

# **London Schools Excellence Fund**

## **Self-Evaluation Toolkit**

### **Final report**

**Gladesmore & Robert Clack Schools**

**LSEFR1118**

**Accelerated Learning in English**

**September 2015**

#### **Contact Details**

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## **Evaluation Final Report**

**Project Oracle: Level 2**

**Report Submission Deadline:** 30 September 2015

**Report Submission:** Final Report to the GLA

**Project Name:** Accelerated Learning in English

**Lead Delivery Organisation:** Gladesmore Community School

**London Schools Excellence Fund Reference:** LSEFR1118

**Author of the Self-Evaluation:** Tony Hartney CBE

**Total LSEF grant funding for project:** £297 000 + £44,700 = £341,700

**Total Lifetime cost of the project (inc. match funding):** £584,439.90

**Actual Project Start Date:** 1st September 2013

**Actual Project End Date:** 31st August 2015

## 1. Executive Summary

The extra capacity facilitated by the LSEF funding enabled us to thoroughly examine the barriers teachers have to accelerate pupils' learning in English and tackle these. Steps included: re-mapping of programmes of study and assessment, writing several new schemes of work accompanied by high quality teaching materials and the provision of frequent training plus direct guidance, exemplar 'model' teaching and 1-to-1 coaching to English teachers to ensure outstanding delivery. This was supplemented with targeted intervention in specially set-up classes and out-of-hours sessions for pupils most at risk of not making the required progress.

The project worked extremely well. Most significantly teachers' subject knowledge, lesson delivery skills and confidence all improved. High quality teaching materials were developed, though the changes to the curriculum mean that these need to be revised again. Despite very significant changes to the English Language examination specification and its examination there was not a significant dip in the GCSE examination results as was feared. Progress rates were strong and evident across Key Stages 2, 3 and 4. The Key Stage 2 SATs results showed notable improvements, including, for the first time a number of pupils gaining level 6 in writing.

The quality of teaching improved, this was demonstrated by the improvements in lesson observation grades, in accordance with Ofsted framework, obtained by the English teachers involved in the project. Large numbers of teachers and TAs in the partnership embraced the literacy training and demonstrated deeper knowledge of how they can develop pupils' literacy skills.

The network of primary and secondary schools gathered significant momentum during the project with the headteachers' and literacy lead teachers collaborating effectively in a way never seen before to lift standards. Participation at meetings and training surpassed expectations. A commitment to continue to work together in coming years has been established.

We initially did not have the capacity to match the demands of the primary schools to run Masterclasses for Year 5 and 6 pupils. However, additional funding through the Extended LSEF bid enabled us to do this during each of the school holidays. This supported the increase in the attainment levels at the end of Year 6.

An important aspect of the project was the close tracking of pupils' progress which enabled us to identify target groups for interventions. Similarly, the performance of different classes was tracked. The data from this helped to show up where additional advice and coaching for teachers was needed to bolster progress.

On-going evaluation of the project proved to be critical in enabling us to adapt to the curriculum and examination specification changes introduced by the DFE during the term of the project. We were able to adapt our project plan so as to minimise the adverse impact on attainment experienced by many other similar schools nationally.

## 2. Project Description

Our network of schools serve communities with extreme levels of economic deprivation and high unemployment. The riots of 2011 broke out in the Gladesmore catchment area. Dagenham and Tottenham are areas of generational low aspiration and high need. The ethnic make-up of the intakes of the schools' consists of pupil cohorts that statistically perform the worst nationally.

Building on well-established links between two outstanding secondary schools and a core partnership of nine primary schools, our project aimed to improve attainment levels in English. Raising achievement levels in English has proved, over many years, to be the hardest challenge for the schools. We consider this to be critical so as to break the pockets of intergenerational unemployment which have blighted our communities (Tottenham, North Hackney and Dagenham). Our project aimed to stimulate long-lasting change by developing teacher expertise so as to be able to better meet the needs of the children and help them to attain well in English.

To achieve our goals we created extra capacity through the LSEF funding. Three additional English teachers worked flexibly so as to free up additional capacity to undertake the work required. This enabled teachers to plan out and develop high quality teaching materials, guide and develop staff expertise, share successful practice, provide intervention to target specific pupils in need and to rigorously focus on effective methods to accelerate learning.

English teachers worked on precise project briefs launched over short, structured periods of time. Carefully planned remits ensured that key barriers to progress were tackled. They devised schemes of work with teaching materials, provided targeted support for identified pupils and delivered training to up-skill staff. Best practice was shared by bringing teachers together on a regular basis to discuss practice, participate in training and scrutinise pupils work. Quality was further promoted through use of the excellent materials, exemplar lessons, training, coaching and guidance.

These improved the quality and consistency in targeting the development of pupils' skills. The training and coaching, improved subject knowledge and teaching expertise. Teachers involved worked collaboratively and intensely to review practice, evaluate materials and methods.

The project aimed to develop staff expertise so as to provide a legacy that will have a positive impact on the pupils well after the project is complete. The partnership working and networking will persist as teachers involved reaped the benefits of this and increasingly bought into the value of collaborating. One participating primary school subsequently improved from special measures to gain an outstanding rating.

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

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

The new specifications GCSE for English Language and English Literature

### 3. Theory of Change and Evaluation Methodology

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

3.1 Please list **all** outcomes from your evaluation framework in Table 1.

**Table 1- Outcomes**

| Description  | Original Target Outcomes   | Revised Target Outcomes               | Reason for change   |
|--|--|---------------------------------------|---|
| Improved effectiveness and quality of teaching                 | Delivery of higher quality teaching in English. Improved number of Outstanding features of lessons achieved by teachers of English as graded using Ofsted framework  |                                       |   |
| Increased subject knowledge                                    | Increased quality of marking and feedback that effectively promotes learning and progression.<br><br>Higher lesson observation grades for subject knowledge achieved by English teachers as assessed using Ofsted framework.<br><br>English curriculum mapped out progressively supported with high quality schemes of work and subject resources produced |                                       |   |
| Increased teacher confidence                                   | Increased scores on the Teacher Self-Efficacy Scale<br><br>Informal feedback from teachers at meetings and in conversations  |                                       |   |
| Improved pupil progress and attainment                         | Improved percentage of pupils at KS2 attaining level 5c and above.<br><br>Improved attainment at KS4 GCSE English Language<br><br>Improved progress rates of pupils in year groups 6 to 11.<br><br>Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.)                                   | Avoid decline in GCSE English results | Changes made during project to grade boundaries and make examination 'tougher.' |
| Schools continue to collaborate promote continuous improvement | Partnership of schools established and plans made to continue cooperative work beyond life of project  |                                       |   |

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

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

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

#### **4. Evaluation Methodological Limitations**

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

- Observation grading of teachers could only be reliably and consistently obtained on a frequent basis for teachers in the secondary schools. The sheer number of primary school teachers involved and the nature of their involvement in the project made it unviable to rigorously assess the standard of teaching in the primary schools from term to term in a meaningful way.
- Assessment of the impact of strategies to improve marking, schemes of work and use of resources is focusing principally on teachers of English in the secondary schools and to a much lesser extent on teachers of Year 5 and 6 in the primary schools. The secondary teachers had deeper and more intense day-to-day involvement in the project in contrast to teachers of other subjects and teachers of Years 1 to 4 in primary.
- Benefits were most evident of those involved in the frequent training for the English departments from their in-depth CPD and for those heavily involved in coaching or using the materials developed during the project. Those teachers who benefited from lighter involvement through participation in occasional training sessions and conferences only gained less and the impact of these could not be precisely measured.
- The GCSE results data was expected to be the most consistent and the best indicator of the short term impact of the project, however, during the project the GCSE examination methods were changed and the grade boundaries toughened. This meant that the comparisons of pupil performance in year-on-year results were distorted. Essentially, it was harder to obtain a GCSE Grade C in the English Language examination in 2015 than in 2014 and in 2013.
- The planned use of an external evaluator proved over-ambitious. It was not value for money for an external evaluator to be directly involved in the periodic scrutiny reviews of marking and schemes of work as initially envisaged but instead had more limited involvement in verifying evidence.
- The impact on KS2 results was mostly affected through work in Year 2 of the project. Extended funding went some way to address the first year gaps in capacity to meet the demands for the extra provision of Masterclasses and exemplar lessons for the primary schools.

**4.2** Are you planning to continue with the project, once this round of funding finishes?  
Yes; in a reduced format.

- Attendance at the established Network Learning Community meetings will show continued interest in working together.
- Further joint school conferences being run to focus on literacy development
- GCSE examination and Key Stage 2 results

## 5. Project Costs and Funding

**Table 2 - Project Income**

|                                   | Original <sup>1</sup><br>Budget | Additional<br>Funding | Revised<br>Budget<br>[Original + any<br>Additional Funding] | Actual<br>Spend | Variance |
|-----------------------------------|---------------------------------|-----------------------|---|-----------------|----------|
| Total LSEF Funding                | 297000                          | 44700                 | 341700  | 341700          | 0        |
| Other Public Funding              |                                 |                       |   |                 |          |
| Other Private Funding             |                                 |                       |   |                 |          |
| In-kind support (e.g. by schools) | 192000                          | 50739                 | 242739  | 242739          |          |
| <b>Total Project Funding</b>      |                                 |                       | <b>584439</b>   | <b>584439</b>   | <b>0</b> |

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<sup>1</sup> Please refer to the budget in your grant agreement

List details in-kind support below and estimate value.

