

London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

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: English for Integration - 9 June 2015 / 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:

Lead Delivery Organisation:

London Schools Excellence Fund Reference:

Author of the Self-Evaluation:

Total LSEF grant funding for project:

Total Lifetime cost of the project (inc. match funding):

Actual Project Start Date:

Actual Project End Date:

1. Executive Summary

This final report is based on an evaluation of Sharing Academic Capital; a focused programme of CPD enabling inexperienced teachers of A level to develop subject knowledge expertise through close peer work with successful, experienced teachers of A Level in the independent sector. One school, Stepney Green, acted as the hub partnering with City of London School. Expertise gained was then shared with 3 other schools in Sixth Form East and more broadly with a number of other schools in Tower Hamlets. The ultimate aim was to improve outcomes for students in terms of A Level grades in Stem subjects and History. The evaluation of impact was carried out on students and staff at Stepney Green only

Rationale

The rationale for this project was based on two factors:

- That in order for students to achieve top grades at A Level, they have to be able to go beyond the syllabus and demonstrate exceptional subject knowledge.
- That staff in experienced, high performing sixth forms, particularly in the independent sector, have a forensic understanding of standards and that this could be communicated through peer work

The evidence was gathered by the following approaches

- Teacher efficacy surveys at key points during the project
- Teacher interviews at key points during the project
- Lesson observations
- Analysis of student grades

The evaluation of the project (based on staff and students at Stepney Green) demonstrated the following findings

- Cohort one's A Level attainment was an average of 216 (B/C) – slightly above national average
- Cohort one' progress was on average .25 of an A Level grade better than peers with similar starting points– placing the group in the top 4% nationally
- Few teachers reported an improvement in subject knowledge due to Sharing Academic Capital, they did, however, report gained knowledge in methods, strategies and resources.
- Teacher confidence improved over time.
- Teacher confidence was not established enough for them to feel like experts

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

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2. Project Description

Stepney Green Sixth Form enrolled students for first A level teaching September 2013. Staff had little experience of teaching at this Level; similarly local schools also opened sixth forms in phases: St Paul's Way Trust 2012, Stepney Green and Langdon Park 2013 and Bow School 2014. Together these schools created Sixth Form East. It was recognised that Sharing Academic Capital would present an opportunity to build on existing networks to strengthen the delivery of A Level teaching in Tower Hamlets. Stepney was a member of two existing networks. City of London agreed to be expert partner to Stepney and Stepney became hub to Sixth Form East Partnership and the Tower Hamlets Teaching Alliance (Morpeth).

Prior to 2012 there were a number of schools in Tower Hamlets without sixth forms. Students at the end of Year 11 either joined other sixth forms in local schools or enrolled at Further Education colleges. Tower Hamlets GCSE results are above national average but A Level results are below, particularly in the % of higher grades gained. New Sixth Forms were introduced in order to improve outcomes for Tower Hamlets A Level students as it is recognised that changing schools at end of year 11 can have a detrimental effect on outcomes at 17 or 18.

A number of project activities have taken place.

- Scope finding meetings
- Peer to peer lesson observations and feedback.
- Online peer mentoring
- Master class delivery to A Level students.
- Network to share good practice
- Mini conference
- Sharing of resources

The project has taken place in Tower Hamlets Schools with City of London Boys School as expert partner.

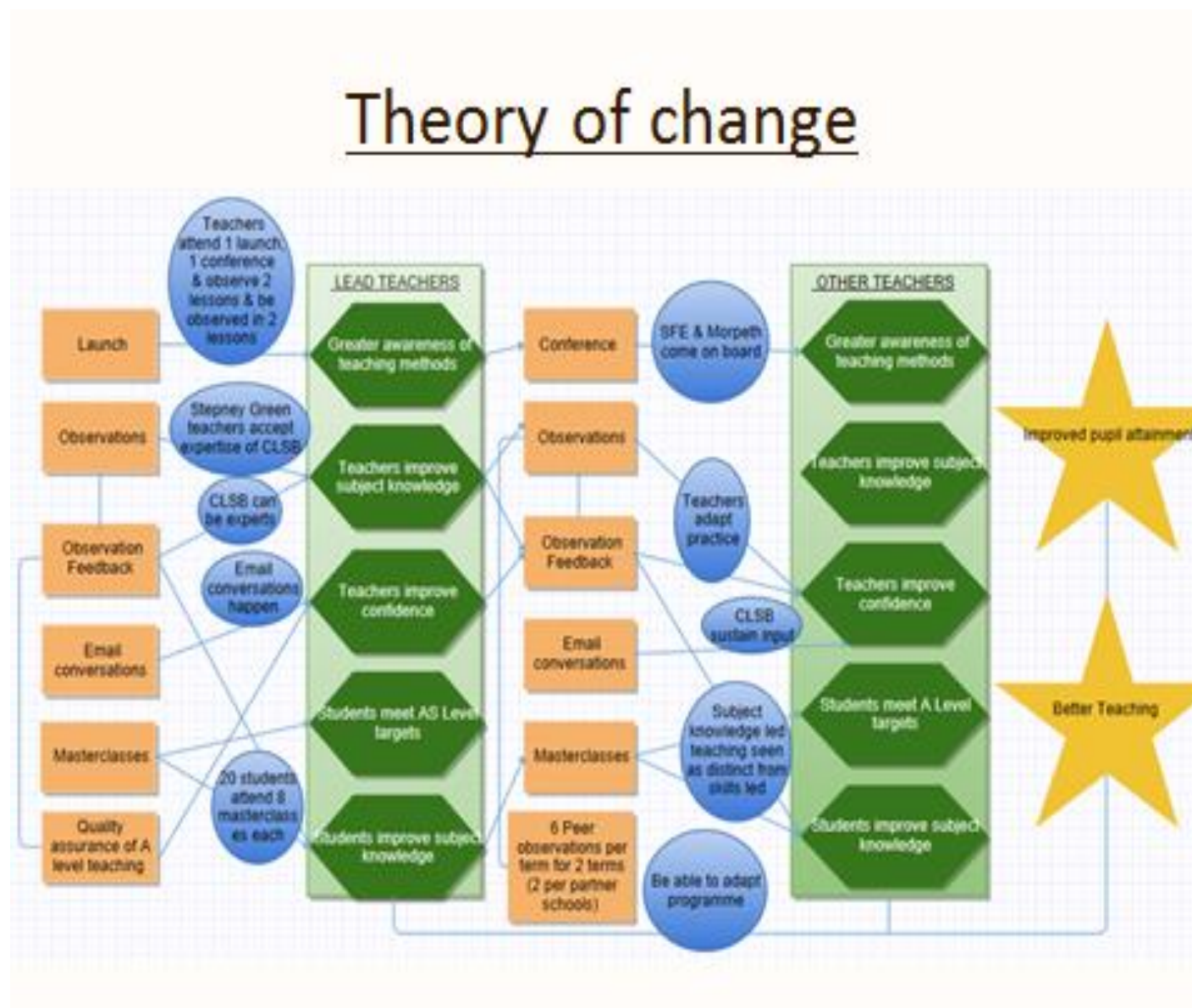
Sharing Academic Capital has been led by Stepney green Sixth form College, with expert input from City of London teachers

The target beneficiary groups of the project were A level teachers in Stepney Green and Sixth Form East. Teachers lacked confidence in subject knowledge in school and in the local cluster and student attainment was lower than in other boroughs. Stepney Green had previously worked with City of London Boys School, a high achieving independent school, thus an existing network could be built on. Student attainment was lower than in other boroughs, therefore, students were also intended beneficiaries

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

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](#).

3. Theory of Change and Evaluation Methodology



There was no new version of the Theory of Change. This was original theory that was validated by Project Oracle.

On reflection project was successful in first phase, with significant buy in from teachers at City of London and Stepney Green School. Systematic, planned activities took place and expected outcomes identified in first green column were achieved. There was a culture of support in both institutions and benefits were gained in first year.

