

London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

Contact Details

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Evaluation Final Report Template

Introduction

The London Schools Excellence Fund (LSEF) is based on the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment, subject participation and aspiration. The GLA is supporting London schools to continue to be the best in the country, with the best teachers and securing the best results for young Londoners. The evaluation will gather information on the impact of the Fund on teachers, students and the wider system.

This report is designed for you to demonstrate the impact of your project on teachers, pupils and the wider school system and reflect on lessons learnt. It allows you to highlight the strengths and weaknesses of your project methodology and could be used to secure future funding to sustain the project from other sources. All final reports will feed into the programme wide [meta-evaluation of the LSEF](#) being undertaken by SQW. Please read in conjunction with Project Oracle's '**Guidance to completing the Evaluation Final Report**'.

Project Oracle: Level 2

Report Submission Deadline: Round 2 - 30 September 2015

Report Submission: Final Report to Rocket Science

Project Name: Languages for All – Introduction of Modern Foreign Languages into Tri-borough Alternative Provision

Lead Delivery Organisation: The Bridge AP Academy

London Schools Excellence Fund Reference: LSEF090

Author of the Self-Evaluation: Anupameya Jain

Total LSEF grant funding for project: £82,770

Total Lifetime cost of the project (inc. match funding): £110,695

Actual Project Start Date: 16 October 2013

Actual Project End Date: 30 September 2015

1. Executive Summary

This final report is based on an evaluation of Languages for All Project – an introduction of Modern Foreign Languages in Tri-borough Alternative Provision (TBAP) which comprised of initially 3 schools in 3 boroughs: Hammersmith & Fulham, Westminster, Kensington & Chelsea and then 7 schools and provisions to include Haringay. This started in September 2013 and is still continuing with Key Stage 2-4 pupils across TBAP provisions.

The rationale for this project was that there was no Modern Foreign Language provision in the local boroughs' alternative provisions and that trials of taster language lessons and whole school language events at The Bridge AP Academy had resulted in engaging learners excluded from mainstream schools for their behaviour.

The project mainly tried to offer across, at first, existing partner provisions, Modern Foreign Languages within the curriculum, which was extended to new partner provisions joining the Trust towards the end of Year 1 and start of Year 2. The languages' programmes of study were custom designed and catered for all sub-groups of pupils to lead to alternative and GCSE accreditation.

The project also tried to address the up skilling and training of alternative provision staff to learn and teach and/or support language teaching. Close links with external associations and networks were key, not just for training and resources but also for validated language specific knowledge audits.

The evidence was gathered by the following approaches: pre and post e-surveys/paper questionnaires; peer-to-peer observations; face-to-face Q&A; written feedback.

The evaluation of the project demonstrated the following findings:

- That there were key evaluation methodological limitations (teacher and pupil attrition; no comparison data; problems with accessing 'feeder'/historical data; timeframe of project);
- Despite the limitations, the project interventions had a positive impact in increasing teacher confidence and subject knowledge based on comparison between pre and post evaluations;
- Pupil output numbers are almost double that of the target figure;
- GCSE results in Modern Foreign/Home Languages were above pupil predicted grades;
- Wider school outcomes such as networking, particularly with other LSEF Projects, also helped raise teacher confidence and secure further subject and cultural knowledge.

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

- That there is a Project Team sharing delivery and evaluation of activities to mitigate against time limitations and difficulties in accessing and recording relevant data so that it does not fall onto one person to oversee and do this all, unless this is their main responsibility without Trust-wide teaching commitments;
- Baseline Data including all sub-groups and academic data from across all the Trust is made available, ideally, summarised, in one place; links from Trust website lead directly to data from all Trust boroughs and London wide for representative comparisons.
- That MFL learning and training sessions are offered regularly as part of a CPD Pathway or Programme for all staff interested in developing their skills to support or teach MFL.

- That a website or blog is maintained to share findings and resources.

2. Project Description

- Project Summary:
 - Languages for All – An Introduction of Modern Foreign Languages (MFL) in Tri-borough Alternative Provision (TBAP) aims to have an increasing number of pupils learning Japanese, Mandarin Chinese, French, Spanish, Italian and Polish through building an outstanding teaching and training of languages programme for teachers in partnership with a mainstream language specialist school.
- Project set up because introductory lessons and tasters in Japanese and French since September 2010 impacted positively on learning and behaviour outcomes.
- It sought to address the fact that there had been no Modern Foreign Language offer in our primary and secondary Alternative Provisions (AP). In order to do so, a need to build capacity from within Alternative Provision staffing by training teachers to learn languages to teach was identified. And by doing so, a further need to set up and establish a teacher training programme also ensued.
- Project introduced into an Alternative Provision vacuum, so starting from scratch, but welcomed by staff interested in languages and by Senior Leaders keen to expand the personalised curriculum offer. Wider external links tapped into for project training.
- & resources support (national associations, teacher training institutes, local language specialism school and LSEF project schools for example)
- Project Activities: Language Audits for staff, TBAP network subject specific meetings, internal and external training for staff, observations of language teaching, whole school language and culture events (individual provisions or TBAP Trust – European Day of Languages Activities and Competitions) – See Theory of Change (TOC)
- Project delivered over 2 years across 4 boroughs: London Borough of Hammersmith & Fulham, Westminster, Royal Borough of Kensington & Chelsea, Haringey (after upscale in Year 2 as TBAP Trust grew).
- The Bridge AP Academy delivered the project.
- Target beneficiary groups of project were:
 - Modern Foreign Language Teachers;
 - Those teachers identified as willing and able to learn an MFL to teach;
 - Pupils in KS2, 3 & 4 with social, emotional and behavioural difficulties;
 - Pupils with a statement of educational & learning need;
 - Pupils identified as Gifted & Talented.

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

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

Our project's main aim was to introduce languages into Alternative Provision and we made sure that whatever scheme of work and activity we followed, created or did, we ensured the new national curriculum was/is a term of reference where it was/is applicable. In terms of language progression, we worked to align levels of progression with the CEFR (Common European Framework Languages Ladder) and this is still work in progress. The current in-house adaptations to our alternative offer particularly at the early working to beginner level stages will continue to be worked on post project end. The TBAP MFL Progress Levels will be shared in the near future.

However, training and delivery of modern foreign language teaching continued and will continue to focus on speaking, sounds, phonetics, spontaneity and transferable language skills and a wider use of literature in the taught languages. The new Key Stage 2 foreign language curriculum is not much different from the previous Key Stage 2 Framework for languages in their objectives, which means that former and new resources and training will continue to support transition to the new national curriculum, whilst at the same time addressing the alternatives possibly required for learners in our alternative provisions who will not return to mainstream provisions or unable to access mainstream curriculum or accreditation.

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](http://www.londoned.org.uk).

TBAP MFL Newsletters: Issues 1, 2, 3 via <http://bit.ly/1YOXMC6>

TBAP MFL Website: via <http://bit.ly/1Flt7Qd>

3. Theory of Change and Evaluation Methodology

Copy of validated Theory of Change and Evaluation Framework attached with this Report.

3.1 Please list **all** outcomes from your evaluation framework in Table 1. If you have made any changes to your intended outcomes after your Theory of Change was validated please include revised outcomes and the reason for change.