**Table 3 - Project Expenditure**

|  | Original Budget | Additional Funding | Revised Budget<br>[Original + any Additional Funding] | Actual Spend  | Variance<br><br>Allocation of Matched Funding |
|--|-----------------|--------------------|---|---------------|---|
| Direct Staff Costs (salaries/on costs)                           | 274000          | 35300              | 309300  | 468777        | 159477  |
| Direct delivery costs e.g. consultants/HE (specify)              |                 |                    |   |               |   |
| Management and staff release costs                               | 5000            | 5700               | 10700   | 85836         | 75136   |
| Training Costs   | 12000           | 2200               | 14200   | 11093         | -3107   |
| Participant Costs (e.g. Expenses for travelling to venues, etc.) |                 |                    |   |               |   |
| Publicity and Marketing Costs                                    |                 |                    |   |               |   |
| Teacher Supply / Cover Costs                                     |                 |                    |   |               |   |
| Administration Costs and other Participant Costs                 | 1000            | 1500               | 2500  | 13788         | 11288   |
| Evaluation Costs   | 5000            |                    | 5000  | 4945          | -55   |
| Others as Required – Please detail in full                       |                 |                    |   |               |   |
| <b>Total Costs</b>   | <b>297000</b>   | <b>44700</b>       | <b>341700</b>   | <b>584439</b> | <b>242739</b>                                 |

## 5.2 Please provide a commentary on Project Expenditure

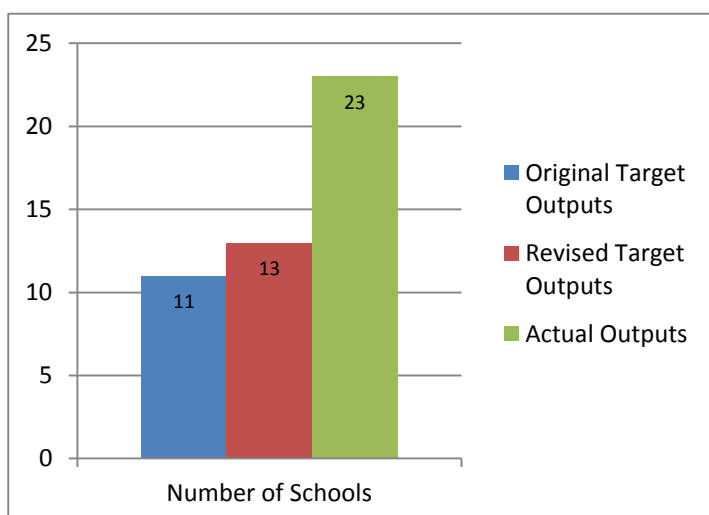
- Almost the entire LSEF GLA grant was committed to the employment of additional teaching staff to create the capacity to implement the project. These extra English teachers were successfully recruited and were able to retain consistent staffing.
- The costs of the extra staff required to manage the project and the need to release staff to participate in their tasks exceeded initial projections. These costs were absorbed by the schools as matched funding. By making this additional commitment it enabled us to release experienced and senior teachers and facilitate the admin support required, thereby maximise the success and impact of the project.
- The extended funding enabled us to employ additional highly skilled teachers to join in our work on the project and plan and deliver the holiday and Saturday classes



## 6. Project Outputs

**Table 4 – Outputs**

| Description     | Original Target Outputs | Revised Target Outputs<br><i>[Original + any Additional Funding/GLA agreed reduction]</i> | Actual Outputs   | Variance<br>[Revised Target - Actual] |
|-----------------|-------------------------|---|--|---------------------------------------|
| No. of schools  | 11                      | 13  | 23   | Increased by 10 schools               |
| No. of teachers | 300                     | 485   | 482  |                                       |
| No. of pupils   | 2750                    | 3530  | 3578   |                                       |
|                 |                         |   | <ul style="list-style-type: none"> <li>• Crowland</li> <li>• Welbourne</li> <li>• Stamford Hill</li> <li>• Earlsmead</li> <li>• Bruce Grove</li> <li>• St. Ignatius</li> <li>• Tiverton</li> <li>• Ferry Lane</li> <li>• Mulberry</li> <li>• Gladesmore</li> <li>• Robert Clack</li> <li>• Highlands High</li> <li>• Holmleigh</li> <li>• Parkwood</li> <li>• Jubilee</li> <li>• Northwold</li> <li>• St Thomas Abney</li> <li>• Tyssen</li> <li>• Stewards Academy</li> <li>• Mossborne Academy</li> <li>• Park View</li> <li>• St Mary's CE</li> <li>• Hillingdon</li> <li>• Grafton</li> <li>• William Bellamy</li> </ul> |                                       |

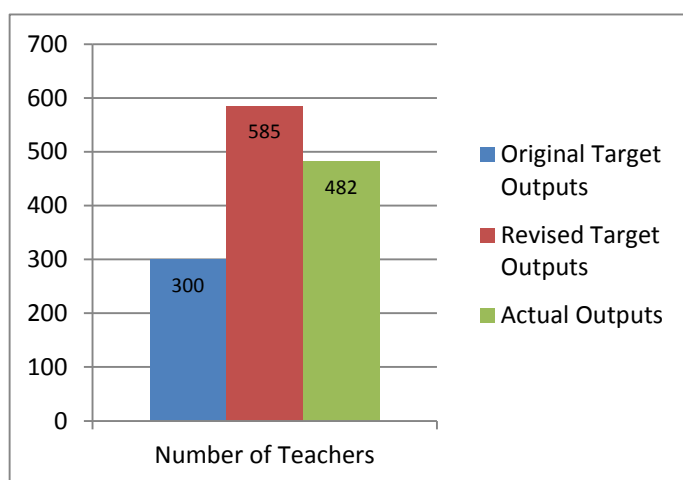


## 7. Key Beneficiary Data

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

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

| <i>Involvement of teachers at some point in the 2 year project.</i> | <b>No. teachers</b> | <b>% NQTs (in their 1<sup>st</sup> year of teaching when they became involved)</b> | <b>% Teaching 2 – 3 yrs (in their 2<sup>nd</sup> and 3<sup>rd</sup> years of teaching when they became involved)</b> | <b>% Teaching 4 yrs + (teaching over 4 years when they became involved)</b> | <b>% Primary (KS1 &amp; 2)</b> | <b>% Secondary (KS3 - 5)</b> |
|---|---------------------|--|--|---|--------------------------------|------------------------------|
| <b>Project Total</b>  | 482                 |  |  |   |                                |                              |
| Bruce Grove   | 43                  | 4  | 7  | 32  | x                              |                              |
| Crowland  | 37                  | 5  | 3  | 29  | x                              |                              |
| Earlsmead   | 51                  | 4  | 6  | 41  | x                              |                              |
| Ferry Lane  | 19                  | 1  | 1  | 17  | x                              |                              |
| Gladesmore  | 27                  | 3  | 2  | 22  |                                | x                            |
| Grafton   | 13                  | 1  | 1  | 11  |                                |                              |
| HACP Hillingdon   | 2                   | 0  | 0  | 2   | x                              |                              |
| Highlands High  | 4                   | 0  | 0  | 4   | x                              |                              |
| Holmleigh   | 6                   | 0  | 0  | 6   | x                              |                              |
| Jubilee   | 2                   | 0  | 0  | 2   | x                              |                              |
| Mossborne Academy   | 2                   | 0  | 0  | 2   |                                | x                            |
| Mulberry  | 49                  | 7  | 12   | 30  | x                              |                              |
| Northwold   | 3                   | 0  | 0  | 3   | x                              |                              |
| Park View   | 1                   | 0  | 0  | 1   |                                | x                            |
| Parkwood  | 3                   | 0  | 0  | 3   | x                              |                              |
| Robert Clack  | 23                  | 2  | 3  | 18  |                                | x                            |
| St Mary's CE  | 3                   | 0  | 0  | 3   |                                | x                            |
| St Thomas Abney   | 18                  | 2  | 0  | 16  | x                              |                              |
| St. Ignatius  | 39                  | 3  | 7  | 29  | x                              |                              |
| Stamford Hill   | 23                  | 4  | 3  | 16  | x                              |                              |
| Stewards Academy  | 1                   | 0  | 0  | 1   |                                | x                            |
| Tiverton  | 40                  | 5  | 13   | 22  | x                              |                              |
| Tyssen  | 7                   | 0  | 2  | 5   | x                              |                              |
| Welbourne   | 48                  | 4  | 9  | 35  | x                              |                              |
| William Bellamy   | 18                  | 1  | 3  | 14  |                                |                              |



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

All of the teachers of English in the two leading secondary schools participated. There was a small amount of staff turnover from year one to two but any new teachers joining the departments were automatically included in the project. Teachers from the other partner secondary schools were experienced staff, being senior English postholders or advanced skills teachers.

Several of the primary school partners involved all their KS1 and KS2 teachers in the project. These attended literacy training and the joint schools conference day. Where small numbers of staff from the primary schools were involved these were literacy coordinators or deputy/headteachers.

In addition, numerous Teaching Assistants, Learning Support Assistant and trainees also participated in various aspects of training, exemplar lessons and the conferences.

**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.

The pupils benefitting include all pupils who are directly being taught by the staff highly involved in the project.

- Secondary schools - all pupils in Years 7 to 11 at Gladesmore and Robert Clack Schools
- Primary schools – (1) all pupils directly participating in the series of Masterclasses; and, (2) all pupils who are directly being taught by the staff highly involved in the project.

Pupils have not been counted in if they were not directly being regularly taught by the staff highly involved in the project, though many pupils will have benefiting indirectly as their teachers may actively participated in the programme of literacy training.