With regard to second phase – the roll out to Sixth Form East was less successful, teachers from Stepney did not feel expert enough after first year of project to act as

mentors or coaches to local A level teachers. Therefore the hub model was flawed in this instance. At the outset it was envisaged that City of London School would take a larger part in supporting the mentoring of a wider group of schools in Tower Hamlets, however, it became clear that this was not an acceptable remit – given that the school’s principle function is to ensure excellent outcomes for students.

There was a change of leadership at City of London Boys School and support for the project did not continue after the first year.

Teachers did not see that subject led teaching was distinct from skills led teaching

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
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		
Pupil outcome 1	Increased educational attainment and progress		
Pupil outcome 2	Increased take up of specific subjects. Mathematics Biology Chemistry Physics History		

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

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

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

No the project was not evaluated in the way originally planned. Teacher subject knowledge was not tested at the start or throughout the project. Initially it proved difficult or impossible to fine appropriate tests – so opportunity to test at start was missed. Additionally there was a bigger picture. Stepney Green was opening a new sixth form; all teachers were teaching A Level for the first time. To manage change within the school it became clear that it would not have been politic to test teachers. This was a new venture; there was not an established culture where teachers may have felt more open to taking a test to judge their level of subject knowledge

4. Evaluation Methodological Limitations**4.1 What are the main methodological limitations, if any, of your evaluation?**

If we had unlimited resources to evaluate the impact and implementation of this project there would have been a whole additional layer.

Many common limitations can be identified.

- Reliance on assessments by people who may have been biased ie in lesson observations
- Small sample sizes
- Inability to establish comparison group
- Inability to evaluate all outcomes – i.e. increased subject knowledge
- Inability to attribute change in the beneficiaries to the project or to isolate the impact of other factors. There were so many other factors in operation it would be very difficult – without a control group to attribute change to the peer support model set up in this project. Teachers learning from teachers
- Timeframe was shortened due to external pressures

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

The project will continue via local subject networks – sharing good practice – how to drive up standards in A Level teaching

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	82,485	0	82,485		
Other Public Funding	0	0	0	0	
Other Private Funding	0	0	0	0	
In-kind support (e.g. by schools)	0	0	0	0	
Total Project Funding	82,485	0	82,485	60904	21581

List details in-kind support below and estimate value.

Table 3 - Project Expenditure

¹ Please refer to the budget in your grant agreement

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Direct Staff Costs (salaries/on costs)	24400	0	24400	19400	-5000
Direct delivery costs e.g. consultants/HE (specify)	0	0	0	12150	+12150
Management and Administration Costs	0	0	0	2000	+2000
Training Costs	36450	0	36450	6200	-30250
Participant Costs (e.g. Expenses for travelling to venues, etc.)	1575	0	1575	1287	-288
Publicity and Marketing Costs	0	0	0	515	+515
Teacher Supply / Cover Costs	18800	0	18800	12700	-6100
Other Participant Costs		0		3750	+3750
Evaluation Costs	0	0	0	1,288	+1,288
Others as Required – Please detail in full Catering	1260	0	1260	1,614	+354
Total Costs	82485	0	82485	60904	21581

5.2 Please provide a commentary on Project Expenditure

- Direct staff costs refer to the proportion of time paid for to lead and administer the project. Spend was less than anticipated as project did not reach full potential in final stages.
- A consultant was engaged to the project to facilitate the networking aspect In year 2 of the project. This requirement was not previously envisaged
- Training costs were reduced. The scale of the intended conference was reduced as schools invited to join the hub could not commit to whole day staff release. There were also in kind benefits in that training venue and administration costs were not entirely charged to the project
- Supply costs were lower than planned. The intended peer work did not take place as planned as timing coincided with A Level exam period and teachers did not want to disrupt classroom teaching.
- An evaluator was appointed to the project to assist with impact report
- There were changes to the intended spend as detailed above.

6. Project Outputs

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

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs <i>[Original + any Additional Funding/GLA agreed reduction]</i>	Actual Outputs	Variance [Revised Target - Actual]
No. of schools	6	6	9	+3
No. of teachers	52	52	92	+40
No. of pupils	Approx. 100		172	+72
Enter additional output name <i>add extra lines as necessary</i>				

Teachers were involved to varying degrees. Of the 92 24 were involved intensively on the peer to peer support programme. The remainder were part of networking workshops – or attendees at conference

7. Key Beneficiary Data

Please use this section to provide a breakdown of teacher and pupil sub-groups involved in your project.

Data must be provided at project level. However, if you wish to disaggregate data by school then please add additional rows to the tables below. Please also confirm at what point this data was collected.

Please add columns to the tables if necessary but do not remove any. N.B. If your project is benefitting additional groups of teachers e.g. teaching assistants please add relevant columns to reflect this.

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

Data is only available for teachers in the original hub school, Stepney Green. Where teachers from other schools were involved with the project their information re status was not collected and, therefore, is not available

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						
School 1	12	8%	24%	68%		100%
School 2						
School 3						
School 4						

7.1.2 Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark (*maximum 250 words*)

Teacher sub groups are broadly in line with sub groups within the whole school context. In terms of sustainability 32% are at the start of their career.

7.2 Pupil Sub-Groups Pupils who directly benefitted from teachers trained are those A Level students attending Stepney Green School. Attributing benefit more broadly could not be justified.

The students considered to be beneficiaries are cohort 1 and cohort 2, those who were sixth form students in June 2015. The data was collected in June 2015

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

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project Total						
School 1	42	0	66	68	100	9
School 2						
School 3						
School 4						

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

School 1	42		10	69	21
School 2					
School 3					
School 4					

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
Project Total													
School 1	0	0	96	0	0	4	0	0	0	0	0	0	0
School 2													
School 3													
School 4													

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
Project Total					
School 1	0	0	0	0	0
School 2					
School 3					
School 4					

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.

For the targeted group

- 66% were in receipt of free school meals. This places group between 80th and 100th percentile nationally with 80th being equal to 44.4% and 100th being equal to 87%
- 100% were EAL. This places group between 80th and 100th percentile nationally – with 100% equal to 100th percentile
- 9% had SEN status. This places group between the 20th and 40th percentile nationally.
- Their deprivation indicator places them between the 80th and 100th percentile nationally.

Free School meals target group 66% which compares with national 14.6%, inner London 36% and Tower Hamlets borough 56.5% - target group above all other comparators.

EAL target group 100% which compares with national 16.8%, Inner London 55.3% and Tower Hamlets borough 77.8% - target group above all other comparators

(maximum 500 words)

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

8. Project Impact

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

- Please complete the tables below before providing a narrative explanation of the impact of your project.
- Please state how you have measured your outcomes (e.g. surveys) and if you are using scales please include details.
- Please add graphical analysis (e.g. bar charts) to further demonstrate project impact on each teachers, pupils, wider system outcomes etc. If you use graphs, please ensure that all charts are explained and have clear labels for the axes (numeric data or percentages, for example) and legends for the data.

Please add columns to the tables if necessary but do not remove any. N.B. If your project is collecting data at more than two points and may want to add additional data collection points.

