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: Round 1 and Round 2 - 30 September 2015
Report Submission: Final Report to the GLA

Project Name: Capital Classics
Lead Delivery Organisation: Classics For All (CfA)
London Schools Excellence Fund Reference: LSEFR1147
Author of the Self-Evaluation: Xavier Murray-Pollock
Total LSEF grant funding for project: £250,100.00
Total Lifetime cost of the project (inc. match funding): £338,100.00
Actual Project Start Date: September 2013
Actual Project End Date: September 2015 (extended until December 2015)

1. Executive Summary

This should be a brief summary of what information is included in the report, the evaluation methods and analysis used and a summary of the key findings from your project evaluation. (maximum 500 words)

There is a lottery as to whether school-pupils in the UK will have access to Classics subject at any time throughout their education. Access to subjects like Latin, Ancient Greek, Classical Civilisation, and Ancient History traditionally depends on a school's ability to hire teachers with specialist subject knowledge on the ancient world. More often than not, private schools can run such subjects on their curriculum, but state schools cannot. Consequently, Classics subjects have been earmarked as elitist, and take-up for these subjects is relatively low across all UK schools. The situation in some of London's most deprived boroughs broadly reflects the state of Classics subjects in socio-economically deprived areas across the nation as a whole.

This report summarises and examines the work of Capital Classics, a project that has broadened access to Classics subjects in schools across London's most deprived areas by re-training school teachers in ancient languages and by providing enrichment events and activities for primary and secondary school pupils.

This project was unusual in that it introduced Classics subjects to schools for the very first time. It did not set out to demonstrate the value of Classics subjects as a means of improving academic achievement but aimed to increase access to the study of Classics in London boroughs where there was limited provision. In light of this, the project evaluation could not draw on control groups and previous data to assess its impact; instead the evaluation focuses on the lessons that we have learned about fostering and addressing the demand for Classics across London schools and the logistical challenges of supporting Classics in schools through a 'Hub-and-Spoke' model.

As well data that tracks the number of schools and pupils involved with the project, impact measures also included qualitative evidence from feedback forms and personal testimonials. The statistics derived from these have been collated and evaluated externally.

The evidence suggests that there is a clear call for Classics subjects among London's state-sector schools. Since the demand for Classics teachers in London exceeds supply, (mirroring the situation UK-wide), we discovered that the best way to encourage and facilitate long-term, sustainable take-up of Classics subjects was to re-train existing teachers of Modern Foreign Languages and humanities in both primary and secondary schools.

Our key findings were:
- Re-training existing teachers in Classics subjects is the most cost-effective way to introduce Classics into schools for the first time.
- Training of these teachers is invariably most effective when schools allow a number of teacher to re-train together.
- All these operations are best conducted at a centralised hub that, as well as office space, doubles up as a venue for conferences, student teachings, and teacher training.

As both demand and take-up of Classics subjects grew across the city, we were able to set up support networks for teachers, creating economies of scale and ensuring vertical uptake of Classics subjects from primary school through to university – something that we expect will continue to develop long after the project has ended. From September 2015 there will be a central London Classics hub based at University College London which will promote and

develop Classics teaching in London schools chaired by Professor Aisha Khan Evans with support from 4 hub schools across the capital

Another tangible legacy of the project is the positive shift in attitudes to Classics among pupils and teachers as a number of our most enthusiastic students take up places to read Classics at university this year (2015).

2. Project Description

Much of the detail for this section can be drawn from your Stage 2 funding application. Please note that if you do copy this information from your original application, funding agreement, or interim report, be sure to update it as appropriate (e.g. including tense change).

Provide a full project description (approximately one side of A4), in particular:

- *Why was the project set up? / What need was it seeking to address? (e.g. because teachers lacked confidence in their subject knowledge? Because pupil attainment was lower in this subject area in this borough/cluster/school/than in other boroughs/clusters/schools?).*
- *What were the circumstances into which it was introduced (e.g. existing networks of schools/ expert partner offering a new approach etc.)?*
- *What project activities have been put in place?*
- *Where has the project been delivered geographically?*
- *Who delivered the project?*
- *Who were the target beneficiary groups of the project and why?*

The partnership includes:

- Classics for All. A charity that aims to support the increased take-up of Classics in state schools across the country.

- The Iris Project. An educational charity started in 2006 in order to bring ancient languages and culture to inner city state schools and communities. Iris is the first organisation to design and run a scheme which delivers Latin in the literacy curriculum in state primary schools, as well as targeting schools in deprived regions of the UK.

- BSix. A further education college that runs the Raising Aspirations programme developed in partnership with Pembroke College, Oxford and other HEIs. The Raising Aspirations model stresses sustained relationships between institutions, subject-led academic programmes for students, and boosting attainment.

- Higher Education Institutions (HEIs) including Oxford, Birkbeck and Liverpool Universities.

The project will have two hubs, in east and north London, each with a coordinator. It has a project steering group which will meet quarterly.

In 2010, a survey by Pembroke College found that, in the five boroughs of Hackney, Barking & Dagenham, Havering & Redbridge, Newham, and Tower Hamlets, there

were only 18 secondary schools which offered Latin, mostly at KS3, some at KS4 and a few, with very small numbers, at KS5. In 2010, Friends of Classics conducted a national survey of those schools that did not offer Classics subjects. Of the 3,000 schools surveyed, 47% said that they would like to introduce Classics but lacked the appropriate resources and support.

The project will increase access to Classics subjects in London schools by training 66 teachers in areas of relatively high socio-economic deprivation. In the short term, Classics will enrich the curriculum of 40 schools across north and east London, reaching more than a 1,000 students. From 2015, a local network of teachers run by the Project Co-ordinator at BSix will continue to facilitate mentoring, training, and enrichment in Classics subjects for London teachers, reaching 80 schools by 2018.

The rationale was that greater provisions for Classics across state primaries and secondaries would fuel uptake for such subjects in state schools, which would in turn see more students studying Classics at university. The integration of Classics subjects across the divide between primary and secondary education would be the best was of stimulating long-term change in terms of how Classics is viewed.

Delivery

Capital Classics will:

Facilitate Continuing Professional Development (CPD) for 66 teachers in primary and secondary schools to enhance their subject knowledge and the skills so that they can teach Classics independently. The programme will reach 1000 students from Key Stage 2 to A-Level, via:

- Termly study days for teachers and students of A-Level Classical Civilization, Ancient Greek, and Latin;
- Teacher participation in existing university-run CPD opportunities;
- Twilight Beginners'/Intermediate Latin classes for prospective Latin teachers, run by Birkbeck College, University of London;
- A programme for primary teachers introducing Latin to the KS2 Literacy curriculum led by King's College London and the Iris Project.

Organise a complementary Classics enrichment programme including visits, lectures and summer activity to inspire and enthuse teachers, students, and parents. This will include:

- Termly study days for teachers and students of A-Level Classical Civilisation, Ancient Greek, and Latin;
- Cultural visits for students at all Key Stages;
- A Spring lecture series hosted at the centre hub;
- Wadham Classics Summer School, run by Wadham College, University of Oxford.

Establish a teachers' network to further subject knowledge, to develop and share resources and teaching practices beyond the period of the grant, reaching a further 20 schools per year from 2015. This will include:

- Termly meetings of Classics teachers across the project's two geographic areas;
- Regular peer observations;

- A VLN-based website dedicated to the sharing of resources.

Disseminate case studies promoting the benefits of studying the Classics to build wider support for the network in London and nationally.

Ensure the project's long-term sustainability by implementing the following at the end of the project's two years:

- Recruit further schools to act as Classics hubs for retraining teachers and providing student enrichment.

- Establish a steering group chaired by Dr Aisha Khan-Evans at KCL to monitor progress, set collective targets, and to provide advice and assistance.

- Recruit local and national ambassadors to act as Classics for All Champions, to encourage further uptake of Classics in schools.

- To extend our existing Volunteers' network using contacts with organisations like Teach First.

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

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

Classical Languages (Latin and Greek) are now two of the seven options for the compulsory learning of a language at KS2 of the National Primary Curriculum. Capital Classics is encouraging uptake in these subjects by training non-specialist primary school teachers in these languages and their pedagogy.

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.

To access the Capital Classics Website, please visit www.classicsforall.org.uk

3. Theory of Change and Evaluation Methodology

Please attach a copy of your validated Theory of Change and Evaluation Framework.

Throughout the report it would be useful if you make reference to these documents. Where appropriate we would also encourage you to include any assumptions you have made from previous research.

1   INTRODUCTION

1.1   Background on the programme

The partnership includes:

- Classics for All. A charity that aims to support the increased take-up of Classics in state schools across the country.

- The Iris Project. An educational charity started in 2006 in order to bring ancient languages and culture to inner city state schools and communities. Iris is the first

organisation to design and run a scheme which delivers Latin in the literacy curriculum in state primary schools, as well as targeting schools in deprived regions of the UK.

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- Higher Education Institutions (HEIs) including Oxford, Birkbeck and Liverpool Universities.

The project will have two hubs, in east and north London, each with a coordinator. It has a project steering group which will meet quarterly.

In 2010, a survey by Pembroke College found that, in the five boroughs of Hackney, Barking & Dagenham, Havering & Redbridge, Newham, and Tower Hamlets, there were only 18 secondary schools which offered Latin, mostly at KS3, some at KS4 and a few, with very small numbers, at KS5. In 2010, Friends of Classics conducted a national survey of those schools that did not offer Classics subjects. Of the 3,000 schools surveyed, 47% said that they would like to introduce Classics but lacked the appropriate resources and support.

1.2 Evaluation brief

The brief is to:

- Evaluate the impact of the project on teachers' subject knowledge and pedagogic approaches.

- Report the impact of the project on student attainment and enjoyment, using monitoring data gathered by the coordinators.

- Evaluate the conditions that are likely to encourage sustainable take-up of Classics in state schools in London.

- Make recommendations aimed at increasing the sustainability of the work through a teacher network after the end of the project.

Two reports are required: in December 2014 and December 2015.

2 CONCEPTUALISATION

2.1 Introduction

Evaluation is composed of four interlinked strands:

- **Thinking**. Framing, focusing, conceptualising, interpreting, synthesising
- **People**. Motivating, training, involving, reassuring, listening, informing, influencing
- **Systems**. Planning, gathering data, entering data on a computer, analysing data, disseminating information
- **Action**. Making recommendations, implementing recommendation.

Omitting the thinking stage is the most common weakness in evaluations in England and this oversight can severely reduce the usefulness of the resulting work. The Project Oracle 'Standards of Evidence for London', evaluation framework outlined as part of The Mayor of London's Project Oracle, recognises the value of conceptualisation, which is the first two levels of its five level model.

Evaluative thinking has these benefits:

- **Creating a focused evaluation system**. Evaluation methods should be focused on outcomes identified from the logic model and on critical success factors inferred by assumptions.
- **Bringing the different elements of the evaluation system together**. The logic model identifies key questions for the organisation that lie at the heart of different programmes. The key questions should relate to strategic objectives and core competencies of the organisation.
- **Ensuring a clear direction**. The process of creating a logic model can help to create a group consensus about the precise intended outcomes.
- **Customising the evaluation**. The logic model helps ensure that the evaluation captures what is special about the organisation.
- **Testing the logic behind the project**. The logic model session helps check that the ideas behind the project are sound and it can identify potential hurdles in its delivery. Clear thinking strengthens not just the evaluation but also the implementation of a programme.
- **Ensuring expectations are realistic**. The logic model shows the chain of logic and therefore graphically illustrates the time lag between short terms outcomes, long term outcomes and impact.
- **Summarising the project or programme**. The logic model gives a concise description of the project in a form that shows its rationale.
- ž **Providing a structure to capture organisational learning**. ž Comparing what happens with what was expected or planned can lead to questions about organisational lessons.
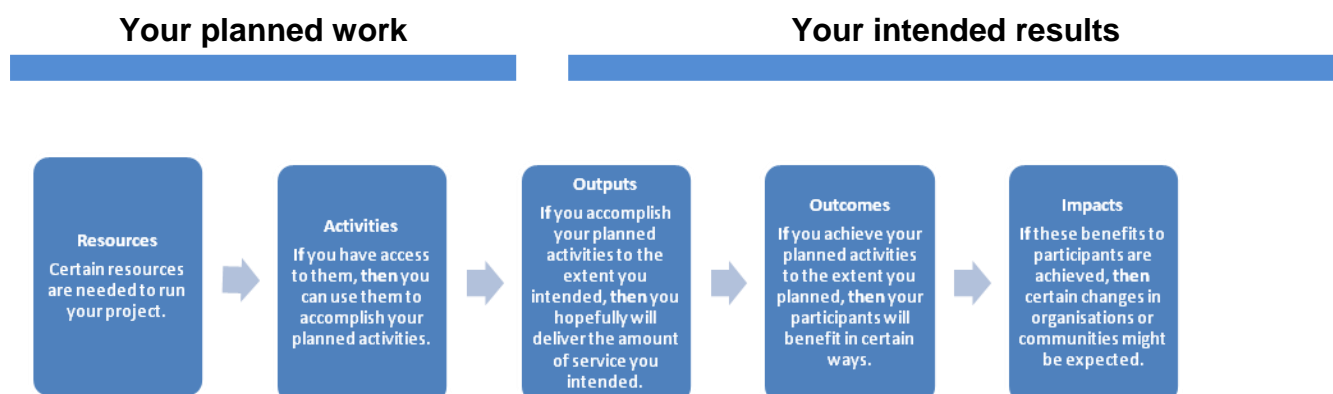
2.2 Explanation of logic models

The two most common forms of visualisation for conceptualisation are logic models and systems diagrams. We use the first here because it is simpler. A logic model is a visual depiction of a programme or project. Logic models were originally developed and popularised by The Kellogg Foundation in the United States. By plotting the

different stages in a programme – the actions and assumed consequences (outcomes) - logic modelsprovide a simple but powerful way of interrogating the causality assumed by a programme.

Logic models are read from left to right:

Your planned work   **Your intended results**

Resources	Activities	Outputs	Outcomes	Impacts
Certain resources are needed to run your project.	If you have access to them, **then you** can use them to accomplish your planned activities.	If you accomplish your planned activities to the extent you intended, **then you** hopefully will deliver the amount of service you intended.	If you achieve your planned activities to the extent you planned, **then your** participants will benefit in certain ways.	If these benefits to participants are achieved, **then** certain changes in organisations or communities might be expected.

2.3 Language

This is our definition of the terms used in a logic model:

- ž **Resources** are financial and non-financial inputs for a project or programme.
- **Activities** are the actions taken by the project or programme.
- **Outputs** are measures of effort to show that the project or programme took place and can be defined from the supply side (number of events), or the demand side (number of participants).
- **Outcomes** are changes in the behaviour, skills, knowledge, motivation, feelings, attitudes, or aspirations of participants; or the culture, structures, systems, or processes of organisations.
- **Impacts** are the direct and indirect effects for society, the economy and the environment.

2.4 Logic model

This is the logic model developed together:

ACTIVITIES	OUTPUTS	SHORTER TERM OUTCOMES	MEDIUM TERM OUTCOMES	IMPACT
Teachers: Twilight and	Number of teachers trained (target:	**Teachers make teaching the Classics a higher priority ,**	Teachers continue to develop their	**There is a thriving teacher network**

evening classes Teachers' conference at Wadham College, Oxford Visits/teacher observation Subject days Students: Lessons GCSE teaching from UCL/Birkbeck students (2ary): Workshops Study days e.g. at BM Lecture series Summer school Wadham College, Oxford	66) Number of schools reached (target: 30 secondary schools, 10 primary schools; 50% of schools are from areas with high social deprivation) Number of students taking part (target: 1,000)	**and strengthen their knowledge, skills, confidence and networks** **Schools increase the status of teaching the Classics, and change their systems or structures to support its development** **Students increase their understanding of the value of the Classics, increase their interest in the Classics and raise their aspirations**	skills in teaching the Classics, and develop and share teaching resources Students demonstrate learning of the Classics and improve their attainment in literacy, history, or modern foreign languages Schools sustain effective Classics teaching	**supporting teaching of the Classics.** **Students have a lifelong love of the Classics.**

Assumptions:

- Relationships between partners will be stronger if people meet face to face.
- Teachers needs to strengthen their pedagogy as well as their subject skills.
- Some teachers will be more interested in the programme if they can ease in through the study of classical history, culture and literature, rather than committing to teaching Latin at the outset.
- Some schools will be more interested in the programme if they can ease in through extra curricular activities before committing to putting Classical subjects on the curriculum.
- Students will find progression easier because the programme uses KS4

> vocabulary.
> - Undergraduates will act as role models for students and will also be more aware of, and able to pursue, teaching careers.
> - Schools should have ownership of the CPD through acting as hubs for delivery and networking.
> - The model needs to be tailored so that it can accommodate local needs and interests.
> - The project should be scaled up gradually to ensure the pressure on schools and partners is manageable.

2.5 Indicators

These are the indicators proposed by the evaluation plan:

From the activity form:

- Increased attendance at network meetings, conferences etc.
- Increased participation in online subject fora/practice networks.
- Increased numbers of schools opting in to participate in networks.
- Uptake of new resources developed by LSEF programmes by non LSEF teachers/schools.