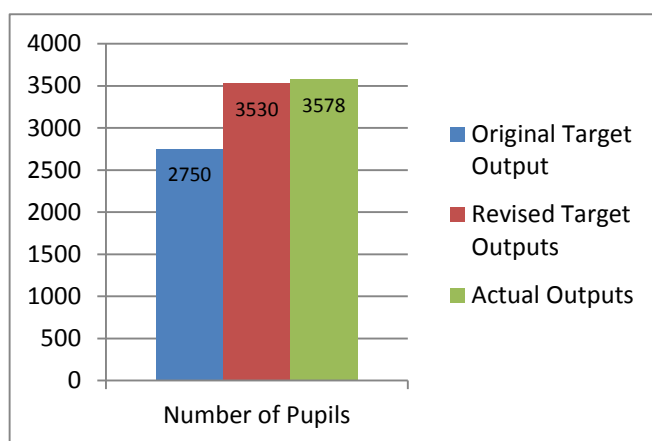
**Tables 6-8 – Pupil Sub-Groups benefitting from the programme**

|                        | No. pupils | % LAC | % FSM | % FSM last 6 yrs | % EAL | % SEN |
|------------------------|------------|-------|-------|------------------|-------|-------|
| <b>Project Total</b>   | 3578       |       |       |                  |       |       |
| <i>Gladesmore</i>      | 1478       | 0.8   | 58.8  | 66.5             | 54.5  | 41.5  |
| <i>Robert Clack</i>    | 1746       | 0.6   | 31.7  | 44.9             | 26.8  | 20.3  |
| <i>Primary schools</i> | 354        | 0     | 39    | 46               | 21    | 0     |

| 3578                   | No. Male pupils | No. Female pupils | % Lower attaining | % Middle attaining | % Higher attaining |
|------------------------|-----------------|-------------------|-------------------|--------------------|--------------------|
| <b>Project Total</b>   |                 |                   |                   |                    |                    |
| <i>Gladesmore</i>      | 813             | 665               | 33.4              | 54                 | 12.6               |
| <i>Robert Clack</i>    | 883             | 863               | 23.6              | 57.9               | 18.5               |
| <i>Primary schools</i> | 166             | 188               | 0                 | 0                  | 100                |

|                        | % 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 |
|------------------------|----------------|-------------------|---------------------|------------------------------|-------------------|-----------------|------------------------------|---------------------------------|-------------------------------|
| <b>Project Total</b>   |                |                   |                     |                              |                   |                 |                              |                                 |                               |
| <i>Gladesmore</i>      | 1.9            | 2.6               | 4.2                 | 1                            | 15.4              | 21.4            | 2.6                          | 6.2                             | 2.2                           |
| <i>Robert Clack</i>    | 1.7            | 1.7               | 2.7                 | 1.2                          | 2.5               | 15.3            | 2.0                          | 1.9                             | 0.4                           |
| <i>Primary schools</i> | 4              | 2                 | 1                   | 0                            | 19                | 32              | 0                            | 1                               | 0                             |

|                        | % Mixed White & Asian | % Mixed Any Other Background | % Chinese | % Any other ethnic group | % White British | % White Irish | % White Traveller of Irish heritage | % White Gypsy/Roma | % White Any Other Background |
|------------------------|-----------------------|------------------------------|-----------|--------------------------|-----------------|---------------|-------------------------------------|--------------------|------------------------------|
| <b>Project Total</b>   |                       |                              |           |                          |                 |               |                                     |                    |                              |
| <i>Gladesmore</i>      | 0.3                   | 2.7                          | 0.9       | 8.6                      | 5.2             | 0.3           | 0                                   | 0                  | 24.5                         |
| <i>Robert Clack</i>    | 0.4                   | 1.2                          | 0.2       | 1.6                      | 56.9            | 0.2           | 0                                   | 0                  | 8.4                          |
| <i>Primary schools</i> | 0                     | 0                            | 0         | 0                        | 30              | 0             | 0                                   | 0                  | 10                           |



**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*)

Pupils participating in the project were centred around one of the two secondary schools, one located in Tottenham and one in Dagenham. The partner primary schools are located mostly located in Tottenham or Dagenham. The schools participating serve highly economically deprived communities. However, their profiles differ. For Gladesmore, and its local community, 93% of pupils have an ethnic minority background; the largest groups being of African or Caribbean heritage at 40% and with 18% of Kurdish/Turkish heritage. The number of pupils whose first language is not English is high at 61%; this is in the top 4% of schools nationally. For Robert Clack, 43% of pupils have an ethnic minority background but most significantly the 57% of White British children are from working class backgrounds, a group that are nationally very significantly low attaining.

The national deprivation indicator places Gladesmore in the 99th percentile and Robert Clack in the 80<sup>th</sup> percentile.

Pupil attainment on entry is well below national standards in both secondary schools. About one third of the children start with very low levels of basic literacy with reading ages 3 or more years below their chronological age and the vast majority of pupils have low self-esteem and low expectations of themselves. The proportion of pupils with Additional Educational Needs is well above the national average.

## 8. Project Impact

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

### 8.1 Teacher Outcomes

Date teacher intervention started: 1<sup>st</sup> September 2013

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

Teachers with high level involvement benefitted the most from the project. The package of involvement included planning, writing schemes of work and teaching materials, training sessions, work scrutinies, intervention classes, delivery of new materials and participation in their refinement and peer coaching.

A wider range of teachers, beyond core English teachers, included primary school teachers, SEN teachers and teaching assistants also benefitted by attending the minimum package of basic CPD including a one day conference, two literacy training days plus the work scrutiny sessions.

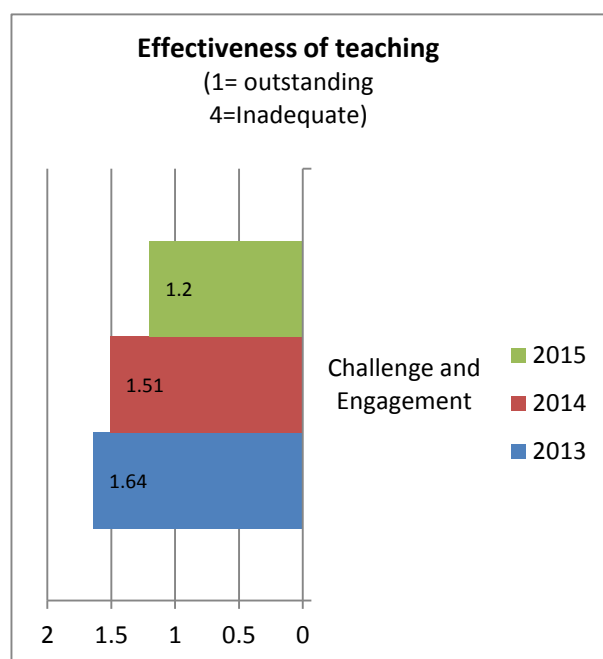
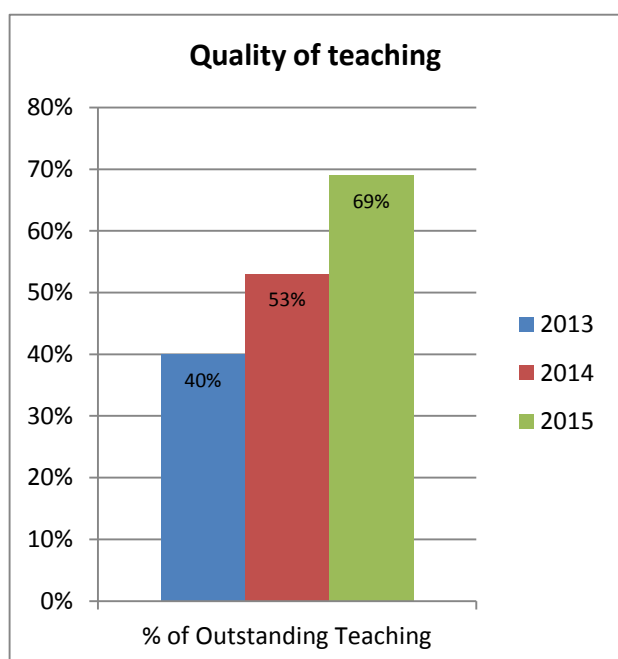
The main Teacher Outcomes were:

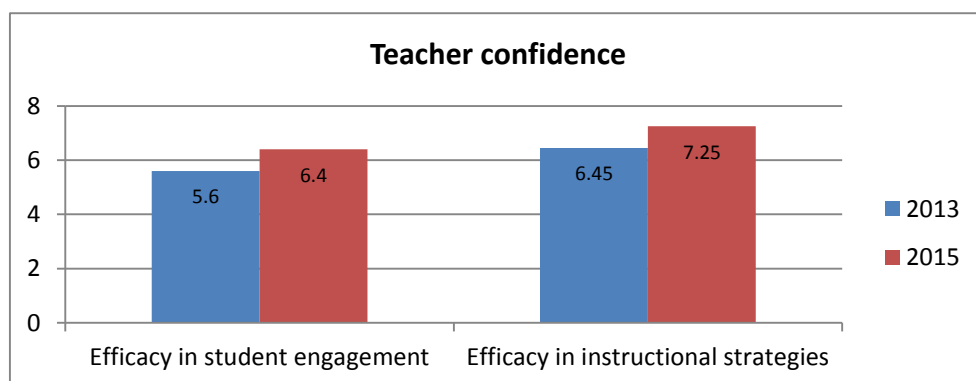
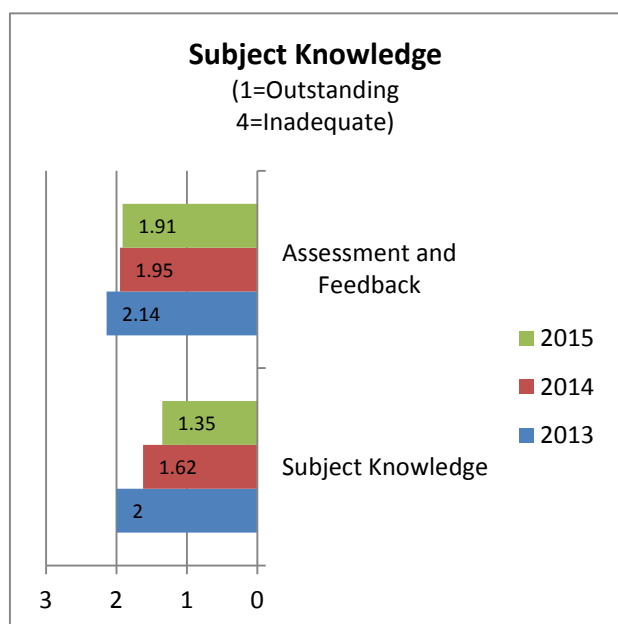
- deeper teacher understanding and ability to successfully address a wide range of issues affecting the learning and development of English;
- production of accessible schemes of work and teaching resources guiding high quality English teaching;
- the embedding of best practice in teaching and learning through coaching, training presentations, joint planning, use of outstanding teaching materials and systemic evaluation
- improved effectiveness and quality of teaching.
- Improved teacher confidence to meet the needs of pupils.

