

# Evaluation of the Mayor's Education Programme

Technical Annex

April 2016

**SQW**

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## Annex A: Introduction

- A.1 The London Schools' Excellence Fund (LSEF) is a major element of the Mayor's Education Programme, a programme that was established by the Greater London Authority (GLA) following the Mayor's Education Inquiry in 2011-12. The wide-reaching Inquiry, which focused across the spectrum from early years to further and higher education, exploring aspects both of provision and outcomes, made a series of 12 recommendations, relating to three themes: *'Promoting excellent teaching in all London schools'*; *'Preparing young Londoners for life and work in a global city'*; and *'A good school place for every London child'*.
- A.2 Under the first of these themes, the Inquiry suggested that the Mayor should establish a **'London Schools Excellence Fund [...]** to help schools make substantial progress on the most pressing education priorities in the capital, namely literacy, numeracy and raising standards in science, technology, engineering and maths'. The Fund (the LSEF) was established alongside two other school-focused programmes, the **London School's Gold Club** and the **London Curriculum**, both of which are the subject of separate, focused evaluations.<sup>1</sup>
- A.3 In setting up the Fund (as well as the Gold Club and the London Curriculum), the GLA sought to test three distinct hypotheses:
- Investing in teacher subject knowledge and subject-specific teaching methods/ pedagogy will lead to improved outcomes for pupil's attainment, subject participation and aspiration.
  - Effective school networks and partnerships support improved schools and teacher collaboration which impacts on pupil outcomes.
  - A focus on teachers and subject expertise supports cultural change and helps raise expectations in the London school system.
- A.4 The ambitious programme of activity that was funded through the LSEF involved a range of high-performing schools, higher education institutions, learned societies and other organisations working with a range of other primary and secondary schools in order to develop a self-sustaining learning community, leading to in-depth subject knowledge and raised pupil attainment. Bidders were encouraged to form active partnerships in order to support improvements in subject knowledge and the quality of teaching (especially in those subjects identified as a priority),<sup>2</sup> build on emerging promising practice and evaluate their work so that it might be possible to transfer learning, raise expectations and promote cultural change.
- A.5 In total, 100 projects were funded across three distinct funding rounds, with projects funded under Round 1 from March 2013, under Round 2 from June 2013 and under Round 3 from March 2014. Each funded project was expected to **monitor** and **evaluate** their project, both to support their own learning and in order to provide the GLA with material that would enable

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<sup>1</sup> The evaluation report for the London Schools Gold Club is available online on <http://www.sqw.co.uk/insights-and-publications/evaluation-of-the-london-schools-gold-club/>; further information on the London Curriculum is available online on <https://www.london.gov.uk/what-we-do/education-and-youth/london-curriculum/what-london-curriculum>

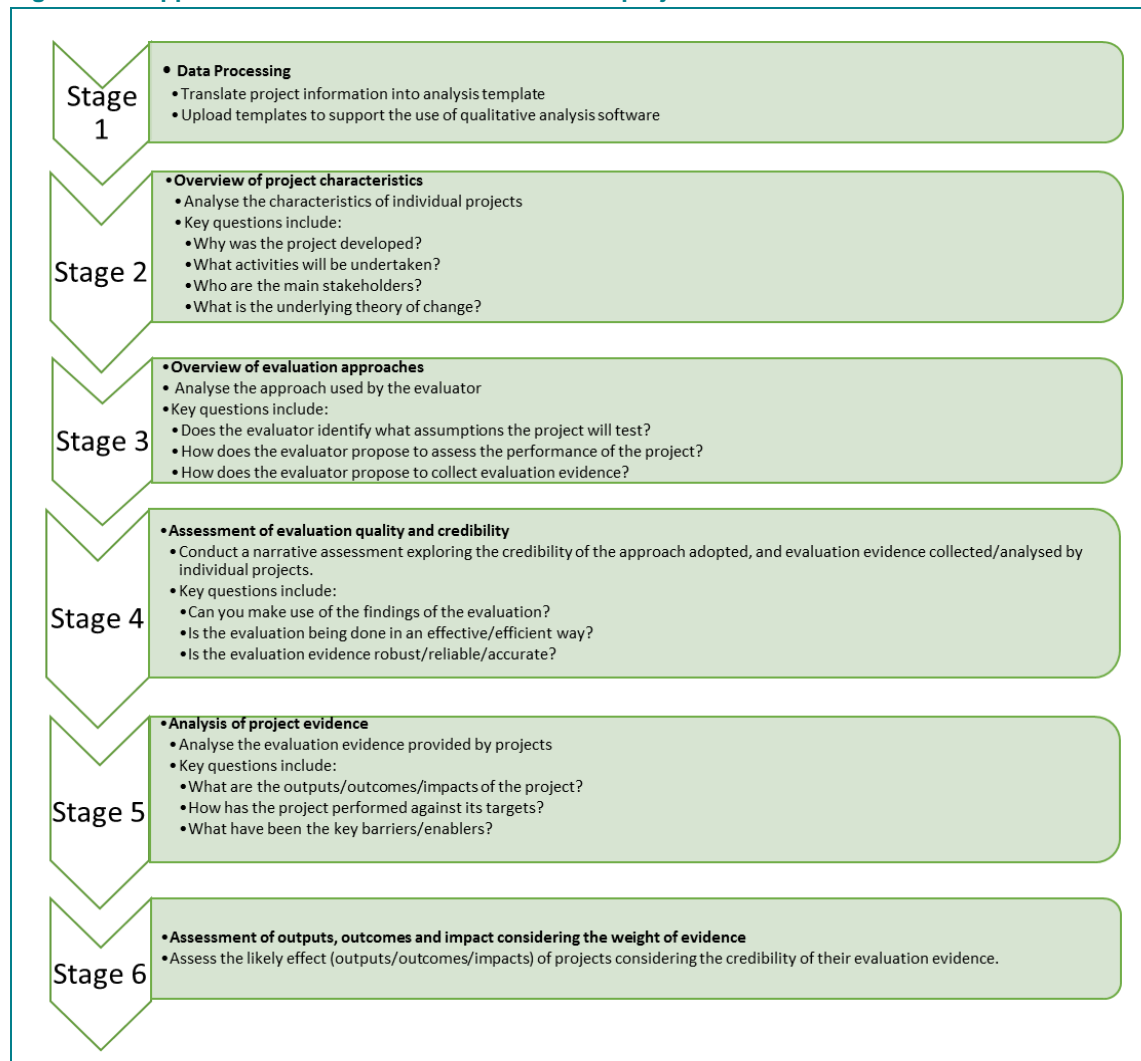
<sup>2</sup> Namely, English, mathematics, biology, chemistry, computer science, physics, history, geography and languages.

it to learn from the different approaches and activities, and to assess the impact of the disbursed revenue. The GLA commissioned SQW (in May 2014) to undertake a meta-evaluation of the submitted project evaluations. This technical annex sets out the details of how that meta-evaluation was undertaken, and accompanies the meta-evaluation report submitted to the GLA (March 2016).

