London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

LSEF004

Southwark Schools Learning Partnership

“Inspiring and Sharing Teaching Excellence”

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 2 - 30 September 2015**
Report Submission: **Final Report to the GLA / Rocket Science**

Project Name: **Inspiring and Sharing Teaching Excellence**
Lead Delivery Organisation: **Southwark Schools Learning Partnership**
London Schools Excellence Fund Reference: **LSEF004**
Author of the Self-Evaluation: **Marion Gibbs & Irene Bishop**
Total LSEF grant funding for project: **£44,201.75 claimed (£50,200 original grant)**
Total Lifetime cost of the project (inc. match funding): **£56,541.67**
Actual Project Start Date: **November 2013**
Actual Project End Date: **31 July 2015 (evaluation in September after results)**

Attachments:
Theory of Change
Evaluation Plan
Final List of Participating Schools
Teacher Attitudinal Survey (form)
Student Attitudinal Survey Chemistry (form)
Student Attitudinal Survey English (form)
Student Attitudinal Survey MFL (form)
Student Attitudinal Survey Physics (form)

1. Executive Summary

This report describes the journey of our peer-led project and its final outcomes. It reflects on the extent to which we were able to achieve the outcomes stated in our theory of change and evaluation plan and describes the reasons for any changes or our inability to fulfil what we had intended. The clear outcome from the project is the set of innovative teaching resources in the key subjects of Chemistry, English, Modern Languages (MFL) and Physics, which are now being widely disseminated.

Our evaluation is based more on qualitative than quantitative data and is mostly reliant on surveys and written evaluations from the participants. We have analysed data from the 54 teachers, who participated at any stage in the project, and from the 891 pupils who were in classes where the project materials were being developed, tested and evaluated. Although none of the data sets are complete, we have been able to work with representative samples. Unfortunately, we were unable to obtain sufficient historic data, as had been planned, to make reliable comparisons with control groups. We have reached some conclusions about the impact on the participating teachers' confidence in the classroom and their subject knowledge. We have also reached some conclusions about the impact on pupils' motivation and desire to continue with the relevant subject to a higher level.

Our key conclusions are that:

- Groups of teachers working together across schools can produce innovative teaching resources and methodology which motivate pupils in the subject and have the potential to inspire them to achieve more highly and to continue with the subject to a higher level.
- Teachers are invigorated by working with their peers from other schools and enjoy collaborating and are willing to be innovative as part of a group. They gain confidence as well as increase their own knowledge from working with their peers.
- High quality initial CPD sessions are important to inspire the participating teachers.

2. Project Description

This project was set up by the Southwark Schools Learning Partnership (SSLP), which was founded in 2003 from a DfES (now DfE)/London Challenge project for cross-sector working – aimed at raising levels of pupils' engagement and achievements and providing professional development for staff. Our progenitor, Tim Brighouse's idea was to use the resources of more successful state and independent schools to support and learn with those in challenging circumstances. Over the past 12 years a group of nine state and independent Southwark schools (with different state school members at different times as their circumstances changed) have been working together on a variety of projects involving both pupils and teachers. Our teachers were very aware of the demands of the new KS4 curriculum and were already offering support to one another in a number of subjects. We wanted to broaden this to a wider group of schools in south-east London and put it on a more formal footing. Our project's overarching purpose was to address the issue of some teachers having insufficient confidence in their subject knowledge to deliver challenging and rigorous lessons in every area of their subject curriculum, especially in view of the changes to GCSE. We intended to use expertise from within our group to support teachers who were not subject specialists or who lacked confidence or particular knowledge in some of the new curriculum topics and areas. This would then have an impact on pupils' attainment and subject participation, leading to higher aspirations. Our specific aims were to:

- enhance teachers' subject knowledge and confidence and hone their pedagogical skills, so that they could promote and engage in excellent teaching
- develop innovative subject-based resources

- work collaboratively across different types of schools in Southwark (and neighbouring boroughs) to raise pupils' achievements and encourage their progression in English, Chemistry, Physics and Modern Foreign Languages.
- use school to school and peer-led activities, supported by the acknowledged excellence and experience of the Prince's Teaching Institute (PTI).

Our project was launched in two phases (first Chemistry and MFL in December 2013 and then Physics and English in February 2014) with individual days of subject-specific CPD, organised with support and expertise from The Prince's Teaching Institute and involving academic speakers and teacher-led workshops. Teachers from a few schools in the neighbouring boroughs of Lewisham, Lambeth and Greenwich joined those from SSLP and from Southwark schools who were not members of SSLP. We decided to target KS3 pupils in MFL, as take-up at GCSE was an issue in many schools, and the KS4 curriculum in Chemistry, Physics and English.

Each subject had a local teacher leader or a pair of teacher leaders from within our schools and the participating teachers initially worked in smaller groups within each subject across schools (mixing independent and state) to exchange ideas about best practice, enhance their subject knowledge and devise new teaching resources based on this. Teachers also came together for twilight sessions every term, to share their experiences and exchange ideas both within their own subject and across the whole project. Websites and Yammer were increasingly successfully used to facilitate rapid communication within the subject groups.
As the project developed, the participants shared their work with other teacher colleagues in their schools. In MFL, their resources include the use of silent film, cartoons and videos, cookery, poetry and a spelling bee. The English group produced an extensive guide to pre-1914 literature, with ideas for teaching the topics. Physics focused on the flipped classroom and use of technology for independent learning, while Chemistry experimented with pupil-made videos to enhance their understanding of more complex topics such as valencies.

Participants attended a final conference in June 2015 to present and discuss their new resources and methodology and the impact of their project to colleagues, senior leadership team members from participating schools and other educationalists, including staff from the Institute of Education, London University. Their work has now been uploaded to the SSLP and London Ed websites and is being shared more widely through teacher networks, for example, the Physics resource has been publicised on "Physics Teaching News and Comment" online.

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

Our English strand focused on providing support materials for the teaching of Pre-1914 English Literature, which is now mandatory but is an area with which many English teachers may be unfamiliar or in which they lack confidence.
The Chemistry and Physics strands focused on teaching methods, in particular use of the flipped classroom and pupil-produced video materials, to help teachers to motivate more reluctant learners who are faced with the more challenging topics in the new GCSE Science curriculum.
From the outset, the MFL group chose to focus on developing innovative materials and methodology for teachers at KS3, as they identified motivating pupils to continue with a modern language at GCSE as an issue. The increased focus by the DfE on the EBacc and Progress 8 has added to the pressure in schools to ensure that as many pupils as possible carry on to GCSE in a modern language.

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.

- Chemistry presentation of teaching ideas and resources and YouTube link
- Physics presentation of teaching ideas and resources and links to website flip-your-class.co.uk
- MFL booklet with links and website at sslpmfl.wordpress.com
- English teachers' guide (pdf) SSLP Pre-1914 Literature Teacher Guide (97 pages)

These have all been sent to the LondonEd website and are also available from links on the SSLP website: http://sslp.education .

3. Theory of Change and Evaluation Methodology

See attached copy of our validated Theory of Change and Evaluation Framework.

3.1

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Teacher Outcome 1	Increased teacher confidence	No change	
Teacher Outcome 2	Delivery of higher quality teaching including subject-focused and teaching methods	No change	
Teacher Outcome 3	Use of better subject-specific resources	No change	
Pupil outcome 1	Increased educational attainment and progress	No change	This remained a target, but we are aware that we have limited evidence on which to evaluate this.
Pupil outcome 2	Increased take up of specific subjects	Increased intention to continue specific subjects to a higher level	Given the short lifespan of the project (one year or less in many cases), it is too soon to have clear evidence on actual increased take up at a higher level.
Wider system outcome 1	Teachers/ schools **outside the intervention group** have the opportunity to increase their subject knowledge through the programme	No change	However, we have not been able to evaluate this in the originally proposed way.