Lesson observations were of full one hour lessons. Evidence from the analysis of lesson observations showed that grades given for teachers' of English lessons on a 1 to 4 Ofsted Scale, for 10 specific teaching features, clearly highlighted strengths, improvements and development areas. These lesson observations were undertaken by a small team of senior staff, all of which had prior observation training, who were frequently supported by Ofsted trained external support, so as to provide consistency of judgements and rigorous practice.

| 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      | 3 <sup>rd</sup> Return and date of collection      |
|--|----------------------------------|---|--|--|--|--|
|  |                                  |   |  | <b>Sept 2013</b><br>Baseline                       | <b>July 2014</b><br>Review Impact                  | <b>July 2015</b><br>Outcome                        |
| Improved effectiveness and quality of teaching | Lesson observation               | Delivery of higher quality teaching in English. Improved number of Outstanding features of lessons achieved by teachers of English as graded using Ofsted framework | Mean score generated from grades:<br>1=Outstanding<br>2=Good<br>3=Requires improvement<br>4=Inadequate | Challenge & Engagement<br><b>1.64</b>              | Challenge & Engagement<br><b>1.51</b>              | Challenge & Engagement<br><b>1.2</b>               |
|  |                                  |   |  | Overall Teaching 2012-13<br><b>40% outstanding</b> | Overall Teaching 2013-14<br><b>53% outstanding</b> | Overall Teaching 2014-15<br><b>69% outstanding</b> |

|                              |  |   |   | <b>Sept 2013<br/>Baseline</b>   | <b>July 2014<br/>Review Impact</b>       | <b>July 2015<br/>Outcome</b>  |
|------------------------------|--|---|---|---|--|---|
| Increased subject knowledge  | Lesson observation and book scrutiny       | Increased quality of marking and feedback that effectively promotes learning and progression.<br><br>Higher lesson observation grades for subject knowledge achieved by English teachers as assessed using Ofsted framework | Mean score generated from grades:<br><br>1=Outstanding<br>2=Good<br>3=Requires improvement<br>4=Inadequate  | Subject Knowledge<br><br><b>2.00</b>  | Subject Knowledge<br><br><b>1.62</b>     | Subject Knowledge<br><br><b>1.35</b>  |
|                              |  |   |   | Assessment & Feedback<br><br><b>2.14</b>  | Assessment & Feedback<br><br><b>1.95</b> | Assessment & Feedback<br><br><b>1.91</b>  |
|                              |  |   |   |   |  |   |
|                              |  |   |   | <b>Sept 2013<br/>Baseline</b>   |  | <b>July 2015<br/>Outcome</b>  |
| Increased teacher confidence | Completion of Efficacy Scale questionnaire | Increased scores on the Teacher Self-Efficacy Scale<br><br>Feedback from teachers at termly review meetings and informal observations/conversations giving opinions and feelings  | Mean score generated from Scale of:<br>1 (lowest) to 9 (highest)<br><br>9=A great deal<br>7=Quite a bit<br>5=Some influence<br>3=Very little<br>1=Nothing | Efficacy in Pupil engagement<br><b>5.6</b><br><br>Efficacy in Instructional Strategies<br><b>6.45</b> |  | Efficacy in Pupil engagement<br><b>6.4</b><br><br>Efficacy in Instructional Strategies<br><b>7.25</b> |





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

**NONE**

## 8.2 Pupil Outcomes

Date pupil intervention started: 1<sup>st</sup> September 2015

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

The main Pupil Outcomes were the acceleration of pupils' progress and raised standards of attainment in English:

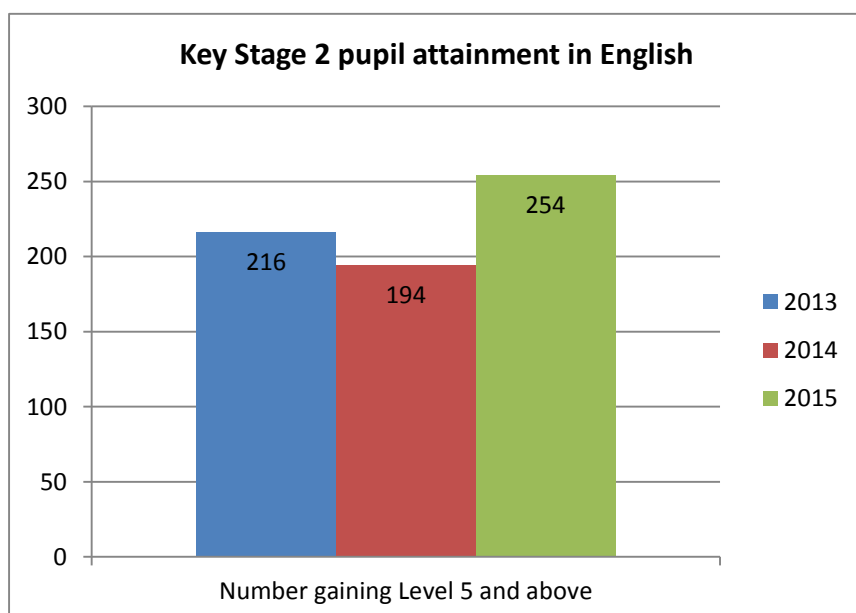
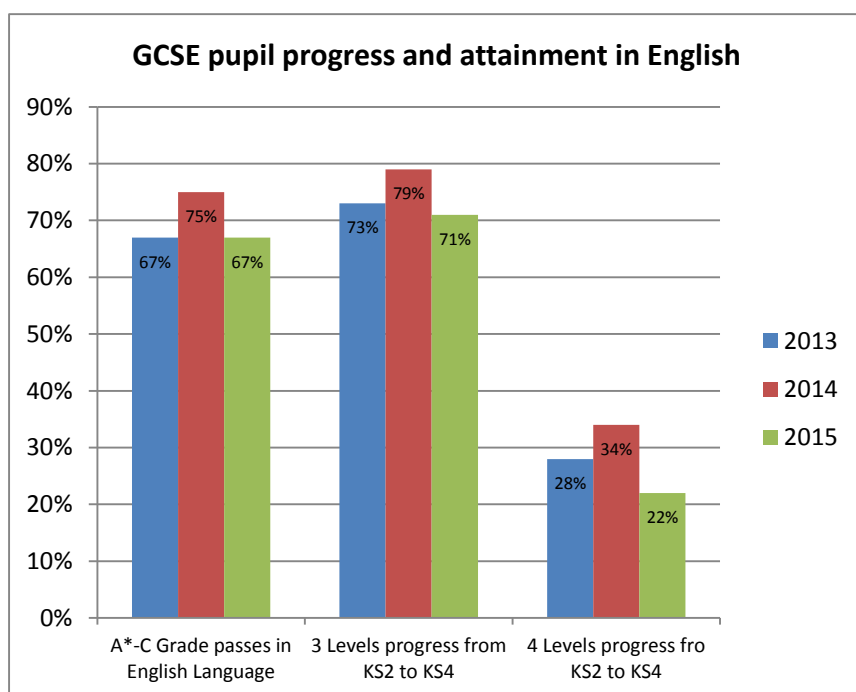
- stretched children in primary schools to enable an increased number to reach Level 5 in the KS2 SATs;



- for the first time for the schools involved some pupils achieved Level 6 in writing in the KS2 SATs;
- raised the performance of less able pupils;
- increased the attainment levels in GCSE English Literature
- enabled attainment in GCSE English Language to remain stable during a period of dramatic externally imposed change;
- improved the achievement of nationally lower performing groups including children eligible for Free School Meals; White working class; Black Caribbean; Turkish; Somalian; Black African.

| 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  | 3 <sup>rd</sup> Return and date of collection  |
|--|----------------------------------|--|---|--|--|--|
|  |                                  |  |   | <b>September 2013</b><br>Baseline  | <b>July 2014</b><br>Review<br>Impact   | <b>July 2015</b><br>Outcome  |
| Improved pupil progress and attainment | Assessment data                  | <p>Improved percentage of pupils at KS2 attaining level 5c and above. And, quality of Year 5 pupils' work produced.</p> <p>Improved attainment at KS4 GCSE English Language</p> <p>Improved progress rates of pupils in year groups measured against national figures. Data compares favourably with national figures</p> <p>Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.)</p> | Increased attainment in A* to C GCSE grades in English Language         | <p>A* to C grade passes in English Language</p> <p>67%(GCS)<br/>67% (RC)</p> <p><b>67% (overall)</b></p> | <p>A* to C grade passes in English Language</p> <p>77%(GCS)<br/>73% (RC)</p> <p><b>75% (overall)</b></p> | <p>A* to C grade passes in English Language</p> <p>63%(GCS)<br/>70% (RC)</p> <p><b>67% (overall)</b></p> |
|  |                                  |  | Increased progress rate of 3 levels in English Language from KS2 to KS4 | <p>3 levels progress from KS2 to KS4</p> <p>74%(GCS)<br/>73% (RC)</p> <p><b>73% (overall)</b></p>        | <p>3 levels progress from KS2 to KS4</p> <p>81%(GCS)<br/>75% (RC)</p> <p><b>79% (overall)</b></p>        | <p>3 levels progress from KS2 to KS4</p> <p>67%(GCS)<br/>75% (RC)</p> <p><b>71% (overall)</b></p>        |
|  |                                  |  | Increased progress rate of 4 levels in English Language from KS2 to KS4 | <p>4 levels progress from KS2 to KS4</p> <p>30% (GCS)<br/>25% (RC)</p> <p><b>28% (overall)</b></p>       | <p>4 levels progress from KS2 to KS4</p> <p>45%(GCS)<br/>23% (RC)</p> <p><b>34% (overall)</b></p>        | <p>4 levels progress from KS2 to KS4</p> <p>24%(GCS)<br/>19% (RC)</p> <p><b>22% (overall)</b></p>        |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  | Increased number of pupils at KS2 attaining Level 5 or above | <p>5B= 73</p> <p>5B= 44</p> <p>5C= 9</p> <p><b>Level 5 = 216 (overall)</b></p> <p><b>Level 6 = 0</b></p> | <p>5A=139</p> <p>5B=55</p> <p>5C=0</p> <p><b>Level 5 = 194 (overall)</b></p> <p><b>Level 6 = 0</b></p> | <p>Reading</p> <p>5A=134</p> <p>5B=104</p> <p>5C=8</p> <p>Writing</p> <p>5A=58</p> <p>5B=112</p> <p>5C=38</p> <p><b>Level 5 = 246 (overall)</b></p> <p>Writing</p> <p><b>Level 6 = 8</b></p> |
|--|--|--|--|--|--|--|