Table 1- Outcomes

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Teacher Outcome 1	Increased subject knowledge and greater awareness of subject specific teaching methods Modern Foreign Languages – French, Italian, Japanese, Mandarin, Polish, Spanish		
Teacher Outcome 2	Increased teacher confidence in learning language to be able to teach it to beginners.		
Teacher Outcome 3	Delivery of higher quality teaching including subject-focused and teaching methods in Modern Foreign Languages -		

	French, Italian, Japanese, Mandarin, Polish, Spanish		
Teacher Outcome 4	Improved use of subject-specific resources		
Pupil outcome 1	Increased educational attainment and progress in French/Italian/Japanese/Mandarin in Chinese/Spanish in KS1- KS4 (Years 3-11)		
Pupil outcome 2	Increased educational attainment and progress across other curriculum areas eg. English Speaking & Listening (KS1-4) and Opening Minds (at KS3)		
Pupil outcome 3	Increased take up of MFL		
Wider system outcome 1	Teachers/ schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice		
Wider system outcome 2	Programme activities/ model attract other AP Academy Provisions/Trusts to trial/embed in their schools/trusts beyond the intervention group		
Wider system outcome 3	Teachers/schools involved in intervention work on a bespoke website for support and sharing of resources and ideas	Work in progress	Started in January Year 2.
Pupil Outcome 4	Increased number of pupils accredited (ABC Awards & GCSE)		

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

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

- Took on additional activities such as Home Languages/MFL GCSE support and exam entry for identified learners across TBAP.
- Added more cultural input via Tai Chi lessons with Mandarin Chinese as a Therapeutic Intervention.

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

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

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

- On the whole, project evaluation methodology as reflected in the validated evaluation plan was adhered to: collection of baseline data using pre and post questionnaires on subject knowledge and confidence for teachers for example. Wider outcomes

evaluated reasonably successfully due to indicators showing clearly when and what to collect.

- However we were unable to get comparison group data due to small sample of numbers of teachers and pupils at individual provisions. However, we did approach teachers and pupils and we got more qualitative statements to gauge impact and progress. Some of these are on the TBAP MFL website.
- If we had more time set aside for data collection and analysis, we could compare more rigorously and critically anticipated and unanticipated outcomes (such as the qualitative statements by teachers and pupils).

4. Evaluation Methodological Limitations

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

- Inability to evaluate all outcomes due to limited time and access to trend and soft data (such as attitude, behaviour and confidence)
- Inability to establish a comparison group possibly due to timeframe and sample size of groups and teachers – in some cases, too small and in other cases too far spread out amongst the Trust.
- Inability to do follow-up with some participants (teachers and pupils) due to attrition at various points of the project.
- Difficulties in collecting relevant data within an acceptable timeframe from ‘feeder’ mainstream schools. (relevance in terms of any prior language learning data)
- Difficulties in collecting any prior data where learners have been out of any education.
- Due to growing size of Trust, response rate of surveys was very slow from teaching staff.
- Despite these limitations, overall teacher outputs is only down by 1 over the lifetime of the project and pupil outcomes have more than doubled. It is therefore a shame that the timeframe of the project means that we have been unable to do a wider and more detailed analysis of this increase in outputs.
- Samples not being representative of wider population (outside of TBAP/Alternative Provisions) – MFL progress levels very low at start unless following mainstream curriculum for example.

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

Yes. Modern Foreign Languages is already an offer at KS2-4 across TBAP primary and secondary provisions and is continuing to be taught by a qualified MFL Teacher and a TBAP TSA (Teaching Schools Alliance) MFL School Direct Trainee across TBAP timetables.

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

I would recommend that impact is evaluated by ensuring SIMS Database has baseline marksheets per class created so that teachers can easily add pupils to this marksheet and input returns and further data collection to this marksheet at identified points throughout the year – when Data Drops are done to show progress every half term for example. Widen the baseline to include attitude, behaviour and learning/engagement and create teacher and learner questionnaires quality assured by official bodies.

5. Project Costs and Funding

5.1 Please fill in Table 2 and Table 3 below:

Table 2 - Project Income

	Original ¹ Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	£71,990	£10,780	£82,770	£78,182	£4,588
Other Public Funding					
Other Private Funding					
In-kind support (e.g. by schools)	£27,925	£16,287*	£44,212	£33,712	£10,500
Total Project Funding	£110,695	£10,780	£126,982	£111,894	£15,088

In-kind support details and estimated value:

- Project coordinators' or session facilitators' time - £7,500
- Venues for training sessions or events – £2000
- Admin Support - £5000
- Access to equipment including computers, printers, and photocopiers - £900
- Website hosting - £2000
- *Extra direct staff cost for taking on TBAP's books post 1 year fixed-term LSEF funded teacher - £16,300

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)	£59,242	£1700	£60,942	£60,172	£770
Direct delivery costs e.g. consultants/HE (specify)					
Management and Administration Costs	£7,349	£1,080	£8,429	£8,353	£76
Training Costs	£3,499	£4000	£7,499	£6,132	£1,367
Participant Costs (e.g. Expenses for travelling to venues, etc.)					
Publicity and Marketing Costs	£1,900	£0.00	£1,900	£3,525	-£1,625
Teacher Supply / Cover Costs					
Other Participant Costs					
Evaluation Costs	£0.00	£4000	£4,000	£0.00	£4,000
Total Costs	£71,990	£10,780	£82,770	£78,182	£4588

¹ Please refer to the budget in your grant agreement

5.2 Please provide a commentary on Project Expenditure

The main costs were always going to be direct staff costs as the overarching aim of the project was to set up and extend the MFL provision across the expanding Trust provisions. Project Leader costs and the fixed term appointment of another MFL teacher for at least the lifetime of the project. Due to the external courses there was also going to be a huge amount of cover costs.

Management and Senior Leader Support Time increased throughout the lifetime of the project and this was reflected in the upscale reappportionment. This time was necessary for Project Leader to work with TBAP and Bridge Senior leaders to be able to meet all the financial management requirements of the project.

Publicity and Marketing Costs were under budgeted from the start. Once work began with the website and newsletters, creation of a brand logo and other designs for the website and newsletter required more skill and time.

Year 1 budget under spend, due to late start of project, was reappportioned at the start of Year 2. Upscale of project due to TBAP expansion of provision, brought in additional funding and allowed for appointment of Chinese Language Assistant, full-funding having been withdrawn earlier in the year.

The evaluation costs budgeted were reappportioned to pay for the increased publicity costs and management costs.. Year 2 was a very busy year with delivery extended across 7 sites and we felt that time and capacity was already stretched to fit in external evaluators, sticking with support from Project Oracle instead.

Match-fund / in-kind support was extended to make project funded fixed-term MFL teacher a permanent member of TBAP staff, which increased actual spend overall, despite a significant amount not being match funded (original Chinese Language Assistant budgeted cost).

6. Project Outputs

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

Table 4 – Outputs

Description	Original Target Outputs	Revised Target Outputs <i>[Original + any Additional Funding/GLA agreed reduction]</i>	Actual Outputs	Variance [Revised Target - Actual]
No. of schools	5	7	7	0
No. of teachers	20	25	24	-1
No. of pupils	50	60	129	+69

7. Key Beneficiary Data

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

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

Definition for number of benefitting teachers and when this was collected below:

- Teachers/Support staff engaged in language and language teaching training showing increased confidence in subject knowledge and language teaching techniques to be able to teach languages creatively at beginner level to learners in alternative provision. Also teachers/NQTs qualified as MFL teachers training other teachers as well as undergoing subject knowledge specific training.
- As an alternative provision trust, we work very closely with support staff: learning support professionals who are teaching assistants or mentors. As a Trust, all staff, teaching and support have access to the same training and therefore interested support staff joined in the LSEF project.
- Data collected at start of project and at start and end of second year.

Table 5 – Teachers benefitting from the programme

	No. teachers	% NQTs (in their 1 st year of teaching when they became involved)	% Teaching 2 – 3 yrs (in their 2 nd and 3 rd years of teaching when they became involved)	% Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (KS1 & 2)	% Secondary (KS3 - 5)	% Teaching Assistants/Support Staff	% School Direct (trainee teachers)
Project Total	24	8%	0	88%	12%	83%	50%	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*)

- TBAP Trust employs a range of staff: Teaching, Learning Support, Behaviour Support, and Business Support. 2 years ago the Trust took on NQTs when Alternative Provision was accepted as a first teaching experience post qualification.