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 (but see note below)

The English materials were developed for use with the new KS4/GCSE English curriculum, which was not yet being studied by pupils, so the materials were mainly used with current Year 9 pupils as a trial. This meant that there was no direct correlation with any current pupils' GCSE examination results to use as evaluation. However, the materials produced (see pre-1914 Literature Teacher Guide) are of direct relevance and benefit to English teachers as they embark on the new KS4 curriculum in September 2015.

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

- The evaluation of this project has been the major challenge.
- The significant amount of teacher turnover during the 2 years of the project, as teachers moved to other schools elsewhere, had an impact on our ability to track outcomes over time in as meaningful a way as we had planned. However, we have evaluated the sample we have.
- It proved exceptionally difficult in this peer-led project to extract comparative historic data on pupil attainment from schools and we have received insufficient comparative data to be able to include it in the evaluation.
- In some cases it proved impossible to elicit actual results at the end of the project for pupils who participated. However, we have evaluated the sample we have.
- As mentioned in 3.3 above, the English resources we have produced are for the courses starting this September (2015) and these could not therefore be evaluated in terms of their impact on pupils' performance.
- It proved not actually to be possible within the limits of our project to audit all the teaching resources already available in the four subject areas and carry out a final comparison with the resources the participants produced (as described in the approved evaluation plan). We have, however, received positive feedback from lecturers at the Institute of Education (IoE) and senior staff within our schools about the materials which we have produced.
- We did not have the capacity to organise teacher events for teachers beyond those participating in the actual project, nor to survey the wider teaching community about their involvement in any training courses (as described in the approved evaluation plan). However, we did survey all those teachers involved in the final stages of the project about how widely they had shared their work on the project with other teachers and we received 15 (63% of those actively involved at the end) detailed responses.

4. Evaluation Methodological Limitations

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

- As noted above, we were unable to collect historic attainment data for a comparison group of pupils.
- The significant turnover of teachers within the project has limited the evaluation of impact (of the 54 who were involved at any point only 16 participated at every stage across the two academic years from the outset until the final presentation).
- It was not possible to obtain data from some of the teachers who moved away and left the project at the end of the first academic year.
- We relied on teachers to predict GCSE results and end of project KS3 levels; not all were reliable in their predictions (see 8.2.1 below).
- The time-frame of the project and the fact that some classes of pupils only participated for one academic year made it difficult to measure the impact on their performance.

- The scale of the project, involving the development of teaching materials and methodology for particular topics or units of work, was small relative to all the other interventions in the classroom and beyond which affect pupils' and teachers' performance in a subject over one or two academic years. However, the palpable enthusiasm and positive responses from the teachers who participated indicate that the project has had an impact on them.

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

However, the teachers who have participated are determined to remain in touch with one another and continue to communicate and share and develop teaching resources.

5. Project Costs and Funding

Table 2 - Project Income

	Original[1] Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	£50,200			£44,201.75	-£5.998.25
Other Public Funding	N/A				
Other Private Funding	£16,700			£989.92*	-£15,710.08
In-kind support (e.g. by schools)				£11,350	+£11,350
Total Project Funding	£66,900			£56,541.67	-£10,358.33

*NB. In the event, SSLP member schools and other project schools provided a large amount of benefit in kind rather than actual funding.

List details in-kind support below and estimate value.

Schools not claiming supply cover for attendance at day conferences (31teacher days @ £200 per day)	£6,200
Schools not claiming supply cover for teachers visiting one another for half-days in schools (5 x £100)	£500
Schools providing rooms and refreshments free of charge for twilight meetings (6 such meetings)	£1,250
Additional admin time provided in kind (no charge)	£1,000
James Allen's Girls' School providing Data Manager for project free of charge (many hours of work involved)	£1,400
Additional staff time on evaluation of final resources in participating schools	£880
Cost of producing booklets and resources for final presentation	£120

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) ***(included supply/cover see note below)***	£27,000	£10,100		£18,375 claimed (+ £6,200 + £500 in kind) = £25,075	-£12,025
Direct delivery/training costs	£18,200	£2,600			-£4320.08
Princes Teaching Institute				£12,440	
Workshop leaders from SSLP & project (training)				£800	
Paid for hire of venues/refreshments				£1989.92	
In kind venues and refreshments				£1,250	
Management and Administration Costs	£5,000	£1,000		£6,000 (incl £1,000 in kind)	£0
Training Costs ***(included as direct delivery costs above)***	-	-	-	-	-
Participant Costs ***(Participants paid own fares within London, but evaluators had travel expenses***)	£0	£0		£186.75	+£186.75
Publicity and Marketing Costs ***(All covered by SSLP – no charge – mostly email & internet)***	£0	£1,000		£0	-£1,000
Teacher Supply / Cover Costs – this was included in staff costs on original budget form	-	-	-	-	
Other Participant Costs	-	--	-	-	-
Evaluation Costs ***(excluding travel –see aove)***	£0	£2,000		£8,680 (incl £2,280 in kind)	+£6680
Production of final resources for presentation				£120 (in kind)	+£120
Total Costs	£50,200	£16,700		£56,541.67	-£10,358.33

5.2 *Please provide a commentary on Project Expenditure*

- The largest elements of cost in this project were the four initial whole day sessions prepared with the Prince's Teaching Institute, which launched the project to 45 teachers across our four subject areas, both in terms of payment to PTI and cover costs for schools.
- Subsequent afternoon and twilight sessions during the life of the project, when we brought together as many participating teachers as possible, also involved significant costs for teachers' time/cover.
- Teachers also visited one another in their schools, observed lessons and exchanged ideas. This was less expensive as most chose times to visit when they had no lesson commitments at their own school.
- Communication between the teachers participating in the project involved little cost as it was carried out mainly by email or programmes such as Yammer.
- The heart of the project, where teachers were back in their own schools devising materials and lesson plans and trying these out with their own pupils was cost neutral as this work happened mainly as part of the teachers' existing role within their schools.
- The only significant change to our original budget was the cost of evaluation. We had not factored in sufficient funds to cover the cost of the moderation of the teaching grades, nor the vast amount of work involved in collecting and evaluating data, both quantitative and qualitative, and preparing the interim and final evaluation reports.

6. Project Outputs

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs *[Original + any Additional Funding/GLA agreed reduction]* **(as per interim report)**	Actual Outputs	Variance [Revised Target - Actual]
No. of schools	9	12	15	+3
No. of teachers	60	42	54	+12
No. of pupils	1275	900	891	-9

NB:

- 891 represents individual pupils, some of these were involved in more than one subject within the project.
- As was inevitable for a project over 2 school years and based in London where there is much staff mobility, a considerable proportion of the teachers changed between the first and second year. 54 represents the total number of teachers directly involved at some point in the project's life. During the first academic year teachers from 15 schools were involved with the project; 6 of these schools did not continue into the second year as either the teachers concerned left the school or the schools had to focus on more immediate whole-school issues. In the remaining 9 schools, where teachers left they were mostly replaced with others, but not necessarily those teaching the same group. It is worthy of note that 8 of the 9 schools who stayed throughout the project were in Southwark and were either existing members or joined the SSLP.

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.

We are including all teachers who participated in the initial PTI training and introductory days and all those who joined the project later and participated in the development and testing of materials and attended twilight and other sessions. As each teacher joined the project they were asked to complete a short survey form about their qualifications and teaching experience.

Table 5 – Teachers benefitting from the programme

	No. teachers	**% NQTs** ***(in their 1st year of teaching when they became involved)***	**% Teaching 2 – 3 yrs** ***(in their 2nd and 3rd years of teaching when they became involved)***	**% Teaching 4 yrs +** ***(teaching over 4 years when they became involved)***	**% Primary (KS1 & 2)**	**% Secondary (KS3 - 5)**
Project Total	54	7%	33%	60%	0%	100%

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

As the aim of this project was to develop innovative teaching materials and methodology to support teachers who lacked specialist expertise and confidence in their subjects, we targeted those who were more experienced and had some relevant expertise as participants. They were to prepare and test the resources to be used later by those who were less expert or confident. However, a few schools wished NQTs to participate as they felt that the project would support their learning. Many schools in south-east London have a fairly high proportion of relatively young and inexperienced teaching staff, as is reflected in the 33% of those who were in their second or third year of teaching when they joined the project, but who were considered among the most expert in their schools.