8.1 Teacher Outcomes

Date teacher intervention started: October 2013

Table 9 – Teacher Outcomes: teachers benefitting from the project

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

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection	3 rd Return and date of collection
Increased teacher subject knowledge and greater awareness of subject-specific teaching methods	Quantitative data: Sharing Academic Capital teacher survey	9 respondents from Stepney Green	Mean score based on a 1-4 scale (1- strongly disagree, 2- disagree, 3- agree, 4- strongly agree)	n/a	Mean score- 3.02, collected Summer 2014	n/a
	Qualitative data: July 2015 Teacher Interviews	8 Stepney Green teachers interviewed out of 11 participants	"Did participating in Sharing Academic Capital increase your subject knowledge?" (see commentary below)	n/a	n/a	87.5% of respondents said no; 12.5% of respondents reported increased subject knowledge
Increased teacher confidence	Quantitative data: teacher sense of self efficacy survey	Respondents from differ by return (see 1 st , 2 nd , and 3 rd Returns for details)	Mean score based on a 1-9 scale (1- nothing, 3- very little, 5- some influence, 7-	Mean score- 6.101, collected Autumn 2013, 8 respondents	Mean score- 7.356, collected Summer 2014, 11 respondents	Mean score- 7.056, collected Summer 2015, 10 respondents

			quite a bit, 9- a great deal)			
Delivery of higher quality teaching, including subject-focused and teaching methods.	Quantitative data: Sharing Academic Capital teacher survey	9 respondents from Stepney Green	Mean score based on a 1-4 scale (1- strongly disagree, 2- disagree, 3- agree, 4- strongly agree)	n/a	Mean score- 3.02, collected Summer 2014	n/a
	Qualitative data: July 2015 Teacher Interviews	8 Stepney Green teachers interviewed out of 11 participants	"Do you think your teaching improved as a result of Sharing Academic Capital" (see commentary below)	n/a	n/a	All respondents reported being more confident with new A-level coursework and teaching methods

Table 10 – Comparison data outcomes for Teachers—NOT 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 Teacher confidence</i>	<i>e.g. E-survey</i>	<i>e.g. 100 respondents from a total of 200 invites. The profile of respondents was broadly representative of the population as a whole.</i>	<i>e.g. Mean score based on a 1-5 scale (1 – very confident, 2 – quite confident, 3 neither confident nor unconfident, 4 - quite unconfident, 5 – very unconfident)</i>	<i>e.g. Mean score</i>	<i>e.g. Mean score</i>

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

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

The Sample

The sample included 11 sixth form teachers from Stepney Green Maths, Computing, and Science College; this is the entire group of teachers from the school who participated in Sharing Academic Capital (SAC). Teachers from City of London School for Boys (CLSB) and the other schools in the Sixth Form East Consortium were not surveyed. Therefore, the data is representative of the experiences and outcomes for the teachers working at the centre of the hub model. However, data for teachers in other participating schools is unavailable.

Teacher outcome 1: Increased subject knowledge and greater awareness of subject-specific teaching methods

On the 2014 SAC survey, when asked to respond to the statement 'my subject knowledge has improved,' the mean score was 2.889, so the teachers had a slight tendency to agree with the statement. When interviewed one year later, only one teacher reported that

participating in the project had a direct impact on subject knowledge. Two teachers reported that, while the project had not increased their own subject knowledge, it had increased subject knowledge in other departments; however, these claims were not substantiated by interviews with teachers from those departments.

The lack of responses regarding increased subject knowledge may be due, as one teacher noted, to “this weird thing that teachers have, that your job is to know your subject.” Other teachers noted that they were more likely to do independent research as needed, as opposed to using organised activities. Additionally, one teacher noted that subject knowledge gains could be attributed to teaching the material repeatedly over time, as opposed to participating in an organised intervention: “subject area has improved... just because... we’re getting more experience.”

On the other hand, all of the teachers reported gains in knowledge of teaching methods. In the SAC survey, teachers generally agreed with the statement that ‘I have developed better strategies in preparing my students for A-levels’ (mean score: 3.333), but less strongly agreed with the statement ‘I have a better understanding of A-levels grading and how to assess our students’ (mean score: 2.994). However, in 2015, one of the highlights for all of the teachers interviewed was gaining insight into teaching A-levels courses and preparing pupils for examinations. Comments about information gained from working with teachers from CLSB included:

“The main areas was (sic.) his knowledge of A-level, how to deliver A-level, so it’s more of his assessment knowledge [than subject knowledge].”

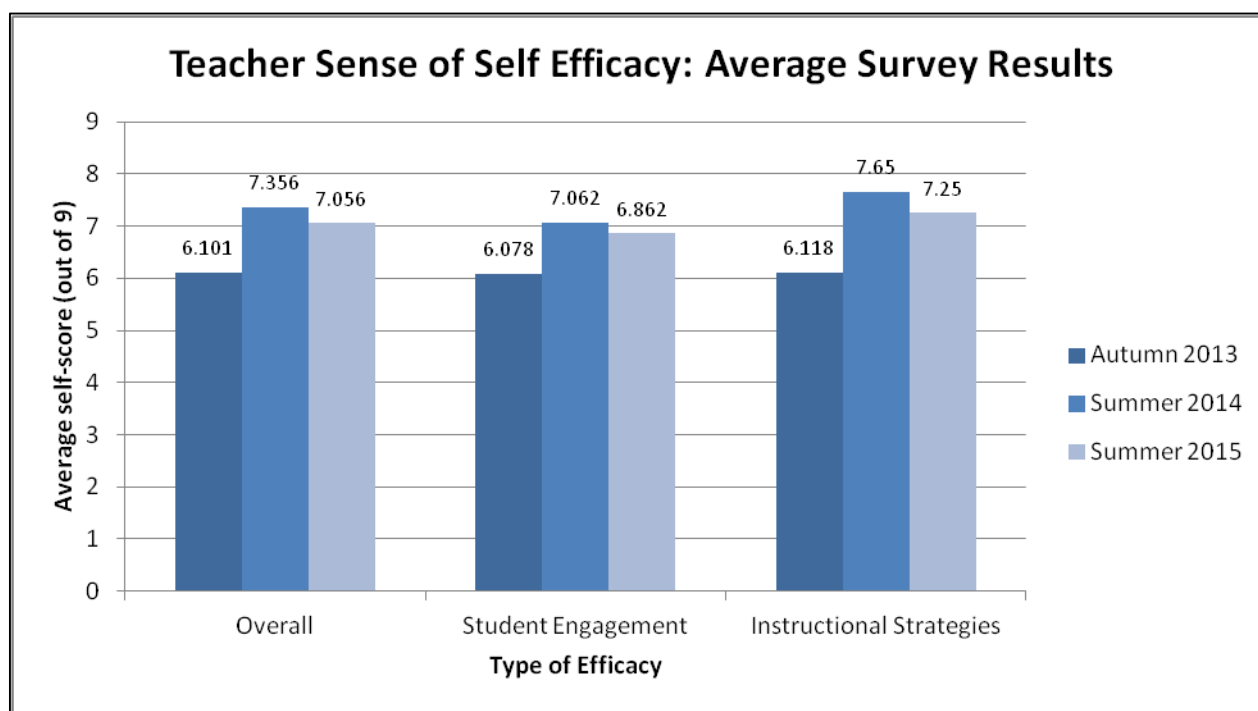
“I would probably say my examination knowledge increased through the programme”

Teachers also noted that working with CLSB allowed them to share subject-specific resources and methods of organising courses. Multiple mathematics teachers noted that they had added an extra module to the year, an idea received from working with more experienced A-level teachers, which was described as “very useful” and “[something] I would’ve never thought to do.” This was also reported in the results from the SAC survey, in which teachers mentioned gaining awareness of everything from undertaking more mini-demos and adding new props to classrooms, to skipping unnecessary tasks.

To conclude, few of the teachers reported increased subject knowledge thanks to SAC, but this could be due to an unwillingness to disclose (or unawareness of) gaps in their knowledge. However, teachers were happy to share that they had gained knowledge of methods, strategies, and resources that made them more effective A-levels teachers.

Teacher outcome 2: Increased teacher confidence

Overall, teacher sense of self efficacy survey results show that self-reported teacher efficacy did increase over the course of the intervention. Comparing average survey responses from the beginning and the end, teachers reported, on average, being 0.955 points more effective (see graph below). However, efficacy (overall, in student engagement, and in instructional strategies) peaked during the mid-point of the project. Significance testing was not undertaken on the survey results due to the small sample size and uneven number of respondents to each survey.



Interview results corroborate the finding that teacher confidence in general has increased over time. In particular, observing teachers at CLSB made teachers feel more confident in their own teaching practices:

“[It was a] a massive confidence booster... I feel very confident in my own practice having seen practice there.”

“To be able to look at other examples is a real booster.”

“If they’re getting results with this that they’re doing, we can get results in our school as well.”