From the teachers surveys:

- Awareness of specific teaching methods.
- Increased confidence (increased teacher scores in confidence surveys).
- Use of better subject specific resources.
- And, on behalf of the school: Increased take up of Classics (increased numbers of students taking up Classics at GCSE, A Level and/or HE/FE against a comparison group).

From the observation questionnaire:

- Delivery of higher quality teaching (improved teaching performance in observed lessons).

From the students' data:

- Increased educational attainment and progress (Increased attainment - levels and sublevels at KS1-3 and grades at KS4-5 - compared against a comparison group; increased levels of progress compared against a comparison group).

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2.6 Theory of change

The London Schools Excellence Fund Self-Evaluation Toolkit asks for the conceptualisation in a different format:

2.6.1 1. What is the problem that you are trying to address?

Students in state schools do not have access to the Classics.

2.6.2 2. What is the long term goal that you are working towards?

Sustained Classics teaching in state schools.

2.6.3 3. What are the project activities that contribute to the project outcomes?

Teachers:

Twilight and evening classes

Teachers' conference at Wadham College, Oxford

Visits/teacher observation

Teacher training events and subject-specific CPD

Students:

Lessons

Workshops

GCSE teaching from UCL/Birkbeck students

Study days e.g. at BM

Lecture series

Residential as above

2.6.4 4. What are the measurable outcomes that if achieved will help meet the long term goal?

Shorter term outcomes:

Teachers make teaching the Classics a higher priority and strengthen their knowledge, skills, confidence and networks

Schools increase the status of teaching the Classics and change their systems or structures to support its development

Students increase their understanding of the value of the Classics, increase their interest in the Classics and raise their aspirations

Medium term outcomes:

Teachers continue to develop their skills in teaching the Classics, and develop and share teaching resources

Students demonstrate learning of the Classics and improve their attainment in literacy, history, or modern foreign languages

Schools sustain effective Classics teaching

2.6.5 5. Please specify which outcomes each of your activities will affect and describe why you think the activities affect that outcome

The group is listed before the outcomes, above.

The assumptions are that:

- Relationships between partners will be stronger if people meet face to face.
- Teachers needs to strengthen their pedagogy as well as their subject skills.
- Some teachers will be more interested in the programme if they can ease in through the study of classical history, culture and literature, rather than committing to teaching Latin at the outset.
- Some schools will be more interested in the programme if they can ease in through extra curricular activities before committing to putting Classical subjects on the curriculum.
- Students will find progression easier because the programme uses KS4 vocabulary.
- Undergraduates will act as role models for students and will also be more aware of, and able to pursue, teaching careers.
- Schools should have ownership of the CPD through acting as hubs for delivery and networking.
- The model needs to be tailored so that it can accommodate local needs and interests.
- The project should be scaled up gradually to ensure the pressure on schools and partners is manageable.

2.6.6 6. How are target groups recruited?

Teachers will be recruited through:

- Outreach and marketing by the coordinator, who is employed full time on the programme.
- Referral from the university partners.
- Referral from other teachers.

The target is to recruit 30 secondary schools and 10 primary schools. In secondary schools students will be mainly years 9 to 11, with some from year 8. In primary school students will be mainly from year 6 with some from years 4 and 5.

2.6.7 7. What happens to target groups at the end of the project?

There is a thriving teacher network supporting teaching of the Classics.

Students have a lifelong love of the Classics.

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	**Teachers make teaching the Classics a higher priority and strengthen their knowledge, skills, confidence and networks.**		
Teacher Outcome 2	**Schools increase the status of teaching the Classics and change their systems or structures to support its development.**		
Teacher Outcome 3	Teachers continue to develop their skills in teaching the Classics, and develop and share teaching resources.		
Pupil outcome 1	**Students increase their understanding of the value of the Classics, increase their interest in**		

	the Classics and raise their aspirations.		
Pupil outcome 2	Students demonstrate learning of the Classics and improve their attainment in literacy, history, or modern foreign languages		
Wider system outcome 1	Schools sustain effective Classics teaching.		
Wider system outcome 2	Greater integration between primary and secondary level Classics.		
Wider system outcome 3	Changing attitudes towards Classics. De-stigmatising Classics from being a public school enterprise.		
Enter additional Outcome Name add extra lines as necessary			

3.2 Did you make any changes to your project's activities after your Theory of Change was validated? Yes

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

The team has followed the proposed evaluation methodology although there have been some changes made in light of the difficulties of capturing some data:

- Secondary Schools have not completed forms capturing baseline date about participating students as the flexible nature of the programme made it difficult to identify participants from the beginning, making data capture difficult to standardise. There was also radical variation in the level of engagement in enrichment participation between schools. We do, however, have useful evidence of pupils' responses to the quality and pitching of seminars and events.

- In line with our logic model, the focus of secondary evaluation has been on measuring the impact of CPD and training on teachers' subject knowledge and their ability to apply this knowledge effectively in the classroom. In the coming year, we will measure the impact of training on secondary school teachers through questionnaires and a number of lesson observations in schools.

- As agreed, our methodology for primary schools is different as the consistency of the teaching model will allow us to measure the impact of work both on teaching confidence and standards, subject knowledge, as well as pupil attainment.

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

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

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

Consider changes to evaluation tools/methods, sample sizes, and anticipated outcomes. If applicable, please explain what changes you made and why, and provide some commentary on how they affected your evaluation.

4. Evaluation Methodological Limitations

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

This can include data limitations or difficulty in identifying a comparison group. In order to get a realistic idea of the strength of your evaluation, and identify possible improvements, it is essential that you reflect on the strengths and weaknesses of your evaluation.
You should address limitations of the evaluation only, not the project itself - *Every evaluation has limitations, so please be honest. This could include limitations relating to:*
- *The kinds of data you could/ could not collect (and the response rate for surveys)*
- *The size of the sample/ group you are evaluating*
- *The extent to which you felt able to assess the impact of activity on beneficiaries (what changes in attitudes/behaviours/attainment were caused by the intervention and what has been caused by other factors)*
- *Also include mitigating actions for methodological limitations where possible – e.g. alternative approaches or solutions and also how these limitations will affect the evaluation of the project (particularly pupil and teachers outcomes).*

The limitations of the evaluation methodology are:

- The initial Co-ordinator found it difficult to ensure that all evaluation surveys were completed at events where she was not present which led to low response rates for the early events from pupils and teachers.

- The level of evaluation was high given the relatively limited engagement of some participants, for example, secondary pupils attending one or two seminars.

- Teacher engagement with the secondary programme varied widely, which made attribution of outcomes problematic. There was no single 'treatment' from which to measure impact.

- Baselines and needs varied widely across the programme as teachers and pupils had different levels of subject knowledge and teaching experience. Outcomes are therefore likely to vary across the programme rather than all participants changing in the same way, which would show up in an aggregate indicator.

- Collecting surveys is often time consuming, and it is often difficult to impress upon students and teachers that they must complete all of the Feedback Form's sections that are relevant to their experience. Otherwise our data are fragmentary.

- Answers on Feedback Forms are often sound bites, or less than completed sentences, which in turn makes them difficult to include in reports.

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

If **yes**, will you (and how will you) evaluate impact going forward?

The project will continue to be monitored and directed by a revised and expanded Steering group, and the efficacy and value for money of the project will continue to be audited by our external evaluator.

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	£250,100	£0	N/A	£250,100	£0
Other Public Funding	£0	£0	N/A	£0	£0
Other Private Funding	£0	£0	N/A	£0	£0
In-kind support (e.g. by schools)	£88,000	£0	N/A	£90,000	£2,000
Total Project Funding	£338,100	£0	N/A	£340,100	£2,000

List details in-kind support below and estimate value.

Table 3 - Project Expenditure

	Original Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Direct Staff Costs (salaries/on costs)	£91,050	£0	N/A	£98,407	-£7,357
Direct delivery costs HE	£12,750	£0	N/A	£24,000	-£11,250
Management and Administration Costs	£32,000	£0	N/A	£36,000	-£4,000
Training Costs	£36,000	£0	N/A	£29,524	£6,476

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[1] Please refer to the budget in your grant agreement

Participant Costs (e.g. Expenses for travelling to venues, etc.)	£12,000	£0	N/A	£11,875	£125
Publicity and Marketing Costs	£12,500	£0	N/A	£16,556	-£4,056
Teacher Supply / Cover Costs	£33,000	£0	N/A	£13,613	£19,387
Other Participant Costs (Books)	£4,000	£0	N/A	£3,326	£674
Evaluation Costs	£16,800	£0	N/A	£16,800	£0
Others as Required – Please detail in full	£0	£0	N/A	N/A	N/A
Total Costs	£250,100	£0	N/A	£250,100	£0

5.2 Please provide a commentary on Project Expenditure
This section should include:
- *commentary on the spend profile*
- *budget changes that have occurred, including the rationale for any changes*
(Maximum 300 words)

The amount assigned to each category of the budget has been frequently adjusted to ensure the greatest possible flexibility in the project's approach to helping schools.

Direct staff costs and management costs increased due to the project funding extension to December 2015 (the management cost increase is matched by an associated increase of £2,000 in match funding from CfA).

At the time of our initial bid the Direct Delivery costs (HE) for Birkbeck was significantly lower than the subsequent years, and more teachers enrolled than we estimated, thus the overspend of £11k.

Training costs were lower because contributions from local theatre groups, universities, and other charities significantly reduced the cost of running such events. Similarly, the project saved on the costs of CPD and training events by using partner organisations' facilities to host events free of charge.

Publicity costs were higher owing to the legacy of creating a web site that will continue to hold case studies and guides for schools on how to set up Classics.

As agreed with LSEF in early 2015, a significant proportion of the budget allocated to cover teachers' travel and childcare expenses, £19k, was re-routed to cover the higher Direct Delivery costs, to use the project's existing co-ordinators to train teachers in Classical languages, and to cover the web site (project legacy) costs.

6. Project Outputs

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

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs [Original + any Additional Funding/GLA agreed reduction]	Actual Outputs	Variance [Revised Target - Actual]
No. of secondary schools signed-up and engaged in training and enrichment programme	30	N/A	55	+25
No. of primary schools signed-up and engaged in training and enrichment programme	10	N/A	23	+13
No. of teachers signed-up to the Classics Centre's mailing list who either requested and ran Latin classes in schools, attended CPD events, or re-trained in Latin	66	N/A	74	+8
No. of pupils who have been taught a classics subject.	1,000	N/A	+908 [2]	-92
No. of times a teacher attended an training or enrichment event.	Not original target	N/A	786	N/A
No. of times a pupil attended an enrichment event	Not original target	N/A	429	N/A

7. Key Beneficiary Data

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

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

---

[2] This figure refers to the number of students who were being taught a Classics subject in their school by the end of the project's first year of operation (August 2014). Data for the new figure have yet to be collected, but the project confidently anticipates that this figure will be well in excess of 1,000 pupils.

project)

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

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 001)	1				0%	100%
(School 002)	1				0%	100%
(School 003)	1				0%	100%
(School 004)	1				100%	0%
(School 005)	3	3			0%	100%
(School 006)	2		1	1	0%	100%
(School 007)	1			**1**	100%	0%
(School 008)	1			**1**	0%	100%
(School 009)	1			**1**	0%	100%
(School 010)	1			**1**	100%	0%
(School 011)	1				0%	100%
(School 012)	1			1	0%	100%
(School 013)	1				0%	100%
(School 014)	1			1	100%	0%
(School 015)	1			1	0%	100%
(School 016)	7		2	5	0%	100%
(School 017)	1			1	100%	0%
(School 018)	4				0%	100%

(School 019)	2			2	100%	0%
(School 020)	2			2	0%	100%
(School 021)	6				0%	100%
(School 022)	1				0%	100%
(School 023)	1				100%	0%
(School 024)	1				0%	100%
(School 025)	1				0%	100%
(School 026)	3				0%	100%
(School 027)	2				0%	100%
(School 028)	1		1		0%	100%
(School 029)	1				100%	0%
(School 030)	1		1		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 *(maximum 250 words)* **N/A**

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 *(maximum 100 words)* **N/A**

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

All figures in the tables below refer to the statistics for each school as a whole, and not the individual pupils who received an intervention. Pupil numbers for the Capital Classics Project were too large to track individual pupils, particularly since schools were very reluctant to share pupil data beyond what is available from the DfE's website.

School	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
(School 001)	891		26.6%	43.2%	53.9%	25.1%
(School 002)	149		17.4%	36.2%	28.2%	3.4%
(School 003)	1277		2.2%	7.6%	7.2%	2.6%
(School 004)	476		38.4%	53.4%	52.6%	10.5%
(School 005)	1329					

(School 006)	1014		26.1%	45.1%	34.8%	5.6%
(School 007)	408		26.7%	35.5%	55.2%	9.8%
(School 008)	2666					
(School 009)	90		44.4%	63.3%	32.2%	
(School 010)						
(School 011)	1685		6.6%	16.6%	12.7%	5.9%
(School 012)	1136		63.9%	74.0%	61.2%	10.1%
(School 013)	2303					
(School 014)	320		33.4%	45.7%	78.9%	5.3%
(School 015)	789		6.0%	10.4%	12.3%	15.6%
(School 016)	906		40.6%	51.0%	43.6%	18.0%
(School 017)	444		36.0%	49.3%	75.1%	11.7%
(School 018)	1321		27.2%	50.9%	42.6%	13.0%
(School 019)	432		16.4%	27.0%	54.5%	5.1%
(School 020)	198		43.0%	60.5%	57.1%	10.1%
(School 021)	2576					
(School 022)	723		20.9%	47.2%	62.1%	4.7%
(School 023)	420		7.1%	10.2%	13.9%	4.5%
(School 024)						
(School 025)	508		30.3%	59.6%	49.2%	3.0%
(School 026)	1369		23.3%	39.4%	39.3%	4.5%
(School 027)	1264		8.0%	20.9%	8.4%	5.9%
(School 028)	1395					
(School 029)	1074		12.4%	32.2%	34.0%	6.8%
(School 030)	1495		24.4%	40.6%	32.1%	12.0%

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
(School 001)	589	302	22	55	33

(School 002)	81	68			
(School 003)	1145	132	0%	13%	87%
(School 004)					
(School 005)					
(School 006)	143	871	7%	45%	48%
(School 007)	204	204			
(School 008)					
(School 009)	56	34			
(School 010)					
(School 011)	858	827	5%	32%	63%
(School 012)	721	415	27%	56%	17%
(School 013)					
(School 014)	157	163			
(School 015)	415	374			
(School 016)	532	374	19%	59%	22%
(School 017)	213	231			
(School 018)	689	632	18%	55%	28%
(School 019)	220	212			
(School 020)	97	101			
(School 021)					
(School 022)	0	723	19%	65%	16%
(School 023)	215	205			
(School 024)					
(School 025)	0	508	10%	68%	22%
(School 026)	85	1284	13%	55%	32%
(School 027)	676	588	9%	50%	41%
(School 028)					

(School 029)	1074	0	9%	49%	42%
(School 030)	846	649	18%	52%	30%

	% 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
(School 001)													
(School 002)													
(School 003)													
(School 004)													
(School 005)													
(School 006)													
(School 007)													
(School 008)													
(School 009)													
(School 010)													
(School 011)													
(School 012)													
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(School 016)													
(School 017)													
(School 018)													
(School 019)													
(School 020)													
(School 021)													

(School 022)																25
(School 023)																
(School 024)																
(School 025)																
(School 026)																
(School 027)																
(School 028)																
(School 029)																
(School 030)																

	% White British	% White Irish	% White Traveller of Irish heritage	% White Gypsy/Roma	% White Any Other Background
(School 001)					
(School 002)					
(School 003)					
(School 004)					
(School 005)					
(School 006)					
(School 007)					
(School 008)					
(School 009)					
(School 010)					
(School 011)					
(School 012)					
(School 013)					
(School 014)					

(School 015)					
(School 016)					
(School 017)					
(School 018)					
(School 019)					
(School 020)					
(School 021)					
(School 022)					
(School 023)					
(School 024)					
(School 025)					
(School 026)					
(School 027)					
(School 028)					
(School 029)					
(School 030)					

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

The Project did not collect data on pupils owing to difficulties in getting schools to release the data. While these data would have been useful in assessing the impact Latin had on pupils' literacy and language skills, the Project's main aim was to establish Latin in new schools rather than to assess the impact that learning Latin for the first time has on the study of other subjects. As such, the proposal to collect pupil data was removed from the revised evaluation plan.

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:

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.