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

Please provide your definition for number of benefitting pupils and when this data was collected below

We have defined benefitting pupils as all those whom the participating teachers declared as being students in their classes where they were developing and testing any project materials and methodology. Not all the teachers who participated in the project submitted complete pupil data (see updated spreadsheet of participating schools attached). The data was collected as each teacher joined the project.

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

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project Total	891	0	10.99	14.70	15.15	8.64
Independent	317	0	4.42	*no data*	5.35	6.60
State	574	0	14.63	22.86	20.48	9.74

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining	% No data
Project Total	349	542	7.43	12.01	54.55	26.6
Independent (all academically selective)	126	191	0	0	100.00	0
State	223	351	10.62	18.60	29.44	41.29

	% 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	0.70	0.35	0.93	2.32	4.06	11.82	2.32	2.78	1.04	1.16	3.59	1.16	4.52
Indy	1.92	0.96	0.32	0.32	1.28	1.28	0	0.64	0.96	2.56	4.79	0.64	4.15
State	0	0	1.27	3.45	5.64	17.82	3.64	4.00	1.09	0.36	2.91	1.45	4.73

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background	% Information not obtained
Project Total	38.59	0.81	0	0	2.78	21.09
Indy	49.84	0.64	0	0	5.43	24.28
State	32.18	0.91	0	0	1.27	19.27

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.*

Our project was based on a long established partnership (SSLP) compromising both state and independent schools. We did not target any particular specific characteristics or groups of pupils; the pupils who participated were those being taught at the relevant key stage by the teachers who were participating in our project to develop new teaching resources. The data from the state schools is incomplete, in spite of repeated requests for it. In comparison with Southwark and London average data, the following points are worthy of note:

- The three independent schools which provided 36% of the pupils for whom we have data are all academically selective.

- The project appears to have included a lower proportion of pupils receiving FSM or with EAL or SEN than both the borough and London averages; however, as noted above, we had no data, or only partial data, on some 40% of the state school participants. Some of our participating schools have exceptionally high percentages of pupils who have FSM or EAL. Moreover, the pupils who participated were the ones who happened to be being taught by the teacher participants; we did not target specific groups of pupils.
- The project included a higher proportion of White British pupils than both the borough and London averages. Our participating state schools had a higher proportion of White British pupils participating than the borough average (32.18% compared with Southwark 21.5%), but the range was wide – the highest being 60.32% and the lowest 8.57%. One of the three independent schools had only 36.15% White British pupils participating, whereas the other two averaged 59.56%.

8. Project Impact

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

8.1 Teacher Outcomes

Date teacher intervention started:
MFL – first CPD session 9 December 2013; others joined later – those in next academic year mostly joined at project meeting on 6 October 2014.
Chemistry - first CPD session 12 December 2013; others joined later – those in next academic year mostly joined at project meeting on 6 October 2014.
English - first CPD session 12 February 2014; others joined later – those in next academic year mostly joined at project meeting on 6 October 2014.
Physics - first CPD session 14 February 2014; others joined later – those in next academic year mostly joined at project meeting on 6 October 2014.

Table 9 – Teacher Outcomes: teachers benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1st Return and date of collection	2nd Return and date of collection
Increased Teacher confidence	Survey (copy attached) returned by email	46 (85%) response to 1st return and 18 (75% of those remaining in project) response to 2nd return	Mean score based on a 1-4 scale (1 – very confident, 2 – quite confident, 3 neither confident nor unconfident, 4 – unconfident),	Mean score: 2.48 Collected at start either December 2013 or February 2014 (depending on subject group) or when joined later	Mean score: 2.0 Collected at end of project July 2015
Delivery of higher quality teaching	Lesson observation by senior staff. Moderation of sample by Ofsted TI	20 observations in 1st return (45.5%) 9 (45%) of these moderated by Ofsted TI 12 observations in 2nd return (50%) 6 (50%) of these moderated by Ofsted TI	Lessons graded 1-4 as per Ofsted scale (1 –outstanding, 2 – good, 3 – requires improvement, 4 inadequate)	Mean score: 2.35 Initial observations at start of project. Collected January-March 2014, (depending on subject group)	Mean score: 1.67 Final observations summer term 2015. Collected end of June 2015
Use of better subject specific resources	Evaluative feedback from teachers on a survey (copy attached) returned by email	46 (85%) response to 1st return and 18 (75% of those remaining in project) response to 2nd return	Qualitative comments provided by teachers	Collected at start either December 2013 or February 2014 (depending on subject group) or when joined later	Collected at end of project July 2015

Table 10 – Comparison data outcomes for Teachers
None available

8.1.1 *Please provide information on:*

- *Sample size, sampling method, and whether the sample was representative or not*

- *Commentary on teacher impact (please also refer to table 5 re impact on different groups of teachers)*
- *Qualitative data to support quantitative evidence.*

- All teachers were asked to complete the same attitudinal survey form on joining the project and the response rate was high (see table). We have focused our analysis on the questions specifically referring to confidence in subject knowledge and in planning and delivering lessons (questions 1, 2, 3, 11, 12 & 13). The most significant change was in response to question 11: "*I am confident in stretching the most able students"*, where the mean score improved from 2.57 to 1.83 (an increase of 0.74). The response regarding subject knowledge showed an improvement from 1.83 to 1.56. However, as explained in section 6, we had actively recruited some teachers who already had good subject expertise as we wished them to develop materials to publish to help the non-specialist and non-confident teachers of their subject facing the changed and more challenging curriculum.

- We have not been able to analyse the teacher responses by the different groups of teachers in Table 5. However, we were not specifically targeting these specific groups, rather our focus was on working together across schools and the development of new materials and methods to support and enhance pupils' learning.

- The lesson observations, although a good sample, do not provide conclusive evidence, as any one observation of a teacher can only provide a snapshot and may not be typical of a teacher's performance. We had aimed in our evaluation plan to generate improvement, "so that all become at least consistently good and half become outstanding". Feedback from senior leaders in our schools indicates that participating teachers have become consistently good. However, we have not reached our target for half to be outstanding.

- Teachers also provided written evaluative feedback on their experience of the project. The following examples illustrate the impact of the project:

  "I have very much enjoyed being part of this project. I found the initial planning day inspiring and was able to take away some useful resources and ideas. Being part of the project has encouraged me to think more about how I can make my teaching more accessible and enjoyable for students. Above all, it has been a pleasure to work with teachers from local schools; there are some very talented and dedicated teachers in the group. I always leave our meetings looking forward to trying out the great ideas that have been shared. The quality of the resources that have been shared is outstanding and I have been able to adapt and use them for several of my classes. I fully intend to keep using the website (sslpmfl.wordpress.com) and will encourage my colleagues to do so too. Hopefully, it will become a well-known and valuable resource for all MFL teachers."

  "This was a great team. Every time we met I came away inspired and with a brimful of ideas for innovative lessons. Naturally, these lessons take time to prepare but, thanks to our collaborative work, I now have a set of lessons that I can easily slip into my scheme of work. These days we are so concerned about exam results and league tables that we seem to forget that the real reason we are here is to teach students a real language that will be immeasurably useful for them all their working lives. Teaching languages using resources that go beyond the textbook engages students in such a way that they remember the lesson more clearly and can build on their learning with more enthusiasm."

  " …teaching my own lesson and seeing and using some of the resources made available by my colleagues within the project, (reminded me) that …it is important to make sure that, wherever we can, we try and make the pupils' experience in the classroom as engaging as possible, because in doing this we will create more competent linguists in the future. The manner in which some of the pupils enthused after the lesson took me back to my first years

of teaching, when I could spend time creating resources. Being part of a collective group such as SSLP has helped me realise the importance of sharing good practice and ideas, and meeting with colleagues, so that with our extending our own limits with the view to extending out pupils' attainment and engagement."