- TBAP Trust also became an Alternative Provision Teaching Schools Alliance and took on salaried School Direct Trainees, which has continued every year.
- The percentage of NQTs and SD trainees are a proportionate reflection of the Trust numbers of NQTs and SD trainees at the start of the programme.
- This intervention group would be fairly representative of the 4 boroughs we worked in. However, not necessarily so in London more widely as NQT numbers would be of a higher proportion. The NQT was mature, MFL trained and highly skilled, therefore the positive impact on outcomes is directly linked to this, especially when we look at 2 staff the NQT trained got a B & C at Spanish GCSE this summer.
- At all the provisions, primary and secondary, support staff and teaching staff work closely together,
- Therefore the 50:50 split of total teacher numbers and support staff numbers is not a surprise in TBAP Alternative Provision context. And the 80:10 ratio of secondary versus primary teachers is very representative of the AP sector borough wide and London wide.
- There are very experienced and long serving staff make up the bulk of the teaching team and this, too, is reflected in the proportion of those who have been teaching more than 4 years.

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

Definition for number of benefitting pupils and when this data was collected below:

= Pupils who engage in language learning through direct support/teaching by teacher/support staff and show improvement in attendance, attitude and behaviour for learning.

= Pupils who wish to engage in preparation and entry for GCSE Home Language. Data collected at start of project, end of Year 1, start of Year 2 and end of project.

= Pupils within various sub-groups who are representative of TBAP boroughs.

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

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
Project Total	129	5%	40%		16%	26%
School 1	20	10%	65%		0%	20%
School 2	23	0%	30%		9%	17%
School 3	30	3%	40%		37%	13%
School 4	13	14%	58%		14%	100%
School 5	36	3%	25%		11%	22%
School 6	2	0%	50%		0%	0%
School 7	5	0%	40%		20%	0%

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
Project Total	100	29	66%	29%	5%
School 1	13	7	20%	80%	0%
School 2	20	3	83%	17%	0%
School 3	22	8	87%	13%	0%
School 4	12	1	86%	0%	14%
School 5	31	5	69%	28%	3%
School 6	2	0	0%	100%	0%
School 7	0	5	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	% 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
Project Total			2%	6%	21%	4%	5%	5%	16%	1%	9%	1%	5%	23%	1%	1%		8%
School 1					25%	10%	5%		5%		10%		5%	30%		5%		5%
School 2				15%	21%	4%	9%	21%			4%		13%	13%				
School 3				16%	17%		3%				20%			44%				7%
School 4				17%	14%		3%		39%		14%			13%				13%
School 5			14%	6%	28%	8%	3%	3%	32%					3%	3%			8%
School 6																		100%
School 7				40%			20%			20%		20%						

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](#)

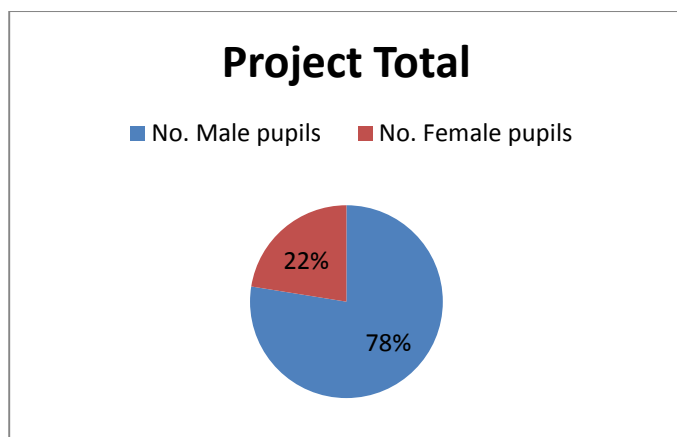
TBAP Trust provisions overall have a significantly greater number of male pupils than female. Over a 50% difference. The intervention groups of pupils within the project also show the same pattern – over 50%. In fact, it is very much directly proportionate to overall TBAP numbers:

TBAP Pupil numbers by Gender and Year groups July 2015:

Table 7 - Gender		
	F	M
2	2	1
3	0	6
4	0	8
5	0	5
6	0	9
7	3	24
8	7	26
9	12	35
10	20	77
11	34	92
Total	78	283
%	22%	78%

Gender
Female 22%
Male 78%

TBAP Project Pupil numbers by Gender July 2015:



As with TBAP wide figures, the Project intervention group pupils have a significant number of those on Free School Meals. SEN percentages relate to those with who have a Statement of Special Needs, now known as EHCP (Education Health Care Plan). The majority of all pupils across TBAP are 'K', the new code for the former School Action / Plus. On reflection, the Project cohort is fairly representative of TBAP wide make up of the SEN sub-group.

As for the Looked After Child sub-group, it is interesting to reflect that of the schools with no LAC participating in the Project, two are in Kensington & Chelsea and the other in Hammersmith & Fulham is a mainstream specialist girls' school.

The ethnic diversity across TBAP boroughs is remarkably accurately reflected in the Project cohort sub-group divisions too. The predominately White British and Black Caribbean percentages are not far off each other.

Where non-attendance has not been significant, pupil outcomes have been positive in terms of engaging learners and seeing some progress from starting points. This underpins the project's reason for being set up: once learners are engaged, the majority make staggering progress from where they started (See Bridge AP Academy Ofsted Report June 2010 and May 2013 via <http://bit.ly/1JFJ3xO>).

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: January 2014

Table 9 – Teacher Outcomes: teachers benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection Baseline	2 nd Return and date of collection Impact
Increased Teacher confidence	Paper & E-surveys	23 respondents from a total of 24 invites	Mean score based on a 1-9 scale (1 - nothing, 3 – very little, 5 – some influence, 7	Mean score- 5, collected January 2014	Mean score- 4.5, collected April 2014

		The profile of respondents was representative of project beneficiaries	– Quite a lot, 9 – a great deal	Key findings summarised below	Key findings summarised below
Increased subject knowledge and greater awareness of subject specific teaching methods	Paper & E-Surveys	12 respondents from a total of 24 invites	Mean score based on Languages Ladder (LL) grade descriptors for Language skills (Listening, Speaking, Reading, Writing): Grades 1-3 Breakthrough; Grades 4-6 Preliminary; Grades 7-9 Intermediate; Grades 10-12 Advanced; Grades 13-15 Proficiency; Grades 16-17 Mastery	Mean score – 2.7, collected January 2014 Key findings summarised below	Mean score – 4, collected April 2014 Key findings summarised below
Delivery of higher quality teaching including subject-focused and teaching methods	Lesson Observation	1 NQT, 2 teaching assistants observed	Ofsted measures used: 1-outstanding; 2-good; 3-satisfactory; 4-needs improvement	Mean score – 3, collected October 2014 Key findings summarised below	Mean score – 2, collected March 2015 Key findings summarised below
Improved use of subject-specific resources	Lesson observation & scrutiny of resources	1 NQT, 2 teaching assistants observed 8 pupils returned 8 questionnaires	Pupil Questionnaire: Mean score based on 1-very engaging & helpful; 2- quite engaging & helpful; 3-neither engaging & helpful nor not engaging & unhelpful; 4-quite unhelpful; 5-very unhelpful	Mean score – 3, collected October 2014 Key findings summarised below	Mean score – 1, collected March 2015 Key findings summarised below

Table 10 – Comparison data outcomes for Teachers *NOT AVAILABLE*

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
<i>e.g. Increased</i>	<i>e.g. E-</i>	<i>e.g. 100 respondents</i>	<i>e.g. Mean score based</i>	<i>e.g. Mean</i>	<i>e.g. Mean score</i>

<i>Teacher confidence</i>	<i>survey</i>	<i>from a total of 200 invites.</i> <i>The profile of respondents was broadly representative of the population as a whole.</i>	<i>on a 1-5 scale (1 – very confident, 2 – quite confident, 3 neither confident nor unconfident, 4 - quite unconfident, 5 – very unconfident)</i>	<i>score</i>	