## Annex B: Research Design

B.1 In total, 78 LSEF projects submitted their final reports in time to be included in the meta-evaluation process (by November 2015). This section discusses the approach adopted by SQW in undertaking this exercise. The key stages of the meta-evaluation approach are presented in Figure A-1 and discussed below.

Figure B-1: Approach to the meta-evaluation of LSEF projects



Source: SQW

### Stage 1: Data Processing

B.2 Every successful bidder was expected to **monitor** and **evaluate**<sup>3</sup> their project, both to support their own learning and in order to provide the GLA with material that would enable it to learn from the different approaches and activities, and to assess the impact of the disbursed revenue. In order to support LSEF funded projects (many of which were new to the process of

<sup>3</sup> Project Self Evaluation Reports can be found at [www.london.gov.uk/LSEFresources](http://www.london.gov.uk/LSEFresources)

self-evaluation), the GLA had appointed Project Oracle<sup>4</sup> to provide assistance to the projects through workshops and one-to-one advice.

- B.3 Support was initially structured around the production of two main documents:
- A Theory of Change (TOC), setting out projects' intended outcomes, the activities that were linked to achieving each outcome and the assumptions behind their theory.
  - An evaluation framework/plan (EP), setting out when and how projects would measure the impact of their project.
- B.4 Projects were also required to produce an interim report (IR) in October 2014 and a final report (FR) in September 2015 to support an assessment of their performance.
- B.5 The documentary analysis for the meta-evaluation drew on each project's individual theory of change and evaluation plan as well as on their final evaluation report. In order to provide an early indication of progress and to support programme development, SQW completed a mid-project review following the submission of the projects' interim reports. SQW reviewed and analysed the data from 46 projects for whom all three documents (the TOC, the EP and the IR) were available. The technical review highlighted some areas on which projects might need further support with in order for their evaluations to be considered sufficiently robust to enable the GLA to build on the learning gained from them. We set out our feedback and conclusions from this review in an interim evaluation report, which we submitted to the GLA in December 2014.
- B.6 Following this report, Project Oracle (in liaison with the GLA) provided additional, tailored support to projects (through a series of targeted workshops) to help them to produce their final reports. It was evident from the nature, content and coverage of the submitted final reports that projects had benefitted from this support.
- B.7 The GLA developed a series of reporting templates in order to support projects in structuring their outputs and to facilitate comparability and the collection of data. Developed in Microsoft Word, these were designed as an accessible (and consistent) means by which project could set out their approach/performance information. The original templates are enclosed as Annex D.
- B.8 Projects, however, did not always follow the templates fully in presenting their information and used a variety of other formats, particularly for their Theories of Change. In order to facilitate a consistent/systematic assessment of project/evaluation evidence, we therefore translated project/evaluation evidence into a series of templates modelled on those initially produced by the GLA and pre-coded for use in qualitative analysis software (MAX QDA). Migrating project/evaluation evidence onto this platform allowed us to undertake a systematic assessment of content. In turn, this has enabled us to generate findings at project and programme-level.

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<sup>4</sup> Project Oracle is a children and youth evidence hub managed and implemented by The Social Innovation Partnership (TSIP) and London Metropolitan University (LMU). It is funded by the GLA, the Mayor's Office for Police and Crime (MOPAC) and the Economic and Social Research Council (ESRC).

## Stages 2 and 3: Overview of project characteristics and evaluation approaches

- B.9 Initial analysis of all received project documentation has been undertaken to assess the key characteristics of funded projects and the approaches adopted, to assess their performance. Key questions included:
- Why was the project developed?
  - What activities have been undertaken?
  - Who are the main stakeholders?
  - What is the underlying theory of change?
  - Does the project identify the assumptions that it is designed to test?
  - How does the project team/independent evaluator propose to assess the performance of the project?
  - How does the project team/independent evaluator propose to collect evaluation evidence?
- B.10 Through consideration of these questions we sought to identify key trends at a programme-wide level, related, for example, to the target beneficiaries, approaches and subject areas. By adopting this approach we aimed to assess the extent to which the funded projects clearly targeted the areas in the initial programme guidance that was set out by the GLA.
- B.11 This first level analysis allowed us to deepen our understanding of the types of approaches that projects were using to assess their performance and how/when they were planning to collect evaluation evidence. This informed the development of our meta-evaluation framework, and the means by which we continued to assess the quality and credibility of evaluation evidence.

## Stage 4: Assessment of evaluation quality and credibility

- B.12 Our approach to the meta-evaluation was guided by best-practice in the field. We devised our approach to the meta-evaluation based on indicators developed by the Joint Committee on Standards for Educational Evaluation (JCSEE) based at the University of Iowa<sup>5</sup>. These are widely used in the US and also by policy teams and other bodies in the European Union.
- B.13 The nature of the evaluation material that LSEF projects were asked to provide meant that it was not possible (nor was it reasonable) to assess the performance of project evaluations against all twenty-seven indicators that are in the JCSEE framework, however. Drawing on the parameters of the data that was required from projects, we identified a sub-set of sixteen indicators to form our meta-evaluation framework. These indicators, adapted to suit the LSEF context, and selected as relevant and appropriate, are summarised in Table D.1 in Annex D.