"This term I have really felt the benefits of the resources that were shared from other English teachers, and from the final presentations (e.g. I was this week talking to a teacher about flipped learning, and using it next year - something the physics teachers tried)."
"Mostly the work will be used next year when we begin the new GCSEs. It essentially means that every pupil will experience the materials we created, through their English classes."

"The project took time to settle down into a clear path, but about half way through the project the idea of pupil produced videos seemed to be the main focus, and once we had agreed on a general aim (after several false starts) it made an immediate change to the way I teach Chemistry."

"I was quite surprised how (Physics) classes which had previously been quite passive and happy to be taught from the front, took ownership of their learning and enjoyed the experience of teaching each other. ….. During the lessons themselves it was definitely true that more time was spent in practical activities to support a deeper understanding of the topics."

- The atmosphere at our final presentation session in June 2015 was positively electric; the participants were full of enthusiasm, had clearly formed lasting professional relationships with one another and were full of praise for the opportunities which the project had offered them. They were determined to build on what they had already produced. The senior staff who attended from the participating schools were also full of praise and gave very positive feedback.

8.2 Pupil Outcomes

Date pupil intervention started:
Pupil interventions started after each teacher joined the project – for some this was in the first tranches (as described at 8.1) after the PTI training days in December 2013 and February 2104, for others it was at the start of the 2014-15 academic year and for a few it was mid-academic year 2013-14.

Table 11 – Pupil Outcomes for pupils benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1st Return and date of collection	2nd Return and date of collection
Increased educational attainment and progress	Pupil assessment data	Pupils using materials/methods with participating teachers and whose requested attainment data was submitted <u>Pupil Numbers</u> MFL- 145, Chemistry-144 Physics – 189	MFL (KS3)- mean score National Curriculum levels	*Collected on joining project* Speaking: 2.97 Listening: 3.21 Reading: 3.38 Writing: 3.26	*Collected June 2015 end of project* Speaking: 4.60 Listening: 4.68 Reading: 4.68 Writing: 4.63
			Chemistry – % A*-B GCSE grade (as per evaluation plan)	*Predicted in June 2014* A* : 21% A : 46% B : 26% *(but see comment below)*	*Actual grade 2015* A* : 55% A : 14% B : 18% *(but see comment below)*
			Physics – % A*-B GCSE grade (as per evaluation plan)	*Predicted in June 2014* A* : 33% A : 40% B : 22%	*Actual grade 2015* A* : 48% A : 31% B : 12%
Increased intention to continue specific subjects to a higher level	Pupil survey	Pupils using materials/methods with participating teachers and whose surveys were submitted <u>Pupil Numbers</u> MFL- 251, Chemistry-123 Physics – 175 *NB some teachers did not submit both attitudinal and results data*	Pupil written survey, Mean score Scale 1-4 where 1 most likely to continue to higher level	*Collected on joining project* MFL : 2.25	*Collected June 2015 end of project* MFL : 1.91
				Collected on joining project Chemistry : 2.82	*Collected June 2015 end of project* Chemistry : 2.13
				Collected on joining project Physics : 2.84	*Collected June 2015 end of project* Physics : 2.60

NB Due to the final nature of the English project (see 3.3 above), we have not include English in the pupil outcomes.

Table 12 - Pupil Outcomes for pupil comparison groups
None available

8.2.1 *Please provide information on:*

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

- We asked participating teachers and their schools to provide attainment data on all of the pupils involved. The data was collected at three points:
  - on joining the project when we requested the current level the pupils that were working at;

- in June 2014 (or on joining in September 2014 for new cohort) when we asked for predicted grades or levels at the end of the course in summer 2015;
- At June 2015 (MFL) or after actual GCSE results August/September 2015 for Chemistry and Physics.

It seemed most sensible to chart the progress of KS3 MFL pupils from start to finish. However the focus was on comparing grade predictions at the end of Year 10 and actual GCSE grades for Chemistry and Physics, as pupils start their GCSE courses at different times and with different prior knowledge.
Unfortunately, not all teachers/schools responded, despite prompting, and attainment data was only received for 478 pupils (54% of total), but this was a fairly representative sample.

- Teachers vary in the accuracy of their predictions at all levels in education. In our project one Chemistry teacher was wildly optimistic in their predicted GCSE grades – estimating 65% at A*, 29% at A and 6% at B, whereas the actual results were 6% at A*, 35% at A, 35% at B, 12% at C and 12% at D. The project results for Chemistry excluding this school would have been very different from those in the table above, see below:

Chemistry grades without aberrant teacher predictions and results	
Predicted in June 2014	*Actual grade 2015*
A* : 15%	A* : 77%
A : 48%	A : 5%
B : 29%	B : 10%

- According to the main tables above we did not meet our target in the evaluation plan of increasing the proportions of A*-B grades at GCSE in Chemistry and Physics; however, the proportion of A* was above that predicted.
- In MFL, pupils nationally are expected to make 2 sub-levels of progress per year or 3 over 18 months. Our project effectively ran for 18 months and most of the materials were tried out with pupils during the academic year 2014-15. The pupils exceeded the national target.
- As mentioned above (4.1), the scale of the project, involving the development of teaching materials and methodology for particular topics or units of work, was small relative to all the other interventions in the classroom and beyond which affect pupils' performance in a subject over one or two academic years. Most of the final materials were tried out during Year 2. We would not therefore claim responsibility with any confidence for any increase in pupil attainment. It is, however, true that when teachers or pupils are part of a research project and have special attention paid to them this sometimes seems to enhance performance (the Hawthorne effect). It is also true that some participating teachers became re-energised in their teaching because of their involvement in the project and this seems to have had an impact on pupils' performance.
- We have not found any significant differences between the different groups of pupils shown in the Tables 6-8.
- We asked participating teachers to give their pupils attitudinal surveys to complete (see attached forms). The data was collected at two points: on joining the project and at the end of the project in June 2015. Unfortunately, not all teachers did so, despite prompting, and surveys were only received for 549 pupils (62% of total), but this was a fairly representative sample.
- Our second pupil evaluation target (as later amended, see Table 1) was to increase the numbers of pupils intending to go on to a higher level, that is, taking up an MFL at GCSE, or Chemistry or Physics at A level. Analysis of responses to question 6 in Chemistry, and MFL showed that more pupils wanted to go on studying the subjects at a higher level after being involved in the project. While the change in Physics was less evident, pupils changed from "agree" to "strongly agree" and from "strongly

disagree" to disagree". Two possible reasons for this are that Physics is a notoriously challenging A level and not all pupils enjoyed the increased focus on them to prepare in advance for "flipped lessons". Some definitely preferred to be told things by their teacher.

Qu 6 Pupil Attitudinal Survey "I would like to continue to study to a higher level"						
	Strongly Agree (1)		Agree (2)		Combined (1) & (2)	
	% start	% end	% start	% end	% start	% end
MFL	19%	33%	47%	46%	66%	79%
Chemistry	8%	29%	23%	27%	31%	56%
Physics	11%	19%	25%	17%	36%	36%

- Teachers also gathered comments from their pupils about their responses to the new methods and teaching materials. The pupils particularly enjoyed the more active engagement in lessons, especially when making their own videos or working with digital media was involved. Some were not so keen on the flipped-lesson technique used in Physics as this placed greater reliance on the pupil to undertake initial research and not all enjoyed this. Comments are included in our published materials, but here are a sample on the impact on pupils from pupils themselves and their teachers:

  MFL Pupils– (making pizzas in Spanish) "This was the best lesson ever!" "It was very challenging but it was fun!" "I realised I needed to use connectives and opinion to hit level 3"

  MFL Pupil – (Baking) "It helps you to learn French whilst doing something fun."

  MFL Pupils - (putting script to silent video) "It was very good and I thoroughly enjoyed watching Mr Bean be an idiot. I learnt how to say French phrases." "Very informative. A great way of teaching.". "It was very good fun because the Youtube videos were funny and silly but they were good examples of daily routine and were used very well to teach.."