8.1.1 Please provide information for the intervention group on teacher outcomes:

- For the Teacher Confidence Survey, the sample size was the whole cohort at that time and so was representative of the whole project beneficiaries.
- Interestingly it was mainly those that had been teaching more than 4 years who tended to go for higher confidence in the pre-surveys; and the teaching assistants who were less confident until after the training, when their confidence rating went up unlike those that had been teaching for longer who realised they had a lot more training to undergo to feel more confident to teach the language they were learning.
- For the Subject Knowledge Audits, the sample size may have been half the size of the project beneficiaries, but teachers overall improved and moved into the Preliminary category from the Breakthrough one. Further breakdown of individual samples also show improvement by at least 2 language ladder grades in the different skills. Here, those teachers who had been prior language learners improved in some cases by 2.5 grades.
- Feedback comments following the training sessions were ‘fun, engaging, and worth doing after school’; ‘really helpful and made me think how I should teach’; ‘just like I would want to be taught and how I would teach our learners’.
- Following NQT and staff language training, the Director of Learning and I compared our observations of the MFL NQT and came to agreed conclusions that by the end of the Year she would be at the top Ofsted grading. The teaching assistants following internal training and external training also showed confidence in their own language improvement and in adapting resources they had used in their training as well as new resources from external trainers. These also showed marked improvement in their end of project observations.
- Sample size here was very small, and only sampled as the two teaching assistants were already timetabled to support MFL timetabled lessons or did interventions with younger Key Stage 3 learners who were not engaged elsewhere.

8.2 Pupil Outcomes

Date pupil intervention started: April 2014

Table 11 – Pupil Outcomes for pupils benefitting from the project

Target Outcome	Research method/ data collection	Sample characteristics	Metric used	1 st Return and date of collection	2 nd Return and date of collection
				Baseline	Impact
Increased	Pupil	Characteristics	Mean score	Mean	Mean

educational attainment and progress in MFL	assessment data	(confidence levels, educational self-esteem as evidenced in PASS data and assessment data collected for 60 of 129. The profile of respondents matches that initially targeted in the Theory of Change.	of 1-9 ABL (Attitude, Behaviour, Learning 1-Excellent, 9-no information)	score- 6.5, collected April 2014 Key findings summarised below.	score- 5.5, collected July 2015 Key findings summarised below.
Increased educational attainment and progress across other curriculum areas	Pupil assessment data	Characteristics (confidence levels, educational self-esteem as evidenced in PASS data and assessment data collected for 60 of 129. The profile of respondents matches that initially targeted in the Theory of Change.	Mean score of 1-9 ABL (Attitude, Behaviour, Learning 1-Excellent, 9-no information)	Mean score- 6.5, collected April 2014 Key findings summarised below.	Mean score- 5.5, collected July 2015 Key findings summarised below.
Increased take up of MFL for accreditation	Exam Entry Spreadsheet	CATS Predicted GCSE Grades collected	Mean score of A*-G GCSE grades	Mean score – D, collected Dec 2014 Key findings summarised below.	Mean score – C, collected August 2015 Key findings summarised below.
Increased number of pupils accredited	Exam Entry Spreadsheet		Mean score of grades	Mean score of grades collected in August 2014	Mean score of grades collected in August 2015

Table 12 - Pupil Outcomes for pupil comparison groups **NOT AVAILABLE**

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

8.2.1 Please provide information for the intervention group on pupil outcomes:

Sample size for pupils for assessing increased education attainment and progress in MFL was almost 50% of the whole beneficiary participants. This was very time consuming and maybe a 20% sample would have sufficed - an important lesson to learn here! Given the sizeable number of pupils, the impact of project intervention in MFL lesson delivery was on an upwards trend by 1 whole level. Considering this is the mean of 3 indicators, this is still very encouraging. Even more interesting when taking the rationale of this project into account, is that the Behaviour level of most sub-groups has also improved by at least 2 levels although the Learning level has gone down for a small percentage of the sample.

Academic Year 2014-2015 saw the largest number of entries for GCSE home/foreign languages entries. Some of the pupils were timetabled for MFL, most were not; but this did not stop them from having interventions to work on exam skills. Some of the training for teachers included exam training and so learners were supported by MFL qualified teachers and those who were participating in the project. 2 members of staff also joined evening classes to study 1 lesson a week to prepare for Spanish GCSE in summer 2015. For some of the languages, native speaker examiners had to be trained to prepare and conduct the speaking exam as per exam conduct and guidelines. Observing and invigilating ensured that the MFL NQT and I could support the pupils and the speaking examiner.

TBAP GCSE Results 2014-2015

Number of Passes GCSE: 10

Number of Passes Level 2 courses: 6

Number of Passes Level 1 course: 4

Number of Passes Entry Level 2 courses: 1

Total:

Measure	No of learners	%
At least 1 GCSE or equivalent	10	100

At least 1 GCSE A*-C or their equivalent	6	60
At least 1 GCSE A*-A or their equivalent	4	40

Sub-group	%
FSM	30%
Statement	20%
LAC	0%
EAL	40%
Boys	8
Girls	2

SUBJECT										Total Entries	Result A*-G	Result A*-C
	A*	A	B	C	D	E	F	G	U			
Arabic	1*	0	0	0	0	0	0	0	0	1	100%	100%
Dutch	0	0	0	0	0	0	1	0	0	1	100%	0%
French	0	1	1	0	0	1**	1	0	0	4	100%	50%
Portuguese	0	1	0	0	0	0	0	0	0	1	100%	100%
Spanish	0	1	1	0	0	0	0	0	0	2	100%	100%
Thai (First Language)	0	0	0	0	0	0	1***	0	0	1	100%	0%

* Yr 10 / ** Yr 9 / *** Exam Board Query

Mean CATs predicted GCSE grade was a D. Mean actual GCSE grade was a C.

Noteworthy:

1 SEN pupil with a EHCP (Education Health Care Plan), Kurdish, EAL and FSM predicted F, got an F after only completing 3 out of 4 papers due to pupil not coming in to do a morning paper during Eid. Literacy very low – he was receiving extra literacy interventions.

1 pupil with E+ predicted GCSE grade achieved A* after I trained Arabic Tutor rigorously and supported pupil whose very short attention span even in exams can lead to emotional and behavioural incidents.

1 EAL pupil with F predicted GCSE grade achieved B. This pupil also had quite a few serious behavioural incidents in the run up to and during 1 of the papers. Procedures were followed and he returned calm to complete.

An EAL pupil who is still awaiting result of a query on his Thai First Language iGCSE, also passed ABC Awards Entry Level 2 in Japanese Speaking and Listening.

As can be seen from the table below the number of GCSE's or equivalents have consistently gone up each over the period of the project. The extent to which this can be attributed to the take up of MFL would require more investigation. However there is a growing body of evidence to suggest that learning a language supports learners ability to learn in other subject areas.

Measure	2012	2013	2014	National 2013-14
At least 1 GCSE or equivalent	89%	93%	95%	81%
5 or more GCSE's or their equivalent	37%	49%	61%	24.40%
At least 1 GCSE A*-C or their equivalent	39%	55%	56%	?
5 or more A*-C's or their equivalent	3%	7.20%	8%	5.40%
Accreditation achieved	97%	96%	98%	81%
Average Point Score				95.2

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

Target Outcome	Research method/ data collection	Sample characteristics	Metric	1 st Return and date of collection	2 nd Return and date of collection
Teachers/schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	Paper survey; Email communication;	Surveys & attendance registers completed by all participating teachers	Average number of events attended per teacher per year before the project and over the course of the project	Average number of events attended in the academic year 2012-2013: 2	Average number of events attended in the academic year 2013-2014: 8 Average number of events attended in the academic year 2014-2015: 6
Programme activities/ model attract other AP Academy Provisions beyond the intervention group	Trust AP Provision Development Plans; Timetables	Yearly academic curriculum request forms returned to TBAP Director of Learning by new provisions in Trust. Initial interest of MFL	Mean number of MFL timetabled lessons/enrichment offers before the project	Mean number of of MFL timetabled lessons/enrichment offers in academic year 2012-2013: 12 (1 school)	Mean number of of MFL timetabled lessons/enrichment offers in academic year 2013-2014: 4.25 (4 schools)

		timetable/enrichment commitment	and over the course of the project		Mean number of of MFL timetabled lessons/enrichment offers in academic year 2014-15: 5 (7 schools)
Teachers/ school involved in intervention work on a bespoke website for support and sharing of resources and ideas					