When interviewed, teachers also noted that Sharing Academic Capital was especially useful as Stepney Green’s sixth form was a new endeavour when the project started. As a result, teachers noted gaining confidence particularly with regards to sixth form coursework. One teacher stated that “we were completely new to Key Stage 5/A-level teaching, so it did give us a boost of confidence.” Another teacher mentioned that “if we’re starting off fairly new, we’re not quite sure if this is right, there’s a sense of a lack of confidence in that,” but that working with a more established institution “definitely does instil confidence, not just in the leadership but it also cascades all the way down, so everyone’s feeling that what we’re doing is quite fine.”

Despite this new confidence in their own teaching, Stepney Green teachers were much less confident in their own capacities to share strategies with other teachers in the Sixth Form East Consortium. None of the teachers were comfortable with the idea of being described as an ‘expert’ with regards to teaching A-levels, while many described the teachers from CLSB as experts in that area. When the label of ‘expert’ was disregarded, all of the teachers were comfortable with the idea of sharing resources with teachers from other sixth forms, and some had already participated in exchanges. One teacher noted sharing an essay structure from CLSB with other new A-level teachers, while another said that “I think sharing is the operative... It’s looking together at what challenges we’re facing.” Overall, the interviewed teachers were open to sharing resources and methods if given opportunities to do so in the future.

As a result, interviews and survey data demonstrate that teacher confidence increased in terms of teaching practices, the success of Stepney Green's new sixth form, and in sharing ideas with other teachers. However, interviews could not explain why confidence peaked in the middle of the project. Teachers may have been particularly nervous when first surveyed about the project, and especially excited after completing the first year. On the other hand, lower-than-expected exam results, released in August 2014, may have tempered teachers' overall confidence. Finally, the first year of the program may have, as said by many teachers, provided a 'boost' to their confidence, which declined slightly with more experience teaching in the sixth form.

Teacher outcome 3: Delivery of higher-quality teaching, including subject-focused and teaching methods

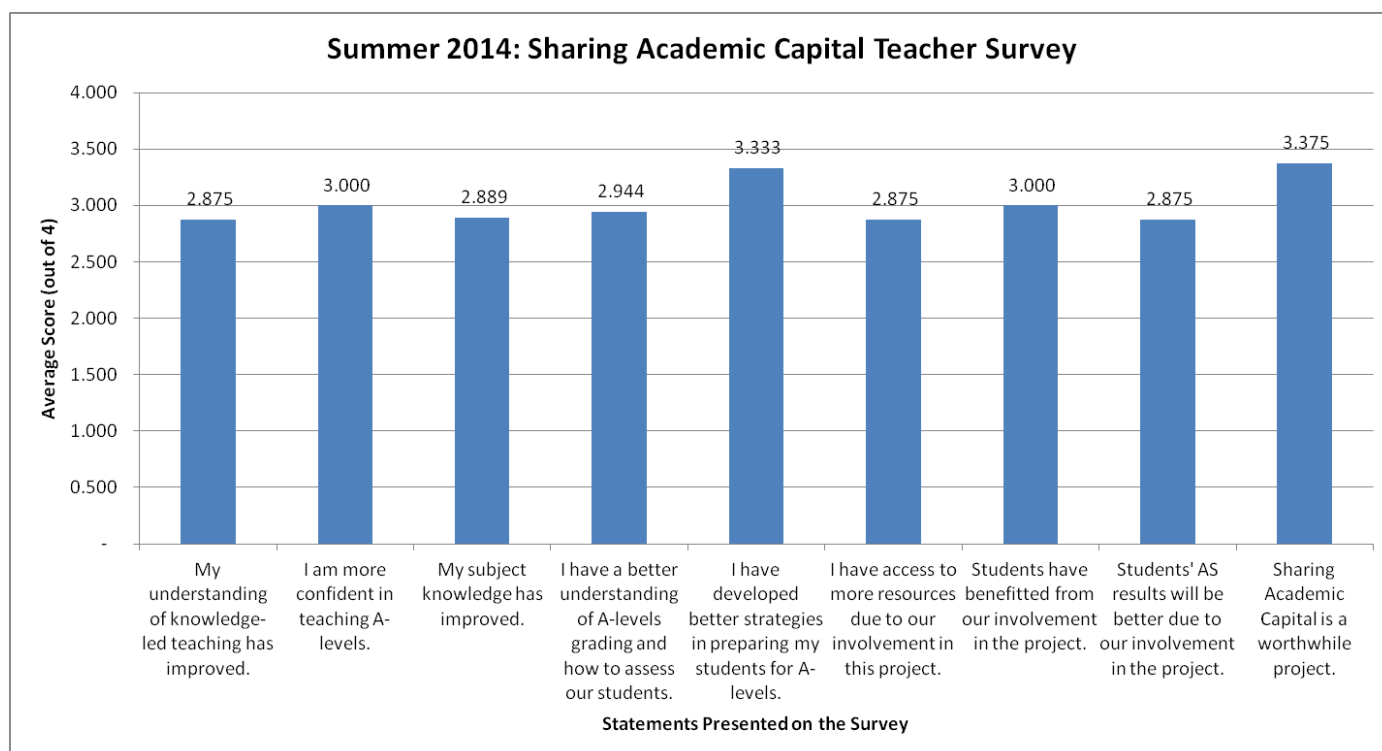
Despite lacking observational data, survey responses from the mid-point of the project indicated that teachers generally agreed with the statement 'I have developed better strategies in preparing my students for A-levels' (average score: 3.333; see graph below). Teacher interviews revealed that teachers felt that they were delivering higher-quality teaching thanks to Sharing Academic Capital. Additionally, at the project's conclusion, interviews revealed that teachers felt that they were delivering higher-quality teaching thanks to Sharing Academic Capital.

Regarding teaching methods, one newer teacher noted that the project "[has] definitely given me a foundation, a springboard, to become a better teacher." Furthermore, many teachers noted that they placed more emphasis on teaching pupils to be more independent learners, a teaching method observed at CLSB. One teacher stated:

"I saw that they were very independent over there, so I probably transferred that a bit into my school. It was hard for the boys at the beginning, because they are so used to being fed by teachers. But, overall, we are shifting it to that model now, that we give a lot of emphasis on them to learn themselves."

Other teachers agreed with this finding, and noted that the emphasis on independence has led to a shift in the teaching culture. One teacher added that "I've just tried to get them [the pupils] involved at the start and knowing that they could be asked something, so they come-in prepared" instead of consistently using lectures to communicate information.

In addition to teaching more independence, teachers noted that their own teaching had benefitted from subject-specific methods gained from interactions with CLSB teachers in the same fields. Multiple mathematics teachers noted that they had been inspired to add extra units to the math syllabus. A history teacher was teaching a unit for the first time, and benefitted from speaking with a more experienced teacher to "help me plan my delivery and scheme of work." In chemistry, PowerPoint presentations and experiments were adapted to work within the context of Stepney Green; plus, teachers have begun pushing students to think beyond the simple questions being asked in order to consider the wider context in which the topics are relevant.



To conclude, SAC surveys showed that teachers were not in clear agreement regarding the quality of their teaching. However, interviews from July 2015 show that teachers do feel that their own teaching has improved thanks to participating in Sharing Academic Capital. However, there was debate among interview participants about whether this will result in improved results. One teacher noted that:

“When you improve teaching, you definitely improve learning and results. If teachers feel more confident, or if teachers feel they’re doing the right things, because they have the opportunity to compare themselves with good practitioners in the City of London, definitely that will improve results.”

Despite this upbeat assessment of improved teaching, some teachers noted that year-to-year differences in student cohorts were more relevant to changes in results than better teaching. Additionally, the SAC survey showed that teachers, on average, had only somewhat positive views about the statement ‘Students’ AS results will be better due to our involvement in the project’ (mean score: 2.875). As a result of this survey information and teacher reports, it is unclear whether changes in student results over time can be attributed to improved teaching thanks to SAC.