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<sup>5</sup>Yarbrough D.B et al (2011) *The program evaluation standards: A guide for evaluators and evaluation users* (Thousand Oaks, CA: Sage)

- B.14 Given the prescribed basis on which projects have been asked to report, it has been important to consider the relationship between the various evaluation outputs in assessing the relative performance of each project against the sub-set of indicators in the meta-evaluation framework. The key questions that we have asked of the evaluation outputs are set out in full in Table D.2 in Annex D. For ease of interpretation we have re-ordered the various indicators and associated questions to better align with the review process.
- B.15 In order to ensure that analysis was undertaken in a consistent/systematic way, reviewers completed a *Narrative Report* for each project. To support this process we developed a template structured around the key evaluation indicators. Reviewers were required to make a judgement on the quality of the evaluation evidence against a number of focused questions. These judgements contributed to the calculation of a total score against each indicator and for each project phase (Evaluation Set Up, Evaluation Conduct and Evaluation Reporting). From these scores, we generated an average score for each project. By generating scores in this way, we were able to assess the overall strength of the evaluation evidence from individual projects (and indeed the programme as a whole).
- B.16 Scores were generated against a five point scale:
5. There is a high level of clarity/credibility/consistency in the evidence presented
  4. There is a fairly high level of clarity/credibility/consistency in the evidence presented
  3. There is a fair level of clarity/credibility/consistency in the evidence presented
  2. There is a fairly low level of clarity/credibility/consistency in the evidence presented
  1. There is low level of clarity/credibility/consistency in the evidence presented.
- B.17 This scale was selected to provide sufficient flexibility to reviewers when considering project evidence. Where no evidence had been provided on which the performance of the project could be judged, a score of zero was allocated.
- B.18 Alongside their scoring, reviewers were asked to summarise the reasoning behind their judgement. Both the scoring and each judgement was moderated by another member of the team to ensure the quality of the approach and the consistency of assessments. A process was also established to consider and resolve any circumstances in which team members were unable to agree on a judgement. On completion of the moderation process, the *Narrative Reports* were uploaded into the qualitative analysis tool to assist with the development of a programme-level view.

## Stage 5: Analysis of project evidence

- B.19 In stage 5, we assessed the evidence presented in projects' final reports and explored what had helped them in their data collection, or whether projects had faced any common barriers in their collection of evidence. We also sought to draw out any learning relating to what worked well (and what worked less well) and why, in relation to the delivery models and implementation processes of the different projects.
- B.20 Our approach to analysing the project evidence was guided by the field of Implementation Science. This field, which is relatively widely used in promoting and supporting the use of



evidence in health and healthcare policy and practice, is now gaining greater exposure in the US and Canada as a means of informing social policy and practice. We adopted the framework used by Metz and Bartley (2012) which was developed to encourage the better use of research evidence in improving outcomes for children<sup>6</sup>. This framework considers the interaction and cumulative effect of three underpinning aspects of the project, that is, effective intervention, effective implementation methods and enabling factors.

- B.21 Reviewers were asked to complete a *Project Report* for each project they reviewed. This report was designed to provide the basis for which we assessed the performance of each individual project at Stage 6 of the analysis, when the various elements of the meta-evaluation were brought together. This enabled deeper understanding of the key learning arising from the programme.
- B.22 Similar to our practice in Stage 4, and in order to ensure that the review and analysis was conducted in a systematic and consistent way, we developed a template for the *Project Report* constructed around effective intervention, effective implementation methods and enabling factors. The *Project Report* consisted of three sections.
- B.23 In the first, reviewers were required to consider how effective they felt the project had been in achieving its aims and objectives and give a score for each of the objectives based on this judgment. The scores were generated against a five point scale:
5. The project appears to have been highly effective
  4. The project appears to have been quite effective
  3. The project appears to have been moderately effective
  2. The project appears to have been marginally effective
  1. The project appears to have been ineffective.
- B.24 As with the assessment of the evaluations, we generated an average score for each project, which contributed to an assessment of the overall effectiveness of individual projects.
- B.25 In the second section, reviewers were asked to reflect on the evidence that was set out in the project's final report and consider the strengths and weaknesses of the approach taken by the project. To do this reviewers considered a set of key questions relating to the project intervention model, the implementation methods and identified enabling factors. In the third section, reviewers were required to summarise the main learning points that could be drawn out from the experience of the project. Finally, reviewers were asked to summarise project learning under the three element of the Implementation Science framework.

## Stage 6: Assessment of outputs, outcomes, and impact considering the weight of evidence

- B.26 Stage 6 was, in effect, one of synthesis. Key questions for discussion included:

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<sup>6</sup> Metz, A., & Bartley, L. (2012). Active Implementation Frameworks for program success: How to use implementation science to improve outcomes for children. *Zero to Three Journal*, 32(4), 11-18

- What effect/impact do projects claim to have achieved?
- What is the strength of the evaluation evidence produced by these projects?
- Given the strength of the evaluation evidence presented, what level of confidence can be ascribed to the outputs/outcomes/impacts claimed in project documentation?

B.27 Such considerations were included to allow a presentation of the likely effect/impact at a project and programme-wide level. The nature of project performance and strength of evaluation evidence varied considerably, differences that were not necessarily related to size, focus or approach.

## Annex C: Evaluation quality and credibility

- C.1 This section discusses the findings of Stage 4 of our research design, relating to the quality and credibility of the evaluation set up, conduct and reporting of the projects. The findings are based on the review of the Theories of Change, Evaluation Plans and Final Reports submitted by 78 projects. This review and analysis was based on indicators developed by the Joint Committee of Standards for Educational Evaluation as detailed in Annex A above.
- C.2 The review of projects' final documents revealed noticeable progress in the quality and conduct of their evaluations as well as in their reporting, compared with the interim point in December 2014. This trend highlighted the journey that the projects had been through in the process of implementing and evaluating their interventions.
- C.3 Table C-1 below summarises the average meta-evaluation scores achieved across all 78 projects whose documents have been reviewed. As we noted above, the scores for each of the indicators were generated on a five point scale, where a score of '5' meant there was a high level of clarity, credibility or consistency in the evidence presented, and a score of '1' meant there was a low level of clarity, credibility or consistency in a project's documentation relating to the indicator.

**Table C-1: Meta-evaluation scores**

<b>Evaluation Phase</b>	<b>Minimum (mean score)</b>	<b>Maximum (mean score)</b>	<b>Average (mean score)</b>
Set-up	1.2	4.6	2.7
Conduct	1.7	4.6	3.4
Reporting	1.1	4.8	3.1
<b>Overall Credibility / Quality</b>	<b>1.9</b>	<b>4.5</b>	<b>3.2</b>

*Source: SQW*

- C.4 The overall average score of the meta-evaluation across all 78 projects was 3.2 out of 5.0. When broken down into the three phases that were considered, there seemed to be a consistent trend across the different projects. Projects tended to score relatively highly on indicators relating to Evaluation Conduct (an overall average score of 3.4) and Evaluation Reporting (an overall average score of 3.1) and relatively lower on evaluation set-up (an overall average score of 2.7). This trend suggests that while at the outset, the quality of some projects' evaluation set-up was relatively low, with gaps relating to the clarity and credibility of the Evaluation Plans and Theories of Change, many projects' understanding of and ability to conduct and report evaluations grew over the period in which the project was operating.
- C.5 The relatively high scores for evaluation conduct and reporting indicates relatively high levels of clarity and credibility around the performance data provided and the evaluation interpretation. That said, the review of the projects' final reports highlighted a few issues relating to data interpretation and the conclusions provided by some of the projects (as discussed below). In the following sub-sections we discuss the findings for each of the three phases that have been considered: evaluation set-up, evaluation conduct and evaluation reporting.