BASELINE

The table below shows the type of teaching our teachers from secondary schools typically conducted when joining our Schools' Network and receiving training.
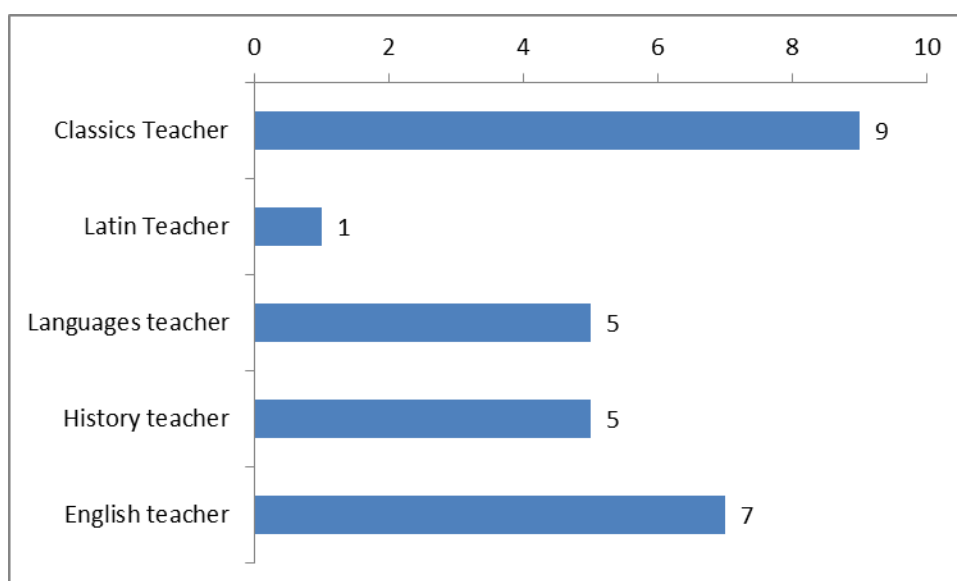
Of our 27 secondary school teachers in our network, our project extended training to 17 (over half) teachers who previously had not experience teaching Classics or classical languages. Primary school teachers are not included as they teach by year rather than by subject.

Our teachers have an average **12.4** years' teaching experiences.

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

2.6.8 Baseline outcomes

47% or more of those who responded to the question said they felt unconfident or very unconfident about different aspects of teaching Classics.

Despite the fact that many of the teachers surveyed at the beginning of the project stated their lack of confidence in teaching aspects of the Classics **(21 out of 75 responses either 'unconfident' or 'very unconfident')**, lesson observations in the mid year and beyond suggest our interventions have an impact on the quality of lessons.

2.7 Baseline survey of Teachers' Confidence teaching subject material.
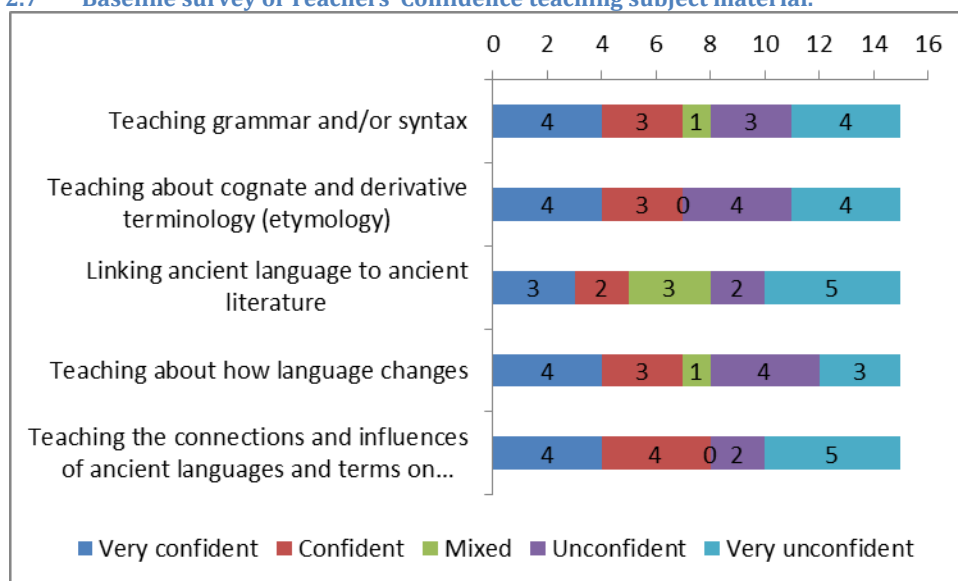
Respondents were asked what attracted them to take part in Capital Classics. Answers had these themes:

- Networking. "To become involved with other classics teachers and to attend training/events**."**

- Broadening the learning for the teacher and pupils. "The chance to develop my understanding which will enrich my personal linguistic skills, thereby better equipping me as a teacher. Also we do hope to start a club for more able pupils in the future."

- Personal interest. "I have had a long-standing ambition to learn Latin. I want to learn more about the origins of language with a view to enhancing my subject knowledge."

- Promoting Classical subjects, or helping to introduce it to the school. "It is an interesting introduction to classics to our school - we will start teaching it from next year!"

- Making connections. "I love the way that children can link this learning to so many other aspects of the curriculum!"

- High level of support. "I think that the scheme provides fantastic support for students to develop their broader enjoyment of the subject and CPD is always helpful."

- To provide challenge for students. "Fascinating and exciting. A personal challenge and I am very much in favour of challenge for students."

Respondents were asked which arguments would be most persuasive to encourage teachers to be interested in the Classics. Answers had these themes:

- To understand society. "To give them the chance to explore these civilisation often reveals how complex their societies are in relation to our own and they get to study fantastic subjects such as Politics, History, Literature and Archaeology all in one subject." "Today's world is based so much on Classical values and without knowing this people are less rich."

- To understand language. "It is a base for nearly all known languages in Europe." "To develop linguistic competence, sense of how language works, roots of English and links to other foreign languages."

- To access interesting sources. "The beauty and power of Classical literature; the variety and richness of ancient history; its continuing relevance as a model."

- To make connections between subjects. "An excellent cross-curricular subject which deepens understanding of our history and literature." "it is a subject that permeates through all disciplines."

- To provide challenge. "The subject itself. Feel the fear and do it."

- To give a wide scope. "Classics cover a wider range of educational experiences than any other academic or non-academic subject: language, literature, art, history, politics, religion etc."

IMPACT and EFFECT

2.8   Figure showing teachers' performance in lesson observations after impact.
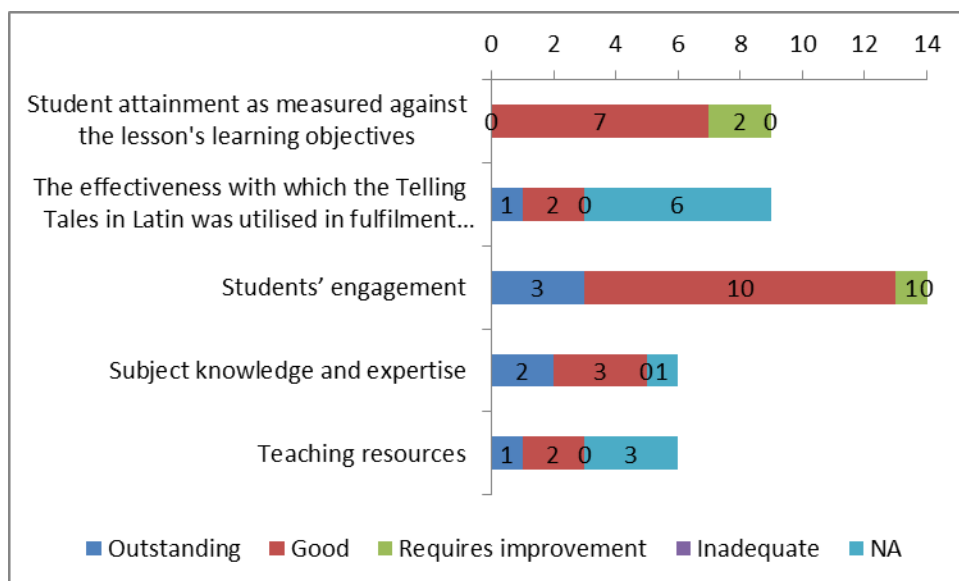

The observers noted that 43% of teachers used Capital Classics resources in the lesson observed.

2.9   Figure showing numbers of teachers who used Capital Classics materials during observations
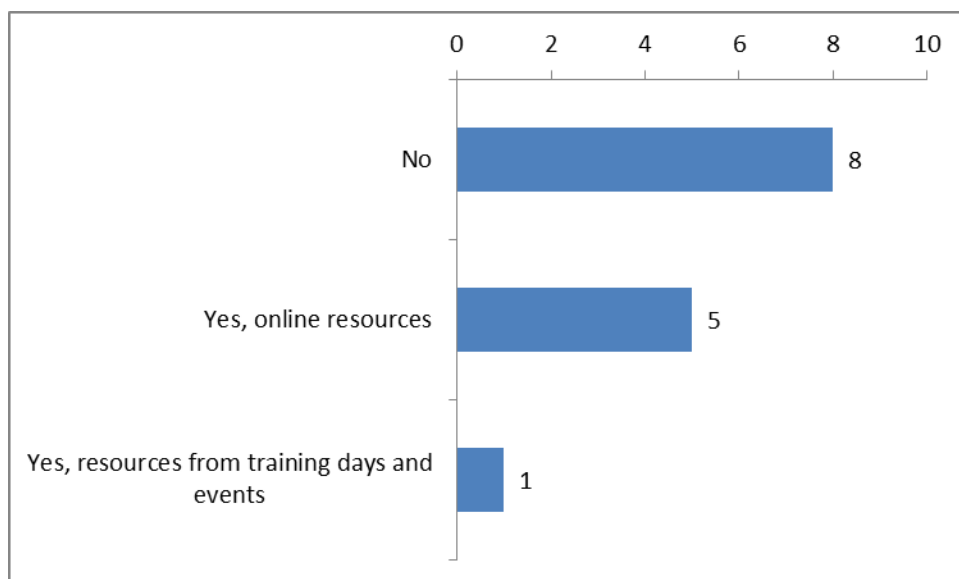
**71% of teachers who used Capital Classics resources were judged to have used them to a good or outstanding level.**

Figure 1: If yes, to what standard did they use the resources?
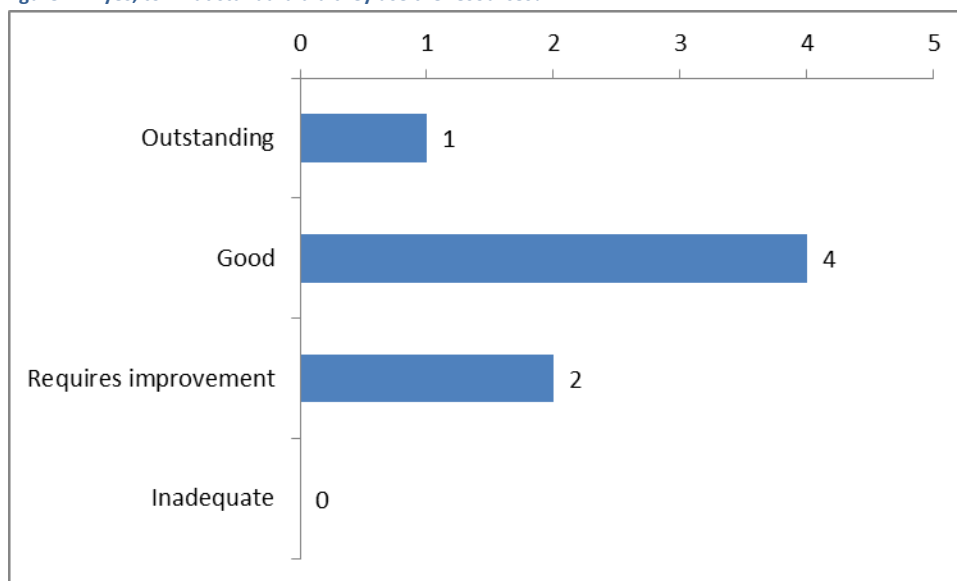
54% of observed teachers used teaching methods or pedagogy from Capital Classics training.

"Pupils visibly engaged, learning, and knowledgeable. A model lesson."

Figure 2: Did the teacher use any of the teaching methods or pedagogy from Capital Classics training?
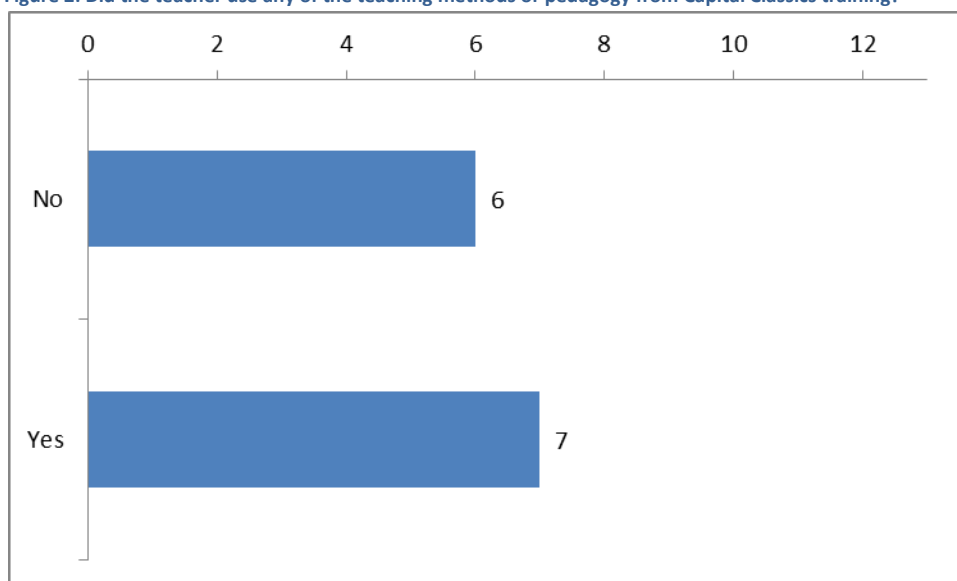
All were judged to have used the teaching methods or pedagogy to a good standard.

Figure 3: If yes, to what standard did they used the teaching methods or pedagogy?
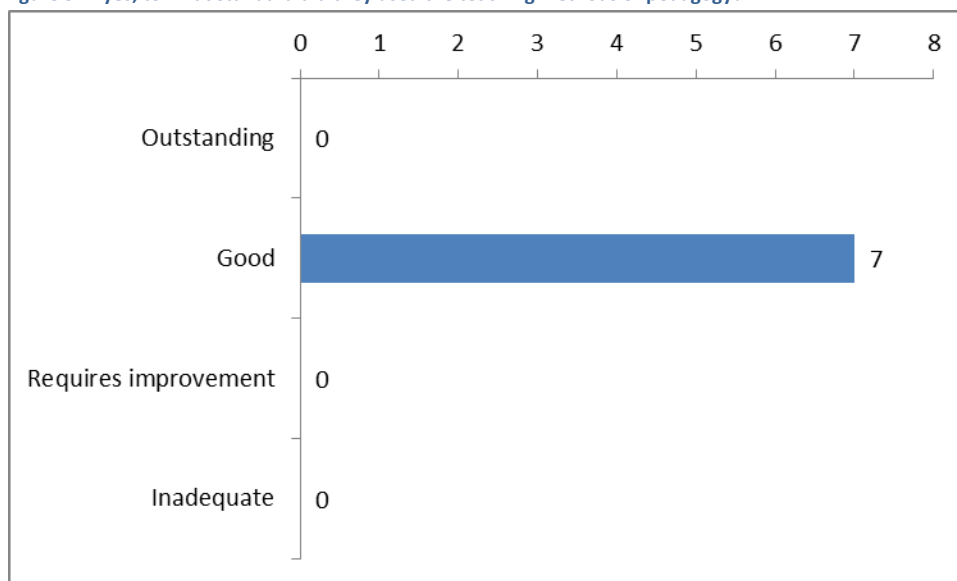
Only three of the teachers were observed to be using content from the Capital Classics programme, illustrating that principles are more easily or widely applied than details.

Figure 4: Did the teacher use any of the content from Capital Classics training?
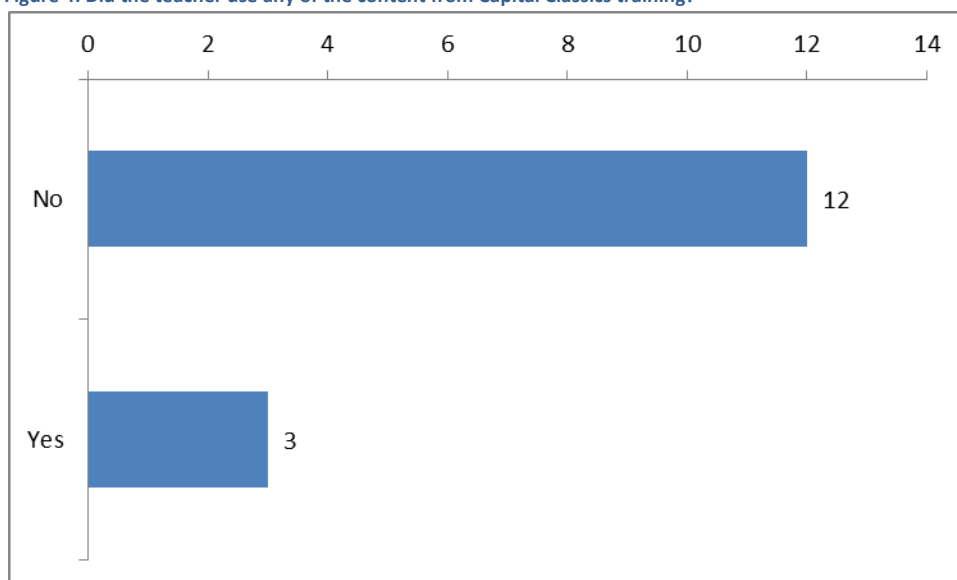
We do not have ratings for the quality of this use for content.

