaching and curriculum.*
- II. Support self-sustaining school-to-school and peer-led activity, plus the creation of new resources and support for teachers, to raise achievement in priority subjects in primary and secondary schools (English, mathematics, biology, chemistry, computer science, physics, history, geography, languages).*
- III. Support the development of activity which has already been tested and has some evaluation (either internal or external), where further support is needed to develop the activity, take it to scale and undertake additional evaluation.*
- IV. In the longer term, create cultural change and raise expectations in the London school system, so that London is acknowledged as a centre of teaching excellence and its state schools are among the best in the world.*

The Overall impact of the project:

The project has had a positive impact on cultivating teaching excellence through investment in teaching and teachers. By training and providing high level resources for the participating schools, teacher knowledge in teaching literature to year 6 students, to the standard that will prepare those students well for the expectations placed on them at KS3, 4, and beyond, has been established, along with increased teacher confidence and this knowledge is being cascaded down in a number of those schools to impact on students in year 5 and below, thereby raising expectations and the level of challenge across KS2. ‘The project surpassed our expectations. We have had great benefit from working alongside the lead school. The training that was provided allowed my staff to ask questions initially. However we found the most benefit from taking part in a peer observation...from this lesson we took the PEE and zoom zoom which we then translated into our lessons here at ____...In short we are delighted with the results from the project. It is definitely a scheme that we will carry on with as we do feel it has started the preparations for secondary school on a very firm footing’. The project impacted positively on the students involved, both in terms of their progress and attainment and in the challenge that it gave them access to – previously unavailable ‘It was very different from the curriculum that they had studied all year’.

The Extent to which the theory of change proved accurate:

The theory of change was accurate to the extent that it required all the teachers to attend the training and that the exchange of expertise between primary and secondary colleagues would be of benefit – improving teaching, improved lesson delivery and improved pupil attainment. Key factors to the change, however, not acknowledged within the theory of change, are that staff had to be prepared to take the risk in their teaching and believe that the students could meet the challenge the project provided. Where this was embraced whole heartedly, as with schools in the second cohort, the full impact of the project was achieved, namely developing students ability to explore structure beyond merely mechanical features (such as headings and subheadings) , building their knowledge of literary theory and using this to enhance their interpretations of the text. In the first cohort, in part, there was some lack of confidence in this and so elements of structure were not included in the students’ analysis.

Combined with the factor of risk is the involvement and support of senior leaders within the project institutions. School to school analysis makes it clear that the most successful project delivery took place within the schools where the senior leaders or head teacher prioritised the project and worked with the teachers delivering it to ensure that it was given status within the institution so that staff had time to deliver it properly as well as support internally to ensure its success. Part of the success of the project is due to the flexibility partner schools had in implementing it. Using the ‘Tight but Loose’ theory of Dylan Wiliam, the objectives and outcomes were made clear but schools were able to implement the project in the way that best suited their institution, hence one school created a specific group of higher ability students to work on the project as a ‘reward’ while other schools delivered the project to their whole cohort.

How the project has contributed to the overall aims of the LSEF:

The project has cultivated teaching excellence in year 6 teachers in teaching Shakespeare. It has increased teacher understanding of the knowledge and skills required by students at secondary school level, including post 16 and innovatively, has provided those teachers with exemplar work at the highest levels in order for them to fully understand the learning trajectory that their students are on and build in the challenge steps to meet it. The importance of this understanding had been shown to have significant impact in the lead school; on the introduction of A level teaching to the institution, staff were able to see the expected end result for students and were able to increase the level of challenge in their teaching accordingly with the resulting gains in attainment evidenced through and increased number of A and A* grades across all subjects than had been achieved previously.

The project is self-sustaining for those schools who participated and the majority of them intend to continue with it having seen the positive impact it had on both pedagogy and pupil progress. The project is focused on English which is a priority subject. The participating schools have a scheme of work to follow and, subsequent to the first delivery, the skills and confidence to adapt that scheme further to meet the needs of their students ‘We felt that the less able students would need more support. They could have done with a modern translation of the text and this is something that we will be looking at next year’.

As a transition project, the project supports existing research into transition and how best to support it. It suggests that, unlike the previous transition work undertaken nationally, which required secondary schools to continue with a scheme started at primary, and therefore meant that in some cases, year 7 students began with less challenging work than they would ordinarily have been given, a better model may be a standalone unit like this one which moves the secondary school level challenge down to the year 6.

Within the participating schools the project has created a cultural change and raised expectations, as evidenced by their feedback and by their determination to embed the project within the practice of their schools, while it has a more limited impact across all London schools.