## Evaluation Set-up

- C.6 The review of the indicators relating to the evaluation set-up considered the availability and clarity of any contextual information in support of each project's delivery model. In particular, it considered the availability and clarity around evidence of need, the clarity of the project's Theory of Change, and the consistency between the assumptions that were set out in the document and in the development of their evaluation plan. The overall average score for the indicators relating to the evaluation set-up was 2.7 out of 5.0 (with 7 projects achieving a score of 4.0 and above).
- C.7 When reviewing projects' accounts of the contexts in which they were being delivered, consideration was given to whether projects had set out clearly (in the documents to which we had access) why they had been developed and the problems, issues or gaps they wished to address. We also considered whether any of the projects had carried out a needs assessment or whether any of the projects' documentation provided an evidence base to support the project development. The majority of the projects provided information on the issues that they wished to address and in most cases, this information was relatively clearly set out. However, very few of the projects provided information on the evidence base and fewer still appeared to have carried out (or, to be more exact, had recorded the outcomes of) a needs assessment to inform the targeting of the project.
- C.8 Consideration was also given to whether the assumptions that projects had identified were clearly set out and whether they reflected the underlying theories of change for the projects. In the majority of projects (though not all) these assumptions were not clearly set out; most focused on providing targets (for example teachers' increased confidence) or outputs (for example, the establishment of a wider school network) in this section, rather than setting out why they thought what they were doing would lead to particular outcomes. This meant that there was often no clear and overt link between projects' planned activity and the goals they sought to achieve.
- C.9 Where projects had not completed a needs assessment (or at least presented a discussion of perceived need), or lacked clarity in relation to their underlying assumptions, many also displayed inconsistencies between their Theory of Change and their Evaluation Plan documents. These inconsistencies suggested that the projects were not always clear at the outset as to how the project was going to affect their beneficiaries (and, indeed, in some cases who those beneficiaries might be). This in turn led to the project being unclear as to the data they needed for measuring the performance of the project. These inconsistencies meant that it was not always possible to assess the validity of the intended outcomes, nor to assess the level of progress that target groups were expected to make over the course of the project.
- C.10 That said, many such projects, once operational, identified the original gaps in their evaluation plan, and made changes (to tools, target groups, or method of measurement) to improve the relevance of the data that they were collecting. We discuss this further in the section below.

## Evaluation conduct

- C.11 The review of the indicators relating to the conduct of the evaluations considered the appropriateness of the evaluation procedures adopted in relation to the projects' delivery models, their target groups and projects' manner of implementation. The overall average

score, across the 78 projects for the indicators relating to evaluation conduct was 3.4 out of 5.0.

C.12 Consistent with the underlying hypothesis of the programme, most (if not all) of the projects funded through the LSEF sought to improve the confidence, knowledge or competence of teachers in London. It is not surprising, therefore, that 77 of the 78 projects reviewed **clearly set out one or more approaches in their evaluation framework that aimed to assess the effect of their activities on teachers**. In the one remaining project, it was unclear from the written evaluation frameworks submitted, what approach had been adopted. Approaches to evaluating the performance of the projects included:

- knowledge tests
- surveys
- classroom observations
- an audit of the learning resources used.

C.13 In most projects, teachers were the primary beneficiaries of project activity. Nonetheless, the majority of projects (76) also **set out approaches to assess the effect of their project on pupils**. Given the statutory requirements of schools to collect pupil level performance information, just over three-quarters of the projects committed to the collection and analysis of pupil attainment data. A number of projects sought to supplement this secondary data with primary research. Around one quarter of the projects aimed to do this by surveying pupils who were taught by the teachers in receipt of project support.

C.14 In addition, the majority of projects set out approaches for measuring their effect **on the wider school system**. These included the collection and analysis of **monitoring data** (used by 59 of the projects), **surveys of head teachers and other school staff** (used by 29 of the projects) and **independent audits of teaching practices** (used by 22 projects).

C.15 Across the three different phases that were considered in the review, projects scored highest on the indicators relating to evaluation conduct. Projects scored highest in the indicators relating to:

- setting out their anticipated outcomes
- identifying target groups
- setting out a clear evaluation and measurement approach
- planning and carrying out a systematic collection of the data.

### Strengths

C.16 Where projects scored particularly well in the indicators relating to the evaluation approach there was **clear consistency between the Evaluation Plan and Theory of Change**. Where projects scored less well, in most cases there were inconsistencies between the Evaluation Plan and the Theory of Change (in terms of the target groups and outcomes that were listed in each). However, as discussed above, many of these projects realised the gaps in their

evaluation plan, and made **appropriate changes in their evaluation implementation**, in order to improve the quality and relevance of the data that they were collecting.

- C.17 Some of the projects commissioned an **external contractor** to carry out the evaluation of their project. These projects tended to score well against the indicators relating to the evaluation conduct. This can be attributed to the fact that, in many such cases, the external evaluators themselves had designed the evaluation plans and written the evaluation reports, building on their experience of conducting similar evaluation projects. In other cases, the external evaluator may have provided individual support and advice to the projects in the design and the development of their evaluation approach, providing guidance and a steer to ensure that the appropriate target groups were identified, that measurements were developed for each outcome and target group, and that consideration was given to any limitations of the evaluation approach.

### **Weaknesses**

- C.18 One key challenge for the projects was around establishing an effective infrastructure for the collection of data, and for the management of the evaluation. This included difficulties in achieving high response rates to their surveys and in particular, receiving data on teachers and pupils from schools; both those who participated in the projects and those in the control group (where applicable). The **low response rates** and **gaps in the data** reduced the size and the evidence base for many of the projects, and in turn, reduced the confidence that we could have in the interpretation of the data in relation to the performance of the projects.
- C.19 That said, many of the projects identified these gaps in their evaluation methodology and **sought to address them** (where they could) **by changing their approach to the collection of the data or by using alternative sources of information where appropriate**. Where projects were not successful in addressing these gaps, many of them acknowledged this weakness and limitation of the evaluation plan and referred to these in their reporting. This demonstrated a marked improvement in the quality of the final evaluation reports, compared to the interim reports that projects produced. This is discussed further in the 'Evaluation reporting' section below.