8.3.1 Please provide information for the intervention group on (*minimum 500 words*):

- Sample size to measure impact on wider school outcomes was small but representative of the participatory groups of teachers at various different events/activities. Depending on the time that the activities took place, more or fewer teachers could attend if schools were unable to release them.
- Surveys showed that most teachers had attended directed whole school training during INSET days or twilight sessions, but very few had been allowed to attend external events or training. Since the growth of TBAP across west and north London, MFL in particular got creative with having virtual meetings via Skype/Lync. This saved travel time and was able to be done at times when there were no clashes with other meetings.
- With forward planning, more of the participating group of teachers were also able to attend external training. Year 1 and Year 2 saw 5-7 teachers from across TBAP attend a residential summer school for MFL training at Pembroke College, thanks to a neighbouring LSEF project which planned 2 days specifically for MFL teacher training in our alternative setting. We even managed to get 5 teachers to go up to Newcastle for the national Association for Language learning's annual conference. Part weekday, part weekend. Either way, all also showing commitment by teachers who started from the beginning of the project.
- A few teachers also went to observe MFL teaching at our mainstream partner school.
- Some teachers subscribed to language associations and signed up for free or very inexpensive language courses over half term or on weekends. Most MFL teachers belong to or subscribe to many subject mail lists, blogs or follow #mfltwitterati on Twitter; so to see non-specialist MFL teachers commit and widen their own MFL CPD and then feedback so enthusiastically or bring back resources to use and share hits the wider school outcomes at its core: having the ultimate confidence and love for the subject you teach or want to teach.
- Although this project's aim is to expand the provision of MFL across TBAP, TBAP began to mushroom from just before the end of Year 1. This meant that new provisions that came on board, observed how we were delivering language learning and some started with taster sessions or language cultural days whilst putting together their request for MFL in their timetable from Year 2.
- The data shows the growing trend of increased MFL timetabled lessons from pre project start date. This is very heartening as it is the positive statements from staff

and pupils which are encouraging: the last two years have definitely seen a TBAPMFL ethos/culture become part of TBAP routine. ‘Why can’t I do a language?’; ‘I want to learn German’; or ‘Teach me Portuguese’; along with staff talking about languages and culture generically in the staff room in their breaks.

- European Day of Languages which takes place on 26 September every year has taken place at Bridge AP Academy since I introduced it there 6 years ago and also since TBAP started. All the Trust’s activities are tweeted by the Executive Head and teachers just as they used to be put on the old school blog pre-twitter.
- The website is live as part of the TBAP Trust website and provides both links and resources for staff and others to use. The new language teachers across the trust will continue to add to website across the year to build up a valuable resource bank.

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?**
In terms of CPD content being taken on board, we expected to see some impact on teachers during the CPD, but more meaningful impact would be after returning to put into practice what they had acquired and learnt. It happened with some teachers, the few who ended up staying the full course of the project. And where it didn’t happen even later, this was due to other conflicting priorities or directed time that halted the smooth, regular flow of the CPD sessions. In Year 1, the weekly lessons were organised in such a way and time that teachers should be able to feel an impact themselves soon after doing the pre-course survey. A mid-course one would’ve been useful to track progress and measure it comparatively with the post-course assessment. The original delivery plan did not take into account all the other wider school contexts not related to languages. So, we had moved a lot of the delivery back and spread out the time for it to have an impact.
- **At what point during/after teacher CPD activity did you expect to see impact on pupils? Did this happen as expected?**
Depending on the content and context of the CPD and the level the teachers were at whilst doing the CPD, I would’ve expected to see impact on pupils a few lessons/weeks’ after teaching them. This was delayed in the first term after the first CPD training over a set period as the timing of it clashed with exams and lots of external courses and training across TBAP not just MFL.
- **At what point did you expect to see wider school outcomes? Did this happen as expected?**
I wasn’t expecting to see this until the start of the second year, but as the MFL Project had started at one of the biggest provisions 2 years prior to start of project, we were already making waves well into the first year: one of the school directors visiting one of the schools saw a Spanish GCSE lesson and was so impressed he recounted this point at the next Trust Executive Board’s meeting. The MFL team also impressed at the end of Year 1 by taking over a smaller provision’s penultimate day before the summer break and collapsing the day to run a Festival of Languages and Culture, which was a huge success and led to the Head wanting to continue with MFL in year 2.
- **Reflect on any continuing impact anticipated.**

MFL delivery should continue to be extended across TBAP Provision given the new additions to the MFL Staff Team. Pupils and schools benefitting should be maintained if not increased.

Continue to network with Subject Networks locally and nationally to share ideas and resources about new curriculum, new GCSEs and alternative accreditations.

All this should be going ahead and continuing to make impact. The MFL programme started at The Bridge AP Academy 5 years ago and the project helped its expansion into other TBAP Trust schools. This is definitely a model that can be adopted and adapted.

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

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.

Overall impact of project:

This project “Languages for All – An introduction of Modern Foreign Languages into Tri-borough Alternative Provision” had the overarching aim of introducing languages into TBAP Trust Provisions to have an increasing number of pupils learning Japanese, Mandarin Chinese, French, Spanish, Italian and Polish through building an outstanding teaching and training of languages programme for teachers in partnership with a mainstream language specialist school. The activities delivered and evaluated according to the evaluation framework methodologies for collecting baseline and impact data returned impact data that showed the project was on the right track. Working with our mainstream partner school and a teacher training institute we created an outstanding programme of teaching languages to teachers to learn and teach. With our wider networks extending to other London Schools Excellence Projects, we were offered high quality subject specific training through their university partnership links. This trickled down to teachers teaching pupils of all backgrounds and abilities across Key Stages 2-4 excellent language-focused teaching across the Trust. Pupil outcome data also shows a positive trend following evaluation after these lessons. Here it can clearly be seen that the impact the project activities had on teacher subject knowledge and confidence is directly related to the impact it had on pupil subject knowledge. In fact, even the wider school network outcomes complete the triangulation of the impact.

The extent to which your theory of change proved accurate:

On the whole, the evidence gathered supports my Theory of Change. The causal links between activities and outcomes have transpired and been evaluated successfully. There is one assumption that is missing: ‘unless teachers stop attending training or leave’. The overall teacher output numbers are short by just one but there was quite a big drop out due

to many staff leaving at the end of Year 1. The assumption about the volatility of alternative provision pupil behaviour and attendance having a negative impact was needed; but despite losing some pupils along the way, more were added as the total pupil output numbers doubled by the end of the project.

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

This project has contributed directly to the aims of the London Schools Excellence Fund by allocating a large chunk of the grant into direct teacher training which focuses on a knowledge-led teaching and curriculum. Project participants have also attended training events at another London Schools Excellence Fund project where there links with universities have been creating new resources and online support for teachers to raise achievement in secondary and primary schools. By introducing a London priority subject, languages into alternative provision, this also shares the aim of creating a cultural shift and raising expectations in all state schools including non-mainstream to acknowledge London as a centre of teaching excellence.

Whether your findings support the hypothesis of the LSEF

This project is a direct reflection of the overall aims of the London Schools Excellence Fund: grant money has funded directly teacher subject knowledge training and subject-specific teaching methodology and pedagogy which has directly led to collected data showing marked improvements in progress, achievement, participation and aspiration. In fact, this project, started from scratch to train non-specialist teachers and teaching assistants and evidence gathered has also shown that these teachers not only appreciate this but also apply this subject specific training methodology to other subjects to support our alternative provision pupils. The way this project has been working with other London Schools Excellence Fund projects and other networks aligns it again to the aims of knowledge sharing and mobilisation.