The hypothesis of the LSEF is 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. This project is based on the notion that primary staff do not necessarily have the subject specific knowledge of literature nor the pedagogy to deliver this that secondary school teachers of English have. By working with primary partners specifically to demonstrate and to illustrate these skills, alongside providing

them with a scheme of work particularly targeting those skills, this project has proved that hypothesis to be correct.

What my findings say about the meta evaluation:

The paired lesson observations across the phases appeared to have the most impact in promoting subject knowledge and skills as well as creating a shared language for learning across phases. These also increased teacher confidence in delivery. The observations involved two members of each primary school observing a literature lesson being delivered to a top set group. Also observing was the teacher from the lead school. The lessons themselves were designed to reflect the skills and expectations that the project aimed to instil, hence the choice of a top ability group. Ensuring that two people from the primary school observed allowed a shared understanding to be created for that school and the presence of the secondary school observer meant that the post observation discussion could focus on the skills demonstrated by both the students and the teacher. Primary staff were able to see the theory presented through the training in practice and this in turn meant that they could envisage what it might look like in their classrooms. A shared dialogue was established without ambiguity since we all saw the same things.

10. Value for Money

10.1 Apportionment of the costs across the activity

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

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	30	42,147
Teacher CPD (face to face/online etc)	30	30,908
Events/Networks for Teachers	5	4,060
Teacher 1:1 support	5	4,060
Events/Networks for Pupils		530
Others as Required – Please detail in full Evaluation and accounting for the project. Project administration	30	44,021
TOTAL	100%	£ (same as total cost in section 5) 125,726

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

10.2 Commentary of value for money

The actual planning and delivery of the project provides reasonable value for money – however comparison with similar projects is unavailable. The evaluation of the project took considerable amount of time and this is expensive, however this was a need of the project and so must be considered value for money.

10.3 Value for money calculations

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

In order to demonstrate the cost effectiveness of the project we would like those projects who had control or comparison groups to provide some value for money calculations. Further guidance will be issued to support projects with this.

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:

Key enablers and Barriers to achievement:

Key enablers were the involvement of senior leadership within the partner schools, supporting the project and their staff through the delivery of it.

Barriers: the difficulty in getting schools to participate in the project, which slowed down the delivery. It was highly time consuming contacting some head teachers, particularly when they then chose not to participate.

Schools keep different data and record ethnicity differently this meant that the evaluation itself was time consuming.

Management and delivery process:

The management and delivery processes were effective with the small number of schools involved. Any scale up of the project would have required increased personnel in the delivery and this could have impacted on the quality. The schools who did participate communicated well with the lead school.

The project was flexible enough to allow a change from the initial idea of creating an EPQ project for years 8 and 5 after the evaluation of this found that impact in the lead school was good but not as effective as the impact of the Shakespeare project, the primary partner in the pilot year decided that they would prefer to extend the literature work. The decision was taken to broaden the pathway to A* beyond its first remit. Staff turnover at the pilot schools meant that rather than cascading, they acted in an advisory role and the lead school maintained the model established in round one.

Future sustainability:

The schools involved have all expressed their intention of continuing with the project. Since the project was based on an existing hub frame work, the CTSA, the lead school will be able to maintain support should that be required.

The project resources have been shared with the LSEF.

12. Final Report Conclusion

The evaluation suggests that the project has achieved the following outcomes as established in the initial aims of the project:

- For primary staff: Knowledge and understanding of the GCSE criteria for English Literature particularly for attaining grades A and A* in order to use this to raise aspirations and challenge students.
- A common expectation and language for learning across both phases has been established across the partner schools
- A developing dialogue between staff at both phases and a shared understanding of outstanding learning and teaching across both phases.
- Building subject specific knowledge of the teaching of English and English Literature in primary teachers
- Improving knowledge of subject specific teaching methods that supports higher attainment and greater innovation and risk at Key stage 2

Project evaluation through both the self-efficacy surveys, verbal feedback during the school monitoring visit and written feedback at the end of the project, as well as the outcomes of the lesson observations suggests that teacher confidence and skills in delivering this more challenging work increased and that this increase in skill and confidence had a positive impact on the outcomes for students. Initial scepticism about the level of challenge experienced in small part during round one delivery with the pilot schools had decreased as staff saw that the students were able to meet the challenges. Being able to share this experience with the round two schools meant that these schools were open to the challenge and the risk involved from the outset. Lesson observations showed that staff confidence had increased to such an extent through the delivery of the project that they were able to embed additional challenge either in terms of content; considering the surreal elements of the text or through their pedagogy in dividing students into ability groups. Verbal feedback from schools with more than one class participating indicates a developing dialogue between those teachers as well as across the school itself 'The staff and children are getting so much out of the project we are all delighted!' As the schools stated in their written feedback, alongside the opportunity to see grade A and A* GCSE work and level 7 outcomes from KS3 students, key leaps in confidence and skills building were arrived at through the peer lesson observations and the subsequent discussion. This was then consolidated through their delivery of the scheme.