### **Consideration of the counterfactual**

- C.20 In assessing the relative strength of the approaches adopted by LSEF projects we have been guided by HM Treasury's Magenta Book (the UK's primary authority on the evaluation of public sector programmes)<sup>7</sup>. This stresses, in particular, that in order to understand what difference a project or programme has made, an evaluation will have to consider its impact. This type of approach recognises that the behaviour of beneficiaries is likely to be influenced by a range of factors, not just the activities funded through a particular project. It suggests that, in order to isolate the effect of the project from these other factors, it is necessary to develop a counterfactual (what would have happened if the project had not been delivered). A number of methods can be used to support the assessment of the counterfactual, with the strongest of these being the development of a matched control group.

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<sup>7</sup> HM Treasury (2011) The Magenta Book (Online) Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/220542/magenta\\_book\\_combined.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220542/magenta_book_combined.pdf) (Accessed: 04/02/2016)

- C.21 That said, although such an approach facilitates the most robust assessment of impact, it does not mean that this approach is the most appropriate in every case. Indeed, in many cases, the manner in which a project is being delivered may prevent a matched control group being developed, or may substantially detract from the ability of providers to deliver a project. To this end, in reviewing the approaches taken by individual projects, we considered not just the **strength** and **appropriateness** but the **proportionality** of their approach.
- C.22 The review indicated that many of the projects had found it particularly challenging to establish a reference group of teachers, with few opportunities to obtain data from non-participants. Indeed, in many of the projects, it would not have been appropriate to establish a control group. For instance, many of the LSEF projects sought to target the project at those thought to be most in need of support. In such circumstances it would be considered unethical to restrict access to support to those considered to be in need. Instead, a large proportion of the projects had adopted a **pre-/post- approach** for measuring outcomes amongst participating teachers, using a range of different evaluation tools. The tool most commonly used by the projects in measuring teacher outcomes were **self-completion surveys**, followed by **observations** of teachers in the classroom and **teacher interviews** (or focus groups). Both teacher surveys and teacher interviews rely on self-reporting and personal perceptions and, while they provide good qualitative evidence, they are considered relatively weak in terms of the robust evidence they can provide on progress (other than in relation to assessing changes in confidence and self-esteem).
- C.23 Recognising this, **many of the projects used these self-completion tools in conjunction with other less subjective tools, such as tests for teachers** (nearly half of the projects used these) and **peer-led or subject-expert led classroom observations** (both of which have the potential to provide more robust or objective evidence). This strengthened their evaluation approach and the credibility of the data that they collected. Where LSEF projects did not establish a reference case and no mitigating methods were implemented, or where there was over-reliance on beneficiaries' self-reporting, they could not attribute any finding relating to outcomes to the performance of the project. In these cases the evaluation appeared to be weak.

## Evaluation reporting

- C.24 The review of the indicators relating to evaluation reporting focused on the projects' final reports and considered the clarity, validity and credibility of the evidence provided and the way that it had been interpreted, in order to draw conclusions on the performance of the projects and their delivery models. The overall average score for this element of the review was 3.1 out of 5.0. By and large, the quality of the projects' final reports was relatively good, with around one third of the projects achieving an average score of 3.5 and above, suggesting a good quality of performance data and a relatively credible and reliable interpretation of the findings.

### Strengths

- C.25 In many of the reports the evidence was presented clearly, allowing for stakeholders to interpret them and draw conclusions relatively easy. Where data was presented, in most cases it was clearly labelled, indicating, for example, the target groups, type of data and phase of the



evaluation it referred to, as well as base sizes. That said, where the project had gaps or faced challenges in collecting certain data, these data were not presented as clearly and concisely and could not be interpreted easily. This meant that in some reports, the clarity of the data presented was variable.

- C.26 The authors in the majority of the reports provided appropriate caveats when presenting and (to some extent) when interpreting the data. Where relevant, the authors identified the limitations of their evaluations and provided detailed explanations on how their projects sought to address these. In many cases projects addressed these gaps by replacing one source of data with another, either because the planned data collection was not possible, the data was not readily available (e.g. subject specific attainment data not held nationally) or because the data collection approach proved to be ineffective (e.g. schools not providing data on teachers or pupils). Where the authors provided these explanations, in most cases they provided a good level of detail, allowing us to make judgement about the credibility of the solution and alternative data. Where projects were unsuccessful in implementing an effective solution to address gaps in their data, the authors in many cases clearly indicated so, suggesting in their commentary that any interpretation of the data should be made with the gaps in data in mind. **The majority of the authors appeared to have identified the limitations of their data and as noted, included appropriate caveats in their commentary.**

### Weaknesses

- C.27 One key gap was identified in relation to the conclusions that authors had drawn out in their reports. In summary, a number of the authors of the evaluation reports:
- disregarded data that was incomplete or unclear and/or disregarded evidence of unsuccessful or ineffective implementation or delivery
  - overstated their findings (in around one third of the reports the commentary on the data tended to overstate the level of change that had been presented in the data)
  - did not provide information (or only provided partial information) on the analytical technique that was used to analyse the data
  - used inappropriate analytical techniques (e.g. comparison of different datasets inappropriately, such as pre and post results of a survey to show change where the respondents in each cohort were not the same ones)
  - did not synthesise the quantitative and the qualitative data, using qualitative data only as a means of providing positive quotes to demonstrate the positive effect of the project (even where the quantitative evidence suggested the opposite).

### Summary

- C.28 The assessment of the projects' documentation identified a number of the projects that had produced self-evaluations of good quality, with robust and credible evidence in support of projects' performance. The proportion of projects categorised in this way is indicated in Table C-2, below. This shows that 29 of the 78 projects scored a mean of 3.5 and above (with eight of these scoring over 4.5, indicating a very effective evaluation). These 29 projects achieved a



high or fairly high level of clarity, credibility or consistency in the information in the documentation provided. In the main evaluation report we focused on these 29 projects in drawing out the lessons from the LSEF, as the high quality of their evaluation mean their conclusions could be discussed relating to the performance of the projects with a reasonable level of confidence.