**Change in Pupil Attainment of Ethnic Minority Groups 2013 to 2015**

| Mean increase or decrease in overall attainment grade/levels | % 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 |
|--|----------------|-------------------|---------------------|------------------------------|-------------------|-----------------|------------------------------|---------------------------------|-------------------------------|
| <b>GCSE grades</b>   | =0             | +0.1              | +0.2                | +0.1                         | +0.5              | +0.8            | +0.3                         | =0                              | =0                            |
| <b>Key Stage 2</b>   | +0.2           | =0                | +0.3                | =0                           | +1.6              | +1.2            | +0.1                         | +0.3                            | +0.2                          |

| Mean increase or decrease in overall attainment grade/levels | % Mixed White & Asian | % Mixed Any Other Background | % Chinese | % Any other ethnic group | % White British | % White Irish | % White Traveller of Irish heritage | % White Gypsy/Roma | % White Any Other Background |
|--|-----------------------|------------------------------|-----------|--------------------------|-----------------|---------------|-------------------------------------|--------------------|------------------------------|
| <b>GCSE grades</b>   | 0.4                   | -0.1                         | -0.3      | =0                       | +0.5            | =0            | =0                                  | =0                 | -0.2                         |
| <b>Key Stage 2</b>   | =0                    | =0                           | =0        | =0                       | +1.1            | =0            | =0                                  | =0                 | =0                           |

**Table 12 - Pupil Outcomes for pupil comparison groups [if available]****NONE****8.3 Wider System Outcomes****Table 13 – Wider System Outcomes**

The main Wider System outcomes were:

- the embedding of best practice across a wide network of teachers through coaching, presentations, joint planning, teaching and systemic evaluation;
- the establishment of sustainable Network Learning Communities committed to collaboration and dedicated to raising standards.

| 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 | 3 <sup>rd</sup> Return and date of collection |
|--|----------------------------------|---|---|---|---|---|
|  |                                  |   |   | <b>September 2013</b><br>Baseline             | <b>October 2014</b><br>Review<br>Impact       | <b>July 2015</b><br>Outcome                   |
| Schools continue to collaborate promote continuous improvement | Participation                    | Partnership of English teachers established and plans made to continue cooperative work beyond life of project<br><br>Collaborative working generates improved effectiveness and quality of practice<br><br>Additional aspects of wider school practice shared during life of project | Number of NLC meetings scheduled with attendance from participating schools | <b>0</b>                                      | <b>6</b>                                      | <b>12</b>                                     |

## 9. Reflection on overall project impact .

- The overall impact of our project

Primarily the project provided capacity to further develop teaching skills so as to generate longer-term improvements. The outcomes show that the project was successful during its two year life, but the full benefits of the investment in teacher development are expected to be reaped in coming years.

Some of the key achievements include:

- deeper teacher understanding and ability to successfully address a wide range of issues affecting the learning and development of English;
- production of accessible schemes of work and teaching resources guiding high quality English teaching;
- the embedding of best practice across a wide network of teachers through coaching, presentations, joint planning, teaching and systemic evaluation;
- the establishment of sustainable Network Learning Communities committed to collaboration and dedicated to raising standards;
- the acceleration of pupils' progress and raised standards of attainment in English:
  - stretched children in primary schools to enable an increased number to reach Level 5 in the KS2 SATs;
  - for the first time for the schools involved some pupils achieved Level 6 in writing in the KS2 SATs;

- raised the performance of less able pupils;
- increased the attainment levels in English Literature
- enabled attainment in English Language to remain stable during a period of dramatic externally imposed change;
- improved the achievement of nationally lower performing groups including: White working class; Black Caribbean; Turkish; Somalian; Black African.

The project was able to improve the effectiveness and quality of teaching. Evidence from the analysis of lesson observations showed that grades given for teachers' of English lessons on a 1 to 4 Ofsted Scale for 10 specific teaching features clearly highlighted strengths, improvements and development areas. Of the teachers highly immersed in the project the lesson observation grades gradually improved. This was most notable with lesser experienced colleagues whose grades increased in a larger number of aspects more markedly than with others who already performed to a high standard. The extra capacity created enabled experienced teachers to devote time to guiding improvements in teaching. As a consequence, the overall quality of teaching across the cohort of secondary school English teachers improved from the baseline observations of 40% gaining outstanding lesson grades to 69% in the final term of the project. The training, coaching, exemplar lessons all made very notable impact on practice, but the higher quality schemes of work proved most crucial in improving teachers' subject knowledge and helped generate greater consistency across teams.

Teachers' on-going practice was supported by experienced teachers using joint planning, informal feedback; learning walks and work scrutiny. This provided broadly positive guidance to nurture professional development. Over time the standard of delivery in classrooms gradually increased and consistency across teams developed. The lesson materials produced facilitated the improvement of subject knowledge and the training and sharing of practice significantly improved the impact of assessment for learning in lessons. A programme of exemplar lessons, where a teacher taught a lesson observed by a group of other teachers from their own and other schools, proved very popular. Teachers gained from watching experts in action, but moreover, their knowledge and understanding was deepened through the open discussions with the participants' that were scheduled following each exemplar lesson. Since very few of the primary school teachers had high level qualifications in English they in particular relished the opportunity to observe demonstration lessons by secondary English specialists and outstanding primary colleagues with secure experience in teaching literacy and reading skills.

As we reflect on the GCSE English Language results for 2015 it is evident that the imposed changes to the GCSE examinations had a very marked depressing impact on the grades achieved. Attainment and progress levels remained broadly in line with national averages, indeed similar to the levels at the outset of the project. However, without the strong emphasis on the support for improved teaching and the extra intervention support for the pupils afforded through this project it is our view that the GCSE English results would have plummeted. In particular, those pupils taking the IGCSE English language course were affected very significantly. Indeed, right across London many schools reported very large and unexpected dips in IGCSE English language results for 2015. The toughening of the grade boundaries affected results. But, in addition, following detailed analysis of the IGCSE outcomes it is evident that the examinations required a very particular approach taken to the questions. Pupils needed very particular preparation to score well; irrespective of their English language skills a particular style of answers was being sought. The approach required was concerned with technicality rather than English written skills. The wide range of teachers participating in our project were not aware of this at the time. Essentially, pupils needed to be taught more thoroughly in how to present their answers in a particular manner in the IGCSE English examination itself so they might provide answers that would get high scores. With hindsight, being largely unaware of the importance of this our project

concentrated upon the development of teachers so they might consistently deliver high quality English language lessons so as to develop higher level literacy skills, whereas, in addition, a large emphasis on teaching examination technique was needed as was frequent examination practice to further enhanced pupils performance. Although pupils' overall results were a little above the national average it was disappointing to the participants that the Class of 2015 pupils didn't end the project with better IGCSE grades, nevertheless, it is evident that the teaching skills developed by the participants' that the project has built a foundation for further years that will have long-term benefits.

The GCSE English Literature examination was not subject to the technical nuances that affected the IGCSE English language papers. As a consequence the benefits of higher quality and consistent teaching were more clearly seen in the grades achieved by the candidates. In 2015 for the first time, all pupils in the Year 11 cohort were expected to take the GCSE English Literature examination. This being a significant change from previously where only the upper half of the ability range in the year group would take English Literature. This was a very notable challenge for the teachers teaching the lower half of the ability range in the year group. It was necessary to prepare pupils for two subject examinations instead of one in the same timetable time allocation. They were required to cover two syllabuses instead of one. This is something that the higher ability pupils had done previously but the new challenge was to deliver this to all; something pupils nationally will be expected to do from 2017. The outcomes from this showed the benefits gained through the sharing of best practice and the coaching of teachers. As a consequence 75% of the cohort obtained A\*-C GCSE grade passes, an increase from 71% in 2014 when only 55% of the cohort took the examination and an increase from the baseline of 81% in 2013 when only 40% of the cohort took GCSE English Literature. Theses strong GCSE results in English Literature were a testament to the hard work of the teachers and pupils but moreover a clear indication of the positive impact of improved subject knowledge and higher quality teaching.

At Key Stage 2 very significant gains in results were achieved. The KS2 tests have remained relatively stable for several years so the expectations and parameters were known. Therefore preparation of the teachers to help more pupils obtain Level 5 and 6 in the tests was much clearer. As a consequence, the number of children gaining higher Level 5's rose and for the first time for any of our schools in the network eight children obtained Level 6 in writing. Teachers in primary reported improved subject knowledge having worked more closely with secondary school English specialists and expressed greater confidence in teaching the higher level work. Teachers' particularly benefitted from using tasks and materials for the higher levels that had been prepared by secondary school specialists.

At Robert Clack School the academic year 2014/15 represented a year of transition and challenges in the staffing and development of teaching and learning in the English department. A number of experienced colleagues had moved on at the end of the previous year, a number of staff within the department were promoted to pastoral roles and a number of less experienced staff were teaching examination groups for the first time. As in previous years, at KS3 they welcomed two teachers from Canada, one of whom returned to Canada before the end of the first term. Plus, two colleagues were covered for extended periods, one for maternity leave and one for ill health following an accident. This scenario is not unfamiliar for London schools and highlights the on-going need and challenge of developing teacher expertise. At Gladesmore, there were numerically less staff changes but changes were equally significant. Due to a serious illness the department had to manage without a head of department for a year. An Advanced Skills Teacher took on responsibility for steering the department. The project, nevertheless, pressed on full steam and the clear emphasis on improving the quality of teaching persisted, indeed, the focus was imperative so as to ensure that less experienced staff and those from overseas were well equipped to delivery strong English lessons.

Our analysis shows that despite a number of staff changes, continued and sustained high standard of teaching and learning in English was maintained throughout the project. This is a credit to the participants, the excellent senior leadership and hard work by post-holders. The successful programme of professional development and clarity of schemes of work enabled new teachers to quickly fit in with department expectations and methods of working and the overall quality of teaching to gradually increase.

Some Key Successes in the developing of teaching include:

- The overwhelming majority of lessons judged to have an outstanding level of challenge, with outstanding use of questioning and assessment for learning, enabling pupils to make outstanding progress over time.
- Observation comments suggest that English teaching:
  - Enabled pupils to make outstanding progress over time because of: meticulous planning and sophisticated subject knowledge; skilful questioning; consistently effective use of assessment and individualised feedback; high expectations of behaviour and attitudes for learning and high levels of pupil engagement and enjoyment.
  - Provided outstanding levels of challenge because of: judicious selection and design of resources and reading material; careful and well-judged scaffolding techniques; skilful pacing; clear articulation of standards required for progress at higher levels and effective use of peer critique and evaluative feedback.
  - Employs outstanding questioning and assessment for learning strategies because of: a range of questioning techniques and approaches used in differentiated ways; teachers consistently challenging pupils to expand upon, challenge or justify their agreement with their peers; skilled reframing and scaffolding of questioning where necessary; the consistent involvement and engagement of all pupils in classes through teacher questioning; effective use of paired discussion and thinking time.
- Several experienced outstanding teachers, should be praised for their expert guidance and coaching. Their support and training of staff regarding marking and assessment, planning, teaching and learning strategies and behaviour management, ensured that new staff and lesser experienced staff rapidly improved and were able to meet the needs of pupils.