Evaluation of the project suggests that students enjoyed the challenge and rose to it as one participant stated 'the students have enjoyed getting their teeth into something new and in depth' and 'they are really into it like detectives' ; not every student makes the same amount of progress across every scheme of work and progress is not always linear. Overall, 92% of students achieved the same level or higher for this more challenging work, with 52% making one sublevel or more progress and 10% made 2 sublevels of progress with 5% making 3 sublevels. 2% made 4 sublevels of progress. Lesson observations showed sophisticated oral responses from a range of students that were not necessarily translated into the written response.

The project was only partially successful with these outcomes:

- At the end of year one, primary and secondary staff will be equipped with the knowledge to cascade the project to four more schools within the teaching schools partnership – this was not possible due to staff turn over and was also an ambitious notion for its delivery at the time of the first bid. An alternative model of delivery for year 2 was created with the delivery of the project remaining with the lead school; although the head teacher of the pilot schools was key in ensuring a level of confidence from the primary schools during the second round.
- Improving teaching and learning from Key Stage 2 on – this was too big a statement. The evaluation cannot support such a bold claim. Evaluation suggests that in relation to this specific scheme, teaching and learning was improved and feedback from the schools indicates that key strategies to improve pupils analysis of texts will be embedded throughout year 6 and in one case across the whole school
- Two knowledge based SOW (initially). This was adapted after review of phase one identified the greater impact activity was the pathway to A* work at Key stage 2. One knowledge based scheme of work was fully achieved for the project as a whole.

The project was less successful in: Incorporate and embed expertise from MFL to create expert, engaging and active grammar lessons – this element of the project. The project was unable to deliver this for a variety of reasons – the main one being that it was decided that this element of the project had less impact than the initial project launched and that it had been overly ambitious for the lead school to manage both these projects under the one brief since the plan was that these projects were to be undertaken concurrently. It would have been to the detriment of the main project.

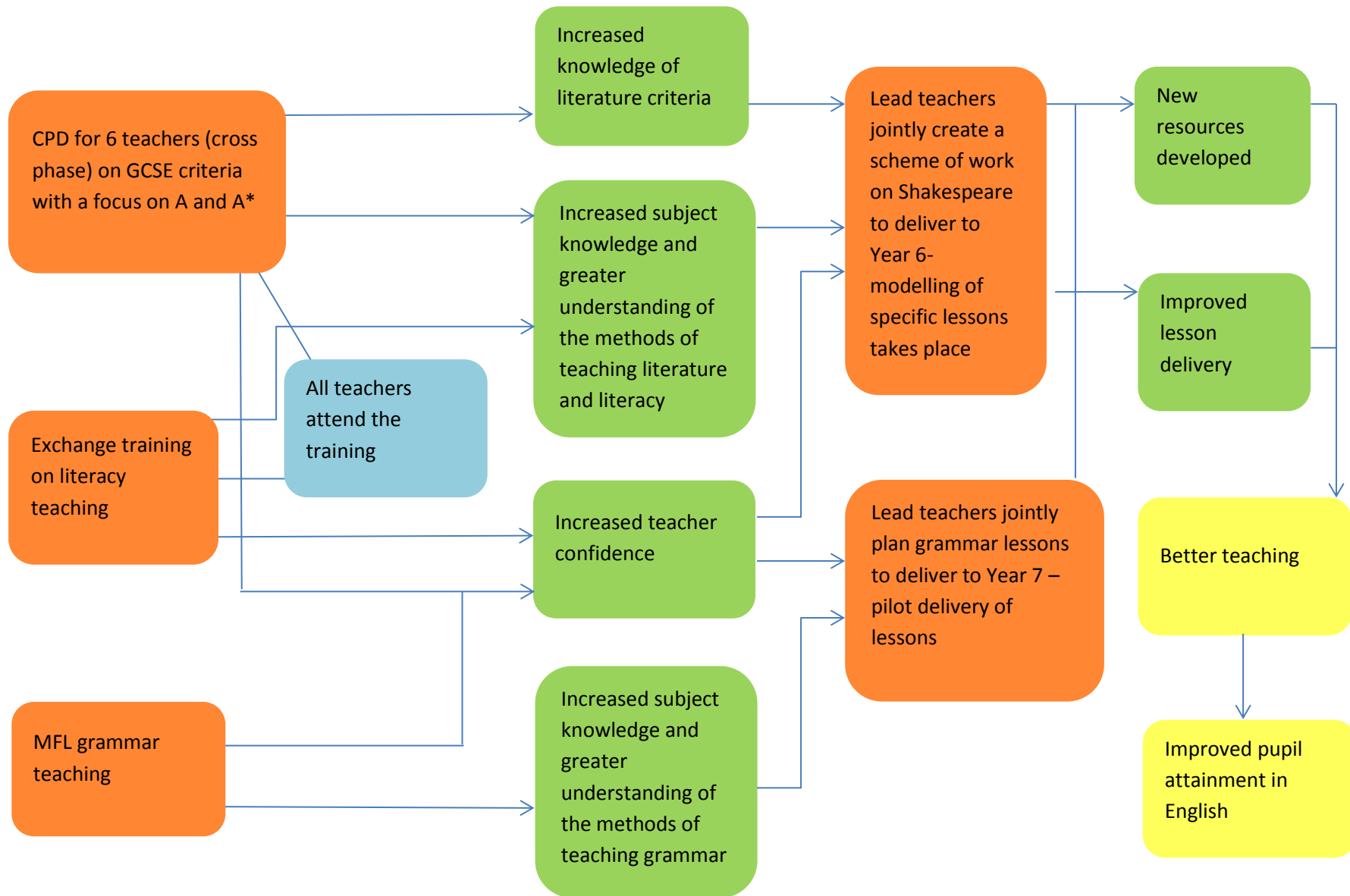
Key lessons learnt for assessment of project delivery.