**Table C-2: Evaluation quality (hence credibility) scores**

<b>Banding</b>	<b>N of projects</b>	<b>% of projects</b>
1-1.9	2	3
2-2.9	23	29
3-3.4	24	31
3.5-3.9	21	27
4-5	8	10
<i>Total</i>	78	100

Source: SQW

## Annex D: SQW meta-evaluation framework

D.1 This section provides detail on the meta-evaluation framework that we developed for assessing the evaluation quality and credibility of the LSEF projects. This framework is based on a sub-set of indicators from a sub-set of Indicators developed by the Joint Committee on Standards for Educational Evaluation (JCSEE) based at the University of Iowa<sup>8</sup>. The indicators, adapted to the LSEF context, are summarised in Table B-1, alongside a summary of our decision to include or exclude each of these in our framework.

**Table D-1: Indicators for conducting a meta-evaluation of individual studies**

Indicators		Reasons for inclusion/exclusion
<b>Utility Indicators</b>		
<i>Can you make use of the findings of the evaluation?</i>		
1	The evaluator is credible	<b>Exclude</b> – Providers have not been asked to provide information pertaining to the experience/background of their evaluator
2	The full range of stakeholders are included in the evaluation	<b>Include</b> – We expect that the information provided will allow us to judge the performance of a project evaluation against this indicator
3	The evaluation is undertaken with the permission of stakeholders	<b>Exclude</b> – Providers have not been asked to provide information pertaining to the experience/background of their evaluator
4	The evaluation specifies what theoretical considerations have guided its design and implementation	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
5	The evaluation serves the needs of stakeholders	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
6	The findings of the study serve the needs of stakeholders	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
7	The progress of the evaluation is communicated in a timely manner	<b>Include</b> – We are likely to be able to make basic judgements about the timeliness of project reporting.
8	The findings of the evaluation are communicated in a way that limits the danger of miss-application/misuse.	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
<b>Feasibility Indicators</b>		
<i>Has the evaluation been done in an effective/efficient way?</i>		
9	The evaluator uses effective project management strategies.	<b>Include</b> - We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
10	Evaluation procedures are appropriate given the way the programme is being implemented	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator

<sup>8</sup>Yarbrough D.B et al (2011) *The program evaluation standards: A guide for evaluators and evaluation users* (Thousand Oaks, CA: Sage)

11	The evaluation is conducted in a manner sympathetic to the context in which the programme is being implemented	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
12	The evaluation use resources effectively and efficiently	<b>Exclude</b> – We do not expect that providers will provide information relating to expenditure on the evaluation.
<b>Propriety Indicators</b> <i>Has the evaluation been done in an ethical way?</i>		
13	The evaluation is responsive to stakeholders and their communities.	<b>Exclude</b> – Consideration of the templates used by the providers to report on the performance of their project reveals that it will be unlikely that we will be able to assess the propriety of individual projects
14	Evaluation agreements should make the requirements placed on stakeholders explicit	<b>Exclude</b> – Consideration of the templates used by the providers to report on the performance of their project reveals that it will be unlikely that we will be able to assess the propriety of individual projects
15	The evaluation maintains the dignity of participants	<b>Exclude</b> – Consideration of the templates used by the providers to report on the performance of their project reveals that it will be unlikely that we will be able to assess the propriety of individual projects
16	The evaluation addresses the needs of stakeholders	<b>Exclude</b> – Consideration of the templates used by the providers to report on the performance of their project reveals that it will be unlikely that we will be able to assess the propriety of individual projects
17	The findings of the evaluation are communicated to all stakeholders in an accessible manner	<b>Exclude</b> – Consideration of the templates used by the providers to report on the performance of their project reveals that it will be unlikely that we will be able to assess the propriety of individual projects
18	The evaluation identifies those conflicts of interest which could compromise the integrity of the study	<b>Exclude</b> – Consideration of the templates used by the providers to report on the performance of their project reveals that it will be unlikely that we will be able to assess the propriety of individual projects
19	The evaluation is undertaken on the basis of sound fiscal procedures	<b>Exclude</b> – Consideration of the templates used by the providers to report on the performance of their project reveals that it will be unlikely that we will be able to assess the propriety of individual projects
<b>Accuracy Indicators</b> <i>Is the evaluation evidence robust/reliable/accurate?</i>		
20	The evaluation should take account of the context in which it is being delivered	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
21	Evidence from the evaluation is valid	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
22	Evidence from the evaluation is reliable	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator

23	Evidence from the evaluation is contextualised	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
24	Systematic information collection techniques are collected to evaluation evidence	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
25	The evaluation employs a technically adequate design	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
26	The reasoning behind the conclusions of an evaluation is clearly and completely documented	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator
27	Evaluation communications have adequate scope and guard against distortion	<b>Include</b> – We expect that the information provided will allow us to judge the performance of the project evaluation against this indicator

Source: SQW based on those developed by JCSEE

D.2 Given the prescribed basis on which projects have been asked to report, it has been important in assessing the relative performance of each project against the indicators that we consider the relationship between the various evaluation outputs. The key questions that we have asked of the evaluation outputs are set out in full in Table B.2. For ease of interpretation we have re-ordered the various indicators and associated questions to better align with the review process.

**Table D-2: Questions for reviewers**

Indicator	Evaluation Questions	Questions for the reviewer will include:
<b>Evaluation Set-Up</b>		
4	The evaluation should take account of the context in which it is being delivered	Do the evaluators set out why the project is being delivered and what contextual problems it is meant to address?
20	The evaluation specifies what theoretical considerations have guided its design and implementation	Does the TOC clearly set out why the project was developed or what problem/issue it is looking to address?  Does the TOC identify what assumptions the project will test?  Does the Interim/Final report assess the validity of these assumptions or modify them in any way?
<b>Evaluation Conduct</b>		
2	The full range of stakeholders are included in the evaluation	Will/does the approach adopted by the evaluator provide data on all those stakeholders likely to be affected by the intervention?  Does the TOC set out which stakeholder groups will be affected by the intervention?  Do the approaches set in the Evaluation Plan provide evidence of the effect of the project on all appropriate stakeholder groups?  Does the Interim/Final Report capture information from all of these stakeholder groups?