8.2 Pupil Outcomes

Date pupil intervention started: October 2013

Table 11 – Pupil Outcomes for pupils benefitting from the project

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

Target Outcome	Research method/	Sample characteristics	Metric used	1 st Return and date	2 nd Return and date of
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	data collection			of collection	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>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>
Increased educational attainment and progress	Pupil assessment data	Results data available for 11 students in cohort 1 (began sixth form in 2013) and 26 students in cohort 2 (began sixth form in 2014)	Mean A-level predicted result compared to actual result in QCA points	Cohort 1: Mean predicted A2 mark per subject per student- 216, collected September 2014 Cohort 2: Mean predicted AS mark per subject per student- 105.60, collected September 2014	Mean A2 mark per subject per student- 216.97, collected August 2015 Mean AS mark per subject per student- 94.42, collected August 2015
Increased take-up of specific subjects: mathematics, biology, chemistry, physics, history	Pupil assessment data	Results data available for cohorts 1 and 2 based on exams taken at the end of the 2014-15 academic year	Percentage of students who took an AS or A2 exam in the specific subject	Cohort 1, collected August 2015	Cohort 2, collected August 2015
			Mathematics:	100%	77%
			Biology:	73%	54%
			Chemistry:	64%	69%
			Physics:	55%	58%
			History:	27%	31%

Table 12 - Pupil Outcomes for pupil comparison groups—NOT 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>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>Please find detailed analysis of the profile of respondents in Section 7.2</i>			

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

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

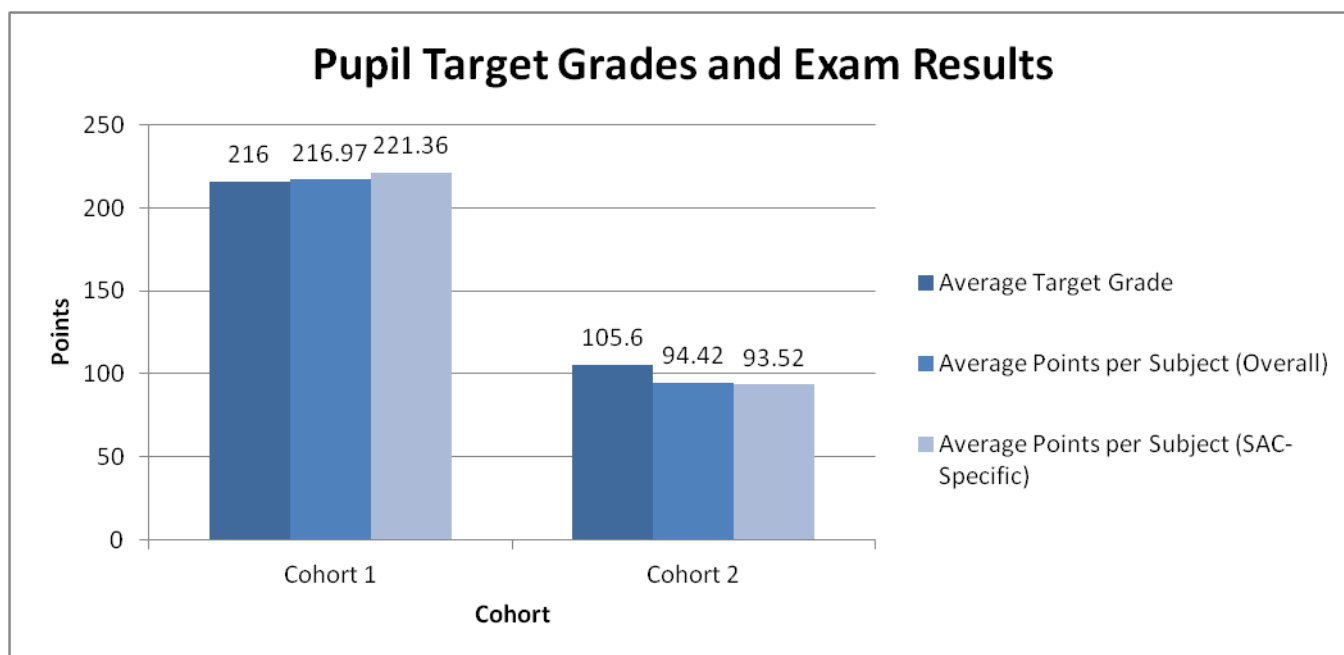
The Sample

The sample of pupils includes all pupils who were enrolled in the sixth form at Stepney Green Maths, Computing, and Science College during the 2014-2015 academic year. This includes 11 pupils who recently completed Year 13 (cohort 1) and 26 pupils who recently completed Year 12 (cohort 2). Students who started the sixth form in 2013, but who did not continue in 2014, were not included in the sample. All of the Stepney Green students in the sixth form were impacted by SAC in the specific subjects it involved: mathematics, biology, history, chemistry, and physics. Therefore, the students' results are representative of the impact of SAC, as all students were part of the intervention group. All pupil subgroups participated equally in SAC.

The sixth form at Stepney Green opened simultaneously with the start of SAC. Therefore, there is no control group for comparisons of results in this school before the project was implemented. Additionally, results have not been collected from other schools in the hub model. Therefore, the results are only representative of the pupils in the school at the centre of the hub model. Additionally, statistical analysis was not undertaken due to the small size of the pupil sample.

Pupil outcome 1: Increased educational attainment and progress

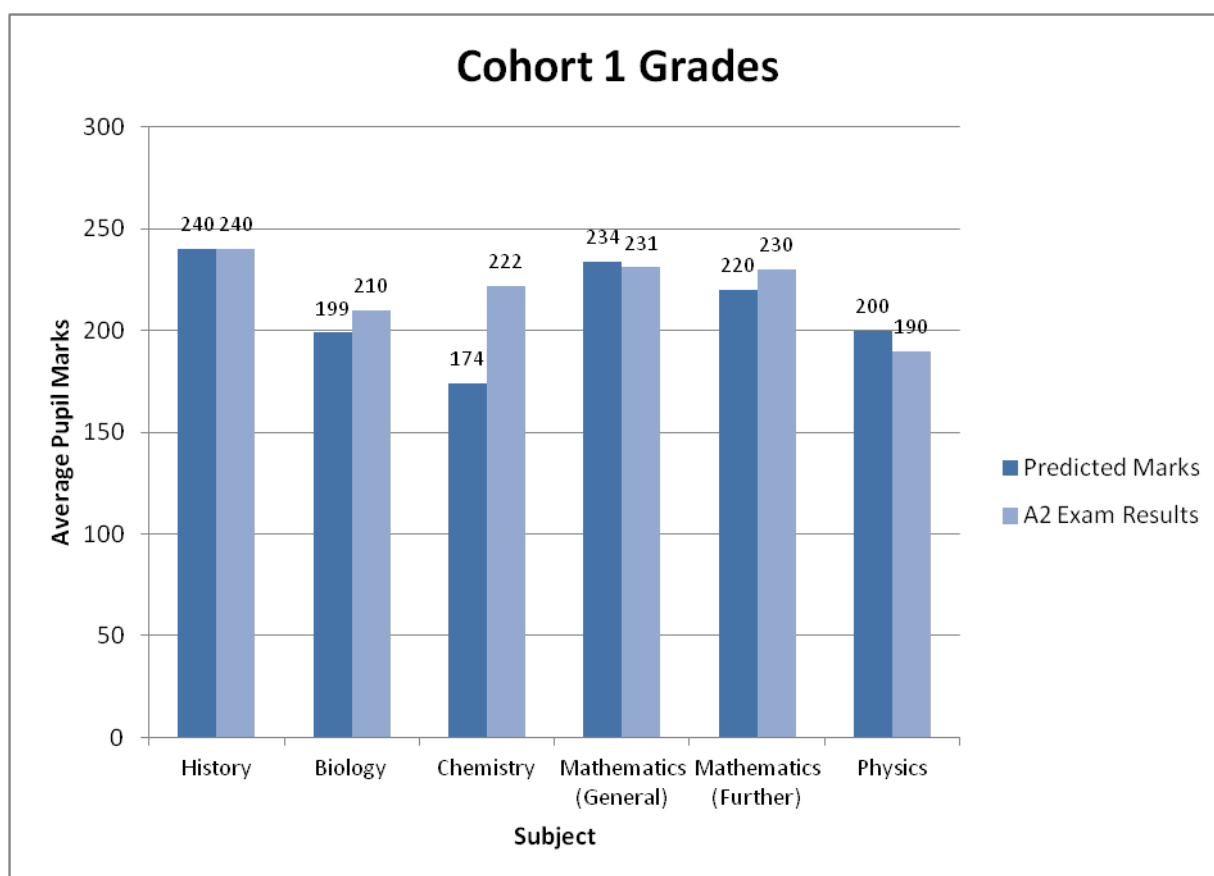
Student attainment was measured by comparing projected student outcomes without the intervention to exam results from the end of the 2014-2015 academic year. Predicted grades for cohort 1 were determined on the basis of prior attainment, and these predictions were compared to A2 exam results. For cohort 2, predicted grades were based on estimates, and these predictions were compared to AS exam results.