Maintaining one clear point of contact with the partner schools works well, however, this needs to be a member of the senior leadership team. Where the project had the most successful outcomes for both staff and students was where senior leaders were fully involved in the project and where it was given priority for the year group at what is traditionally a very busy time for year 6. The challenge of the work means that ideally, the member of staff delivering it should have someone in the school to discuss their ideas and difficulties with and if this is a senior member of staff then they are likely to feel more supported in the risks that they are taking and therefore more confident about them. Support was available from the lead school throughout the delivery of the scheme but in some cases more advantage of this could have been taken. In terms of delivery it was important to quality control the lessons that were observed and this meant that there were limited occasions when the partner schools could come in and observe. Increased partner schools would have meant that staff in the lead school needed to plan deliberate ‘showcase’ lessons leading to disruption of the curriculum for the students at that school.

What should the project have done more or less of?

Primary partners all felt that the SOW needed further resources to enable the less able to fully access the work. This was a recommendation from the pilot phase. However, the decision was taken not to include this in order to maintain the level of challenge as the schools encountered the project for the first time. The risk of introducing it too soon was that the schools may depend on it too early and use it whether it was needed or not. I would still recommend not providing simplified resources – the schools develop their own confidence in creating them.

From the outset the project needed to be clear about the difference between the delivery and the evaluation.



	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
Teacher outcomes Sub Groups As part of establishing the baseline, the characteristics of the eligible cohort should be analysed across the following sub groups: <input checked="" type="checkbox"/> NQTs <input checked="" type="checkbox"/> 3 years + <input checked="" type="checkbox"/> Primary/ secondary <input checked="" type="checkbox"/> Other (project specific) These should be expressed as a % of the whole group. Churn Throughout the programme thorough records of any “churn” of teachers leaving or joining the intervention group must be kept. In order to do this records must be kept of: <input checked="" type="checkbox"/> Unique teacher identifier <input checked="" type="checkbox"/> Engagement date <input checked="" type="checkbox"/> Disengagement date and reason	<input checked="" type="checkbox"/> Increased subject knowledge and greater awareness of subject specific teaching methods <input checked="" type="checkbox"/> Increased teacher confidence <input checked="" type="checkbox"/> Delivery of higher quality teaching including subject-focused and teaching methods	<input checked="" type="checkbox"/> Increased teacher understanding of the criteria for GCSE literature and skills for higher grades shown through moderated marked work. <input checked="" type="checkbox"/> Increased teacher scores in confidence surveys <input checked="" type="checkbox"/> Survey to be completed by all teachers involved in the intervention <input checked="" type="checkbox"/> Teacher confidence surveys should be agreed with the GLA. <input checked="" type="checkbox"/> Improved teaching performance in observed lessons in relation to the new skills and knowledge that will be delivered through the project ^{iiiv} <input checked="" type="checkbox"/> Observations to be conducted for a sample of teachers. With a small sample of those to be independently moderated ⁱ <input checked="" type="checkbox"/> Teacher performance in observed lessons is improved in relation to the specific skills outlined in the project	<input checked="" type="checkbox"/> An assessment of teacher's marking will be made before the project <input checked="" type="checkbox"/> Scores collected for individual teachers from pre intervention confidence surveys <input checked="" type="checkbox"/> Teachers will be observed using standard Ofsted criteria before and at the end of stages 1 and 2 of the project. There will be additional feedback provided in relation to the development of the actual skills and pedagogical knowledge developed over the project <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Marked work from the end of the project will be moderated and validated to GCSE criteria <input checked="" type="checkbox"/> Scores collected for individual teachers from post intervention confidence surveys after Yr1 and Yr2 of intervention <input checked="" type="checkbox"/> Standards collected for individual teachers from observations after Yr1 and Yr2 of intervention <input checked="" type="checkbox"/>