10	Evaluation procedures are appropriate given the way the programme is being implemented	How does the evaluator propose to assess the performance of the project? How does the evaluator propose to collect evidence on the performance of the project?	<p>Is it clear from the EP, the TOC and the Interim/Final Report what project activities are being undertaken?</p> <p>Does the Evaluation Plan set out what monitoring and evaluation evidence will be collected?</p> <p>Does the Evaluation Plan set out any milestones/target for the collection of evaluation evidence?</p> <p>What progress has been made in the collection of evaluation evidence?</p> <p>Does the Interim/Final Report record progress in the collection of evaluation evidence?</p> <p>Is there evidence that the nature of the evaluation evidence collected by the evaluation has changed from that set out in the Evaluation Plan to that presented in the Interim/Final Report?</p>
11	The evaluation is conducted in a manner sympathetic to the context in which the programme is being implemented	Are the approaches adopted by the evaluator sympathetic to the context in which the project is being delivered?	<p>Does the Evaluation Plan set out what approaches will be used to assess the performance of the project (are they qualitative, quantitative or mixed)?</p> <p>Are they set out clearly and concisely?</p> <p>Are the approaches adopted appropriate given the nature of the study? Will they allow for the collection of reliable performance monitoring information on project outputs, outcomes and impacts? For instance in order to assess the impact of a project have appropriate steps been taken to identify a suitable counterfactual?</p> <p>Does the Interim/Final Report consider whether any changes have been made to the approaches set out in the Evaluation Plan?</p>
24	Systematic information collection techniques are collected to evaluation evidence	Has evaluation evidence been collected in a systematic way?	<p>Does the Evaluation plan set out what processes will be put in place to ensure that evaluation evidence is collected in a systematic way?</p> <p>Is there evidence that these techniques are being adhered to?</p>

9	The evaluation uses effective project management strategies	Has the quality of the monitoring infrastructure put in place by the evaluator affected the quality of the performance information that has been collected?	<p>What infrastructure appears to have been put in place to support the collection of evidence?</p> <p>Does the quality of the infrastructure put in place appear to have affected the quality of the evaluation findings?</p>
<b>Evaluation Reporting</b>			
21	Evidence from the evaluation is valid	Has evaluation evidence been collected in way that can be interpreted in a way that support valid conclusions?	<p>Is the evaluation evidence presented in the Interim/Final internally consistent?</p> <p>What evidence is provided in the Final Report on the inputs/ outputs/outcomes/impacts of the project?</p> <p>Does the Interim/Final provide any evidence on the inputs/ outputs/outcomes/impacts of the project?</p>
25	The evaluation employs a technically adequate design	Are the techniques used by the evaluator to analyse evaluation evidence appropriate to the task?	<p>What analytical techniques have been used to interpret evaluation evidence?</p> <p>Does the Interim/Final Report set out what analysis has been done of evaluation evidence?</p> <p>Are the analytical techniques used by the evaluator appropriate given the nature of evaluation evidence?</p>
22	Evidence from the evaluation is reliable	Is evaluation evidence interpreted in a reliable way?	Is evaluation evidence set out in the Interim/Final Report interpreted in a reliable way?
23	Evidence from the evaluation is contextualised	Are findings from the evaluation considered in light of the context in which the project has been delivered?	Is evaluation evidence set out in the Interim/Final Report interpreted in a way that takes account of the context in which the evaluation has been undertaken?
26	The reasoning behind the conclusions of an evaluation is clearly and completely documented	Are the conclusions made by the evaluator justified based on the evaluation evidence?	<p>What conclusions are drawn in the Interim/Final Report?</p> <p>Are any conclusions made by the evaluator in the Interim/Final Report justified given the evidence provided?</p>
27	Evaluation communications have adequate scope and guard against distortion	Are the findings of the evaluation appropriately caveated?	<p>What are the issues/challenges that projects have faced in implanting the project/collecting data/processing data etc?</p> <p>Does the Interim/Final Report identify any issues/challenges that may have affected the quality of the evaluation evidence?</p> <p>Are these communicated in a clear and concise manner?</p>

8	The findings of the evaluation are communicated in a way that limits the danger of misapplication/misuse.	Are the findings from the evaluation communicated in an appropriate way?	Are the findings of the Interim/Final Report presented in a manner that helps to eliminate bias and limits the danger of misinterpretation?
6	The findings of the study serve the needs of stakeholders	Is evidence from the evaluation presented in a manner that will allow stakeholders to reflect on and improve their practice?	Are the findings of the Interim/Final Reports set out in a manner that allows stakeholders to draw appropriate conclusions about improvements that can be made?
5	The evaluation serves the needs of stakeholders	Does the evaluation meet the needs of stakeholders?	Do the findings of the evaluation as set out in the Interim/Final Report support ongoing improvements in service delivery/practice/support etc.?

Source: SQW

## Annex E: GLA Templates

- E.1 This section sets out the templates designed by the GLA to support LSEF projects report on their progress.

### Theory of Change Template

**Please feel free to draw on any information already included in your LSEF application form.**

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

*Can you specifically state the problem that your project will look to address?*

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

*Can you concisely articulate your project's long term goal in one or two sentences?*

**3. What are the project activities that contribute to the project outcomes? Please list all of your activities below.**

*When considering this question you must include: A concise outline of (each) activity, when and where the activity takes place, and a specific description of the target population (age, gender, ethnicity)*

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

*Use the well-known "SMART" acronym to outline your outcomes, making sure that they are Specific, Measurable, Achievable, Realistic and Time-limited.*

*This section should provide a statement of the contracted/targeted outputs and outcomes that the project will be delivering against. You may be able to draw on the evaluation framework grid included in your application.*

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

*This question is to gain an understanding of how your activities and outputs contribute to the outcomes and to create causal links between the activities, outputs and outcomes.*

**6. For each target group, how are these individuals/groups recruited/referred?**

*Your ability to attract participants to your project will affect project delivery and the likelihood of achieving any change. Please outline how your participants will be recruited or referred.*

**7. For each target group, what happens to them at the end of the project?**

*This is a key question in understanding how the effect that you have had on the people you have worked with can be sustained.*

Source: GLA



## Evaluation Plan Template

<b>Outputs</b>	<b>Indicators of Outputs</b>	<b>Baseline data collection</b>	<b>Impact data collection</b>
<b>Teacher Outcomes</b>	<b>Indicators of Outcomes</b>	<b>Baseline data collection</b>	<b>Impact data collection</b>
<b>Pupil Outcomes</b>	<b>Indicators of Outcomes</b>	<b>Baseline data collection</b>	<b>Impact data collection</b>
<b>School System / 'Culture Change' Outcomes</b>	<b>Indicators of Outcomes</b>	<b>Baseline data collection</b>	<b>Impact data collection</b>