  MFL Teacher -"For the video extracts, I saw the impact on pupils' motivation from the start of the project (Spring term 2014) – I used my own activities as well as some designed by colleagues. It has convinced me to include film extracts based activities as a regular feature of my lessons."

  MFL Teacher - "For the cooking project, I really saw the benefit s of taking French outside of the classroom. I also realised that in the groups involved, it was not always the high achieving (academically) who were the most active. On the contrary, …pupils who had not shone in the subject got very involved and had a chance to do very well in an activity of a different type…. Some pupils really need to be active and prefer project work than more classic forms of learning."

  Physics Teacher - "It did take a few months for classes to get the hang of what flipped learning was really about. Once they did, their presentations were much better (they were competitive) and they learned from each other much more effectively."

  Chemistry Pupils – (using pupil-made videos) "Really useful for revision." "Really fun!"; "It meant that I could go at my own pace" "It provided in depth information about the topic" "Great that you can revisit in your own time."

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	*Metric*	1st Return and date of collection	2nd Return and date of collection
Teachers/schools outside the intervention group have the opportunity to increase their subject knowledge through the programme	Email survey with specific questions to all teachers still involved in project at final stage	24 teachers still involved – 15 responded (63%) – a representative sample across subjects and schools.-	Mean number of teachers within own school with whom project materials were shared.	N/A	End of Project – July & August 2014 Mean number of colleagues with whom project materials shared - 9.

NB The materials were only completed and published in June 2015 and as this was close to the end of the school term, there has been little opportunity yet to assess their impact on schools beyond the project.

8.3.*1* *Please provide information on:*

- *Sample size, sampling method, and whether the sample was representative or not*
- *Commentary on wider system impact qualitative data to support quantitative evidence.*

- As noted above (and in 3.4), our final materials were only brought together and published in June 2015, so it is too soon to make a meaningful judgement on wider impact.
- All the teachers involved had already shared their materials within their own schools, with other members of their department or faculty. The numbers of other teachers involved in a school ranged from 1 to 30 (mean number = 9).
- Participants recorded that a total of 1021 pupils outside of their own classes had already used their materials.
- The MFL materials have been shared with MFL lecturers at the Institute of Education.
- The materials are now on the SSLP website and will be publicised through the SSLP (9 schools) and their networks.
- All our materials have been sent to the London Ed website.
- Those teachers moving schools have taken the materials with them to their new schools.
- Teachers gave feedback about how they were sharing their materials in their final evaluations. Here are some examples:
  "I have shared materials and ideas on the PTNC (Physics Teaching News and Comment) mailing list, which reaches thousands of teachers across the UK, but it's hard to measure the impact directly. We have also published materials online, which have been viewed by at least 8000 people so far."

  "I plan to share the (English) resources more widely in the department, and beyond, next academic year."

"Some of the (Chemistry) videos produced by pupils have been uploaded to our 'Hub' – our main electronic forum. Children therefore showed their parents what they had achieved, and it was commented on positively by parents at parents' evenings."

- Although it is early days for the wider dissemination of this project, it is very clear that the participants are strongly committed to ensuring that their materials are shared with as many teachers as possible, across London and beyond.

8.4 Impact Timelines

Please provide information on impact timelines:

- *At what point during/after teacher CPD activity did you expect to see impact on teachers? Did this happen as expected?*
  We expected to see teachers sharing enthusiasms for their proposed project and materials almost immediately. This was very evident on the actual CPD days, where the participants exchanged ideas and shared thoughts very eagerly. We were aware that once the participants returned to their schools it would be more challenging to keep in contact and to maintain the momentum. Progress was quite slow with most participants during the remainder of the first academic year, particularly as a significant number of teachers – 24 out of 45 [56%] (including the leaders of Chemistry, English and MFL) were leaving the project as they were either moving schools or having to focus elsewhere. The twilight session at the start of October 2014 re-energised the project and enabled 9 new participants to be brought fully on board. It was here that the idea of using Yammer as a communication tool was suggested and this had a major impact on the MFL group in particular, who shared materials and developments on a weekly basis. From then on progress was more rapid and participants felt the impact.

- *At what point during/after teacher CPD activity did you expect to see impact on pupils? Did this happen as expected?*
  As our project was focused on the development of specific teaching materials, the impact on pupils reflected the timeline of the impact on teachers. It was mainly in the second academic year that activities in the classroom gathered pace and had an impact, although some projects were undertaken right from the beginning. We had expected the pupil impact to come later than the teacher impact for the reasons mentioned above.

- *At what point did you expect to see wider school outcomes? Did this happen as expected?*
  As noted above in 8.3.1, given the nature of our project we did not expect to see wider school outcomes until the materials had been completed and were able to be shared with others. Some were shared at earlier stages in the project, but the bulk were not released more widely until towards the end of the summer term 2015.

- *Reflect on any continuing impact anticipated.*
  We anticipate three forms of continuing impact. Firstly, the vast majority of the project participants are determined to remain in touch and to continue to share ideas and develop materials together. Secondly, plans are already in place for the new materials and methodology to be embedded in schemes of work for all departmental colleagues in the participating schools. Thirdly, now that our materials have been published online, we expect that they will be used and adapted by large numbers of teachers beyond the project cohort.

9. Reflection on overall project impact

In this section we would like you to reflect on:

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

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

- Our project certainly had an impact on the participating teachers in terms of the enthusiasm with which they worked with their peers from other schools to exchange ideas and to develop, test, refine and publish new resources for use by other teachers in our four subject areas: Chemistry, English, MFL and Physics. Although the evidence as to any improvement in their teaching performance is less robust, it is clear from their attitudinal survey responses, their personal written evaluations and their oral responses at the meetings, especially at the final presentation session, that the participants' confidence and subject knowledge were increased as a result of working on our project. This reflects the aims of our initial evaluation plan and theory of change. It is, however, based essentially on qualitative rather than more concrete quantitative data.

- As a result of both incomplete data and the relatively small scale of the project in comparison with all the other inputs and interventions in pupils' educational experience, we are unable to assert with any confidence that our project had a significant impact in terms of pupil attainment. The limited quantitative evidence we have does indicate sustained improvement beyond expectations for the KS3 modern languages pupils and an increase in the predicted numbers of A* grades in Chemistry and Physics for participating pupils. However, there was no overall increase in the combined proportions of A*-B grades (a target in our evaluation plan). The nature of the English resources, which were prepared for the changed curriculum commencing in September 2015 meant that there was no impact on pupils to be measured in that subject.

- Our second pupil aim was to increase take up of our chosen subjects at a higher level. In reality, we were only able to investigate pupils' intentions at the start and end of the project. From responses to pupil surveys, it seems that there was a significant increase in pupils' desire to continue with MFL and Chemistry, but not in Physics. However, this evidence is purely qualitative and, due to lack of resources and time, has not been compared with historic trend data.

- Our project did lead to the development of better subject specific resources, as specified in our evaluation plan and theory of change. However, as these have only just begun to be disseminated more widely, it is too early to assess their impact on other teachers and the wider school system.

- Our theory of change postulated that providing initial training days for teachers, followed by their working in smaller groups to develop, review and evaluate new resources and innovative methods would lead to increased teacher confidence, use of better subject specific resources and, ultimately, to better teaching and improved pupil attainment. As explained above, the limitations of our project, in respect of scale, short time span, teacher turnover and incomplete pupil data, means that we cannot confidently assert that we have achieved the final outcomes of better teaching

and improved pupil attainment. However, we do believe that the participating teachers gained in confidence and subject knowledge and have developed high quality new teaching materials. Their impact over time remains to be seen.

- Our project has clearly contributed to the first three overall aims of LSEF:
  - We have cultivated teaching excellence through investment in teaching and teachers, re-focusing attention on knowledge-led teaching and curriculum. This was particularly true of our English strand.
  - We have set up self-sustaining school-to-school and peer-led activity, creating new resources and support for teachers to raise achievement in secondary schools in English, Chemistry, Physics and Modern Languages, which are all priority subjects.
  - We have supported the creation of resources, which have been tested and evaluated, as far as was possible.