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
	<input checked="" type="checkbox"/> Use of better subject-specific resources	<input checked="" type="checkbox"/> Development of better subject specific resources <input checked="" type="checkbox"/> Uptake of new resources	<input checked="" type="checkbox"/> Audit / sample of existing resources being used , although the project is addressing a gap in resources so that the SOW to be created are wholly new. <input checked="" type="checkbox"/> Launch date of new resources	<input checked="" type="checkbox"/> Independent review of new subject specific resources and old audited resources ^{iv} <input checked="" type="checkbox"/> Use of new subject specific resources in lessons (through lesson observations or work scrutiny). Usage analysed against performance in observed lessons

<p>Pupil outcomes</p> <p>Sub Groups The characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> ☑ LAC continuously for 6 months+ ☑ FSM ☑ FSM at any time during last 6 years* ☑ Disadvantaged pupils ☑ EAL ☑ Gender ☑ Ethnicity ☑ Statement of SEN or supported at School Action Plus ☑ Started respective Key Stage below expected level, at expected level, above expected level <p>All characteristics should be captured as part of establishing the baseline and data should be collected to enable all outcomes to be analysed across these sub groups.</p> <p>Churn Throughout the programme thorough records of any “churn” of pupils leaving or joining the intervention group must be kept. In order to do this records must be kept of:</p> <ul style="list-style-type: none"> ☑ Unique pupil identifier ☑ Engagement date ☑ Disengagement date and reason 	<ul style="list-style-type: none"> ☑ Increased educational attainment and progress 	<ul style="list-style-type: none"> ☑ Increased attainment (levels and sub levels at KS2-3 and grades at KS4-5) compared against a comparison group formed of students from other feeder schools who have not received the intervention^v (Improved key stage 4 and 5 grades will not be evident within the timeframe of the project) ☑ There will be teacher assessment made of the work produced by the target cohort at the end of the project in years 1 and 2 ☑ Increased levels of progress (point scores and % achieving higher point scores than expected) in year 7 compared to a comparison group and against trends^{vi} 	<ul style="list-style-type: none"> ☑ Intervention group: assessed level on entry to the programme and for 3 years previous for the intervention cohort. Assessed at the end of the unit delivered. Tracking of progress through year 7 against comparison group. ☑ Trend data^{vi}: Actual attainment (levels/grades) for the 3previous year groups 	<ul style="list-style-type: none"> ☑ Intervention group: actual pupil attainment levels after Y1 and Y2 of intervention ☑ Comparison group: actual pupil attainment levels after Y1 and Y2 of intervention ☑ Where attainment is based on teacher assessments (i.e. not at the end of a KS) a sample of pupil assessments should be independently moderated^{iv}
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<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pupil outcomes <input checked="" type="checkbox"/> Sub Groups <input checked="" type="checkbox"/> The characteristics of the eligible cohort should be analysed across the following sub groups: <input checked="" type="checkbox"/> LAC continuously for 6 months+ <input checked="" type="checkbox"/> FSM <input checked="" type="checkbox"/> FSM at any time during last 6 years* <input checked="" type="checkbox"/> Disadvantaged pupils <input checked="" type="checkbox"/> EAL <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> Statement of SEN or supported at School Action Plus <input checked="" type="checkbox"/> Started respective Key Stage below expected level, at expected level, above expected level <input checked="" type="checkbox"/> All characteristics should be captured as part of establishing the baseline and data should be collected to enable all outcomes to be analysed across these sub groups. <input checked="" type="checkbox"/> Churn <input checked="" type="checkbox"/> Throughout the programme thorough records of any "churn" of pupils leaving or joining the intervention group must be kept. In 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increased educational attainment and progress 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Increased attainment (levels and sub levels at KS2 and 3 and grades at KS4-5) compared against a comparison group who have not received the intervention^{vii} <input checked="" type="checkbox"/> Increased levels of progress (point scores and % achieving higher point scores than expected) compared to a comparison group^{vi} <input checked="" type="checkbox"/> Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against a comparison group if the size of the cohort allows this to be statistically meaningful^{vi} 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intervention group: assessed level on entry to the programme and for 3 years previous <input checked="" type="checkbox"/> Comparison group: assessed level on entry at KS 3 <input checked="" type="checkbox"/> Trend data^{viii}: Actual attainment (levels/grades) for the 3previous year groups <input checked="" type="checkbox"/> Intervention group: estimated point score without intervention (for Y1 and Y2 of programme) <input checked="" type="checkbox"/> Comparison group: estimated point score without intervention (for Y1 and Y as above) <input checked="" type="checkbox"/> Intervention group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous <input checked="" type="checkbox"/> Comparison group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous <input checked="" type="checkbox"/> Trend data: in house % points gaps between relative attainment of sub groups for the 3previous year groups 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Intervention group: actual pupil attainment levels after Y1 and Y2 of intervention <input checked="" type="checkbox"/> Comparison group: actual pupil attainment levels after Y1 and Y2 of intervention <input checked="" type="checkbox"/> Where attainment is based on teacher assessments (i.e. not at the end of a KS) a sample of pupil assessments should be independently moderated^{iv} <input checked="" type="checkbox"/> Intervention group: difference between actual attainment and expected attainment (without intervention) <input checked="" type="checkbox"/> Comparison group: difference between actual attainment and expected attainment (without intervention) <input checked="" type="checkbox"/> Intervention group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention <input checked="" type="checkbox"/> Comparison group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention
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<div>order to do this records must be kept of:</div> <div><div><input checked="" type="checkbox"/> Unique pupil identifier</div><div><input checked="" type="checkbox"/> Engagement date</div><div><input checked="" type="checkbox"/> Disengagement date and reason</div></div>				
	<div><input checked="" type="checkbox"/> Improved transition between primary and secondary</div>	<div><div><input checked="" type="checkbox"/> Higher percentage of pupils outperforming expectations in Year 7 against a comparison group^{vi}</div><div><input checked="" type="checkbox"/> See attainment outcome</div></div>	<div><div><input checked="" type="checkbox"/> Intervention group: assessed levels of primary pupils pre intervention and for 3 years previous</div><div><input checked="" type="checkbox"/> Comparison group: assessed levels of primary pupils pre</div></div>	<div><div><input checked="" type="checkbox"/> Intervention group: assessed levels of pupils at end of Year 6 and end of Year 7^{ix} post Y1 and Y2 of intervention</div><div><input checked="" type="checkbox"/> Comparison group: assessed levels of pupils at end of Year</div></div>