Source: GLA

## Final Report Template<sup>9</sup>

**Project Name:**  
**Lead Delivery Organisation:**  
**London Schools Excellence Fund Reference:**  
**Author of the Self-Evaluation:**  
**Total LSEF grant funding for project:**  
**Total Lifetime cost of the project (inc. match funding):**  
**Actual Project Start Date:**  
**Actual Project End Date:**

### 1. Executive Summary

*This 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)*

### 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?*

**2.1** Does your project support transition to the new national curriculum? Yes/No  
 If **Yes**, what does it address?

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

### 3. Theory of Change and Evaluation Methodology

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.*

**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			
Teacher Outcome 2			
Teacher Outcome 3			
Pupil outcome 1			
Pupil outcome 2			
Pupil outcome 3			
Wider system outcome 1			
Wider system outcome 2			
Wider system			

<sup>9</sup> The GLA self-evaluation toolkit is available on the LSEF online hub:  
[https://www.london.gov.uk/sites/default/files/lsef\\_self\\_evaluation\\_toolkit.pdf](https://www.london.gov.uk/sites/default/files/lsef_self_evaluation_toolkit.pdf)

outcome 3				
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/No  
If **Yes**, what were these changes (e.g. took on additional activities?)

**3.3** Did you change your curriculum subject/s focus or key stage? Yes/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?

*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).

**4.2** Are you planning to continue with the project, once this round of funding finishes? Yes/No  
If **yes**, will you (and how will you) evaluate impact going forward?

**5. Project Costs and Funding**

5.1 Please fill in Table 2 and Table 3 below:

**Table 2 - Project Income**

	Original <sup>10</sup> Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding					
Other Public Funding					
Other Private Funding					
In-kind support (e.g. by schools)					
<b>Total Project Funding</b>					

*List details in-kind support below and estimate value.*

<sup>10</sup> Please refer to the budget in your grant agreement

**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)					
Direct delivery costs e.g. consultants/HE (specify)					
Management and Administration Costs					
Training Costs					
Participant Costs (e.g. Expenses for travelling to venues, etc.)					
Publicity and Marketing Costs					
Teacher Supply / Cover Costs					
Other Participant Costs					
Evaluation Costs					
Others as Required – Please detail in full					
<b>Total Costs</b>					

**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)*

**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 schools				
No. of teachers				
No. of pupils				
Enter additional output name <i>add extra lines as necessary</i>				

**7. Key Beneficiary Data**

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

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

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

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

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

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

	No. teachers	% NQTs (in their 1 <sup>st</sup> year of teaching when they became involved)	% Teaching 2 – 3 yrs (in their 2 <sup>nd</sup> and 3 <sup>rd</sup> years of teaching when they became involved)	% Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5)
<b>Project Total</b>						
School 1						
School 2						
School 3						
School 4						

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

**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)

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

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
<b>Project Total</b>						
School 1						
School 2						
School 3						
School 4						

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
<b>Project Total</b>					
School 1					
School 2					
School 3					
School 4					

	% Asian Indian	% Asian Pakistani	% Asian Bangladeshi	% Asian Any Other background	% Black Caribbean	% Black African	% Black Any Other Background	% Mixed White & Black Caribbean	% Mixed White & Black African	% Mixed White & Asian	% Mixed Any Other Background	% Chinese	% Any other ethnic group
<b>Project Total</b>													

School 1															
School 2															
School 3															
School 4															

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

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

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

### 8. Project Impact

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

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

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

#### 8.1 Teacher Outcomes

Date teacher intervention started:

#### Table 9 – Teacher Outcomes: teachers benefitting from the project

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

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 <sup>st</sup> Return and date of collection	2 <sup>nd</sup> Return and date of collection
e.g. Increased Teacher confidence	e.g. E-survey	e.g. 100 respondents from a total of 200 invites.  The profile of respondents was broadly representative of the population as a whole.	e.g. Mean score based on a 1-5 scale (1 – very confident, 2 – quite confident, 3 – neither confident nor unconfident, 4 – quite unconfident, 5 – very unconfident)	e.g. Mean score- 3.7, collected September 2015	e.g. Mean score- 4.5, collected June 2015


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

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 <sup>st</sup> Return and date of collection	2 <sup>nd</sup> Return and date of collection
<i>e.g. Increased Teacher confidence</i>	<i>e.g. E-survey</i>	<i>e.g. 100 respondents from a total of 200 invites.  The profile of respondents was broadly representative of the population as a whole.</i>	<i>e.g. Mean score based on a 1-5 scale (1 – very confident, 2 – quite confident, 3 neither confident nor unconfident, 4 - quite unconfident, 5 – very unconfident)</i>	<i>e.g. Mean score</i>	<i>e.g. Mean score</i>

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

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

*(Minimum 500 words)*

**8.2 Pupil Outcomes**

Date pupil intervention started:

**Table 11 – Pupil Outcomes for pupils benefitting from the project**

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

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

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

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 <sup>st</sup> Return and date of collection	2 <sup>nd</sup> Return and date of collection
e.g. Increased educational attainment and progress in Writing	e.g. Pupil assessment data	e.g. Characteristics and assessment data collected for 97 of 100. The profile of respondents matches that initially targeted in the Theory of Change.  Please find detailed analysis of the profile of respondents in Section 7.2	e.g. mean score or percentage at diff National Curriculum Levels or GCSE grades	e.g. Mean score- 3.7, collected September 2015	e.g. Mean score- 4.5, collected June 2015

**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.

(minimum 500 words)

**8.3 Wider System Outcomes**

**Table 13 – Wider System Outcomes**

Target Outcome	Research method/ data collection	Sample characteristics	Metric	1 <sup>st</sup> Return and date of collection	2 <sup>nd</sup> Return and date of collection
e.g. Teachers/schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	e.g. Paper survey	e.g. Surveys completed by all participating teachers	e.g. average number of events attended per teacher per year before the project and over the course of	e.g. Average number of events attended in the academic year 2012-2013: 3.2	e.g. Average number of events attended in the academic year 2013-2014: 4.3  Average number of events attended in



			<i>the project</i>		<i>the academic year 2014-2015: 4.5</i>

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

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

**8.4 Impact Timelines**

Please provide information on impact timelines:

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

**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		
Teacher CPD (face to face/online etc)		
Events/Networks for Teachers		
Teacher 1:1 support		
Events/Networks for Pupils		
Others as Required – Please detail in full		
TOTAL	100%	£ (same as total cost in section 5)

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.

**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**

- 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**

- 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**

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

## **12. Final Report Conclusion**

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

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

### **Key findings for assessment of project impact**

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

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

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

### **Informing future delivery**

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

Source: GLA