These lesson observations hint at the strength of our training and CDP session, the data for which are found below:

We have feedback on 16 events, 90 responses overall.

Figure 5: Name of event
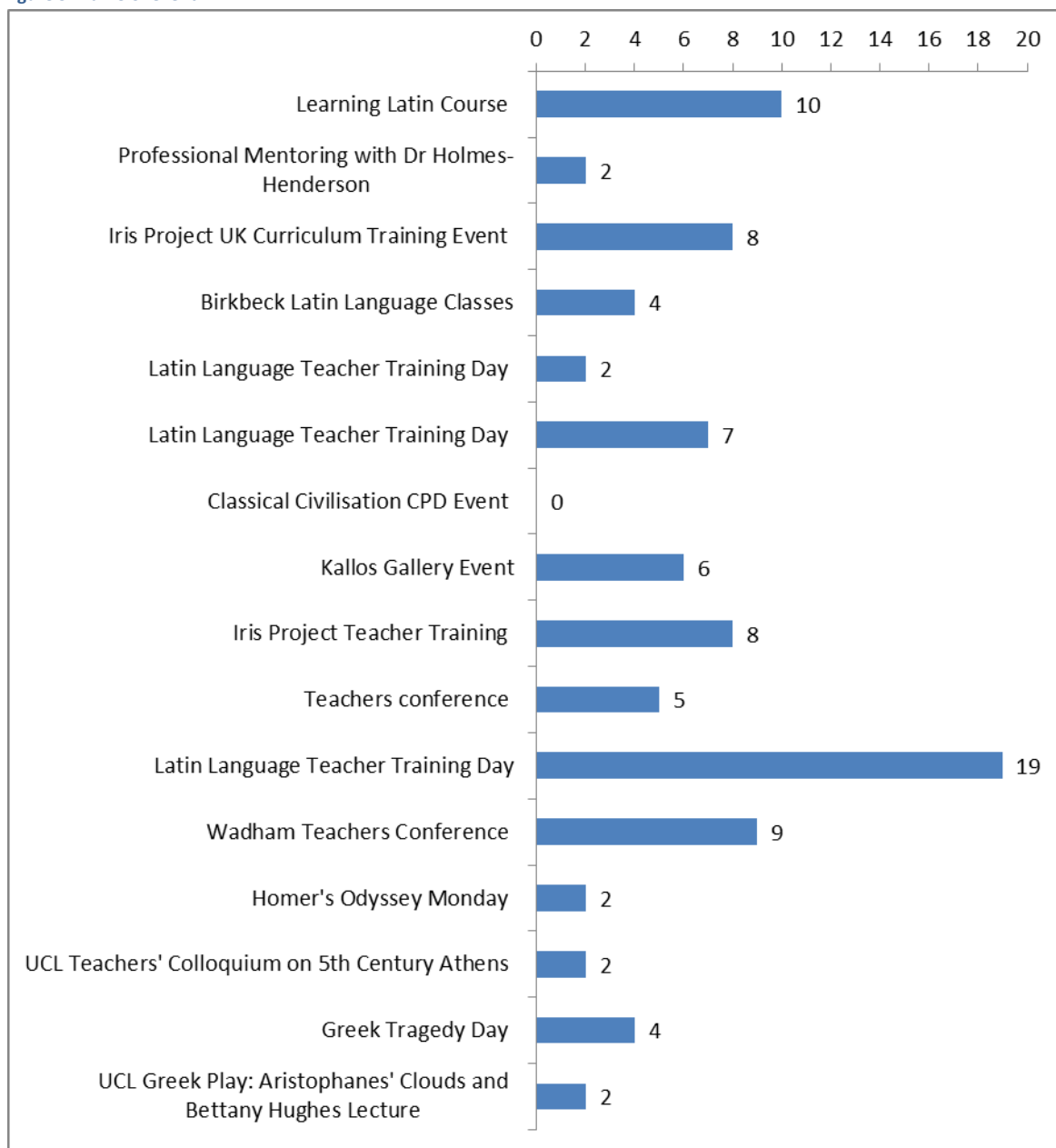
We have responses from both strands of the programme.

Figure 6: Type of school
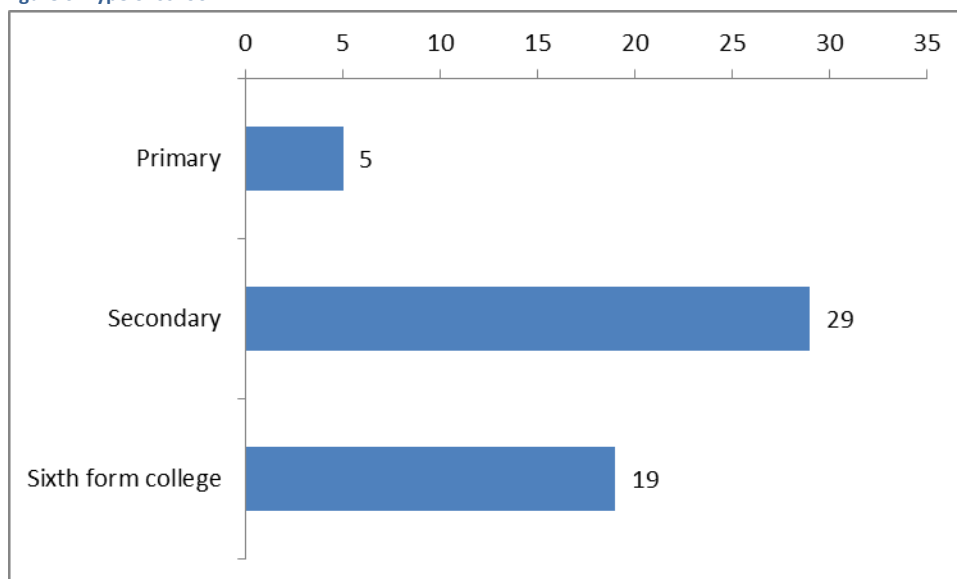
48% of respondents from Secondary Schools were Classics teachers.

Job title for Secondary School teachers
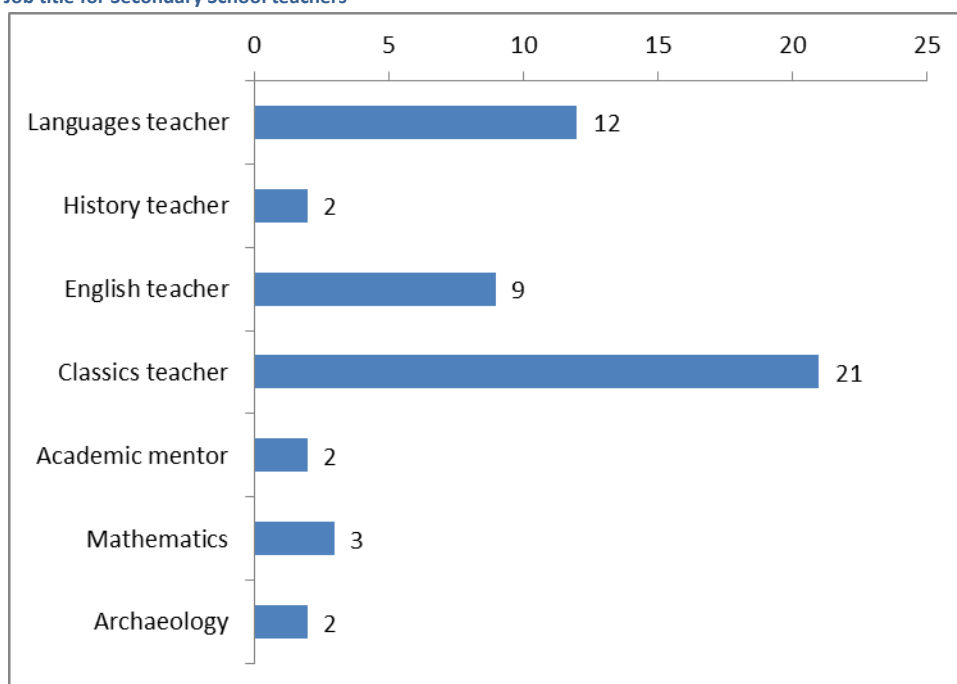
Feedback was very positive. 90%+ of respondents said the event was clear, authoritative, sufficiently participative, well structured, well organised, and a good use of their time. 80%+ of respondents said the event was practical, useful, enjoyable, and relevant. 77% of respondents said the content was new, which is relatively good, given the very mixed level of participants.

Figure 7: Overall views on the event
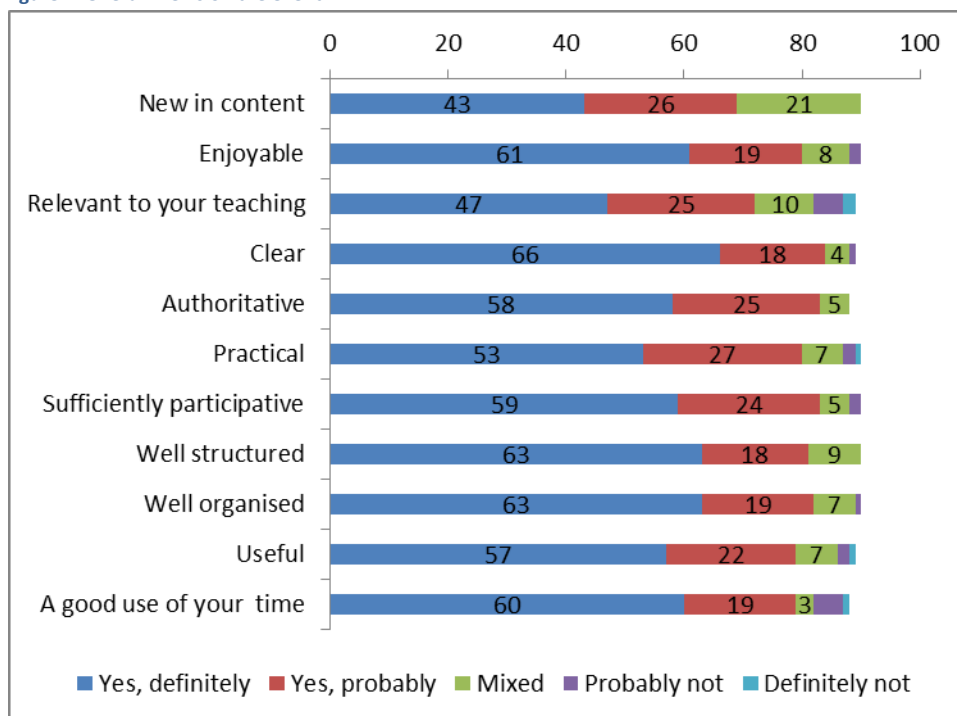
Comments suggested that sessions that mixed different levels of experience (experienced and inexperienced teachers, Iris and non-Iris teachers) were less successful. One comment was: "It was excellent to share ideas with other teachers and discuss resources. However teachers were at different levels. Talks were brilliant for beginning teachers but maybe slightly basic for experienced ones." This feedback was communicated from the evaluator during the programme and was accommodated, where possible.

"I really enjoyed the day. Some of it was more relevant to the courses that I teach than other bits however I feel that it all helps me build my background knowledge which is important to develop my teaching."
"I loved the clear enthusiasm of the workshop leaders, it was infectious."

79% of teachers said the workshop was at the right level. A separately-worded question asked about the Birkbeck Latin Language Classes, with all 14 respondents saying the sessions were at the right pace.

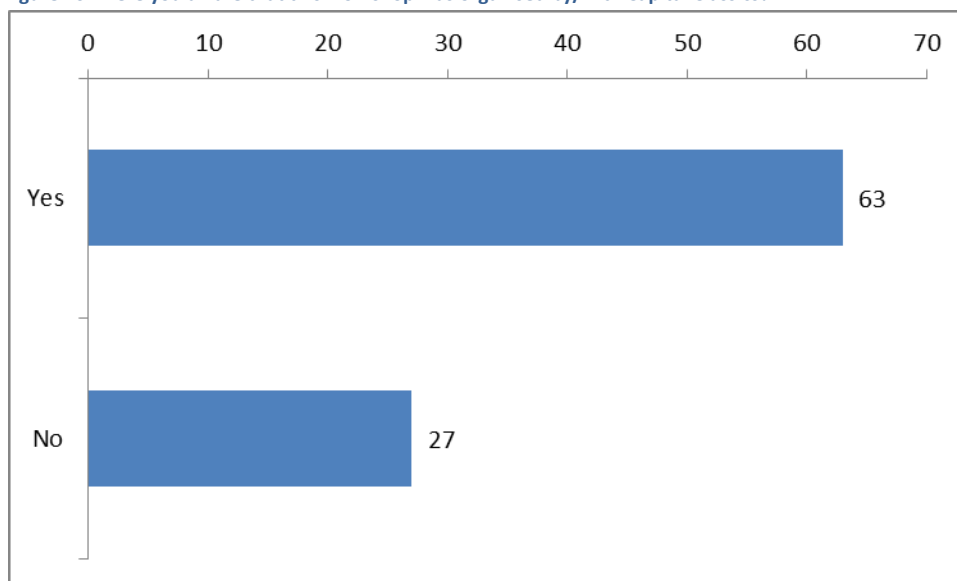**Figure 8: Was the workshop at the right level?**
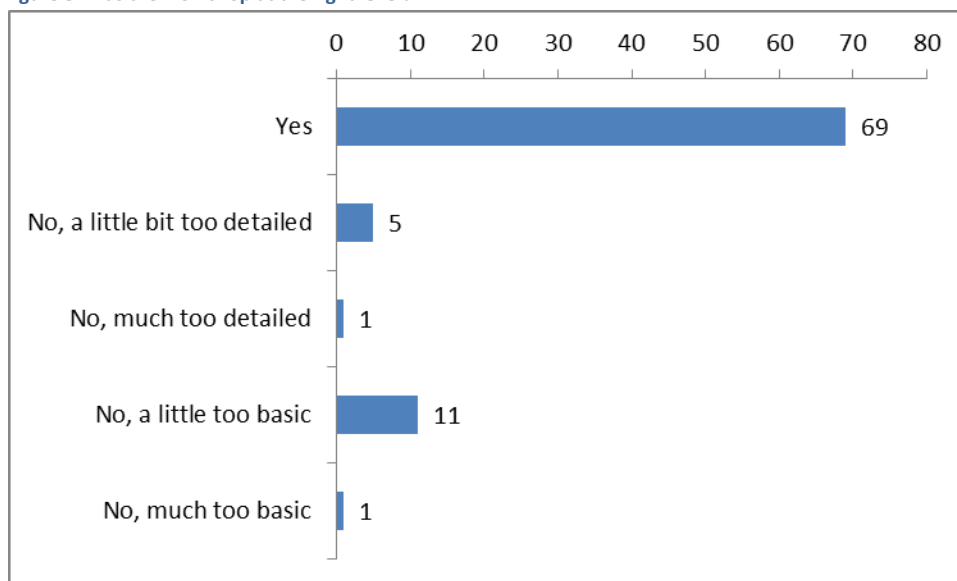
90%+ of respondents said the written materials were helpful, well presented, well written, clear and high quality.

**Figure 9: View on the written materials**
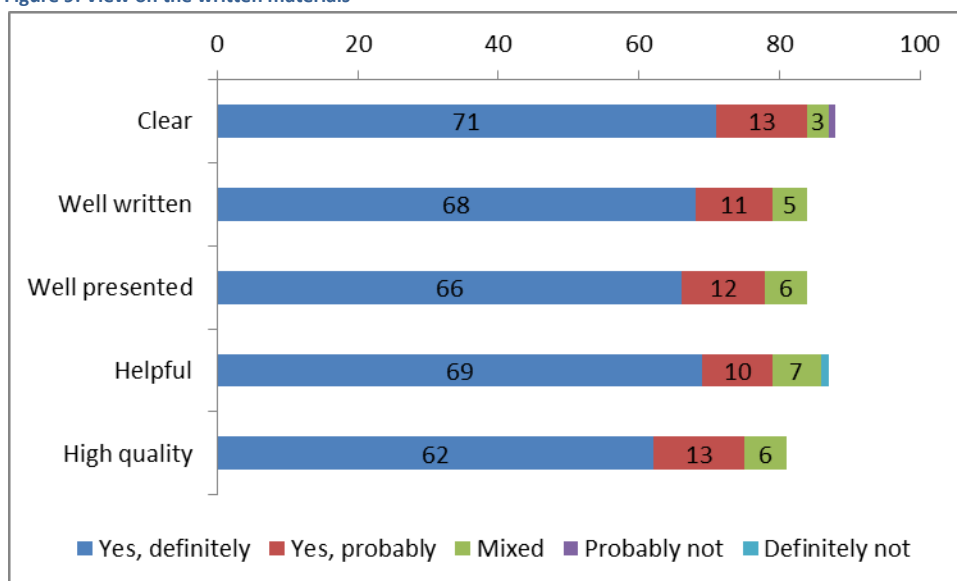
70% of respondents knew the workshops was organised by/with Capital Classics.