			<p>intervention and for 3 years previous</p> <ul style="list-style-type: none"> ☑ Intervention group: expected levels and point scores at end of Year 6 and 7 (without intervention) ☑ Comparison group: expected levels and point scores at end of Year 6 and 7 (as above) ☑ Trend data: assessed levels of pupils for the 3 previous year groups 	<p>6 and end of Year 7 post Y1 and Y2 of intervention</p> <ul style="list-style-type: none"> ☑ A sample of Year 7 assessments should be independently moderated
School system outcomes	<ul style="list-style-type: none"> ☑ Teachers/ schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice 	<ul style="list-style-type: none"> ☑ Increased attendance at network meetings, conferences etc. ☑ Numbers attending will be collected ☑ Increased number of teachers who are trained to act as Lead partners ☑ Increased number of teachers who are able to extend network i.e. through 'cascading' training/ support ☑ Increased numbers of schools opting in to participate in networks i.e. attending regular meetings, sessions or events 	<p>The baseline is that this type of network for this particular intervention does not take place at the moment.</p>	<ul style="list-style-type: none"> ☑ Numbers and profile of teachers attending numbers of network meetings, conferences etc. over Y1 and Y2 of the intervention ☑ Number of trained Lead partners after Y1 and Y2 of intervention ☑ Number of staff trained/ able to support & extend networks after Y1 and Y2 of intervention ☑ Number of schools actively involved in working together after Y1 and Y2 of intervention

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

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

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

^{iv}

^v **Comparison groups** could be a randomised control group (preferred if possible), such as a cluster randomisation, or a matched comparison group. **Comparison groups** should be the same size as the intervention group and should measure all outcomes in the same way. Programmes could use a matched comparison group, or could use a randomised control group (preferred if possible), such as a cluster randomisation instead of a comparison group. Please see the Glossary for additional explanation of comparison groups.

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

^{vii} **Comparison groups** could be a randomised control group (preferred if possible), such as a cluster randomisation, or a matched comparison group. **Comparison groups** should be the same size as the intervention group and should measure all outcomes in the same way. Programmes could use a matched comparison group, or could use a randomised control group (preferred if possible), such as a cluster randomisation instead of a comparison group. Please see the Glossary for additional explanation of comparison groups.

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

How are Hermia and Helena presented and how does Shakespeare use them to create humour?

Out of the many plays that Shakespeare has written, 'A Midsummer Night's Dream' portrays an abundance of humour. This is shown through love and conflict which is expressed through the two main characters: Hermia and Helena. These are a couple of young Athenians who are madly in love with a pair of men; their names being Lysander and Demetrius. Essentially, the comedy is made when this complex love quadrilateral comes to a head and resolution is sought.