What your findings say about the meta-evaluation [theme](#) that is most relevant to you

Our project findings – teacher/pupil/wider school outcomes – show that there is a knock-on effect of wider school network training on teacher confidence and subject knowledge and continuing down to increased subject knowledge amongst pupils. The model of delivery that appears to be most relevant to this project spans two of them: number 1 – use of hub models of delivery and number 2 – work with Higher Education Institutions, Subject Associations and employers. Our project activities have relied on working with other London Schools Excellence Fund projects – one a sixth form with 2 HEI partners; and the other a network for languages based at a university. We have also worked with other HEIs not under the London Schools Excellence Fund, but they have been very supportive in sharing their evaluation assessment measures (Subject Knowledge Audit). The suggestion here is that one model of delivery is possibly limiting for some projects that are wider reaching. We would need to adapt our configuration to combine both.

10. Value for Money

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

10.1 Apportionment of the costs across the activity

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

Broad type of activity	Estimated % project activity	£ Estimated cost, including in kind
Producing/Disseminating Materials/Resources	5%	£4,900
Teacher CPD (face to face/online etc)	30%	£45,093.27
Events/Networks for Teachers	15%	£12,699.33
Teacher 1:1 support	20%	£38,701.4
Events/Networks for Pupils	15%	£10,500
Evaluation & Final Report	15%	£0
TOTAL	100%	£111,894

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

Estimating costs for each activity strand and factoring in the time as a percentage of the project activity, although at first glance can appear to be a rough and tough task, in this case, careful thought had already gone into allocating costs/resources to activities in the original budget with the highest returns at minimum costs. The budget needed reappportioning twice throughout the lifetime of the project and that again helped with reallocating costs to those activities that were necessary to bring about educational outputs/benefits at a reasonable cost.

Therefore, the highest percentage of time and cost has been apportioned to Teacher CPD and Teacher 1:1 support, both direct staff costs which were key in achieving the projects target outputs in terms of schools, staff and pupils benefitting. Average teacher salary per year could be set off against learning outcomes – end of cycle exam pass rate, for example, as indicators to measure Value for Money (VfM) in education and in the context of this project.

The one striking activity strand is the 15% of project activity time for the Evaluation and Final Report at no costs. This is because it was originally budgeted for and then again in the upscale of the project but time factor within the lifetime of the project was very tight so more time had to be allocated to complete this outside of the cycle. It definitely is a lesson to learn to allocate facilities time to work on the evaluation and write the report if external evaluators haven't been factored in. In fact, getting in qualified analysts may reduce the time spent on the activity for even an in-kind payment if no room for further reallocation of budget activity costs.

10.2 Commentary of value for money

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

The project's overall cost of £126,982, which includes in-kind support, falls to £111,894 due to an under spend. However, the project's overarching aims/objectives and targets were all met albeit at various extents. In some cases we surpassed the target outputs – pupil numbers benefitting over the lifetime of the project doubled in this case. I looked at similar educational projects online, DFID for example, where they look at average teacher salary per year as one of the indicators to compare and measure value for money in education. Neither did this value for money commentary nor any other have any figures for a cost per teacher comparison to be made, for example. However, in terms of assessing the value for money, we need to keep coming back to considering and measuring whether the project has brought about benefits at a reasonable cost. Value for money statements from a few Academies all talk about quantifying improvements. In this project, the major costs were Direct Staff costs. I appointed an NQT with a lot of educational experience abroad post teacher training completion in the UK 5 years ago. I had budgeted for up to an upper pay scale qualified teacher to support me in delivering the project. I made quite a saving there, which was reappropriated to other activities. The NQT's timetable was allocated taking into consideration time in lieu for teacher training activities. Impact data shows improved GCSE results at the end of the intervention activities. There were unquantifiable and wider school outcomes which were more qualitative when we also took on a subsidised Chinese Language Assistant from the British Council, who made a huge impact across the Trust amongst all stakeholders. The fact that even at the end of the lifetime of this project, the project continues to extend and replicate the delivery of MFL in its partner schools. Therefore to conclude, I would say that the project delivered better value for money than alternatives, if there are any.

10.3 Value for money calculations N/A

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?*
 - Languages e- Audit conducted at the start of the project across Trust was a key enabler in getting a picture of how many Trust staff would be interested in participating in the project. It also created the right 'buzz' at the start of the project when everyone was talking about it to each other or asking me for more information.
 - Delayed start of Round 2 projects meant pushing back first teacher training activity by half a term and 3 weeks. This was one of the top risks on the original Fund application form, and so there was a plan to mitigate by moving rollout back by another half term.

- Low uptake of partnership teachers meeting face to face. There was planned mitigation to arrange Skype meetings. TBAP Trust set up Microsoft Lync for this very purpose, which worked.
 - A Round 1 London Schools Excellence Fund Project got in touch with all local schools inviting us to their Language Centre Launch. From that event, that project had us join in with their other partners, leaders for whom all came to visit our school and plan how they could involve us as an alternative provision in their training. This led to a number of TBAP staff attending the Language Centre courses. At the end of year 1, the three partners planned to train our Trust staff on the project at a 2 day residential in Oxford. This was the start of a very fruitful relationship. TBAP staff were able to get engrossed in language specific resources to help them learn and teach the languages they were learning.
 - Introduction of Mandarin and Taichi with Fan were a resounding start to Year 2. Timetable devised to enable our Chinese Language Assistant to travel across TBAP schools and local networks. Language and culture based lessons and therapeutic interventions had a very positive impact on both pupils and staff.
 - Drop in numbers of teachers participating due to moving on – some agency staff; some just moved on. Focused on staff that were staying and committed to studying in their own time.
- *What factors need to be in place in order to improve teacher subject knowledge?*
 - ❖ Time; commitment; willingness; a programme of support; network links;

Teacher training sessions to include:

- Beginners' Modern Foreign Language lessons
- Modern Foreign Language Pedagogy
- Latest Curriculum & Assessment content & guidance
- Support for language learning & teaching resources
- Networking & keeping up to date with changes in language teaching & learning

Pre- Classroom support:

- Shadowing languages teachers planning & delivery of lessons
- Lesson observations & reflections

In- Classroom support:

- Team teaching (with language teachers and/or Foreign Language Assistants)

Follow up Classroom support:

- Lesson observation feedback & targets
- Further training in language specific focused pedagogy
- Further language learning – from Beginners to Intermediate levels

On-going Language support:

- Free subscriptions to online language learning networks
- Teachers included as learners in language learning website subscriptions
- Networking meetings to have as standing item – a cross-language learning objective

- ❖ All this will be in collaboration with organisations that support language learning & training and local network of schools.

11.2 Management and Delivery Processes

- *How effective were the management and delivery processes used?*
Effective enough to ensure that when activities or evaluations needed to be done, they could be. Apart from some internal and external barriers, which were resolved, all processes worked.
- *Were there any innovative delivery mechanisms and what was the effect of those?*
Unsure; not thought about.
- *Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?*
No.