Figure 10: Were you aware that this workshop was organised by/with Capital Classics?


88% of respondents said that the involvement of universities strengthened the experience for them. Teachers commented on the value of having an academic perspective, and the "hugely informative" nature of the sessions.

Figure 11: Did the involvement of the University strengthen or weaken the workshop for you?
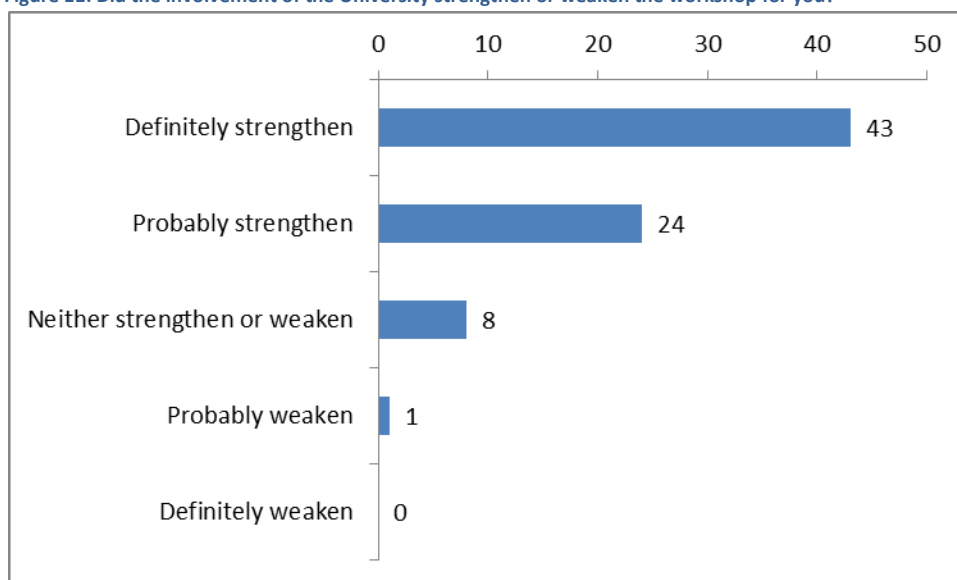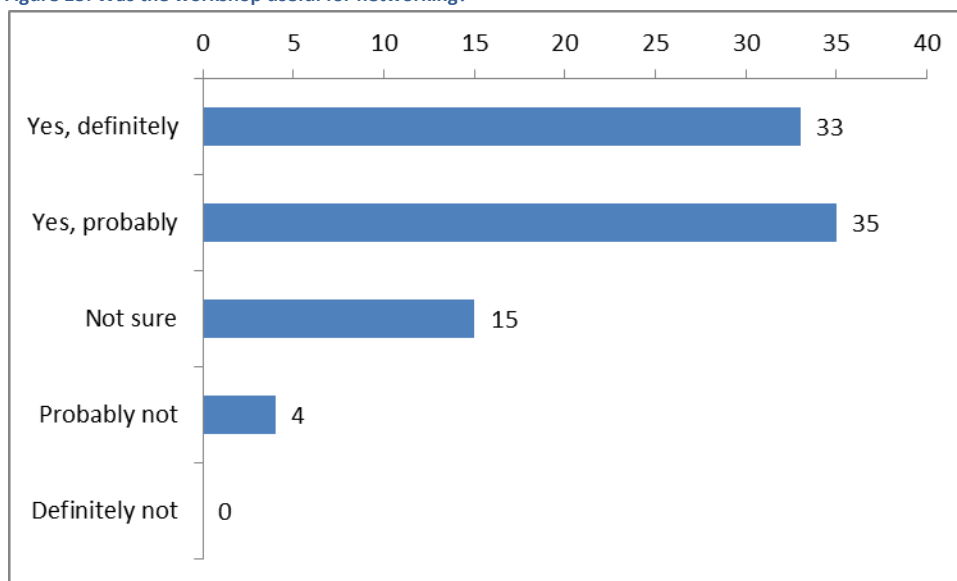

Learning objectives (which were customised for specific feedback forms) were judged to have been met 73-88% of the time.

Figure 12: This workshop aimed to achieve a number of learning objectives, to what extent do you feel that it fulfilled these?
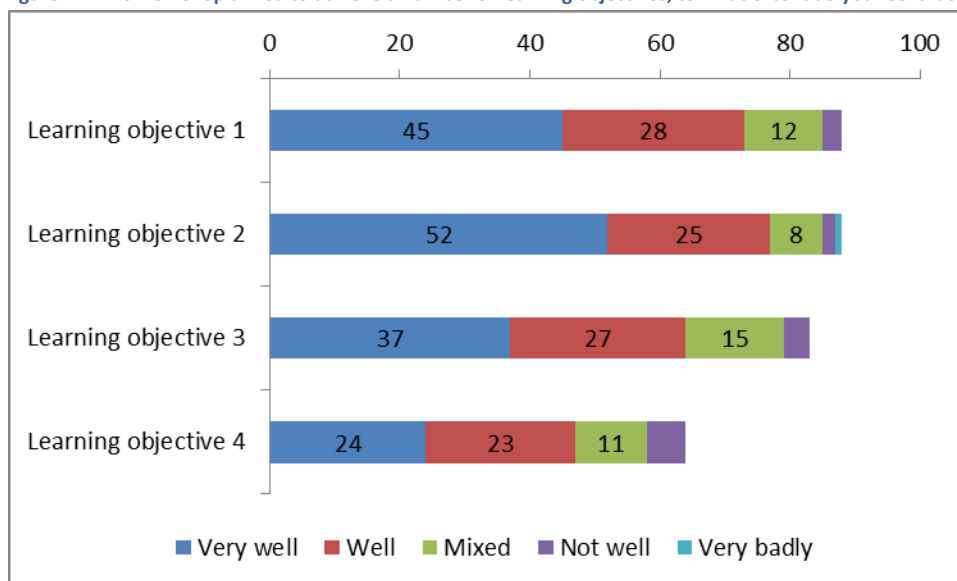
78% of teachers said the workshop was useful for networking.

Figure 13: Was the workshop useful for networking?

Teachers were asked if there was any area of their practice they would change as a result of the workshop: 70% of teachers said yes, and were able to give an example of their intention. Some intentions were very specific e.g. "I will structure and assess the course based on the guidance received and will draw on ideas discussed in the session when planning individual lessons." Others showed that action had already been taken e.g. "I am already using some of the techniques to help the pupils practise new grammar points." There were also comments suggesting the sessions had enthused teachers e.g. "I really can't wait to get started." General comments mentioned using Capital Classics resources, giving more context to language study and making reference to historical research.

Teachers were asked what they found most useful about the workshop. Comments referred to: the reminders about grammar, the chance to practice teaching in a group, the flexibility of the tutor in tailoring content to the needs of the group, the boost to their confidence from taking part, the practical information on routes into teaching, the depth and breadth of knowledge shown by the presenters, the information on teaching resources, the opportunity for networking, the advice on teaching strategies, and the overall intellectual stimulation.

Teachers were asked what they found least useful about the workshop. Comments suggested that some of the grammar concepts were more sophisticated than participants needed, the discussion of examination boards was not relevant to everyone, and one of the sessions that included general teaching advice was inappropriate for the experienced teachers present.

Teachers were asked how future workshops could be more useful. Comments were about wrap-around activity: being given texts and background reading in advance of sessions as well as summaries of key points; a preference for sessions to be Iris-specific; a preference for one-to-one tutorials rather than group sessions; and a demand for events to be more frequent.
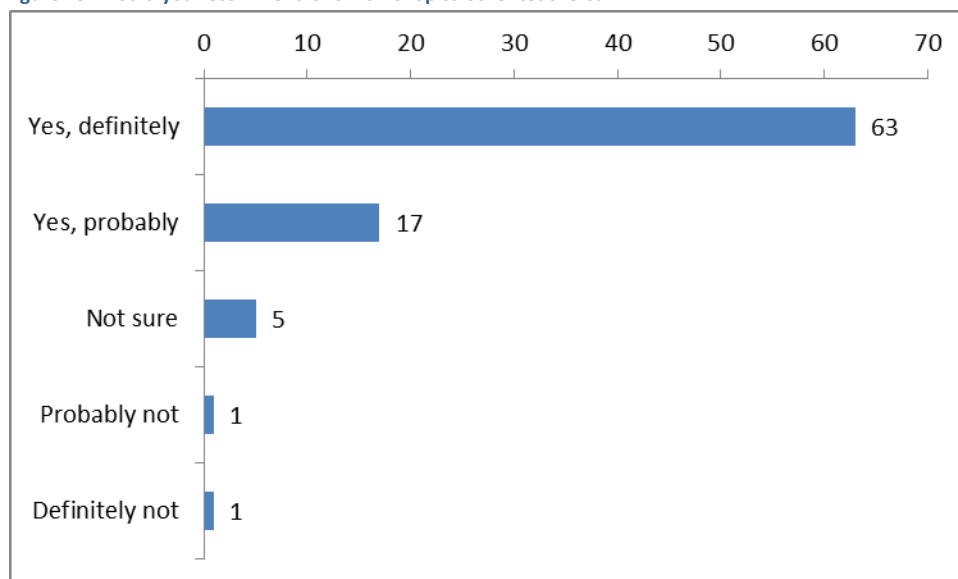
72% of teachers said the workshops surpassed or met all their expectations.

Figure 14: Did the workshop meet your expectations?
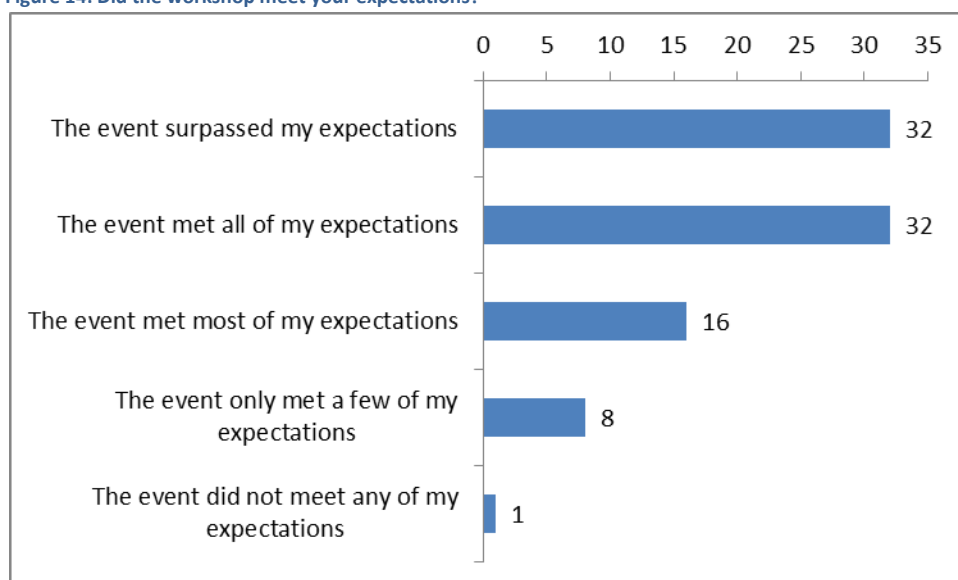
92% of teachers said they would recommend the workshop to other teachers.

Figure 15: Would you recommend this workshop to other teachers?

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

Please see dialogue between diagrams in Section 8.1.

In terms of sampling and the methodology of collecting information:

Baseline data were collected via an online survey which could be viewed and collated by the co-ordinator. Baseline data forms were sent to teachers at the moment of sign-up. They included teachers' names and schools, whereas future feedback forms from events could be anonymised if they so wished.

Feedback forms for events were collected at the end of each session, to ensure maximum information retention; they were completed and handed in then and there. Only in exceptional circumstances would teachers be allowed to complete forms retrospectively.

Teacher observations were collected from both primary and as well as secondary teachers, to ensure a broad and reflective sample of the teaching that went on. Since these observations were marketed to teachers as a chance to learn and improve their teaching of Classics with our help and guidance, we received invitations to observe from new and established Classics teachers alike. Some primary school teachers were even observed on three separate occasions, which most accurately reflected the trajectory of any improvement.

8.2 Pupil Outcomes

Date pupil intervention started:

Table 11 – Pupil Outcomes for pupils benefitting from the project

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

BASELINE

There was no data collected for individual pupils. However, at the time of the first Baseline Survey, 907 pupils were involved in the project through our teachers, i.e., 907 pupils were being taught or introduced to Classics subjects.

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

There were no comparison groups from the project, since we were assessing whether we could introduce classics into school and not whether Classics improved students attainment in other subjects.

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.

Based on the demographic information provided by schools and colleges, the majority of the pupils the project affected came from areas of high deprivation and low socio-economic prosperity.

Most of the pupils with whom we held interventions were typical within the school itself, since a majority of the classes run by schools were not marketed as Gifted and Talented programmes. Certainly, pupils from every school were encouraged to attend workshops, talks and events that were pertinent to their interests, age-group, or course of study.

The qualitative responses we received came both from primary as well as secondary school pupils, and from across all parts of London.

IMPACT, EFFECT, and RECEPTION

We have 111 responses for eight events, from nine schools.

Figure 16: Name of event

2.9.1 Engagement

On a ten point scale, students rated the activity, on average, at 7.7.

Figure 17: How would you rate this workshop, between 1 and 10, where 1 is boring and 10 is interesting?

1	2	3	4	5	6	7	8	9	10
0	0	1	3	2	7	17	35	18	5

2.9.2 Process

The best parts of the workshop were described as:

- Discussion and debate.

- Using academic subjects, such as law and psychology to understand characters.

- The charismatic lecturers.

- The inclusion of actors.

- The chance to explore the city on the Summer School.

- Having access to lots of books.

- Getting useful feedback on essays.

- Meetings Classics people.

- Working in groups, getting help from other students.

- The revision sessions.

The worst parts of the workshops were described as:

- The lack of interaction in some lectures.

- The limited focus on a small number of plays of the syllabus.

- The lack of resources to take away and annotate.

- The workload, lack of free time and limited social activities.

- The mixed relevance of the work to the essay set or to the exams.

- The lack of choice on lectures.

- The perceived dominance by BSix.

2.9.3   Outcomes

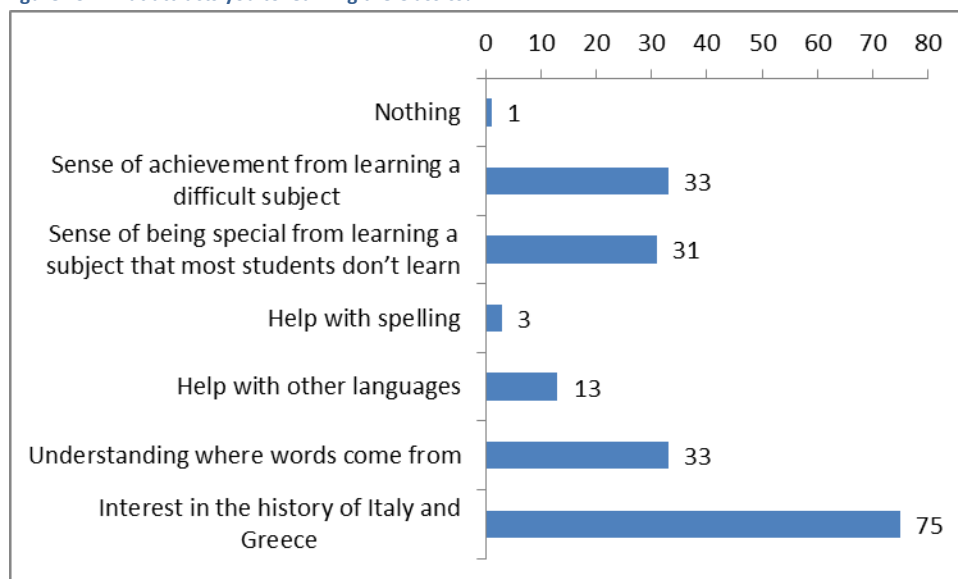**84% of students said that the event increased their interest in learning the Classics, an important result for Capital Classics.**

Figure 18: Did this event increase your interest in learning the Classics?
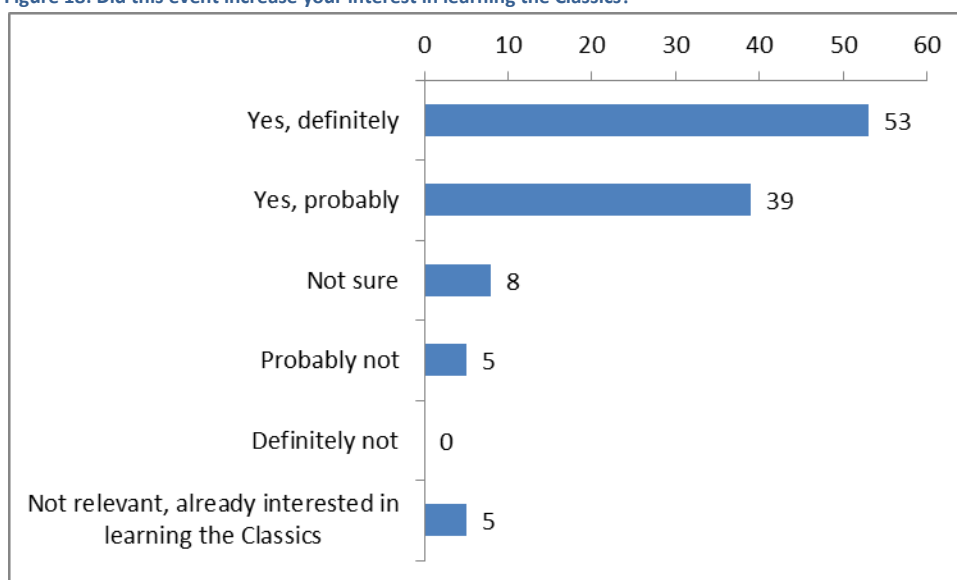
Students were mainly attracted by an inherent interest of the subject, rather than the prestige of taking on a difficult subject or the desire to improve their understanding of etymology.