- We did not collect enough hard evidence to support the LSEF hypothesis, i.e. to prove that our investment 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, but we believe that this will be the case for at least some of the pupils involved.

- Our project is most relevant to the first meta–evaluation theme concerning the use of hub models of delivery, including inter-school networks and peer-to-peer support. Our project was set up by a long-established inter-school network, the Southwark Schools Learning Partnership (SSLP), which has been active for 12 years and comprises 6 state and 3 independent secondary schools. The project groups were run by teachers from schools within the partnership and the overall project was led by the SSLP co-directors, a state and independent school headteacher (the state school headteacher was newly retired at the start of the LSEF project). The project was extended to include schools from neighbouring SE London boroughs. It was a clear example of peer-to-peer support. Our project demonstrates that inter-school networks can be very effective, but it was significant that out of the 15 schools who were initially involved, 8 of the 9 who were still participating at the end were members of the SSLP. This indicates the benefits of working with established networks. The participating teachers responded very well to the peer-to-peer support model and, as can be seen from some of their final evaluation comments (see 8.1 above), they found renewed enthusiasm and inspiration from their peers. However, the group leaders were also important, as they had to be very actively engaged and able to motivate their peers. The loss of the leaders for Chemistry, English and MFL at the end of the first year was a blow, but in fact the new leaders who were chosen from within the English and MFL groups were particularly dynamic and gifted at motivating their groups and bringing out the best from them. In all the groups, members of the team who were not leaders played significant roles in producing materials and moving on their group's thinking. The willingness of several participants to visit colleagues in other schools and observe and discuss teaching was also beneficial.

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	32%	£2,120 but much included within teachers' normal lesson preparation time at school)
Teacher CPD (face to face/online etc)	21%	£4,180
Events/Networks for Teachers – including initial PTI days (which were also CPD)	16%	£42,054.92
Teacher 1:1 support	n/a	
Events/Networks for Pupils	n/a	
Teachers working with pupils developing/trying out materials and methods	31%	£8,186.75 (but much included within teachers' normal lesson time at school)
TOTAL	100%	£56,541.67

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

This is hard to answer. Our project was very focused on peer working across schools and the production, testing and sharing of teaching resources. Although the bulk of the time was spent on producing these resources, trying them out with pupils, gaining feedback from colleagues and refining the resources, most of this happened within the normal working life of the teachers and could not be assigned to a project cost. The initial event for each group run by the PTI was relatively expensive, but had an inspirational CPD element and was well worth the cost. It has been hard to separate costs into the two headings above (Teacher CPD and Events/Networks for Teachers) as there was much overlap in our project. Teachers certainly became highly motivated and enjoyed meeting face-to-face, both with their own subject group and the wider project group, but such meetings were sometimes difficult to arrange because of school commitments and a reluctance by some schools to release staff from meetings and other activities meant that not all participants were able to attend. On the whole, the balance of activities was about right.

10.2 Commentary of value for money

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

The project was successful in producing effective new resources for teaching KS3 MFL, Chemistry and Physics topics at GCSE and a new area in English just introduced for GCSE. It also successfully motivated teachers and pupils. The project began with 4 excellent days of subject specialist CPD, one each for the participants in the different subject groups. Schools can pay up to £500 a day for a teacher to attend such a CPD session as well as having to pay for cover at a minimum of £200 per day. A total of 45 teachers attended these days; the potential cost of comparable CPD to schools = £500 x 45 = £22,500 + cover £200 x 45 = £9,000, making a total of £31,500. We also provided another 5 twilight/afternoon meetings led by the co-directors and group leaders, where materials were reviewed, lessons planned and ideas shared. A project which lasted over 18 months and involved 54 teachers,

15 schools and at least 891 pupils seems excellent value for money at less than £57,000. This is equivalent to just over £1,000 per teacher – i.e. a couple of CPD days – or about £64 per pupil, and tangible results have been provided in the shape of new teaching resources (available free) in four subjects and more energised teachers and pupils.

10.3 Value for money calculations
Note: This section is only required for projects with control or comparison groups

Not applicable

11. Reflection on project delivery

11.1 Key Enablers and Barriers to Achievement

- *Were there internal and/or external factors which appear to have had an effect on project success, and how were these responded to (if applicable)?*
- The outstanding commitment of the participating teachers, their willingness to try out new resources and to review and evaluate them and their readiness to keep in touch with other participants were key factors in our project's success.
- The initial high quality input from the PTI on the four subject launch days and the "buzz" this created also had a major effect.
- The external factors which had a detrimental effect on the project's success were the enormous accountability pressures placed on schools by the government and Ofsted. This meant that some schools did not continue to participate in the project as they had more urgent whole school priorities, and teachers from schools which continued to be involved were not always released to participate in project meetings and activities. Some teachers were moved mid-project to teach different classes than the ones with whom they were working on project materials.
- The internal factors which had most impact were:
  - High level of teacher turnover between Year 1 and Year 2. This was mitigated by analysing the samples of data that we actually had and recognising that it was of less significance than if all 54 teachers had been in the project from start to finish.
  - Incomplete pupil data. This was in part because of the teacher turnover and lack of continuity in teaching groups between Year 1 and 2, but it was also because some participating teachers and schools did not respond to all the data requests. We mitigated this by working with sample data and acknowledging this in terms of the reliability and significance of our findings.
  - We had originally planned to collect historic attainment data on comparable pupils from all participating schools to act as a comparator. In the event very few schools submitted any such data so we had to abandon this measure.
  - As a result of time and resource constraints, we were unable to collect reliable evidence on the take up of our four subjects at higher levels in the participating schools in the past or to compare this with the take up from pupils participating in the project. However, we did survey the pupils at the start and end of the project about their desire to continue with the subject with which they were involved.
  - It proved impossible within the scope of our actual project to conduct an audit of existing teaching resources across the four subjects (as in the original evaluation plan) and we relied on the participants to investigate less formally what was needed and develop new resources.

- *What factors need to be in place in order to improve teacher subject knowledge?*
- In order to improve teacher subject knowledge, teachers need access to those with expert subject knowledge and the willingness to learn from them. This also involves being willing to recognise the gaps in one's knowledge. Being part of a peer group who developed ideas together and exchanged expertise, after an initial input from PTI experts, seems to have made the activity more effective.

11.2 Management and Delivery Processes

- *How effective were the management and delivery processes used?*
- The delivery processes were effective and teachers worked well with one another. The management was possibly less effective in that participating teachers and schools did not all respond to data requests, which affected our ability to evaluate the project reliably using quantitative measures.

- *Were there any innovative delivery mechanisms and what was the effect of those?*
- The most innovative delivery process of the actual project (as opposed to classroom methodology) was the very successful use of Yammer for internal communication within the groups across schools. This had a dramatic effect on the MFL group in particular and led to a step-change in their activity.
- *Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?*
- No, other than that noted immediately above (use of Yammer).

11.3 Future Sustainability and Forward Planning

- *Do you have any plans for the future sustainability of your projects?*
- The teachers involved are planning to continue to work together and to exchange ideas and to develop and share materials. The SSLP is reviewing the whole project and assessing whether similar groups could be set up within SSLP schools for exchanging ideas and developing materials in other key subjects.

- *What factors or elements are essential for the sustainability of your project?*
- Willingness of teachers and schools to participate. A body such as SSLP to develop the project further.

- *How have you/will you share your project knowledge and resources?*
- As noted earlier, it is early days for the sharing of our project knowledge and resources as these were only finally published in June 2015. They were shared at the final presentation in June which was attended by the participating teachers, headteachers, senior leaders and other teachers and representatives from the wider educational community. All our resources have now been made available on websites and are being publicised through teacher networks.

12. Final Report Conclusion

Overarching key conclusions

- Groups of teachers working together across schools can produce innovative teaching resources and methodology which motivate pupils in the subject and have the potential to inspire them to achieve more highly and to continue with the subject to a higher level.
- Teachers are invigorated by working with their peers from other schools and enjoy collaborating and are willing to be innovative as part of a group. They gain confidence as well as increase their own knowledge from working with their peers.
- High quality initial CPD sessions are important to inspire the participating teachers.