11.3 Future Sustainability and Forward Planning

- *Do you have any plans for the future sustainability of your projects?*
 - A secondary trained MFL teacher originally funded on a one year fixed-term contract has been made a permanent member of staff and is already continuing the work started pre-project.
 - The TBAP Teaching Schools Alliance has taken on an MFL School Direct Trainee, who will train on the job.
 - A fully-funded or subsidised Chinese Language Assistant from the British Council can be applied for to continue the great work done by the previous Chinese Language Assistant.
 - The website created to be used to add resources and links to then share with London Leadership Strategy and other language networks.
- *What factors or elements are essential for the sustainability of your project?*
 - Commitment from TBAP Executive Head and TBAP Senior Leadership Team.
 - A Project Leader identified and facilities time given.
 - Some match funding for training, courses, resources, cover costs to maintain hub links.
 - Teachers who have trained throughout the 2 years of the project to be given time to continue learning languages to teach and time to support MFL classes or have 1:1 interventions to start with.
 - MFL strand to be part of TBAP Teaching Schools Alliance's CPD Modules. Could be online subscription to subject-specific teaching methodology or language acquisition courses.
- *How have you/will you share your project knowledge and resources?*
 - Write on the London Leadership Strategy Blog
 - Via Twitter lists
 - Share report with previous stakeholders and new
 - At other London Schools Excellence Fund Project Events where I've been asked to speak

12. Final Report Conclusion

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

The key conclusions regarding the findings in this final report are as follows:

1. That the actual output indicators are the same outputs for number of schools agreed in schedule 3 of the Funding Agreement and those that were outlined in the evaluation framework. The outputs for the number of teachers are down by 1; however the outputs for the number of pupils have surpassed the revised target outputs by at least 50%. *Lessons learnt: to be realistic in considering target outputs given the volatility of permanent staffing personnel across the various Trust provisions. And to discount agency staff in the beneficiary data.*
2. That there were key evaluation methodological limitations (teacher and pupil attrition; no comparison data; problems with accessing 'feeder'/historical data; timeframe of project). *Lessons learnt: to work with a trained data analyst to collect and collate data; to attend more support webinars or 1:1 support to learn how to sample rigorously data from large and small cohorts.*
3. That despite the limitations, the project interventions had a positive impact in increasing teacher confidence of staff who had teaching experience of less than 4 years, and for those over 4 years there was a small decrease based on increased awareness of the some of their subject knowledge gaps based on comparisons between pre and post evaluations. *Lesson learnt: to conduct more surveys at various points of the cycle to gage impact on progress.*
4. That this year's GCSE results in Modern Foreign/Home Languages were above pupil predicted grades for 90% of the cohort entered. All of the pupils had directed exam support from teachers benefitting from subject-specific training throughout the timeframe of the project.
5. That the wider school outcomes such as networking, particularly with other London Schools Excellence Fund Projects, also helped raise teacher confidence and secure further subject and cultural knowledge.
6. That the key beneficiary data shows clearly that the proportions of male and female pupils participating in the project are almost exactly proportionate to Trust wide numbers. *Lesson learnt: to make sure a wider demographic data collection is pursued in order to make comparisons.*

Key findings for assessment of project impact

- *What outcomes does the evaluation suggest were achieved?*
 - Increased Teacher confidence
 - Increased subject knowledge and greater awareness of subject specific teaching methods
 - Delivery of higher quality teaching including subject-focused and teaching methods
 - Improved use of subject-specific resources
 - Increased educational attainment and progress in MFL
 - Increased take up of MFL for accreditation
 - Increased number of pupils accredited (ABC Awards & GCSE)
 - Teachers/schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice
 - Programme activities/ model attract other AP Academy Provisions beyond the intervention group

- *What outcomes, if any, does the evaluation suggest were not achieved or partly achieved?*
 - Teachers/schools involved in **intervention** work on a bespoke website for support and sharing of resources and ideas
- *What outcomes, if any, is there too little evidence to state whether they were achieved or not? N/A*

Key lessons learnt for assessment of project delivery

- *What activities/approaches worked well?*
 - Languages eAudit was a big success in the amount of replies received in good time from staff across Trust sites. After an initial email and then an announcement at a Trust wide meeting followed by sending the eSurvey link, this was a good way to collect data electronically and use the website to sort the data.
 - Taking the time to organise the Staff Language Training Sessions across 2 sites over 2 days. All teacher trainers were prepared with pre-Subject Knowledge Audits and these sessions were well attended by most for the duration of the term.
 - The Trust MFL Network Meetings via Microsoft Lync/Skype was a great way to stop staff wasting time travelling across North/West London at the end of the school to get to another site for these halftermly meetings. These subject specific meetings focused on project activities as well as members taking turns to teach give a brief 10 min language taster every meeting and then receive feedback from all.
- *What activities/approaches worked less well?*
 - Face to face meetings with staff from other schools as difficult to find an agreed time. Lync within the Trust worked really well and would also accept Skype conference calls.
- *What difficulties were encountered in delivery and how could they be mitigated in the future?*
 - Finding capacity within a stretch of time to fit in programme of teacher language training sessions. Mitigation would be to plan these far ahead and get these lessons in the timetable when the timetable gets published before the start of the new academic year.
- *Were there any additional or unintended benefits (e.g. increases in student attendance as a result of an intervention aimed at teachers)?*
 - Yes, there were additional benefits such as the Art Teacher learning Italian started teaching some Italian in her Art and Opening Minds classes with her Key Stage 3 classes. This resulted in increased attendance for this learner to his Art class.
 - The same teacher also a native Polish speaker, used her training in learning Italian to teach Polish as a foreign language to some of her Key Stage 3 classes which had significant results in terms of attendance, behaviour and staying in class producing a booklet which was entered into a competition on European Day of Languages in Year 2.
 - With another teacher who was learning 2 languages, but also being a native French speaker, she was approached by Key Stage 3 learners asking to learn languages and so a weekly intervention programme started whereby she extracted 1 or 2 learners at a time to learn French or Japanese. The qualitative feedback is on the TBAPMFL website.

Informing future delivery

- *What should the project have done more of?*
 - Made more subject specific resources and shared it via the website created during the lifetime of the project. Had working groups get together to share and make tactile and computer resources.
 - Had more external speakers/trainers come to the Trust for language specific or generic training. Although, this was mitigated by another local project that invited us to join free for their external training speakers.

- Had more language training sessions running in Year 2 and if not in person, then via Lync or by getting teachers to subscribe to online lessons, then get together and feedback.
- Taken video feedback after activities to be able to put onto the website.
- *What should the project have done less of?*
 - Relying on the goodwill of the MFL teachers to give up more of their time for the project without building it into an activity and a budget assigned to it.
- *What recommendations would you have for other projects regarding scaling up and/or replicating your project?*
 - Make sure to get the full support of the Executive Head and the Business Manager to review what works and can continue. Meet all the key people at the different partner schools and enlist a main contact.
 - To have a Project Team overseeing the project rather than just 1 person so that the delivery and evaluation is not onerous for just 1 person.
 - Plan activities very carefully and have promotion information ready in good time.
 - Budget for an external evaluator who will also write the self-evaluation reports.
 - Start planning carefully the data you need to collect throughout lifetime of project so that it can be collected and then collated electronically.

Theory of Change: Introduction of

Activities
Outcomes
Long term goal
Assumptions



Outstanding questions:

I wasn't sure that some of the links were in quite the right order, and so I have made an attempt at reordering them. However, you know your project much better than I do and it may be that I have gotten them the wrong way around- please rearrange if so!

What did you mean by the assumption 'volatile attendance and behaviour of alternative provision pupils'? It reads more like an assumption about why an activity might fail to generate a positive outcome, than one about why that activity will be impactful. **After initial discussion at 1:1 Project Oracle session in November, we decided this was necessary given the transient population of our intake in our alternative provision sector. Whilst it may read negatively in terms of giving a positive outcome, despite this up and down attendance & behaviour (extreme highs & lows), we still work to engage in every activity we do to aim for positive impact/outcomes.**

Your assumption- 'New resources & Alternative Provision teachers better equipped to use these more effectively' – implies that you will be creating new resources. However, there doesn't seem to be a related activity. Please could you add one/make clear what activity resources are being created through? **You're right, there could be activities related to this. We are working on a website where access to new resources to the majority of teachers in Alternative Provision, wouldn't necessarily be 'new' in mainstream. Maybe we change new to 'alternative' here? A case of adapting old and current resources? And this would be part of the Teaching language teaching & pedagogy, Classroom Teaching, Support & Feedback Activity AND Networking Events & Training Opportunities? So, maybe adapting, creating resources becomes an outcome of the other activities as well as an activity in itself?**