Figure 19: What attracts you to learning the Classics?

Response	Value
Nothing	1
Sense of achievement from learning a difficult subject	33
Sense of being special from learning a subject that most students don't learn	31
Help with spelling	3
Help with other languages	13
Understanding where words come from	33
Interest in the history of Italy and Greece	75

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

The diagram below shows the number of times a pupil from a specific school attended an event.
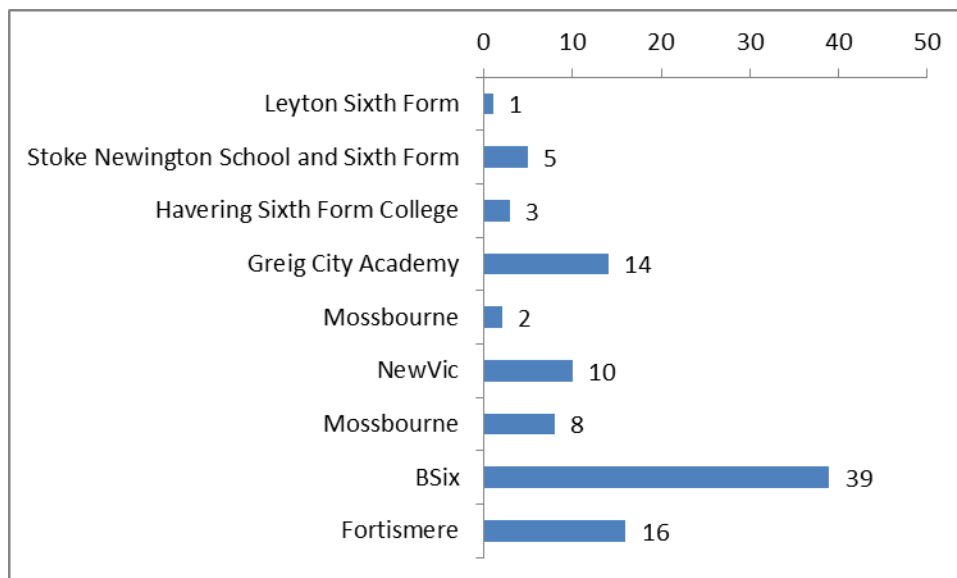
8.3.1 Please provide information on *(minimum 500 words):*

- 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.

Pupils' answers and comments on the effectiveness of workshops were collected by distributing Feedback Forms at the end of each even to the entire group. Each participant was given an individual form to complete independently of his/her peers. Each Feedback Form was completed and collected at the event to ensure all of students' answers were as fresh and as detailed as possible. To ensure that all pupils were as honest as possible, and to encourage truly useful feedback, all Feedback Forms contained no information that could identify participants' identities other than their school.

As was expected, most attendants came from schools that most saw the value of studying Classics and attending enrichment events. As a result, we must expect a certain selective bias in the feedback the project received: i.e., pupils who did not see the value in such events did not attend, and as a result had no opportunity to evaluate such events as ineffectual for the purposes of their own learning.

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?

Much of the impact re-training MFL, English, and History teachers in Latin has taken a while to register, since teachers require over 6 months to complete the 20-week Latin Language Course at Birkbeck College, University of London.

While many teachers do comment early on in their training that learning Latin has significantly consolidated their understanding of other languages and meta concepts in languages (subject, object, intransitive verb, subjunctive, etc.), the ability to teach these languages to their pupils requires further CPD on language pedagogy as well as the subject curriculum. It is important to remember that a professional teacher who has recently re-trained in a new subject is for all intents and purposes an NQT once again. Further subject knowledge training and top-up language classes will be required. It is for this reason that it can take well over a year ? to re-train teachers in a language so that they can teach their pupils; it can take between 2-3 years before that teacher can in turn re-train their colleagues.

For those teachers who had backgrounds in Classics but had trained to teach other subjects, the time taken to help them navigate and teach an unfamiliar curriculum varied enormously from a few weeks (when teachers were paired with experienced Classics teachers in a mentoring system) to 6 months (if teachers required refresher courses in the languages as well as peer mentoring).

- At what point during/after teacher CPD activity did you expect to see impact on pupils? Did this happen as expected?

Despite the fact that CPD equipped teachers to teach a Beginners' group in 6-8 months, we did not expect the work to have an impact on the majority of its students in the first year of the project, since teachers did not generally begin to teach classes until the beginning of the second academic year covered by the initiative.

In primary schools however – where teachers could re-train in Latin while teaching with support from a teacher's guide and an undergraduate mentor – this impact was seen far sooner, certainly within the first year of the project.

- At what point did you expect to see wider school outcomes? Did this happen as expected?

It was only during the second year of the project that we began to see wider school outcomes with the development of school hubs. These aim to work in partnership and share expertise, resources, and experiences of teaching Classics subjects. In terms of longer term outcomes, we anticipate continuing impact after the project has finished through the establishment of a London-wide Classics network. This will promote Classics and offer CPD, resources, advice and information to schools fostering year on year growth in the number of schools teaching Classics subjects.

In terms of how long it takes each individual school to recognise the importance and value of Classics subjects in schools, it is less about time frames and more about fulfilling two important conditions:

i) Until a school embeds Classics subjects within its timetabled curriculum, they will continue to be seen as peripheral subjects, adding only marginal value to the study of English, History, and Maths etc.

ii) Subjects need to taught to examination level leading with opportunities for progression to undergraduate level

- Reflect on any continuing impact anticipated.

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

In this section we would like you to reflect on:
- The overall impact of your project
- The extent to which your theory of change proved accurate
- How your project has contributed to the overall aims of LSEF
- Whether your findings support the hypothesis of the LSEF
- What your findings say about the meta-evaluation theme that is most relevant to you

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.

Project Impact

The project provided Classics CPD, seminars and other activities in primary and secondary schools across all seven of its target boroughs. Since September 2013, Capital Classics has run 60 Language Training and CPD events and 30 Enrichment events for pupils; over the course of 280 hours, teachers and pupils participated in 786 and 429 interventions respectively. For teachers, the range of these training events stretched from an intensive, 20-week Latin Language courses at Birkbeck College for non-specialist teachers to more specialist Latin Language pedagogy days, and to one-to-one mentoring sessions led by specialist Classics teachers to support the development of teaching strategies.

For pupils, Capital Classics ran a combination of school trips to museums, local universities, access to specialist Classics libraries, theatre trips to see the *Antigone, Clouds*, and *Philoctetes*; and workshops with high-recognised Classics scholars from the UK's top Russell Group universities. At New End Primary School in Hampstead, 60 pupils from years 5 and 6 were taught Latin by two students from UCL and KCL while 3 teachers re-trained in Latin at Birkbeck College. At Kelmscott Secondary School in Waltham, 7 teachers received training and CPD from the Classics Centre and Capital Classics, and the school is now

introducing a Latin GCSE for the first time; it also makes itself available for training events for teachers from other schools.

This varied programme of Classics enrichment and training has increased the uptake of Classics subjects across schools in our 7 target boroughs. More schools than ever offer Classics to GCSE and A-Level, and the Project has formalised many relationships between secondary schools which offer Classics and primary feeder schools. We anticipate that this will generate a flywheel effect, in which Latin lessons at primary school increase the uptake of Classics subject at secondary level and offering pupils a long term academic advantage.

Our most important impact is perhaps the least surprising: pupils respond incredibly well to Classics subjects. Further details on pupils' views and responses are included in the Appendix. Many participating pupils are so serious about Classics subjects that they are now converting to study Classics for their degree. In Brooke House Sixth Form alone, 6 students from an A-Level class of 9 applied to read Classics or Linguistics subjects at universities. Across the whole network of participating schools, pupils won places to read Classics subject at KCL, UCL, Exeter, Oxford, Warwick, Manchester, Bristol, Roehampton and Birmingham.

In the long-term, we hope that the knock-on effect of introducing Classics successfully to pupils at London primary and secondary schools will encourage the uptake of Classics subjects at university level as well as helping to change perceptions of Classics subjects in state schools.

Accuracy of Theory of Change

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	14%	47,117
Teacher CPD (face to face/online etc)	25%	83,452
Events/Networks for Teachers	16%	55,129
Teacher 1:1 support	4%	14,761
Events/Networks for Pupils	17%	59,315
Management	13%	45,000
Office Costs (inkind)	9%	32,000
Books	1%	3,326

Others as Required – Please detail in full		
TOTAL	**100%**	**340,100**

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.

There are no similar programmes offering the scale of Classics outreach in London schools as Capital Classics, so it is difficult to draw comparisons.

However, overall the project fulfilled targets for numbers of schools, pupils, and teachers without exceeding the budget. The large scale of the project helped to achieve economies of scale. The fixed costs of establishing a Classics Centre at Brooke House Sixth Form College were incurred in the first year of the project only and operating costs were reduced in the second year.

This, coupled with a flexible approach to training teachers depending in their individual needs and circumstances, saved travel and cover costs and kept expenditure low.
As a result of cost savings and a low costs per output, we are now in a position to extend the pilot to other schools across London under a project extension until December 2015.

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

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

11. Reflection on project delivery

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

Please include reflection on the following:

11.1 Key Enablers and Barriers to Achievement

When it comes to strategies for boosting Classics provision in schools, training qualified teachers in Classics is arguably the most effective, sustainable and cost-effective approach Fortunately, around half of the teachers who signed up for training or CPD as part of the programme had university-level education in Classics subjects, but were teaching in English or History departments. In these instances, it was easy to partner these teachers with established, specialist Classics teachers in their local area who offered support and advice on the curriculum and classroom strategies. These classically literate teachers also took refresher courses to bring their subject knowledge up to date.

Others in the cohort who were not specialists in Classics took Latin Language classes at Birkbeck College, with varying degrees of success. The disparity in outcomes owed little to teachers' aptitudes for languages and more to external factors such as childcare requirements and demanding work schedules etc. Since the task of learning a new language while working full-time is incredibly taxing, it is little surprise that the teachers who showed the most progression in their language study and were able to introduce Classics to the curriculum invariably had sterling support from teachers and senior leaders from their own schools.

For instance, Kelmscott School has managed to establish Classics for all year groups up to and including GCSE. This is in part the result of a deep commitment to training; an impressive total of seven teachers attended Latin training and CPD events across the project's two-year duration. Alongside teachers' dedication and brilliance in the classroom, arranging for 7 teachers to train at the same time had significant logistical and practical benefits. They could mark each other's work, help explain difficult points of grammar to one another, help one another catch up on lessons missed due to illness, or even help to press gang the SMT for more textbooks etc. As a result of this, CC prefers to talk about a *hubs-model* rather than just a hub model in the singular; each 'spoke' of the hub must be able to provide limited support for itself. In this way, a group of teachers forms a self-sustaining support network to help one another deal with the practical issues of learning and teaching Classics subjects within their school for the first time.

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

11.2 Management and Delivery Processes

Management and Delivery: a brief overview

The Capital Classics Project conducted most of its work for secondary schools through a Classics Centre based at Brooke House Sixth Form College in Hackney, where two Centre Co-ordinators organised teacher training and student enrichment events. As for its outreach to primary schools, trained volunteers from local universities were sent into schools to teach a 10-week Latin course with a charity called the Iris Project.
 Both the primary and secondary arms of the operation were monitored and directed by a steering group, comprised of around 12 members. This included project partners and am evaluator. The presence of project partners on the steering group ensured that project progress was monitored regularly and targets adjusted. The group also provided useful subject insight.

Centralised Hub and Access to Training Facilities

As a partnership between a number of prestigious universities, established charities, local schools, one of the project's greatest advantages was its easy and subsidised access to members' existing infrastructure, including facilities and building, trainers and subject experts, as well as its networks of contacts.

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

11.3 Future Sustainability and Forward Planning

<u>Continued Funding, Partner Contributions, and Hub Expansion</u>

As a result of the project's successful track record in fostering Classics teaching in areas of socio-economic deprivation in London, Capital Classics is keen to continue to address demand. The aim is to bring Classics teaching to state schools in new areas by expanding its existing work into the boroughs of Sutton, Islington, Southwark, and Wandsworth.

The key elements for the success of these plans are
   i)   the recruitment of 4 new schools with the skills and capacity to act as cost-effective Classics hubs for other neighbouring schools
   ii)   Ensuring that new hubs belong to a central network where exchange support advice and information are readily available
   iii)   The successful marketing of hub activity to new schools

   Plans are already underway thanks to the extension of the project until December 2015 which will allow CC to utilising its LSEF underspend in order to develop more hubs like the East End Classics Centre in other London schools. We have already made some significant progress on this front and are negotiating with St. Marylebone High School, Camden Girls School and St Paul's Way School in the east end to take on hub leadership roles.

The work of these new Classics hubs will be directed and supported by a new steering group chaired by Dr Aisha Khan-Evans (Latin with Classics PGCE Co-ordinator at King's College London), This will comprises representatives from each hub and local universities (UCL, Birkbeck, KCL, Oxford) and Classics for All.

This steering group will build on the model used in the East End Classics Centre, which will continue to foster Classics in the east end. A new co-ordinator has been appointed at Brooke House Sixth Form College, and the school is seeking future funding for the post from Wadham College, Oxford, which will also continue to run the annual Classics Summer School.

<u>Knowledge Mobilisation and Contribution</u>

The findings of Capital Classics over the past two years will be made available to the public in the form of public lectures as well as publications. Capital Classics has already summarised much of its findings at the nationwide, *Classical Association* conference at the University of Bristol (April 2015) and at the *Classics in Communities* conference at the University of Cambridge (September 2015). Further to this, a thematised synopsis and evaluation of the project's successes and limitations may be found in the forthcoming publication (2016) *Classics in Communities: Case-studies*, A. Holmes-Henderson, S. Hunt, M. Musié (eds), Bloomsbury Press. These honest and reflective accounts of the project's work are designed to inform the development of similar, hub-based models in the future.

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:

Below are bullet-point statements about the Project's key findings, that it maintains are essential for the success of a project which wants to do similar things.

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?***

- Integrating Teacher CPD days with Pupil Enrichment events in order to encourage attendance.
- Providing teacher and pupils with as much contact with Subject Specialists and members of the Academic Community as possible.
- Cost-effective Hub models to embed Classics into the local community as well as providing a convenient meeting spaces for teacher training events etc.
- Forming partnerships between existing Classics Charities, Schools, and Universities to pool resources.
- Encouraging schools to work together and to share resources.
- Connecting secondary schools with their primary school feeder networks and formalising the relationships between them.
- Retaining, where possible, flexibility in the approach to training teachers and budget allocations.

- ***What activities/approaches worked less well?***

- Training volunteer teachers alongside professional teachers. Separate sessions are required since the marked difference in the levels of experience leaves some teachers confused.
- All talks for pupils that are delivered by academics and subjects specialists that weren't strictly or even tangentially relevant to the GCSE or A-Level curriculum were less well received by pupils and teachers alike – unless the talk was advertised as radically different in advance.
- Running regular, extra-curricular Latin and Greek lessons without requesting a formal commitment from pupils led to poor or infrequent attendance which hampers lesson progress and puts paid to any chance of taking GCSE or WJEC qualifications.

- ***What difficulties were encountered in delivery and how could they be mitigated in the future?***

- Data collection proved difficult at both events as well as for end-of-year surveys etc. While it is possible to direct students and teachers to online surveys that can be

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completed at their convenience, this normally reduces the number of feedback forms we received. Instead, to reduce the burden of evaluation, projects should reduce the amount of data they collect to baseline and end-of-year surveys.

- As the number of schools within the Classics Centre's network grew, and schools joined from beyond the 7 target boroughs, the Centre became less effective in providing resources for new arrivals. In response to which, Capital Classics is now building new Classics centres in teaching schools across North and South London.
- The Library of the Ancient World at the Classics Centre was – while open to the public – only ever used by students at the affiliated school. In this way, its impact in disseminating resources and knowledge across schools was limited. Therefore, projects are advised to make use of online resources to access Classical texts.