In terms of overall achievement, among pupils in cohort 1, the average overall target grade for A2 results was 216 points, the equivalent of a B/C grade. The average exam result in the cohort, including all examined subjects, was 216.97 points per subject (also equivalent to a B/C grade), or 741.82 points total per student. The average result on exams in the SAC-specific subject areas was 221.36 points per exam, which was slightly higher than the overall average.

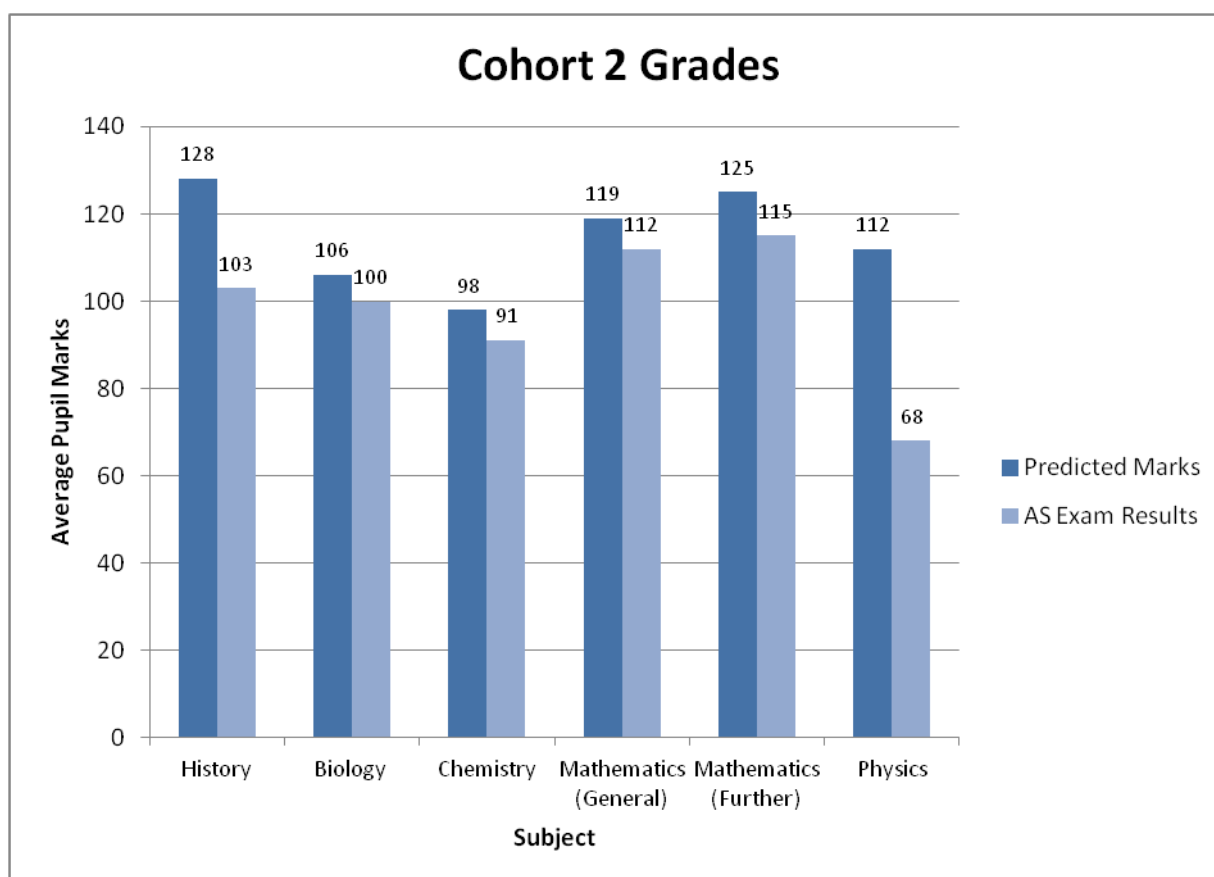
In cohort 2, the average overall target grade for AS results was 105.60 points, the equivalent of a B/C grade. The average exam result in the cohort, including all examined subjects, was 94.42 points per subject (the equivalent of C/D grade), or 336.35 points overall. Therefore, overall attainment in cohort 1 mirrored the predicted grades, while overall attainment in cohort 2 was lower than predicted. The average result on exams in the SAC-specific subject areas was 93.52 points per exam, which was slightly lower than the overall average.

In terms of the specific subjects targeted by SAC, predicted grades very closely resembled the average exam results for cohort 1. Average marks per pupil in history were equal to the predicted marks. Results were higher than predicted in biology, chemistry, and further mathematics. Results were slightly lower than the prediction in Mathematics and physics. However, in both of these subjects, the prediction and result were equivalent to the same letter grade. As a result, the results almost always met or exceeded the predictions. This match between predictions and results may be due to the fact that the predictions were based on previous student achievement. Additionally, the predictions were made after both teachers and pupils had one year of experience participating in SAC. As a result, all participants had a better idea of expectations from examiners and from what the exams would entail (see interviews quoted in section 8.1.1 for more details regarding teacher understanding of exam design and marking).



For cohort 2, exam results in all subjects were lower than the predictions from the beginning of the academic year. This is probably due to the fact that the predictions were not based on prior achievement, and pupils had no prior experience with sixth form schoolwork and examinations. It is unclear whether there would have been an even larger discrepancy between the predictions and the end results in the absence of SAC.