This whole play starts when Hermia's father Egeus does not give consent for Hermia to marry her idol, Lysander. Instead he wants her to marry Demetrius. We can tell from the conversation between Hermia and Egeus that Hermia is a very stubborn character who won't stop at anything until she gets what she wants, even if there is a law in place that says all women should marry their father's choice or become a nun or face death. In Act 1 Scene 1 lines 52-53 Theseus says to Hermia, "Demetrius is a worthy gentleman." Hermia replies by saying, "So is Lysander." This also shows that Hermia is a brave character as she talks back to the king and her father. She doesn't see the consequences of her unwise actions. If the time in which this play is set, when women were meant to be docile and not have their own opinions or speak their mind, this portrays her as certainly courageous. She was fully aware of the dire consequences of disobedience, that being punishable by death. Maybe, it can also be argued that she is quite ignorant and naïve about these consequences.

Later on in this scene, Hermia is expressing her feelings for Demetrius by talking to Helena about the issue, and Helena replies by telling her about how she loves Demetrius and how he insists on loving Hermia. As a result of this conversation, she is beginning to think how she is so superior to Helena because while Helena is desperate for a companion, she is trying to ward off one. We can tell this by the conversation she had with Helena in lines 180-207. Hermia says at one point, "I frown upon him; yet he loves me still." And Helena replies by saying, "O that your frowns would teach my smiles such skill!"

On the other, obsessed over Demetrius, Helena's character emphasizes the unpredictability of love and its excesses. Even though she knows she is making a fool of herself by pursuing Demetrius, Helena cannot stop the chase. She reminds us that love is blind, declaring that she is as beautiful as Hermia, so there is no logical explanation for Demetrius' sudden shift in affection. This point is further emphasised by the two men's love potion-induced attraction for her. Like a child, lovers are often lured by trivial jewels rather than deep character traits. This message is further heightened by the feebleness of Lysander and Demetrius. As Lysander makes clear in his conversation with Egeus in Act I, no noticeable differences exist between the two men, so Helena could just as easily love one as the other.

Besides emphasizing love's random nature, Helena also highlights the gender differences that annoy women. Unlike men who can woo whomever they please, women are not 'allowed' to fight for love; instead, they must passively wait for the man of their dreams to notice them. In chasing Demetrius through the woods, Helena is breaking the rules of her gender, becoming the pursuer rather than the

pursued. She likens herself to Apollo who chased the unwilling huntress Daphne through the wood. In chasing Demetrius, Helena claims to have taken Apollo's role, yet Demetrius is still the one who threatens her when he says things like, "Or if thou follow me, do not believe but I shall do thee mischief in the wood."

The comedy is created in this play by creating love and conflict through the two main characters Helena and Hermia. This starts in the woods (a transition in setting from the old world of tradition to the green world of enchantment) where Lysander and Demetrius have been dosed with the love potion and then they both fall in love with Helena. As she was the first person they saw, they both fell in love with her. This creates humour because when Hermia finds out she gets very angry because she thinks that Helena has stolen any chance of love from her. At this they have a huge fight. They hurl insults at each other like, "Fie, fie you counterfeit you!" and, "You thief of love! What, have you come by night?" This creates humour by showing that Helena had done nothing wrong and that Hermia is accusing of nothing. It is humorous because she acting very naïve. In addition, we go from one moment when Helena is told she is not beautiful or attractive in any way, where her self-esteem is rock – bottom, to in an instant, two men falling at her feet and declaring their undying love for her. The poor woman is beside herself with this mockery made of her , whilst the audience find the whole thing hilarious. But truly, it is not funny, because again, the women are made fools out of . Further more, to observe the reaction of two women coming to blows over a man is seen to be funny. The jokes are created in the insults they hurl at one another.

To conclude, this is a deeply complex play when examined closely. It looks at the most awful traits that people have. It reveals our inner instincts in the face of love; rivalry, jealousy and even humour through self - deprecation as we question our worthiness all the time. Laughing at ourselves first being the more preferred option.

Monday 6th July 2015

How are Hermia and Helena presented and how does Shakespeare use them to create humour?

This play – A Midsummer Night's Dream – is one of Shakespeare's most famous comedies. Written in approximately 1595, it is quite an old play, but still a favorite of people all over the world, even today. This play follows the Northrop Frye guide to comedy, consisting of: the old world, where old laws cause trouble amongst the young people. The green world is where the magic and mystery causes confusion, usually in a forest. The new world is where all the old laws are replaced by ones that are fair, so everyone is happy in the end. In the play, there are two main characters called Hermia (daughter of Egeus) and Helena (daughter of Nedar). Despite being the best of friends from a young age, when love enters their story, both women become the deepest rivals. Hermia is deeply in love with a man called Lysander, but Egeus wants her to marry a man called Demetrius. In those days, the law of the land was that the women had to marry their father's choice, or they would have to become a nun, or die. Helena enters the story because she loves Demetrius and will do anything to make him love her. Shakespeare uses this conflict to create bountiful amounts of humour.