Aspects to for further teaching improvement includes:

- Book scrutiny sessions demonstrated that, whilst there was consistently effective and regular written feedback being offered by teachers, there was inconsistent evidence of pupils responding to marking and using marking to make progress.
- The development of effective written feedback and methods for encouraging effective pupil responses to marking was a development priority with much training time dedicated to sharing good practice and updating marking practice. The impact of improved marking was evident in book scrutiny monitoring sessions, but this will continue to be a priority for 2015/16 to build on the strong progress made.
- At KS3 the curricula for each year group was redesigned in order to integrate the teaching of the more challenging higher level examination skills required for the new GCSE courses and new end of year examinations at KS3 will mirror the new GCSE style papers. Not only will this ensure that pupils make even more progress at KS3 and be better prepared for KS4, but that staff will increasingly become familiar with the new specification GCSE courses introduced in September 2015, making future transition between key stages smoother and more effective. The impact of this work afforded through the project will impact from September 2015 onwards.

Successes in increasing subject knowledge include:

- Samples of pupils' work across the age and ability range undertaken half-termly to assess the effectiveness of teachers' marking and feedback showed improving quality and impact of diagnostic feedback to promote pupils' skills development and progression in work. Development of staff expertise in this respect is uneven. Some excelled with an APP system during year one of the project but many struggled to maintain the workload involved and a more streamlined approach was required to ensure this was manageable. Subsequently, adaptations were made and as a result the quality of assessment for learning improved and the knowledge of English skills success criteria was deepened.
- The English curriculum maps across KS3 and GCSE and iGCSE Language and Literature were produced. Schemes of Work were developed along with teaching materials. These were effective in developing teachers knowledge of what, and how skills, knowledge and concepts might be best taught and assessed. But the government decided during the time of our project to make further changes to GCSE. As a consequence the examination boards introduced new GCSE specifications to be taught in GCSE English Language and Literature from September 2015. As a consequence it became necessary to rewrite all the schemes of work and teaching materials again. As a result the overwhelming majority of the schemes of work, teaching and assessment materials produced for KS3 and KS4 need replacement. And so, whilst the materials proved to be an effective method of developing teachers subject knowledge during the life of the project it is disappointing that these materials will only be of limited use to continue this in subsequent years.
- Scrutiny of resources and observations of their use in classrooms aiding further refinement of materials and methods of delivery. Feedback from pupils about the work was positive and indicated increased awareness of success criteria and expectations. Marking moderation exercises showed improved teacher subject understanding, greater accuracy and developing consistency across teams.

At the outset of the project in September 2013, and then again at the end of the project in September 2015, English teachers based in the secondary schools anonymously completed a Teacher Efficacy Scale Questionnaire. Despite the disappointment encountered with the IGCSE English Language results and the evident blow this had on morale the questionnaire demonstrated notable increased teacher confidence in both Efficacy in Pupil Engagement and Efficacy in Instructional Strategies. Overall, both factors saw an increase of 0.8 points. Robert Clack saw a bigger increase in Instructional Strategies and Gladesmore saw a larger increase in Pupil Engagement Strategies. This supported the informal feedback received by evaluators obtained during the two year project. Teachers consistently gave positive feedback throughout noting in particular the high value of the teaching materials, department level training and individual coaching as being the most helpful. Primary school teachers spoke most highly of the exemplar lessons delivered in the primary school by secondary English teachers. They also felt that the wider training offered through the joint school conferences as being of top quality and very practical and useful for everyday application. The network of schools has committed to pool resources and continue both of these initiatives in the years after the project.

- The extent to which your theory of change proved accurate

Our project operated using a very straightforward theory of change model that suited our planned work throughout the project. The simplicity of this exemplified our work. It was not necessary to make any changes.



Our theory of change model required us to map out the schemes of work and use high quality teaching materials as a structure for teachers to follow. Expert teachers supplemented this as needed with training to support teachers to be able to understand the subject and deliver the materials as intended. A schedule of observations and scrutiny of the pupils' books informed the on-going monitoring of implementation. Overall, this theory of change proved to be effective. On reflection we found that some teachers were not always able to stick to the schedule of deliver as mapped out in the schemes of work. This was a particular challenge for the teachers of lower and slower working sets. These were being expected to deliver GCSE English Literature and Language courses to groups that previously would have only taken English language. So with this in mind, to address this increased emphasis on frequency of monitoring of teachers would have been an improvement. More frequent conversations with individuals and drop in visits to see what is happening in lessons would have helped to maintain all teachers on track with schemes of work and have reduced the chances of some staff at times straying from the schedule of delivery. This would at an early stage pick up issues and have informed where teachers would have benefitted from additional support.

- How your project has contributed to the overall aims of LSEF

Our partnership of outstanding schools serving hard-to-reach children in the most challenging of London communities co-operated effectively throughout this project aiming to unlock potential, raise aspirations and improve results by focusing on developing high quality English teaching. We shared best practice, wrote teaching materials, provided literacy training across the partnership and coached English teachers so as to improve their ability to increase the standard of pupils' work

Evaluation had shown that this project has successfully cultivated teaching excellence through investment in the development of teaching skills and teachers so that attention is re-focused on knowledge-led teaching.

The projects has enabled our partnership of schools to establish and support self-sustaining school-to-school and peer-led activity. We had a core group of participant schools that grew during the second year of the project to extend into far more schools than we had originally envisaged.

This project built on prior work to build teacher expertise through the use of coaching and the use of excellent lesson materials. The additional resources afforded through the LSEF grant enabled us to create the capacity to involve more teachers and to further their professional development.

In the longer term, the benefits of this project will have contributed notably to raise standards and expectations so that this will promote London as a centre of teaching excellence with state schools among the best in the world

- Whether your findings support the hypothesis of the LSEF

Our findings support the case that more and better subject knowledge does improve the quality of teaching. In this project the quality of participants' lessons improved as shown by their grading as a direct result of improved knowledge of the topics they were teaching and by utilising techniques to deliver learning activities for pupils that had been developed by outstanding teachers. We found that teachers could improve their performance, indeed a leap from 40% to 69% gaining outstanding lesson grading occurred as a consequence of investment in this.

Teacher confidence increased as a result of teachers feeling better equipped to be able to address the needs of the pupils they were responsible for teaching. The project also demonstrated that improved subject knowledge can lead to improved pupil outcomes. There was strong evidence of this in our project, though responding to external curriculum changes is also critical.

The positive benefits from working in a network with other schools were evident. The sharing of best practice and the capacity to learn and support each other were major advantages. Important in making this work is a commitment of the participants to collaborate. With the pressure of time and the day-to-day demands of teaching, it takes strong leadership and the initiative and persistence of key individuals to establish working partnerships and to build these into trusting, smooth working collaborations that can be sustained. We found a willingness on the part of teachers and senior leaders to work together but collaboration needed to be brokered and planned. When free flowing communication and was well led, working partnerships were established. The benefits of collaboration then evolved. And, as participants started to see benefits commitment increased. As a result of this project our network is now well established and will continue. Meetings and activates are scheduled for the coming year.

## 10. Value for Money

### 10.1 Apportionment of the costs across the activity

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

| Broad type of activity                      | Estimated % project activity | £ Estimated cost, including in kind |
|---|------------------------------|-------------------------------------|
| Producing/Disseminating Materials/Resources | 17%                          | 100000                              |
| Teacher CPD (face to face/online etc)       | 17%                          | 100000                              |
| Events/Networks for Teachers                | 9%                           | 50000                               |
| Teacher 1:1 support                         | 10%                          | 60000                               |
| Events/Networks for Pupils                  | 47%                          | 274439                              |
| Others as Required – Please detail in full  |                              |                                     |
| TOTAL                                       | 100%                         | £ 584439                            |

### 10.2 Commentary of value for money

- The project's actual cost effectiveness compare with the forecast

The important opportunities this project gave for long-term gain through upskilling teachers was felt to be so important that additional matched funding was made available to maximise the capacity.

- Reasons for the variance

Higher matched funding need to maximise training opportunities and manage the project. The release of additional staff time was required to ensure the high quality of interventions, coaching and production of materials.

- The project's overall value for money based on the extent to which aims/objectives and targets were met, compared with the costs incurred in doing so

The employment of additional teachers released capacity to improve the quality of teaching materials and coach teachers. Development of teachers from good to outstanding performers required considerable time and guidance. But once skills and subject knowledge is deepened this remains for a teacher's career so the impact is long standing.

## **11. Reflection on project delivery**

### **11.1 Key Enablers and Barriers to Achievement**

- *Were there internal and/or external factors which appear to have had an effect on project success*

An effective analysis of pupils' attainment and progress in GCSE and IGCSE English Language needs to be understood in light of the sustained and drastic national changes to the GCSE and IGCSE English Language course over the last three years. A series of changes have been implemented since 2013 that could have had a serious negative impact, particularly upon pupils from a context facing multiple disadvantages. The fact that, broadly speaking, pupils in our participating schools maintained high levels of attainment and progress in comparison to national averages is testament to a combination of strong, well-coordinated senior leadership; the expertise, commitment and dedication of an outstanding English department and talented, ambitious and hard-working pupils.

### **11.2 Management and Delivery Processes**

- What worked well

The employment of three extra English teachers and the provision of administration support released capacity to focus on teaching and learning. English team meeting time was used to share good practice, to moderate and to identify pupil needs through more focused use of tracking data.

The management of the project made best use of teacher expertise, including that of the extra English teachers, so that leadership was distributed and every teacher was able to actively participate, was able to make a contribution and gain a sense of ownership.

### **11.3 Future Sustainability and Forward Planning**

- Do you have any plans for the future sustainability of your projects?