- ***Were there any additional or unintended benefits (e.g. increases in student attendance as a result of an intervention aimed at teachers)?***

- More students converted to studying Classics subjects as undergraduates than originally anticipated. There was a particularly high level of university applications to read Classics subjects from Brooke House Sixth Form College, where the Classics Centre was based. This was in large part due to proximity and access to teachers which experience in Classics subjects and applying for Classics courses.
- Allowing teachers to network at events helped to pool resources among local schools.
- The recent inclusion of Latin and Greek as options for compulsory language study at KS2 has helped to recruit London-based primary schools for training. The recruitment of primaries was also aided by using feeder secondary schools to encourage uptake.
- The recognition Capital Classics has received for its work in London has helped all of the partner organisations when operating elsewhere across the UK. *Classics for All*, the charity which divvied up the LSEF funding, has found fundraising for other projects across the rest of the UK far easier due to the attention it attracted while working with Capital Classics.

Informing future delivery

- ***What should the project have done more of?***

- Place more emphasis on the long-term development and training of Latin teachers, rather than running enrichment events for students.
- One-on-one training sessions with teachers who have some experience with Latin.
- Taster days for teachers (mainly in primary schools) who are thinking about introducing Latin as part of the KS2 curriculum.
- Send out monthly bulletins to keep teachers and students informed of upcoming events, to advertise for feedback, to consult teachers on proposed activities for pupils, and to brief and update teachers on recent changes to exam board policy.
- Establish even stronger and more formalised links between primary and secondary schools is similar areas.
- Make more use of universities and the body of volunteer students at the Project's disposal.

- ***What should the project have done less of?***

- Less time spent running enrichment events for students that don't relate their curriculum of study.
- Send out fewer feedback forms to teachers and pupils.

- Dedicate less time towards developing an online resource network. The paucity of materials from workshops didn't justify its existence.

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

- Pool recourses and utilise wherever possible the existing infrastructure and networks in order to reduce costs and increase project efficiency.
- Use hub models to embed Classics within a local or regional area.
- Increase support for your activities by using famous Classicists and Classics academics in order to promote or raise awareness of the importance of Classics.
- Avoid selling Classics subjects as merely 'stretch' programmes for Gifted and Talented students. Such classes are rarely timetabled within the school day and, as well as, limiting the number of pupils who take these subject, G&T programmes have little – if any – positive impact on the culture and perception of Classics subjects in schools.

CAPITAL CLASSICS

DRAFT EVALUATION PLAN

MARCH 2014

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CONTENTS

INTRODUCTION

The partnership includes:

- Classics for All. A charity that aims to support the increased take-up of Classics in state schools across the country.

- The Iris Project. An educational charity started in 2006 in order to bring ancient languages and culture to inner city state schools and communities. Iris is the first organisation to design and run a scheme which delivers Latin in the literacy curriculum in state primary schools, as well as targeting schools in deprived regions of the UK.

- BSix. A further education college that runs the Raising Aspirations programme developed in partnership with Pembroke College, Oxford and other HEIs. The Raising Aspirations model stresses sustained relationships between institutions, subject-led academic programmes for students, and boosting attainment.

- Higher Education Institutions (HEIs) including Oxford, Birkbeck and Liverpool Universities.

The project will have two hubs, in east and north London, each with a coordinator. It has a project steering group which will meet quarterly.

In 2010, a survey by Pembroke College found that, in the five boroughs of Hackney, Barking & Dagenham, Havering & Redbridge, Newham, and Tower Hamlets, there were only 18 secondary schools which offered Latin, mostly at KS3, some at KS4 and a few, with very small numbers, at KS5. In 2010 Friends of Classics conducted a national survey of those schools that did not offer Classics subjects. Of the 3,000 schools surveyed, 47% said that they would like to introduce Classics but lacked the appropriate resources and support.

The brief is to:

- Evaluate the impact of the project on teachers' subject knowledge and pedagogic approaches.

- Report the impact of the project on student attainment and enjoyment, using monitoring data gathered by the coordinators.

- Evaluate the conditions that are likely to encourage sustainable take-up of Classics in state schools in London.

- Make recommendations aimed at increasing the sustainability of the work through a teacher network after the end of the project.

Two reports are required: in December 2014 and December 2015.

CONCEPTUALISATION

INTRODUCTION

Evaluation is composed of four interlinked strands:

- **Thinking**. Framing, focusing, conceptualising, interpreting, synthesising

- **People**. Motivating, training, involving, reassuring, listening, informing, influencing

- **Systems**. Planning, gathering data, entering data on a computer, analysing data, disseminating information

- **Action**. Making recommendations, implementing recommendation.

Omitting the thinking stage is the most common weakness in evaluations in England and this oversight can severely reduce the usefulness of the resulting work. The Project Oracle 'Standards of Evidence for London', evaluation framework outlined as part of The Mayor of London's Project Oracle, recognises the value of conceptualisation, which is the first two levels of its five level model.

Evaluative thinking has these benefits:

- **Creating a focused evaluation system**. Evaluation methods should be focused on outcomes identified from the logic model and on critical success factors inferred by assumptions.

- **Bringing the different elements of the evaluation system together**. The logic model identifies key questions for the organisation that lie at the heart of different programmes. The key questions should relate to strategic objectives and core competencies of the organisation.

- **Ensuring a clear direction**. The process of creating a logic model can help to create a group consensus about the precise intended outcomes.

- **Customising the evaluation**. The logic model helps ensure that the evaluation captures what is special about the organisation.

- **Testing the logic behind the project**. The logic model session helps check that the ideas behind the project are sound and it can identify potential hurdles in its delivery. Clear thinking strengthens not just the evaluation but also the implementation of a programme.

- **Ensuring expectations are realistic**. The logic model shows the chain of logic and therefore graphically illustrates the time lag between short terms outcomes, long term outcomes and impact.

- **Summarising the project or programme**. The logic model gives a concise description of the project in a form that shows its rationale.

- **Providing a structure to capture organisational learning**. Comparing what happens with what was expected or planned can lead to questions about organisational lessons.

EXPLANATION OF LOGIC MODELS

The two most common forms of visualisation for conceptualisation are logic models and systems diagrams. We use the first here because it is simpler. A logic model is a visual depiction of a programme or project. Logic models were originally developed and popularised by The Kellogg Foundation in the United States. By plotting the different stages in a programme – the actions and assumed consequences (outcomes) - logic modelsprovide a simple but powerful way of interrogating the causality assumed by a programme.

Logic models are read from left to right:

Your planned work   **Your intended results**

Resources	Activities	Outputs	Outcomes	Impacts
Certain resources are needed to run your project.	If you have access to them, then you can use them to accomplish your planned activities.	If you accomplish your planned activities to the extent you intended, then you hopefully will deliver the amount of service you intended.	If you achieve your planned activities to the extent you planned, then your participants will benefit in certain ways.	If these benefits to participants are achieved, then certain changes in organisations or communities might be expected.
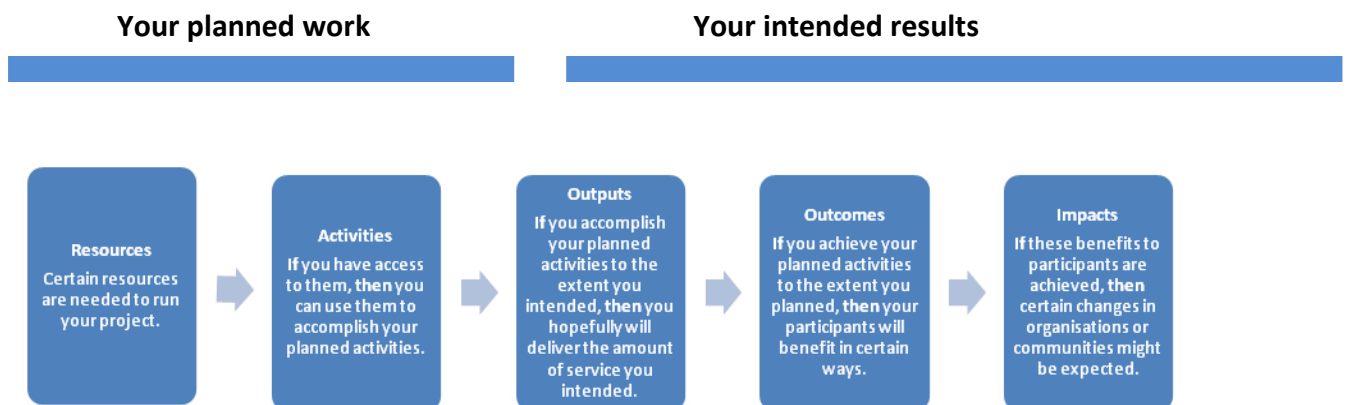
LANGUAGE

This is our definition of the terms used in a logic model:

- **Resources** are financial and non-financial inputs for a project or programme.

- **Activities** are the actions taken by the project or programme.

- **Outputs** are measures of effort to show that the project or programme took place and can be defined from the supply side (number of events), or the demand side (number of participants).

- **Outcomes** are changes in the behaviour, skills, knowledge, motivation, feelings, attitudes, or aspirations of participants; or the culture, structures, systems, or processes of organisations.

- **Impacts** are the direct and indirect effects for society, the economy and the environment.

LOGIC MODEL

This is the logic model developed together:

ACTIVITIES	OUTPUTS	SHORTER TERM OUTCOMES	MEDIUM TERM OUTCOMES	IMPACT
Teachers: Twilight and evening classes Residential summer school at Wadham College Oxford Visits/teacher observation Subject days Students: Lessons GCSE teaching from UCL/Birkbeck students (2ary): Workshops Study days e.g. at BM Lecture series Residential as above	Number of teachers trained (target: 66) Number of schools reached (target: 30 secondary schools, 10 primary schools; 50% of schools are from areas with high social deprivation) Number of students taking part (target: 1,000)	Teachers make teaching the Classics a higher priority , and strengthen their knowledge, skills, confidence and networks Schools increase the status of teaching the Classics, and change their systems or structures to support its development Students increase their understanding of the value of the Classics, increase their interest in the Classics and raise their aspirations	Teachers continue to develop their skills in teaching the Classics, and develop and share teaching resources Students demonstrate learning of the Classics and improve their attainment in literacy, history, or modern foreign languages Schools sustain effective Classics teaching	There is a thriving teacher network supporting teaching of the Classics. Students have a lifelong love of the Classics.
Assumptions: Relationships between partners will be stronger if people meet face to face.				

Teachers needs to strengthen their pedagogy as well as their subject skills.

Some teachers will be more interested in the programme if they can ease in through the study of classical history, culture and literature, rather than committing to teaching Latin at the outset.

Some schools will be more interested in the programme if they can ease in through extra curricular activities before committing to putting Classical subjects on the curriculum.

Students will find progression easier because the programme uses KS4 vocabulary.

Undergraduates will act as role models for students and will also be more aware of, and able to pursue, teaching careers.

Schools should have ownership of the CPD through acting as hubs for delivery and networking.

The model needs to be tailored so that it can accommodate local needs and interests.

The project should be scaled up gradually to ensure the pressure on schools and partners is manageable.

INDICATORS

These are the indicators proposed by the evaluation plan:

From the activity form:

- Increased attendance at network meetings, conferences etc.

- Increased participation in online subject fora/practice networks.

- Increased numbers of schools opting in to participate in networks.

- Uptake of new resources developed by LSEF programmes by non LSEF teachers/schools.

From the teachers surveys:

- Awareness of specific teaching methods.

- Increased confidence (increased teacher scores in confidence surveys).

- Use of better subject specific resources.

- And, on behalf of the school: Increased take up of Classics (increased numbers of students taking up Classics at GCSE, A Level and/or HE/FE against a comparison group).

From the observation questionnaire:

- Delivery of higher quality teaching (improved teaching performance in observed lessons).

From the students' data:

- Increased educational attainment and progress (Increased attainment - levels and sublevels at KS1-3 and grades at KS4-5 - compared against a comparison group; increased levels of progress compared against a comparison group).

THEORY OF CHANGE

The London Schools Excellence Fund Self-Evaluation Toolkit asks for the conceptualisation in a different format:

1. WHAT IS THE PROBLEM THAT YOU ARE TRYING TO ADDRESS?

Students in state schools do not have access to the Classics.

2. WHAT IS THE LONG TERM GOAL THAT YOU ARE WORKING TOWARDS?

Sustained Classics teaching in state schools.

3. WHAT ARE THE PROJECT ACTIVITIES THAT CONTRIBUTE TO THE PROJECT OUTCOMES?

Teachers:

Twilight and evening classes

Residential summer school at Wadham College Oxford

Visits/teacher observation

Subject days

Students:

Lessons

Workshops

GCSE teaching from UCL/Birkbeck students

Study days e.g. at BM

Lecture series

Residential as above

4. WHAT ARE THE MEASURABLE OUTCOMES THAT IF ACHIEVED WILL HELP MEET THE LONG TERM GOAL?

Shorter term outcomes:

Teachers make teaching the Classics a higher priority , and strengthen their knowledge, skills, confidence and networks

Schools increase the status of teaching the Classics, and change their systems or structures to support its development

Students increase their understanding of the value of the Classics, increase their interest in the Classics and raise their aspirations

Medium term outcomes:

Teachers continue to develop their skills in teaching the Classics, and develop and share teaching resources

Students demonstrate learning of the Classics and improve their attainment in literacy, history, or modern foreign languages

Schools sustain effective Classics teaching

5. PLEASE SPECIFY WHICH OUTCOMES EACH OF YOUR ACTIVITIES WILL AFFECT AND DESCRIBE WHY YOU THINK THE ACTIVITIES AFFECT THAT OUTCOME

The group is listed before the outcomes, above.

The assumptions are that:

Relationships between partners will be stronger if people meet face to face.

Teachers needs to strengthen their pedagogy as well as their subject skills.

Some teachers will be more interested in the programme if they can ease in through the study of classical history, culture and literature, rather than committing to teaching Latin at the outset.

Some schools will be more interested in the programme if they can ease in through extra curricular activities before committting to putting Classical subjects on the curriculum.

Students will find progression easier because the programme uses KS4 vocabulary.

Undergraduates will act as role models for students and will also be more aware of, and able to pursue, teaching careers.

Schools should have ownership of the CPD through acting as hubs for delivery and networking.

The model needs to be tailored so that it can accommodate local needs and interests.

The project should be scaled up gradually to ensure the pressure on schools and partners is manageable.

6. HOW ARE TARGET GROUPS RECRUITED?

Teachers will be recruited through:

- Outreach and marketing by the coordinator, who is employed full time on the programme.
- Referral from the university partners.
- Referral from other teachers.

The target is to recruit 30 secondary schools and 10 primary schools. In secondary schools students will be mainly years 9 to 11, with some from year 8. In primary school students will be mainly from year 6 with some from years 4 and 5.

7. WHAT HAPPENS TO TARGET GROUPS AT THE END OF THE PROJECT?

There is a thriving teacher network supporting teaching of the Classics.

Students have a lifelong love of the Classics.

BASELINE DATA COLLECTION

SURVEY OF TEACHERS

Please complete this questionnaire online by following this link:

https://www.surveymonkey.com/s/CapitalClassicsTeachersBaseline

BASELINE SURVEY OF TEACHERS	
1. Name	
2. Job title	Languages teacher History teacher English teacher Other, please specify:
3. School	
4. Type of school	Primary Secondary
5. Is your school (you and any other teachers) teaching the Classics as part of the regular syllabus or off-timetable?	No Yes, regular syllabus Yes, off-timetable Comment:
6. If yes, what form has this teaching taken:	Separate Latin class Latin club Integrated into English Integrated into languages Other, please specify:
7. How many hours of Classics teaching did this equate to in 2012-2013?	
8. How many children took part in Classics teaching as part of the regular syllabus in the academic year 2012-2013?	
9. How many children took part in Classics teaching off-timetable in the academic year 2012-2013?	
10. Are you personally currently teaching any of these subjects?	Classical Civilisation Latin Greek Ancient history No Comment:

11. If yes, at what level are you teaching them?	KS1 KS2 KS3 KS4 KS5 Other, please specify:		
12. Do you use any of these teaching methods in class?	Planning to use this method in the future	Yes, use this method occasionally	Yes, use this method frequently
Teaching grammar formally			
Teaching about the origins of language			
Teaching about how language changes			
13. How long have you been a teacher?	Years		
14. Are you an NQT?	Yes No		
15. What attracts you to take part in Capital Classics?			
16. Do you have any qualifications in the Classics?	No Yes, please state subject and level:		
17. What arguments are most persuasive to encourage teachers to be interested in the Classics?			
18. Are there barriers to your school teaching the Classics?			

BASELINE DATA ON PUPILS

LSEF requires us to collect baseline data for each student taking part in the programme in a spreadsheet form:

- Unique pupil identifier

- LAC continuously for 6 months+

- FSM: yes/no

- FSM at any time during last 6 years*

- Disadvantaged pupils

- EAL

- Gender

- Ethnicity

- Statement of SEN or supported at School Action Plus

- Started respective Key Stage below expected level, at expected level, above expected level

- Expected Attainment levels and sublevels at KS1-3 and grades at KS4-5 in English, French, Spanish

- Attainment levels and sublevels at KS1-3 and grades at KS4-5 in English, French, Spanish.