Key findings for assessment of project impact

- *What outcomes does the evaluation suggest were achieved?*
- The participating taechers gained in confidence in the classroom.
- High quality subject resources were produced by the groups of teachers.

- *What outcomes, if any, does the evaluation suggest were not achieved or partly achieved?*
- The aim for half of participating teachers to become outstanding was not fulfilled, although, as noted below, there was also insufficient evidence to determine this categorically.
- The aim for increased pupil attainment compared with a comparison group was not achieved because insufficient historic comparative data was available.
- The aim for increased levels of pupil attainment within the intervention group was partly achieved.
- The aim for increased intention among participating pupils to continue with the subjects to a higher level was partly achieved.

- *What outcomes, if any, is there too little evidence to state whether they were achieved or not?*
- There is too little evidence to state whether participating teachers improved their performance in the classroom. However, observations indicated that all those observed had become at least consistently good practitioners.
- Overall, as noted above, there is insufficient hard and comparative evidence to state definitively that pupils who participated increased their educational attainment and progress.
- As a result of the timescale, there is no evidence yet to show that teachers outside of the participating schools have improved their subject knowledge through our project.

Key lessons learnt for assessment of project delivery

- *What activities/approaches worked well?*
- The initial CPD day, supported by the PTI, to launch the project with each of the four subject groups worked very well, as it extended the teachers existing subject knowledge and understanding and suggested new ways of presenting materials in the classroom. It also established the groups and allowed them to begin to exchange ideas.
- The termly face-to-face meetings for all teacher participants worked well and served to re-invigorate the groups.

- The use of instant group electronic communication systems such as Yammer worked very well and allowed rapid exchange and comment on materials as they were being developed.
- The final presentations session was inspirational to all who attended.

- *What activities/approaches worked less well?*
- Attempts at data collection were sometimes unsuccessful. Participants responded more readily to requests for qualitative than for quantitative data. The latter often relied on information from school data managers or administrators who did not appear to appreciate the importance of our requests.

- *What difficulties were encountered in delivery and how could they be mitigated in the future?*
- Continuity among teacher participants and their pupil groups caused great difficulty. When a project runs across more than one academic year in London it is inevitable that a high proportion of participants will be changing jobs and schools. When teachers left other teachers took on different classes to fill gaps and this also affected continuity in the pupil groups. It is hard to see how this could be mitigated in future, unless projects ran only for one year – even so, some of our participating teachers left their schools mid-year.
- Some schools were reluctant to release teachers to take part in visits to other schools or twilight activities. This occurs in all areas of teacher activity and is hard to mitigate.

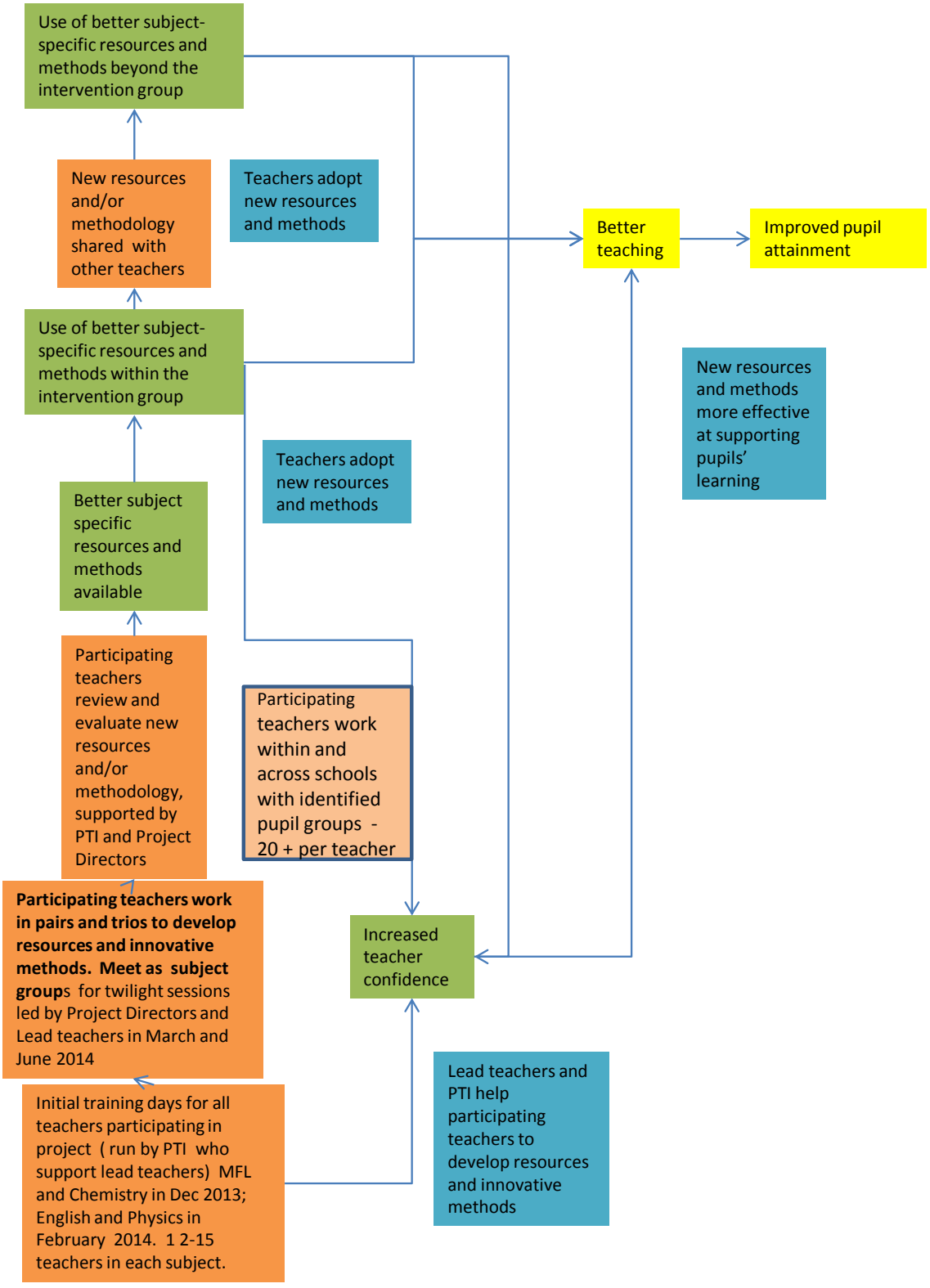
- *Were there any additional or unintended benefits (e.g. increases in pupil attendance as a result of an intervention aimed at teachers)?*
- No obvious unintended benefits to the project, but some participating teachers gained promoted posts, citing participation in the project in their applications. Unfortunately, in some cases this involved a change of school and the teachers were lost from our project.

Informing future delivery

- *What should the project have done more of?*
- Ensured that reliable mechanisms were in place for collecting relevant data from every school.
- Acquired more resource to enable wider comparative evaluations.

- *What should the project have done less of?*
- Nothing seems to have been superfluous.

- *What recommendations would you have for other projects regarding scaling up and/ or replicating your project?*
- Find a way of absolutely ensuring that all participating schools submit requested data, both for the intervention groups and comparative groups.
- Have a binding agreement that all participating schools will release teachers for project sessions.
- Establish excellent methods of group communication between participating teachers right from the outset.
- Set realistic goals - auditing all teaching materials already available in the four subjects was not realistic for a peer group project.