Reducing London schools school budgets makes it unfeasible for schools out of their own resources to sustain the project however committed and convinced they might be to its benefits. Nevertheless, the network of schools establish will continue. By pooling resources the partnership intend to run joint an annual training conference and to sustain the exemplar

teacher observation model. Half termly meeting of headteachers' and literacy coordinators have been scheduled for 2015-16 to sustain this work and to further the development of teaching of literacy.

- What factors or elements are essential for the sustainability of your project?
  - committed partnership leadership
  - funding

## 12. Final Report Conclusion

Please provide key conclusions regarding your findings and any lessons learnt

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

- *What outcomes does the evaluation suggest were achieved?*
  - Improved quality of teaching

The project was successful in deepening subject knowledge and developing teaching skills. This resulted in improvements in the quality of teaching during the project. By using the Ofsted criteria for lessons observations undertaken by senior leaders, the proportion of English teaching assessed to be outstanding in relation to challenge and engagement rose from a baseline of 40% to 69% during the final term of the project. We confidently expect this secure foundation of improvement to generate longer-term benefits. A combination of the creation of explicit teaching materials accompanied by guided training in their use proved to be an effective strategy in improving teaching. Schemes of work and lessons planned by expert teachers enabled less experienced or skilled teachers to follow models of best practice. This formalised delivery and ensured that lessons had clear purpose, structure and learning activities. Supplementary coaching was provided to refine techniques and develop pedagogy in the classroom.

Our evaluation of lesson observations and scrutiny of pupils' work point to significant improvements in lesson planning; more skilful use of questioning; increased consistency and quality of feedback to pupils. Teachers also reported that the better quality lessons had a positive impact on behaviour and attitudes for learning with high levels of pupil engagement and enjoyment.

An increase in the level of challenge and engagement observed was a result of judicious selection and design of learning resources; careful and well-judged scaffolding techniques with the pace of lessons better matched to pupils learning needs. Teachers were widely and frequently cited as employing outstanding questioning and assessment for learning strategies.

The expert training, guidance and coaching of teaching development was critical in ensuring that colleagues rapidly improved and were better able to meet the needs of pupils.

Further improvements in teaching were also identified and the impetus of improving English teaching is expected to provide an openness to embrace these further developments. A prime example is using diagnostic marking to better effect and getting pupils to respond to their marked work. This developed throughout the project but the quality was not as consistent as had intended. A more balanced and less onerous approach would support this.

In the primary schools, teachers spoke most favourably about learning from watching expert teachers in action. These demonstration lessons were very popular. On occasions up to ten staff would observe a model lesson. The knowledge and understanding was deepened

through the discussions that were scheduled following each exemplar lesson. Since very few of the primary school teachers had high level qualifications in English they relished the opportunity to observe secondary school English specialists and outstanding primary colleagues with secure experience in teaching literacy and reading skills.

- Effective methods tried out that improve subject knowledge and their delivery

This project has successfully cultivated improved teaching through investment in the development of subject knowledge and pedagogy. Our findings show that deeper subject knowledge and well planned teaching programmes improve the quality of teacher delivery. Successes were shown in samples of pupils' work across the age and ability range. Though most notable were the overall mean scores for lesson observations using the Ofsted criteria. On a reverse scale with 1 being the maximum score subject knowledge improved from 2.00 to 1.35 and assessment for learning improved from 2.14 to 1.91.

- Improved confidence of teachers to deliver the English curriculum and meet children's needs

At the outset of the project in September 2013, and then again at the end of the project in September 2015, English teachers based in the secondary schools anonymously completed a Teacher Efficacy Scale Questionnaire. Teacher confidence increased as a result of teachers feeling better equipped to be able to address the needs of the pupils they were responsible for teaching. Overall mean scores showed that efficacy in pupil engagement increased from 5.6 to 6.4 and efficacy in instructional strategies raised from 6.45 to 7.25.

Despite the disappointment encountered with the iGCSE English Language results and the evident blow this had on morale the questionnaire, nevertheless, demonstrated a notable increase in teacher confidence of 0.8 points. This aligns with the on-going feedback received during the two year project. Teachers consistently gave positive feedback throughout noting in particular the high value of the teaching materials, department level training and individual coaching as being the most helpful. Primary school teachers spoke highly of the exemplar lessons and the wider training offered through the joint school conferences as being very practical and useful for everyday application.

- Network of primary and secondary schools well established and committed to continuing to work together

A partnership of schools was formed and became established during the project. Twelve schools are committed to self-sustaining school-to-school support. Initially we formed a core group of six participant schools that grew during the second year of the project to extend into far more schools than we had originally envisaged.

The positive benefits from working in a network with other schools were evident. The sharing of best practice and the capacity to learn and support each other were major advantages. With the pressure of time and the day-to-day demands of teaching, it takes strong leadership and the initiative and persistence of key individuals to establish working partnerships and to build these into trusting, smooth working collaborations that can be sustained. We found a willingness on the part of teachers and senior leaders to work together but collaboration needed to be brokered and planned. As participants started to see benefits commitment increased. As a result of the Network learning Community is on a strong footing and collaborative working is expected to continue. Meetings and activities are scheduled for the coming year including a joint Training Conference Day that replicates those during the project.

- Improved KS2 results in English (Writing and Reading)

At Key Stage 2 some gains in results were achieved with the number of pupils achieving Level 5 and above rising from 216 to 246. Most significantly pupils gaining the higher Level 5B and above increased from 53 to 155 in writing. And, for the first time for any of our schools in the network eight children obtained a Level 6 in writing. The testing methodology at Key Stage 2 has remained relatively stable for several years so the parameters were known so the requirements of pupils to obtain a Level 5 or above in the English tests was clear. This is set to change in 2016, but we optimistically expect that the impetus of improvement and teaching skills gained will support the KS2 assessment transition.

We feel that the booster classes in the holiday schools made a positive impact on pupil achievement; certainly the feedback from children and their parents was encouraging. But it is not possible to separate out and measure the impact of this from the development in teaching of literacy in the primary schools. Primary school teachers anecdotally reported improvements in their subject knowledge having worked with secondary school English specialists and expressed greater confidence in teaching the higher level work.

- Maintenance of the national standard of attainment and progress in GCSE English Language despite changes to its examination

It is evident that the changes to the GCSE examinations its assessment and the grade boundaries had a depressing impact on the results achieved in our project. Attainment and progress levels remained broadly in line with national averages; overall they were similar to the levels at the outset of the project. However, we conclude that without the support for improved teaching and the extra intervention support for the pupils afforded through this project it is our view that the GCSE English language results would have plummeted. In particular, those pupils taking the iGCSE English language course were affected very significantly. Indeed, many London schools reported very large and unexpected dips in their iGCSE English language results for 2015.

Our project concentrated upon the development of subject knowledge and teaching skills aiming for staff to deliver high quality English language lessons so as to develop higher level literacy skills, whereas, in hindsight greater emphasis on the development of pupils' examination technique would have been likely to have enhanced pupils results.

Although GCSE English language results were a little above the national average it was disappointing to the participants that the Class of 2015 pupils didn't end the project with better iGCSE grades. Nevertheless, we feel that the teaching skills developed by the teachers participating will still have long-term benefits

- Improved GCSE results in English Literature

The GCSE English Literature examination was, however, was not changed like the iGCSE English language. With this the benefits of higher quality teaching were more clearly seen in the grades achieved by the candidates. In 2014 for the first time, all pupils in the Year 11 cohort were entered for the GCSE English Literature examination. This being a significant change from previous years where only the upper half of the ability range would take the GCSE English Literature examination. This was a very notable challenge for the teachers teaching the lower half of the ability range in the year group. It was necessary to prepare pupils for two subject examinations instead of one in the same timetable time allocation. They were required to cover two syllabuses instead of one. The outcomes from this showed the benefits gained through the sharing of best practice and the coaching of teachers. As a consequence 75% of the cohort obtained A\*-C GCSE grade passes, an increase from 71% in 2014 and an increase from the baseline of 53% of the cohort gaining A\*-C grade in GCSE

English Literature. These strong GCSE results in English Literature were an indication of the positive impact of improved subject knowledge and higher quality teaching.

- Production of high quality teaching materials

The teaching materials produced were effective in developing teachers knowledge of what, and how skills and concepts might be best taught and assessed. But the government decided during the time of our project to make further changes to GCSE. As a consequence the examination boards introduced new GCSE specifications to be taught in GCSE English Language and Literature from September 2015. As a result the overwhelming majority of the schemes of work, teaching and assessment materials produced for KS3 and KS4 need replacement. And so, whilst the materials proved to be an effective method of developing teachers subject knowledge during the life of the project it is disappointing that these materials will only be of limited direct use in subsequent years.

- *What outcomes, if any, does the evaluation suggest were not achieved or partly achieved?*

Improvement in iGCSE English Language results

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

The collaboration with primary schools has proving mutually beneficial; but evidence is not easily measurable in terms of outcomes. Non-specialist KS2 primary school teachers developing increased confidence and expertise to challenge and support the most able pupils in English. And, KS3 secondary school teachers were able to learn more about the successful practice of having a greater focus placed on independent learning at KS2. The continued collaboration work this year with the establishment of a cross-phase Saturday school will facilitate further development of this.

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

- *What activities/approaches worked well?*

At the outset, teachers were released for blocks of a few weeks at a time to lead development tasks but it subsequently proved more effective to use shorter periods of time, including half-days and reduced timetable loads to increase flexibility. This also ensured minimum impact on participant teachers own assigned teaching groups.

The delivery of Masterclasses to KS2 pupils during holiday periods and on Saturdays to improve outcomes for the most able was very effective. It proved to be a vehicle to boost pupils progress and also increased opportunities for professional development, building collegiality across phases and schools and for sharing.

The production of high quality schemes of work and teaching materials underpinned the improvement of subject knowledge and the improvement of teaching

Coaching and guidance for targeted teachers, although a heavy time commitment proved to be very effective in improving the quality of lessons, teaching skills and knowledge of teachers.

- *What activities/approaches worked less well?*

The external changes made to the examination of English and the change to a new examination specification has made most of the materials produced in need to major adaptation or completely redundant.

***Informing future delivery***

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

Greater emphasis and time commitment should have been placed on teaching the pupils being entered for IGCSE English Language in 2015 how to tackle the questions on the examination papers in the style required to gain marks.

More mini-mock examinations should have been undertaken during 2014-15 for the Year 11 cohort so that candidates would be better prepared for the final examinations.