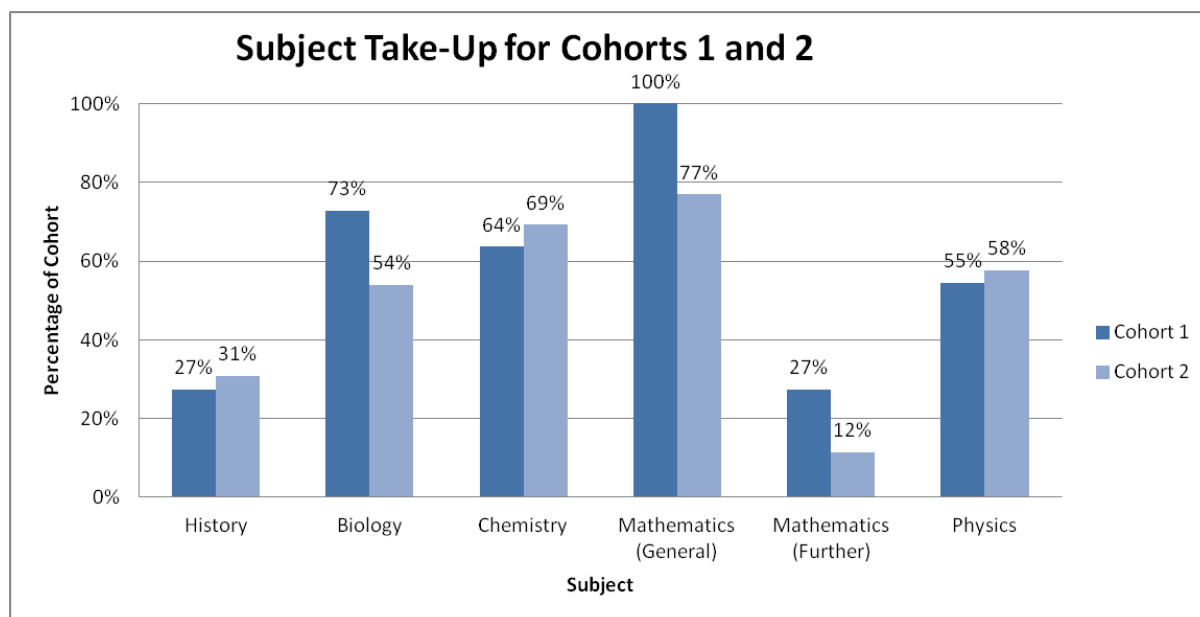
In short, average overall predicted grades for cohort 1 were accurate predictions of overall exam results, while average overall exam results for cohort 2 were lower than the predicted grades. In the subjects targeted by SAC, average exam results for cohort 1 were accurately predicted at the beginning of the academic year, and these results were generally higher than the average results including all other subjects. For cohort 2, average exam results in the SAC-specific subjects were lower than the predictions and lower than the average results including all examined subjects, showing that predicted results are more accurate when they are based on prior assessment. The impact of SAC on overall results is unclear, as the trends shown by overall exam results are similar to the trends among the specific subjects targeted by SAC.



Pupil outcome 2: Increased take-up of specific subjects

Subject take-up was measured by comparing the percentage of pupils in cohort 1 who chose a particular subject compared to the percentage of pupils in cohort 2 who chose the same subject; this compensates for the different sizes of the two cohorts. Three of the six subjects covered by SAC saw increased take-up by cohort 2: history, chemistry, and physics. For these three subjects, take-up increased by a small percentage. However, the remaining SAC subjects saw decreased take-up between cohorts 1 and 2: general mathematics, further mathematics, and biology. These decreases were generally on a much larger scale than the increases in the other subjects. However, it is unclear whether either the small increases or large decreases can be attributed to SAC, or differences among pupil preferences and capabilities. Additionally, cohort 2 has only completed AS-level exams, while cohort 1 has completed A2-level exams, so the pupils are not being compared at the same point in their academic careers. Analysis at the end of the 2015-2016 academic year will be required in order to compare both cohorts after their respective Year 13.

In conclusion, as many teachers noted in interviews, SAC may have given them additional teaching strategies and knowledge of the examinations, but the project itself did not necessarily lead to better results. Differences among groups of pupils and additional experience teaching in a sixth form were potentially key contributors to the results attained in August 2015.



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
<i>e.g. Teachers/schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice</i>	<i>e.g. Paper survey</i>	<i>e.g. Surveys completed by all participating teachers</i>	<i>e.g. average number of events attended per teacher per year before the project and over the course of the project</i>	<i>e.g. Average number of events attended in the academic year 2012-2013: 3.2</i>	<i>e.g. Average number of events attended in the academic year 2013-2014: 4.3</i> <i>Average number of events attended in the academic year 2014-2015: 4.5</i>

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

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

8.4 Impact Timelines

Please provide information on impact timelines

Impact on teachers was expected to be seen by end of term 3 Year 1 summer 2014. This did happen as expected in terms of efficacy. At start of project teacher group reported a 6.10 score at the end of the year this score had increased to 7.35. However, a survey taken in summer 2015 showed a dip in reported efficacy to 7.05. The more teachers gained in experience the less confident they felt in their abilities – although difference in scores is minimal.

Impact on students was expected for cohort 1 summer 2014, impact happened as expected in part. There was inconsistency in terms of outcome between different subjects.

Wider school outcomes were expected by end of term 1 year 2 these were not measured.

9. Reflection on overall project impact

:

The overall impact of your project

Increase subject knowledge and develop greater awareness of subject specific teaching methods.

Only one teacher attributed an improvement in subject knowledge to involvement in the project. Other teachers reported subject gains in others but this observation was not acknowledged by those identified staff. Teachers were not tested on their subject knowledge at the start of the project. If they had been it would have been possible to monitor any change. There was a lack of suitable tools, however, more significantly, in starting a new sixth form, asking teachers to take tests about what they knew felt inappropriate, a significant amount of trust would need to have been built up to put such tests in place. It is not normal practice in schools to test teacher subject knowledge. It could be argued that even if measures had been taken at the start of the project and subsequent improvements seen, those improvements may have been due to other factors; experience or self-study for example.

Observations of teaching at City did not highlight the use of subject specific teaching methods. Teachers commented that wasn't that just teaching. To try and isolate subject specific methods for teaching per se was not possible. More research would have needed to be done to explore the theories and practices re subject specific teaching.

Teachers reported gains in knowledge about teaching methods and methods of assessment rather than knowing more.

On reflection the hypothesis was flawed: just how much knowledge equates to excellence? Although teachers reported gains in confidence due to the project, they did not feel able to act as experts within the hub. However, networking did take place with sharing good practice as the focus.

Confidence peaked at the end of the first year. Disappointing exam results in some subjects at the end of this year may have dented this leading to a dip in confidence. It is likely however those teachers will now report that they are confident. A sharing good practice scheme has grown out of Sharing Academic Capital and with time, now in their third year of teaching A Level, – teachers are in a very different place than they were three years ago. Teachers attributed an improvement in their A Level teaching to Sharing Academic Capital, they identified subject specific methods that they believed were gained through peer work with City of London, however, they were responding to a qualitative survey and the question may have led them to describe certain teaching skills as subject specific.

A measureable outcome that was identified at the start of the project was that students would achieve in the top 5% of progress based on their prior attainment. At the end of the second year of the project, cohort 1's achievement at A2 placed them in the top 4% nationally. This is clearly a significant result. Teachers did report that their involvement in Sharing Academic Capital would lead to better results but they also identified other factors which would contribute to success. The surveys of teachers were carried out before the exam results for cohort 1 and 2 were released. It may be that a follow up survey would elicit a different response following the exceptional performance demonstrated by the students at the end of the project.

A measureable outcome identified was that teachers would make greater use of networks. A network was established initially between City of London School and Stepney Green. Then Stepney Green acted as a hub with Sixth Form East and other schools in Tower Hamlets. This is continuing. This outcome has been achieved.

The extent to which your theory of change proved accurate

The theory of change proved accurate.

The first phase of launch, observations, observation feedback, e mail conversations etc between Stepney and CLSB went to plan, the notion that Stepney would become the hub did not happen to the degree that was planned for. CLSB committed to acting as partners for one year, this was not sustained into the second year. A risk was also identified that

teachers may not see subject led teaching as distinct from skills based teaching, this proved accurate.

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

Whether your findings support the hypothesis of the LSEF

The project invested in teaching with a focus on subject knowledge and subject specific teaching methods and pedagogy. There were improved outcomes for students in that targets were exceeded. There has been an increased uptake in identified subjects within the local partnership. More students are now doing STEM subjects in 4 local schools than before the project. However, all are new sixth form centres so this is also a consequence of investment in provision; increase in provision was supported with networking to quality assure subject teaching. Students have high aspirations and teachers have high expectations. Findings support the hypothesis that investing in teaching leads to improved outcomes for students.

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.

All the evidence should be brought together here (achievement of outputs and outcomes, and the assessment of project impact) to produce well informed findings, which can be used to inform policy development in a specific area as well as the meta-evaluation of the LSEF.