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1.1 Template Evaluation Plan LSEF004 SSLP Inspiring and Sharing Teaching Excellence

Outputs	Indicators of Outputs	Baseline data collection	Impact data collection
Groups of teachers working together produce and trial innovative teaching resources and lesson plans to promote excellent teaching, learning and achievement in KS4 Chemistry	Teachers' increased specialist subject knowledge and confidence; enhanced learning and achievement for pupils regardless of background; increased progress leading to more A*-B grades at GCSE; increased take up of subject at higher level	Attitudinal surveys of teachers and pupils involved; key data on participating teachers; key data on profile and achievement of participating pupils; equivalent key data on comparison group *(Attitudinal survey conducted at initial training day for teachers in 12/12/13; teaching groups identified after this meeting and pupil data collected and uploaded within one month of meeting [excluding holidays])*	Attitudinal surveys of teachers and pupils involved; key data on participating teachers; key data on profile and achievement of participating pupils; equivalent key data on comparison group; all to enable measurement of comparative progress (*Data collected and evaluated at end of Yr 1 and Yr 2)*
Groups of teachers working together produce and trial innovative teaching resources and lesson plans to promote excellent teaching, learning and achievement in KS3 French & Spanish	Teachers' increased specialist subject knowledge and confidence; enhanced learning and achievement for pupils regardless of background; increased progress leading to more A*-B grades at GCSE; increased take up of subject at higher level	Attitudinal surveys of teachers and pupils involved; key data on participating teachers; key data on profile and achievement of participating pupils; equivalent key data on comparison group *(Attitudinal survey conducted at initial training day for teachers in 9/12/13; teaching groups identified after this meeting and pupil data collected and uploaded within one month of meeting [excluding holidays])*	Attitudinal surveys of teachers and pupils involved; key data on participating teachers; key data on profile and achievement of participating pupils; equivalent key data on comparison group; all to enable measurement of comparative progress (*Data collected and evaluated at end of Yr 1 and Yr 2)*
Groups of teachers working together produce and trial innovative teaching resources and lesson plans to promote excellent teaching, learning and achievement in KS4 English	Teachers' increased specialist subject knowledge and confidence; enhanced learning and achievement for pupils regardless of background; increased progress leading to more A*-B grades at GCSE; increased take up of subject at higher level	Attitudinal surveys of teachers and pupils involved; key data on participating teachers; key data on profile and achievement of participating pupils; equivalent key data on comparison group *(Attitudinal survey conducted at initial training day for teachers in 12/2/14; teaching groups identified after this*	Attitudinal surveys of teachers and pupils involved; key data on participating teachers; key data on profile and achievement of participating pupils; equivalent key data on comparison group; all to enable measurement of comparative progress (*Data collected and evaluated at end of Yr 1 and Yr 2)*

		meeting and pupil data collected and uploaded within one month of meeting [excluding holidays])	
Groups of teachers working together produce and trial innovative teaching resources and lesson plans to promote excellent teaching, learning and achievement in KS4 Physics	Teachers' increased specialist subject knowledge and confidence; enhanced learning and achievement for pupils regardless of background; increased progress leading to more A*-B grades at GCSE; increased take up of subject at higher level	Attitudinal surveys of teachers and pupils involved; key data on participating teachers; key data on profile and achievement of participating pupils; equivalent key data on comparison group *(Attitudinal survey conducted at initial training day for teachers in 14/2/14; teaching groups identified after this meeting and pupil data collected and uploaded within one month of meeting [excluding holidays])*	Attitudinal surveys of teachers and pupils involved; key data on participating teachers; key data on profile and achievement of participating pupils; equivalent key data on comparison group; all to enable measurement of comparative progress (*Data collected and evaluated at end of Yr 1 and Yr 2)*
Teacher Outcomes	**Indicators of Outcomes**	**Baseline data collection**	**Impact data collection**
Increased teacher confidence	Increased teacher scores in confidence surveys using surveys developed by working group of SSLP teachers. Survey to be completed by all teachers involved in the intervention	Scores collected for individual teachers from pre intervention confidence surveys *(Attitudinal survey conducted at initial training day for teachers on dates as above)*	Scores collected for individual teachers from post intervention confidence surveys after Yr1 and Yr2 of intervention Interviews/ focus group of 33% of survey respondents to moderate survey findings
Delivery of higher quality teaching including subject-focused and teaching methods	Improved teaching performance in observed lessons[i] using Ofsted measures Observations to be conducted for a sample of teachers. (33%) With a small sample of those to be independently moderated[iv] by trained Ofsted inspector Teacher performance in observed lessons is improved to a specific degree , so that all become at least consistently good and half become outstanding	Standards collected for individual teachers from pre intervention observations (i.e. percentages of teachers at each level) Data collated once all teachers in each strand enrolled (by March 2014)	Standards collected for individual teachers from observations after Yr1 and Yr2 of intervention
Use of better subject-specific resources	Development of better subject specific resources	Audit/sample scrutiny of existing subject specific resources being used	Independent review of new subject specific resources and old audited resources[iv] by PTI

	Uptake of new resources	Launch date of new resources	Use of new subject specific resources in lessons (through lesson observations or work scrutiny). Usage analysed against performance in observed lessons

Pupil Outcomes	Indicators of Outcomes	Baseline data collection	Impact data collection
Increased educational attainment and progress	Increased attainment (levels and sub levels at KS3 and grades at KS4) compared against a comparison group[ii] French & Spanish at KS3; Chemistry, Physics, English at KS4	Intervention group: assessed level on entry to the programme and for 3 years previous *(NB 3 yrs not possible for Y7 & 8 in independent schools)* Comparison group: assessed level at comparable stage as those on entry to the programme and later their outcomes, selected by schools Trend data[iii]: Actual attainment (levels/grades) for the 3 previous year groups	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 will be independently moderated[i)v] by subject leaders
	Increased levels of progress (point scores and % achieving higher point scores than expected) compared to a comparison group[vi]	Intervention group: estimated point score without intervention (for Y1 and Y2 of programme) for specific pupils Comparison group: estimated point score without intervention (for Y1 and Y2 as above)	Intervention group: difference between actual attainment and expected attainment (without intervention) Comparison group: difference between actual attainment and expected attainment (without intervention)
	Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against a comparison group[vi]	Intervention group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous Comparison group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous Trend data: in house % points gaps between relative attainment of sub groups for the 3 previous year groups	Intervention group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention Comparison group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention
Increased take up of specific subjects	Increased numbers of pupils taking up specific subjects i.e. French/Spanish at GCSE; taking up English, Physics and Chemistry at A level against a comparison group[vi]	Trend data: numbers of pupils taking up relevant subjects at GCSEs, A Levels and at H/FE for 3 years prior to intervention (by subject incl. any info on pupils taking two languages) Intervention group: pre intervention survey of likely subject choices in relevant subjects at next stage Comparison group: pre intervention survey of likely subject choices in relevant subjects at next stage	Intervention group: numbers of pupils taking relevant subjects GCSEs and A Levels after 12 and 24 months of intervention (analysed by subject & cohort profile) Comparison group: numbers of pupils taking relevant subjects GCSEs and A Levels after 12 and 24 months (analysed by subject & cohort profile) Intervention group: post intervention surveys (after Y1 & Y2) of likely subject choices in relevant subjects at next stage for French/Spanish at GCSE; taking up English, Physics and Chemistry at A level

		EBacc uptake measure in relation to KS4 for previous 3 years	Comparison group: post intervention surveys (after Y1 & Y2) of likely subject choices in relevant subjects at next stage EBacc uptake measure in relation to KS4 after Yr1 and Yr2 of the intervention
School System/ 'Culture Change' Outcomes	**Indicators of Outcomes**	**Baseline data collection**	**Impact data collection**
Teachers/ schools **outside the intervention group** have the opportunity to increase their subject knowledge through the programme	Increased number of teachers outside of the intervention group schools improve their subject knowledge as a result of this programme	Existing training courses/ sessions/ workshops offered to teachers outside of the intervention group Number of teachers outside of the intervention group attending existing training offered by your programme	New training sessions offered to teachers outside of the intervention group based on our programme, both within intervention group schools and other local schools Number of teachers outside of the intervention group attending training sessions offered by your programme to share increased knowledge and new materials and methodology.

[i] **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.
[ii] **Comparison groups** could be a randomised control group (preferred if possible), such as a cluster randomisation, or a matched comparison group. It**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.
[iii] **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).