Hermia is a woman who is a very strong and forthright person who is never afraid to speak up and make sure that everyone knows what she wants to say, and that everyone listens. She will also stop at nothing to marry Lysander, even if it means suffering dangerous consequences, like when she refuses to marry Demetrius, and when she wants to run away with Lysander to his gran's so they could marry safely.

In Act 1 Scene 1, Theseus says to Hermia

'Demetrius is a worthy gentleman.' At this, Hermia gets exacerbated, and shouts

'So is Lysander!' At nothing to make sure that her voice is heard. It also shows that she is an impudent character because she isn't afraid to make sure that her voice can linger above the rest, so she always has the last say in things. She is also disobedient because she disobeys her father's orders to marry Demetrius.

In Act 1 Scene 1, Hermia says to Helena

'The more I hate, the more he follows me.' This illustrates that Hermia is very mean because Helena is profoundly in love with Demetrius, but she is saying that she hates him, which makes Helena even more jealous. It also shows that she doesn't have much compassion for other people's feelings.

In Act 2 Scene 2, Hermia says

'Nay, good Lysander, for my sake, my dear, lie further off yet; do not lie so near.' This demonstrates that she has a lot of dignity and has some self-respect. Also, it shows that she does not think how her words affect others, or how some people may react differently, which proves that she thinks of herself more than think of others.

This woman is almost a direct opposite of Hermia; she is very desperate and fraught over not very important things, whereas Hermia has a lot of dignity and is very bold. She wishes for Demetrius' love and will even lose any shred of self-respect she had (if any). This woman is tall and fair... the exact thing men don't usually like as a wife.

In Act 1 Scene 1, Helena says

'Teach me how you look, how you look, and with what art you sway the motion of Demetrius' heart' This tells us that she is jealous of Hermia and how she was so beautiful and all the men wanted her to be their wife. Even though

jealousy is a natural human feeling, Helena shouldn't have acted in the way that she did because she should have tried to control it a little bit better than she did.

In Act 2 Scene 2, Helena says

'And even for that I do love you the more. I am your spaniel; and, Demetrius, the more I will fawn on you.' This indicates that Helena was so frantic; she would even become his dog. Further on she says again.

'Unworthy as I am to follow you. What worser place can I beg in your love, and yet a place of high respect with me, than to be used as your lap dog?' This quote means that even though to be your dog would be the worst position to be it would be an honour for me. This shows how much she really wanted to get Demetrius to love her.

In Act 2 Scene 2, Helena says

'No, no, I am as ugly as a bear, for beasts that meet me run away for fear.' This shows that Helena is self-deprecating (thinking very low of herself) because she thinks Hermia is much more attractive. This also shows that she is someone who doesn't like herself very much and is constantly liking everyone else but always thinking that she is worthless and rubbish and not useful... basically she wishes that she could be in someone else's skin and not her own.

This play is a very humorous play because many people do strange things and things that people only do when they are driven crazy by love. The main two comedy characters who make the whole play comical are Hermia and Helena. These two characters cause conflict and through the conflict we experience large amounts of humour.

In Act 3 Scene 2 Hermia and Helena have a fight because both men (Lysander and Demetrius) fall in love with Helena because the magic juice had been sprinkled on them. Afterwards, when Helena thinks that everyone is making a joke out of her, she and Hermia have an ireful fight because Hermia is very annoyed that Helena stole Lysander from her because he said that he hated Hermia but loved Helena instead. They hurl insults at one another like 'Fie, fie, you counterfeit, you puppet, you!' Despite being in a fight that people would usually try to avoid and when they hear it try to leave, you would find yourself trying to keep you from laughing your head off. This is why many of Shakespeare's plays are so famous; he is the master of making things that are usually very unpleasant and/or embarrassing into comical acts.

Puck (or Robin Goodfellow) creates humour as well because he puts the love juice on the wrong eyes. This means that Lysander, who had previously wanted nothing to do with Helena, is now falling at her feet begging her to marry him. Even though Helena was presented as an 'ugly' character, both men end up falling at her feet. This is funny because she turns from being hated by everyone to being loved by everyone.

To conclude, this play is a very clever mixture of human emotions and traits. The comedy is essentially created through the interactions of these emotions. The emotions lead to actions which then lead on to further ridicule. So the love potion in the enchanted forest creates further mayhem, the comedy comes alive in this scene. However, the main victim in this play is Helena, who really is on the receiving end of the most brutal tricks and jokes, with even herself, joining in to have a laugh at herself.

Rosie Marsh
Level 5