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.*

Whether your findings support the hypothesis of the LSEF

10. Value for Money

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

10.1 Apportionment of the costs across the activity

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

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	5%	£ 2,600
Teacher CPD (face to face/online etc)	12%	£11,288
Events/Networks for Teachers	41%	£ 23,484
Teacher 1:1 support	18%	£ 9,432
Events/Networks for Pupils	5%	£ 2,600
Others as Required – Please detail in full Testing of teachers Qualitative research – focus groups Collection and analysis of student data Support for evaluation	18%	£ 3,093
TOTAL	100%	£52,497

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

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 majority of the spend was on CPD for teachers. The total spend on this was approximately £33,000. This equates to about 55 days of INSET for individual teachers with cost of course and supply cover – this represents extremely good value for money for a project which engaged 111 to varying degrees. There were clearly in kind benefits but these are hard to quantify.

The aim that students should achieve above the 90th percentile at the end of A2 was achieved and teachers reported gains in terms of their experience and competence. In 3 Tower Hamlets partner schools A2 results show high achievement in STEM subjects. Sharing Academic Capital has, if benefits were to be attributed in part to the project, brought about benefits at a reasonable cost

11. Reflection on project delivery

Please include reflection on the following:

11.1 Key Enablers and Barriers to Achievement

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

Internal factors

There were many factors which had an effect on the projects success

Enablers

- Start of new venture. Stepney Green Sixth Form opened in September 2013, teachers were energised by the opportunities this presented. Sharing Academic Capital enhanced the training that had been put in place for teachers new to A Level.
- Teachers were new to teaching A Level so open to new ideas and ways of working. They wanted to seek out support.
- The core student target group was the first sixth form cohort at Stepney and wanted to engage with master classes and other strategies to raise their achievement
- Pre existing relationships between local partnership schools, networking was facilitated by a partnership set up to support the introduction of 4 new sixth forms in Tower Hamlets (SFE – Sixth Form East)
- Relationship with Stepney Green and City of London Boys School – this was already in place so brokering the support from the independent sector for Stepney and partner schools was relatively straightforward.
- Support of Head Teachers in all organisations – this was crucial to getting the project off the ground particularly from City of London where teachers were asked to give considerable amount of time to supporting colleagues
- Generally staff were willing to take a risk – in terms of being observed discussing feedback and so on.
- There was a view that all participants could learn from each other. The History teacher from City observed lessons at Stepney to broaden his teaching skills for Key Stage 3 students..

Barriers

- The capacity for City staff to support the project was limited to what could be considered reasonable – given that their principle function is to teach students and additionally the project's aim was not to their benefit.
- At exam periods teachers could give less time to the project – it would not have been appropriate for exam classes to be covered for teachers to go and observe teaching in other schools – this issue was responded to in that programme was adjusted in summer term to restricting communication between teachers to e mail contact.
- The administration requirements were greater than expected particularly in terms of the need to evaluate the impact. It wasn't just a question of setting up a project it was equally important to assess how much of any change could be attributed to input.
- Staffing changes at Stepney impacted on capacity of lead person to focus on project.
- Teachers did not really accept the premise that there was such a thing as subject led teaching that was distinct from skills led
- Teachers were sensitive to the view that their subject knowledge needed to be increased

- A change in leadership at City led to a review of their involvement with peer projects; they have focussed their support on an Academy chain sponsored by the Corporation of London.
- Expanding project to include Teaching Alliance hindered by changes at authority level and restructuring of that sixth form.

What factors need to be in place in order to improve teacher subject knowledge?

- Objective measures of what would be expected. A Level teachers generally have a degree in the subject they are teaching at A Level. Standard practice is that this serves as a measure of competence.
- Greater clarity from exam boards as to the body of knowledge to be imparted.
- CPD which focuses on subject knowledge for A Level
- Exemplar folders for A Level subject teaching.
- Support from universities
- Leadership from Heads of Faculty

11.2 Management and Delivery Processes

How effective were the management and delivery processes used?

- The project was led by a Deputy Head at Stepney Green who chaired and coordinated meetings in and out of school.
- There was administrative support
- A consultant was engaged to coordinate the networking sessions
- An evaluator was engaged at the end of the project to measure impact
- In that most of the activities that were intended to contribute to the outcomes happened there was success
- *Were there any innovative delivery mechanisms and what was the effect of those?*
- *Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?*

11.3 Future Sustainability and Forward Planning

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

12. Final Report Conclusion

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

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

Key findings for assessment of project impact

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

Key lessons learnt for assessment of project delivery

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

Informing future delivery

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

Stepney Green Evaluation Framework

	Outcomes	Indicators	Baseline data collection	Impact data collection
Teacher outcomes Sub Groups As part of establishing the baseline, the characteristics of the cohort should be analysed across the following sub-groups: <ul style="list-style-type: none"> • NQTs • 3 years + • Secondary 	Increased subject knowledge and greater awareness of subject specific teaching methods <i>in what subjects/teaching methods?</i>	Increased teacher scores in subject knowledge/teaching method tests. Tests to be taken by all teachers involved in the intervention.	Scores collected for individual teachers from pre-intervention subject knowledge/teaching method tests. Time Period 2: Stepney Green teachers – 12 teachers Time Period 3: 42 teachers Time Periods 4-6: 52 teachers Tests taken at the start of each time period. <i>When does each time period start?</i>	Scores collected for individual teachers from subject knowledge/teaching method tests after Yr1 and Yr2 of intervention. <i>Dates</i>
	Increased teacher confidence.	Increased teacher scores in confidence surveys. <i>Using the Teacher sense of self efficacy scale or another survey?</i>	Scores collected for individual teachers from pre-intervention confidence surveys. Time Period 2: Stepney Green teachers – 12 teachers Time Period 3: 42 teachers Time Periods 4-6: 52 teachers Surveys taken at the start of each time period.	Scores collected for individual teachers from post-intervention confidence surveys after Yr1 and Yr2 of intervention. <i>Dates</i> Interview/focus group of sample of survey respondents to moderate survey findings. <i>Sample size?</i>
	Delivery of higher quality teaching including subject focused and teaching methods.	Improved teaching performance in observed lessons. <i>Using Ofsted measures? Who will conduct the observations? How will you ensure consistency? One observer? Moderation of sample?</i>	Standards collected for individual teachers from pre-intervention observations. 50% sample. Time Period 2: Stepney Green teachers – 12 teachers Time Period 3: 25 teachers Time Periods 4-6: 30 teachers Observations taken at the start of each time period.	Standards collected for individual teachers from observations after Yr1 and Yr2 of intervention. <i>Dates</i>

Stepney Green Evaluation Framework

	Outcomes	Indicators	Baseline data collection	Impact data collection
Pupil outcomes	Increased educational attainment and progress. <i>In what subjects?</i>	Increased attainment (levels and sub levels at KS5 – A level grades) Comparisons using ALPs methodology. <i>Could you include a link or reference?</i>	Intervention group: assess level on entry to programme. Trend data from schools with Sixth form data prior to 2013. <i>Comparison group as previous column? Or is this something else?</i> Time Period 2: 20 students Time Period 3: approx. 80 students Time Periods 4-6: approx. 100 students	Intervention group: actual pupil attainment levels after Yr1 and Yr2 of intervention. AS and A2 grades.
		Increased levels of progress.	Intervention group: estimated point score without intervention (50 th percentile – ALPs methodology)	Intervention group: difference between actual attainment and expected attainment.
		Reduced gap between attainments of different sub-groups.	Intervention group: in-house % points gaps between relative attainment of sub-groups pre-intervention	Intervention group: in-house % points gaps between relative performance of sub-groups after Yr1 and Yr2.
	Increased take up of specific subjects: Mathematics Biology Chemistry Physics History	Increased numbers of pupils taking up specific subjects at 'A' level.	Trend data: numbers of pupils taking up relevant subjects. 2013-2014	Intervention group: numbers of pupils taking relevant subjects after 12 and 24 months of intervention (analysed by subject and cohort profile)
			Intervention group – pre-intervention survey of likely subject choices in relevant subjects at next stage – 2014-2015	

Stepney Green Evaluation Framework

No wider school outcomes? Are you doing anything to disseminate learning wider than the 52 teachers taking part or to scale up from that intervention group?