- Attainment level and sublevel in Latin

- Date started engagement with Capital Classics

- Date ended engagement with Capital Classics

MID PROGRAMME QUESTIONNAIRES

DATA ON ACTIVITIES

PURPOSE

This section needs to generate the information for the London Schools Excellence Fund Self-Evaluation Toolkit indicators:

- Increased attendance at network meetings, conferences etc.

- Increased participation in online subject fora/practice networks.

- Increased numbers of schools opting in to participate in networks.

- Uptake of new resources developed by LSEF programmes by non LSEF teachers/schools.

DRAFT FORMAT

We need an activity spreadsheet which shows:

- Date.

- Type of activity.

- Total number of participants.

- Profile of participants: NQTs, 3 years +, other; Primary/Secondary

FEEDBACK FORMS FOR TEACHERS

PURPOSE

This questionnaire is for internal learning purposes. It is not required by the funder.

DRAFT QUESTIONNAIRE

The suggested procedure is:

- The evaluation should not look like an afterthought. It should be mentioned (and time should be allowed for it) in the programme and the facilitator should mention it at the beginning.

- Feedback forms should be customised with the specific learning objectives and practice changes relevant to each activity.

- The branding for all forms should be consistent.

- Forms should be put on a database and analysed.

TRAINING FEEDBACK FORM

Please fill in this form. We value your views and will use them to improve future events. We would like to know whether the event was helpful for you and how we could improve it. For each item please place an 'x' in the box that most closely represents how you feel about the workshop.

1. To what extent was the workshop:	Yes, definitely	Yes, probably	Mixed	Probably not	Definitely not
New in content					
Enjoyable					
Relevant to your teaching					
Clear					
Authoritative					
Practical					
Sufficiently participative					
Well structured					
Well organised					
Useful					
A good use of your time					

2. Was the workshop at the right level?	☐ Yes
	☐ No, a little bit too detailed
	☐ No, much too detailed
	☐ No, a little too basic
	☐ No, much too basic
	Comment:

3. Were the training materials:	Yes, definitely	Yes, probably	Mixed	Probably not	Definitely not
Clear					
Well written					
Well presented					
Helpful					
High quality					

4. Were you aware that this workshop was organised by/with Capital Classics?	☐ Yes
	☐ No

5. Did the involvement of xx University strengthen or weaken the course for you?	☐ Definitely strengthen
	☐ Probably strengthen
	☐ Neither strengthen or weaken
	☐ Probably weaken
	☐ Definitely weaken
	Please explain:

6. This workshop aimed to offer a number of learning outcomes, to what extent do you feel that it fulfilled these?	Very well	Well	Mixed	Not well	Very badly
LEARNING OBJECTIVES					
7. Was the workshop useful for networking?	☐ Yes, definitely ☐ Yes, probably ☐ Not sure ☐ Probably not ☐ Definitely not				
8. Is there any area of your practice that you will change as a result of the workshop?	No Yes, xx code practices xx Yes, other please specify:				
9. What did you find most useful about the day?					
10. What did you find least useful about the workshop?					
11. How could future workshops be more useful?					
12. Did the workshop meet your expectations?	☐ The workshop surpassed my expectations ☐ The workshop met all of my expectations ☐ The workshop met most of my expectations ☐ The workshop only met a few of my expectations ☐ The workshop did not meet any of my expectations				
13. Would you recommend this workshop to other teachers?	☐ Yes, definitely ☐ Yes, probably ☐ Not sure ☐ Probably not ☐ Definitely not				
14. Name					
15. Email					
16. School					
17. Type of school	☐ Primary ☐ Secondary				
18. Job title for Secondary	☐ Languages teacher				

School teachers	☐ History teacher
	☐ English teacher
	Other, please specify:

FEEDBACK FORM FOR STUDENTS

Feedback forms are relevant to events over three hours.

| 1. Name | |
| 2. School | |

3. How would you rate this talk/workshop, between 1 and 10, where 1 is boring and 10 is interesting?

1	2	3	4	5	6	7	8	9	10
Boring									Interesting

4. Did this event increase your interest in learning the Classics?	☐ Yes, definitely
	☐ Yes, probably
	☐ Not sure
	☐ Probably not
	☐ Definitely not
	☐ Not relevant, already interested in learning the Classics
5. Why?	
6. What attracts you to learning the Classics?	☐ Sense of achievement from learning a difficult subject
	☐ Sense of being special from learning a subject that most students don't learn
	☐ Help with spelling
	☐ Help with other languages
	☐ Understanding where words come from
	☐ Interest in the history of Italy and Greece
	Other, please specify:

OBSERVATION QUESTIONNAIRE OF TEACHERS

PURPOSE

We need a questionnaire for the London Schools Excellence Fund indicator:

- Delivery of higher quality teaching.

DRAFT QUESTIONNAIRE

The observation questionnaire will use the scoring system from OFSTED, with guidance customised to the style of Capital Classics. Capital Classics has decided against carrying out a baseline observation as it would strongly reduce the ability to recruit schools.

1. Name of observer					
2. Name of teacher					
3. Stage of observation	Mid year Year end				
4. Date					
5. Observations	Outstanding	Good	Requires improvement	Inadequate	NA
1. Lesson objectives					
2. Tailoring to students' learning needs					
3. Students' engagement					
4. Questioning and discussion to assess and progress learning					
5. Pace of lesson and use of time					
6. The level of challenge					
7. Subject knowledge and expertise					
8. Students learning for themselves					
9. Diversity in teaching methods					
10. Use of assessment to monitor learning during the lesson					
11. Use of to motivate students					
12. Teaching resources					
13. Development of students' reading, writing and oral communication and mathematics					
14. Students' behaviour					
15. Health and safety					
6. Did the teacher use any of the Capital Classics resources?	No Yes, what? Did they use them appropriately?				
7. Did the teacher use any of the teaching	No Yes, what?				

methods or content from Capital Classics training?	Did they use them appropriately?
8. Other comments	

PURPOSE

This survey is needed to produce information for the indicators for the London Schools Excellence Fund Self-Evaluation Toolkit:

- Awareness of specific teaching methods.

- Increased confidence.

- Use of better subject specific resources.

DRAFT QUESTIONNAIRE

The suggested procedure is:

- When teachers are recruited they are told that the programme is being evaluated and they will be expected to fill in an online questionnaire in October.

- The link to the survey will be sent out by the coordinator. We can help draft the email inviting responses.

- Two reminders will be sent out before the survey is closed.

YEAR END SURVEY OF TEACHERS	
1. Name	
2. School	
3. Teacher reference number	
4. Type of school	Primary Secondary
5. Job title for Secondary School teachers	Languages teacher History teacher English teacher Other, please specify:
6. Are you an NQT?	Yes No
7. How did you find out about Capital Classics?	Through the coordinator Through the universities Through Classics for All website Through other Classic organisations

	Through the school Don't remember Other, please specify:
8. Which of these Capital Classics events did you attend?	TO BE COMPLETED

9. Are these aspects of the Capital Classics programme positive or negative for you?	Very positive	Positive	Neutral	Negative	Very negative
Training delivered by universities					
On the job training (primary schools only)					
Intensive study at a residential					
Development of peer to peer networks between teachers					
Please explain:					

10. Which was the most useful activity of the Capital Classics programme for you?	Twilight and evening classes Residential summer school at Wadham College Oxford Visits/teacher observation Subject days TO BE COMPLETED LATER Other, please specify:
Why?	

11. Are the resources provided by the Capital Classics programme:	Yes, definitely	Yes, probably	Mixed	Probably not	Definitely not
Clear					
Coherent					
Relevant to you/your students					

Special/different to other teaching resources					
12. For Secondary School teachers: have you used the Capital Classics resources:	In a history class In a drama class In a English class In a language class Other, please specify:				
13. Overall, how many classes/groups have experienced any Capital Classics resources in your school?					
14. Does the Capital Classics programme make you feel:	Yes, definitely	Yes, probably	Mixed	Probably not	Definitely not
Inspired					
Energised					
Supported					
Connected to best practice					
More confident in teaching ancient history/history					
More confident in teaching Latin					
15. Has the Capital Classics programme had any of these effects on you:					
Increased your status in the school					
Increased your links with other teachers					
Led to your responsibilities being increased					
Enriched your					

understanding of teaching methods					
16. Do you use any of these teaching methods in class?	No, not aware of this method	No, aware of this method but don't use it	Yes, use this method occasionally	Yes, use this method frequently	Planning to use this method in the future
Connecting the language to the literature					
Teaching textual criticism					
Teaching grammar					
Teaching about the origins of language					
Teaching about how language changes over time					
17. Do you think the Capital Classics programme increases aspiration in students?	Yes, definitely Yes, probably Mixed Probably not Definitely not				
18. If yes, how exactly does it do this?					
19. Has the Capital Classics programme raised the status of the Classics in your school?	Yes, definitely Yes, probably Probably not Definitely not Don't know Please explain:				
20. What form does Classics teaching take?	Separate Latin class Latin club Integrated into English Integrated into languages Other, please specify:				
21. How many hours of Classics					

teaching did this equate in the time since you joined Capital Classics?	
22. How many children took part in Classics teaching as part of the regular syllabus in the time since you joined Capital Classics?	
23. How many children took part in Classics teaching off-timetable in the time since you joined Capital Classics?	
24. How many students are:	Signed up for a school club in a Classics subject Studying for GCSE in a Classics subject Studying for A Level in a Classics subject Comments:
25. Is there more that Capital Classics could do to raise the status of Classics teaching in your school? What?	
26. Overall, what do you see as the strengths of the Capital Classics programme?	
27. Overall, what do you see as the weaknesses of the Capital Classics programme?	
28. How should it be improved?	

Teachers will naturally use assessment tools which match the exact nature of their class. Capital Classics will provide assessment resources but cannot enforce one tool, nor would it be relevant across the programme.

In addition, we are considering encouraging use of an attitude survey. This could be coded using smily faces.

PRIMARY SCHOOLS

STUDENT FEEDBACK	
1. Name	
2. Age	
3. School	
4. Is Latin useful?	
5. Is Latin fun?	
6. Do you want to continue to learn Latin?	
7. What do you want to do when you grow up?	
8. What was your favourite exercise in the Latin lessons?	
9. What was your least favourite exercise in the Latin lessons?	
10. What is your favourite Latin word and why?	

SECONDARY SCHOOLS

1. Name	
2. Age	
3. School	
4. Why did you choose Latin?	
5. Is Latin useful?	
6. Is Latin fun?	
7. Has studying Latin added to your understanding of other subjects?	
8. Do you want to continue to learn Latin?	No Yes, to GCSE Yes, to A Level
9. Do you think you will continue with	

this class?	
10. If not, why not?	Other exams are more important The material is too difficult The timetable clashes Lessons are boring I can't see its relevance My friends have dropped out Other, please specify:
11. What do you want to do when you leave school?	
12. Do you think Latin will be useful in your future life? How?	
13. What was your favourite exercise in the lessons?	
14. What was your least favourite exercise in the lessons?	
15. What is your favourite Latin word and why?	
16. Would you recommend studying Latin to your friends?	
17. What is different about Latin compared to other subjects?	

YEAR END SCHOOL DATA ON ATTAINMENT

- Unique pupil identifier

- Expected Attainment levels and sublevels at KS1-3 and grades at KS4-5 in English, French, Spanish

- Attainment levels and sublevels at KS1-3 and grades at KS4-5 in English, French, Spanish.

- Expected Attainment levels and sublevels in Latin

- Attainment level and sublevel in Latin

- Date started engagement with Capital Classics

- Date ended engagement with Capital Classics, if appropriate

YEAR END ONLINE SURVEY OF STUDENT TEACHERS

PURPOSE

This questionnaire is for internal learning purposes. It is not required by the funder.

DRAFT QUESTIONNAIRE

The suggested procedure is:

- When student teachers are recruited they are told that the programme is being evaluated and they will be expected to fill in an online questionnaire in October 2014 and/or 2015.

- The link to the survey will be sent out by the coordinator. We can help draft the email inviting responses.

- Two reminders will be sent out before the survey is closed.

STUDENT TEACHERS' FINAL FEEDBACK FORM					
1. Name					
2. Organisation					
3. Did you attend the student teachers' training?	Yes No				
4. If yes, was the training:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
Clear					
Well presented					
Well structured					
Sufficiently detailed					
Relevant to you					
New content					
A good use of your time					
Please explain:					
5. What was the attraction of the Capital Classics programme for you?					
6. Did you experience any problems with being a student teacher?	No Yes, organisational issues Yes, lack of clarity about role Yes, lack of time Yes, other, please specify:				
7. Did the coordinator give you the support you needed as a student teacher?	Yes, definitely Yes, probably Don't know/mixed No, probably not No, definitely not Please explain:				

8. What did you gain from being a student teacher?	Satisfaction from helping your mentee Perspective on your own work New ideas to inform your practice Closer relationships with other schools A wider networks of contacts Other, please explain:
9. Did Capital Classics increase your interest in being a teacher in the Classics?	Yes, definitely Yes, probably Don't know/mixed No, probably not No, definitely not Not relevant, already very interested in becoming a teacher Please explain:
10. Have you had any other contact with schools apart from acting as a student teacher?	No Yes, running/helping to run a school club Other, please specify:
11. Would you be happy to be a student teacher on a similar programme in the future?	Yes, definitely Yes, probably Don't know/mixed No, probably not No, definitely not Please explain:
12. Overall, what were the strengths of the Capital Classics programme?	
13. Overall, what were the weaknesses of the Capital Classics programme?	

YEAR END ONLINE SURVEY OF PARTNERS

PURPOSE

This questionnaire is for internal learning purposes. It is not required by the funder.

DRAFT QUESTIONNAIRE

The suggested procedure is:

- The coordinator and other partners could consider keeping a diary or notes using the structure in this questionnaire.

- The link to the survey will be sent out by the coordinator. We can help draft the email inviting responses.

1. Name	
2. Role	
3. Were the roles of the different partners clear?	Yes, definitely Yes, probably Don't know/mixed No, probably not No, definitely not Please explain:
4. Did you observe the **twilight and evening classes?**	Yes No

5. If yes, were the twilight and evening classes:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
Well organised					
Well structured					
Well delivered					
Sufficiently practical					

6. What were the strengths of the twilight and evening classes?	
7. What were the weaknesses of the twilight and evening classes?	
8. Were there any lessons for the future?	
9. Did you observe the **residential summer school**?	Yes No

10. If yes, was the residential summer school:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
Well organised					
Well structured					
Well delivered					
Sufficiently practical					

11. What were the strengths of the residential summer school?	
12. What were the weaknesses of the residential summer school?	

13. Were there any lessons for the future?					
14. Did you observe **the visits?**	Yes No				
15. If yes, were the visits:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
Well organised					
Well structured					
Well delivered					
Sufficiently practical					
16. What were the strengths of the visits?					
17. What were the weaknesses of the visits?					
18. Were there any lessons for the future?					
19. Did you observe **the subject days?**	Yes No				
20. If yes, were the subject days:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
Well organised					
Well structured					
Well delivered					
Sufficiently practical					
21. What were the strengths of the subject days?					
22. What were the weaknesses of the subject days?					
23. Were there any lessons for the future?					
24. Did you observe **the student workshops?**	Yes No				
25. If yes, were the student workshops:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
Well organised					
Well structured					
Well delivered					
Sufficiently practical					
26. What were the strengths of the student workshops?					

27. What were the weaknesses of the student workshops?					
28. Were there any lessons for the future?					
29. Did you observe **the student study days?**	Yes No				
30. If yes, were the student study days:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
Well organised					
Well structured					
Well delivered					
Sufficiently practical					
31. What were the strengths of the student study days?					
32. What were the weaknesses of the student study days?					
33. Were there any lessons for the future?					
34. Did you observe **the student lecture series?**	Yes No				
35. If yes, was the student lecture series:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
Well organised					
Well structured					
Well delivered					
Sufficiently practical					
36. What were the strengths of the student lecture series?					
37. What were the weaknesses of the student study days?					
38. Were there any lessons for the future?					
39. What did you think about the **teacher resources** provided by Capital Classics? Were they:	Definitely yes	Probably yes	Mixed	Probably not	Definitely not
High quality					
Well structured					
Easy to access					
Easy to use					
40. Were there any gaps in the					

resources? What?	
41. Overall, were the different elements of Capital Classics coherent and mutually reinforcing?	Yes, definitely Yes, probably Don't know/mixed No, probably not No, definitely not Please explain:
42. Has Capital Classics had any of these effects of the sector?	No Improved

LEARNING SEMINAR

PURPOSE

We will have a debriefing meeting each year in November to reflect on:

- The results of the evaluation.

- Team experiences of the strengths and weaknesses of the programme.

- Outcomes from the programme.

- Attribution, how the programme achieved its outcomes.

- Lessons for future programmes.

FORMAT

This will be a two hour group seminar facilitated by the evaluator. It will use the logic model as a structure for discussion.