Increased regularity of tracking of teachers' adherence to scheme of work schedule.

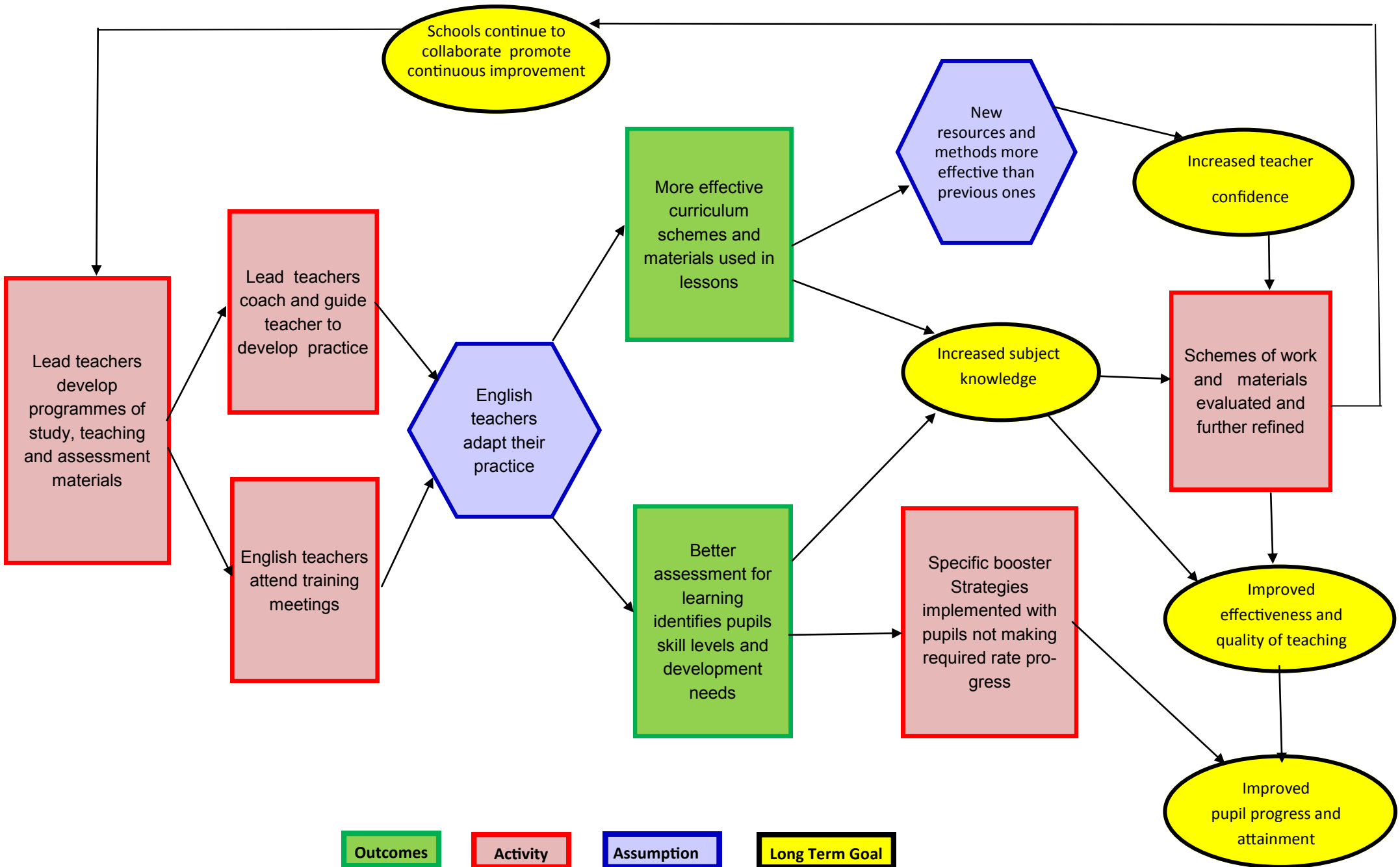
- *What should the project have done less of?*

Reduced time spent on coursework during Year 11 to free up more time on examination preparation.





# Theory of Change Diagram - Gladesmore / Robert Clack Networks LSEFR1118



## Appendix 2: Evaluation Framework

| GLADESMORE & ROBERT CLACK NETWORK OF SCHOOLS PARTNERSHIP<br>LSEFR1118<br><b>EVALUATION FRAMEWORK</b><br>September 2013 to July 2015 |  |   |   |
|---|--|---|---|
| OUTCOMES/OUTPUTS  | INDICATORS   | BASELINE DATA   | IMPACT DATA   |
| <b>TEACHING</b>   |  |   |   |
| <ul style="list-style-type: none"> <li>Improved effectiveness and quality of teaching</li> </ul>                                    | <ul style="list-style-type: none"> <li>Delivery of higher quality teaching in English. Improved number of Outstanding features of lessons achieved by teachers of English as graded using Ofsted framework (ASTs, senior staff LA checked).</li> </ul>   | <ul style="list-style-type: none"> <li>Overall grades given for English teachers for lessons observations on 1 to 4 Ofsted Scale (<i>previous year lesson observation data 2012-13</i>)</li> </ul>  | <ul style="list-style-type: none"> <li>Lesson observation analysis showing grades given for English teachers lessons on 1 to 4 Ofsted Scale for 10 specific teaching features</li> <li>On-going practice seen by senior leaders using informal staff and pupil feedback, learning walks, project logs and work scrutiny.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Increased subject knowledge</li> </ul>   | <ul style="list-style-type: none"> <li>Increased quality of marking and feedback that effectively promotes learning and progression.</li> <li>Higher lesson observation grades for subject knowledge achieved by English teachers as assessed using Ofsted framework (ASTs, senior staff LA checked).</li> <li>English curriculum mapped out progressively supported with high quality schemes of work and subject resources produced (<i>as assessed by AST team and English KS2, KS3 &amp; KS4 post-holders following delivery of units and through evaluations</i>).</li> </ul> | <ul style="list-style-type: none"> <li>Audit of teachers marking and feedback undertaken by AST Team with English KS3 &amp; KS4 post-holders (<i>Yr1= Autumn 1</i>)</li> <li>Lesson observation grades obtained by English teachers for subject knowledge during previous year 2013-14.</li> <li>Audit of Schemes of Work undertaken by AST Team with English KS2, KS3 &amp; KS4 post-holders (<i>Yr1= September 2013</i>)</li> </ul> | <ul style="list-style-type: none"> <li>Samples of pupils' work across the age and ability range undertaken half-termly to assess the effectiveness of teachers' marking. Examining quality and impact of diagnostic feedback to promote pupils' skills development and progression in work.</li> <li>Lesson observation grades for subject knowledge achieved by English teachers as assessed using Ofsted framework.</li> <li>English curriculum maps across KS3 and GCSE and iGCSE language &amp; literature. Schemes of Work for all year groups accompanied with teaching and assessment resources. Booster intervention units for Year 5/6 and KS3 &amp; KS4.</li> <li>Scrutiny of resources and observations of use in classrooms.</li> </ul> |

| <ul style="list-style-type: none"> <li>Increased teacher confidence</li> </ul>           | <ul style="list-style-type: none"> <li>Increased scores on the Teacher Self-Efficacy Scale (TES) (<i>Adapted from Megan Tschannen-Moran, College of William and Mary Anita Woolfolk Hoy, the Ohio State University</i>).</li> <li>Feedback from teachers at termly review meetings and informal observations/conversations giving opinions and feelings as obtained by head/deputy and Independent Project Evaluator</li> </ul>   | <ul style="list-style-type: none"> <li>Pre-project scores on LSEF Teacher Efficacy Scale (TES) (<i>Yr1= September 2013</i>)</li> </ul>  | <ul style="list-style-type: none"> <li>Questionnaire scores on LSEF Teacher Efficacy Scale (<i>Yr2= July 2015</i>)</li> <li>Qualitative feedback from teachers.</li> </ul>   |
|--|---|---|--|
| OUTCOMES/OUTPUTS   | INDICATORS  | BASELINE DATA   | IMPACT DATA  |
| <b>STUDENT OUTCOMES</b>  |   |   |  |
| <ul style="list-style-type: none"> <li>Improved pupil progress and attainment</li> </ul> | <ul style="list-style-type: none"> <li>Improved percentage of pupils at KS2 attaining level 5c and above. And, quality of Year 5 pupils' work produced.</li> <li>Improved attainment at KS4 GCSE English Language</li> <li>Improved progress rates of pupils in year groups measured against national figures. Data compares favourably with national figures</li> <li>Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.)</li> </ul> | <ul style="list-style-type: none"> <li>Historical data on number of pupils attaining Level 5 and 6 in in 2013</li> <li>Historical data on pupils achieving and exceeding national level of progress from KS2 to KS4 in in 2013</li> <li>Historical data on percentage of pupils attaining A* to C grades in 2013</li> </ul> | <ul style="list-style-type: none"> <li>GCSE results showing A* to C grades achieved in English Language</li> <li>GCSE results showing levels of progress made by all pupils from KS2 to KS4</li> <li>Teacher assessment results for year groups 7 to 10 showing levels achieved and progress made in English reading and writing</li> <li>KS2 results showing number of pupils achieving level 5c and above in English reading and/or writing</li> </ul> |

| OUTCOMES/OUTPUTS   | INDICATORS  | BASELINE DATA   | IMPACT   |
|--|---|---|--|
| <b>WIDER CONTEXT</b>   |   |   |  |
| <ul style="list-style-type: none"> <li>Schools continue to collaborate promote continuous improvement</li> </ul> | <ul style="list-style-type: none"> <li>Partnership of English teachers established and plans made to continue cooperative work beyond life of project</li> <li>Collaborative working generates improved effectiveness and quality of practice <i>(as assessed by Leadership Teams and the Independent Project Evaluator)</i>.</li> <li>Additional aspects of wider school practice shared during life of project</li> </ul> | <ul style="list-style-type: none"> <li>Analysis of start position reviewing work of the schools involved (Independent Project Evaluator <i>Yr. 1=Autumn 1</i>)</li> </ul> | <ul style="list-style-type: none"> <li>Plans produced by the schools</li> <li>Findings from scrutiny meetings exploring collaborative working and consideration of effectiveness and quality of practice.</li> </ul> |