LSEF: Languages For All – Evaluation Plan

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
<p>Teacher outcomes</p> <p>Sub Groups As part of establishing the baseline, the characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NQTs <input type="checkbox"/> 3 years + <input type="checkbox"/> Primary/ secondary <input type="checkbox"/> Other (project specific) <p>These should be expressed as a % of the whole group.</p> <p>Churn Throughout the programme thorough records of any "churn" of teachers leaving or joining the intervention group must be kept. In order to do this records must be kept of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unique teacher identifier <input type="checkbox"/> Engagement date <input type="checkbox"/> Disengagement date and reason 	<input type="checkbox"/> Increased subject knowledge and greater awareness of subject specific teaching methods Modern Foreign Languages – French, Italian, Japanese, Mandarin, Polish, Spanish	<input type="checkbox"/> Increased teacher scores in subject knowledge/ teaching method tests ⁱⁱⁱ Tests to be taken by all teachers involved in the intervention <i>What tests are you using? Who designed them? Subject Knowledge Tests designed by SMUC* PGCE Department.</i>	<input type="checkbox"/> Scores collected for individual teachers from pre intervention subject knowledge/ teaching method tests Subject Knowledge Test – pre training Jan 2014	<input type="checkbox"/> Scores collected for individual teachers from subject knowledge/ teaching method tests after Yr1 and Yr2 of intervention Subject Knowledge Test – post training April 2014
	<input type="checkbox"/> Increased teacher confidence in learning language to be able to teach it to beginners.	<input type="checkbox"/> Increased teacher scores in confidence surveys – Teacher Sense of Self Efficacy Survey to be completed by all teachers involved in the intervention	<input type="checkbox"/> Scores collected for individual teachers from pre intervention confidence surveys Jan 2014	<input type="checkbox"/> Scores collected for individual teachers from post intervention confidence surveys after Yr1 and Yr2 of intervention April 2014 <input type="checkbox"/> Interviews/ focus group of sample of survey respondents to moderate survey findings sample size=5
	<input type="checkbox"/> Delivery of higher quality teaching including subject-focused and teaching methods in Modern Foreign Languages - French, Italian, Japanese, Mandarin, Polish, Spanish	<input type="checkbox"/> Improved teaching performance in observed lessons ^{iv} Using Ofsted measures Observations to be conducted by Project Lead/Head of MFL Partner School for a sample of teachers. Sample size=5 With a small sample of those to be independently moderated ^{iv} By SMUC* PGCE Tutors and sample size=3	<input type="checkbox"/> Standards collected for individual teachers from pre intervention observations (i.e. percentages of teachers at each level)	<input type="checkbox"/> Standards collected for individual teachers from observations after Yr1 and Yr2 of intervention

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
			<input type="checkbox"/> Target standards collected for individual teachers from pre intervention observations (i.e. percentages of teachers at each level) The emphasis of this will be for percentage conversion to good/outstanding but all levels should be monitored	
	<input type="checkbox"/> Improved use of subject-specific resources	<input type="checkbox"/> Development of sharing use of subject specific resources <input type="checkbox"/> Uptake/use of shared resources, new and old	<input type="checkbox"/> Audit/sample scrutiny of existing subject specific resources being used	<input type="checkbox"/> Independent review of new subject specific resources and old audited resources ^{iv} by SMUC* PGCE Tutors <input type="checkbox"/> Use of new subject specific resources in lessons (through lesson observations or work scrutiny). Usage analysed against performance in observed lessons

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
<p>Pupil outcomes</p> <p>Sub Groups The characteristics of the eligible cohort should be analysed across the following sub groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> LAC continuously for 6 months+ <input type="checkbox"/> FSM <input type="checkbox"/> FSM at any time during last 6 years* <input type="checkbox"/> EAL <input type="checkbox"/> Gender <input type="checkbox"/> Ethnicity <input type="checkbox"/> Statement of SEN or supported at School Action Plus <input type="checkbox"/> Started respective Key Stage below expected level, at expected level, above expected level <p>All characteristics should be captured as part of establishing the baseline and data should be collected to enable all outcomes to be analysed across these sub groups.</p> <p>Churn Throughout the programme thorough records of any "churn" of pupils leaving or joining the intervention group must be kept. In order to do this records must be kept of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unique pupil identifier <input type="checkbox"/> Engagement date <input type="checkbox"/> Disengagement date reason 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased educational attainment and progress in French/Italian/Japanese/Mandarin Chinese/Spanish in KS1- KS4 (Years 3-11) <input type="checkbox"/> And across other curriculum areas eg. English Speaking & Listening (KS1-4) and Opening Minds (at KS3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased attainment (levels and sub levels at KS2-3 and grades at KS4-5) compared against a comparison group^v specific to our project – example of what you want to see here? Increased competency levels, confidence, educational self-esteem (evidenced in our PASS** data) <input type="checkbox"/> Increased levels of progress (point scores and % achieving higher point scores than expected) compared to a comparison group^{vi} <input type="checkbox"/> Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against a comparison group^{vi} 	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention group: assessed level on entry to the programme and for 3 years previous <input type="checkbox"/> Comparison group: assessed level on entry to the programme and for 3 years previous how will you select a comparison group – randomised control group - yes <input type="checkbox"/> Trend data^{vi}: Actual attainment (levels/grades) for the 3previous year groups <input type="checkbox"/> Intervention group: estimated point score without intervention (for Y1 and Y2 of programme) for specific pupils <input type="checkbox"/> Comparison group: estimated point score without intervention (for Y1 and Y as above) <input type="checkbox"/> Intervention group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous <input type="checkbox"/> Comparison group: in house % points gaps between relative attainment of sub groups pre intervention and for 3 years previous <input type="checkbox"/> Trend data: in house % points gaps between relative attainment of sub groups for the 3previous year groups 	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention group: actual pupil attainment levels after Y1 and Y2 of intervention <input type="checkbox"/> Comparison group: actual pupil attainment levels after Y1 and Y2 of intervention <p>Where attainment is based on teacher assessments (i.e. not at the end of a KS) a sample of pupil assessments should be independently moderated^{iv}</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intervention group: difference between actual attainment and expected attainment (without intervention) <input type="checkbox"/> Comparison group: difference between actual attainment and expected attainment (without intervention) <input type="checkbox"/> Intervention group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention <input type="checkbox"/> Comparison group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
	<input type="checkbox"/> Increased take up of MFL	<input type="checkbox"/> Increased numbers of pupils taking up MFL to be accredited either at GCSE or alternative accreditation	<input type="checkbox"/> Trend data: numbers of pupils taking up MFL at GCSEs or alternative accreditation for 3 years prior to intervention	<input type="checkbox"/> Intervention group: numbers of pupils taking MFL at GCSEs and/or alternative to be accredited after 12 and 24 months of intervention (analysed by subject & cohort profile)
School system outcomes	<input type="checkbox"/> Teachers/ schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	<input type="checkbox"/> Increased attendance at network meetings, training sessions, online blogging etc... All of these. <input type="checkbox"/> Increased number of teachers who are trained to act as Lead partners <input type="checkbox"/> Increased number of teachers who are able to extend network i.e. through 'cascading' training/ support <input type="checkbox"/> Increased participation in 'online' subject for a/practice networks <input type="checkbox"/> Increased numbers of schools opting in to participate in networks i.e. attending regular meetings, sessions or events	<input type="checkbox"/> Numbers and profile of teachers attending numbers of network meetings, conferences, taking advanced courses etc. over 12 months previous to the intervention <input type="checkbox"/> Number of trained Lead partners pre intervention <input type="checkbox"/> Number of staff trained/ able to support & extend networks pre intervention <input type="checkbox"/> Range and scope of online for a pre intervention? <input type="checkbox"/> Number of schools actively involved in working together pre intervention how will you assess this = email/face to face contact/training, network, seminar attendance registers & feedback sheets from these.	<input type="checkbox"/> Numbers and profile of teachers attending numbers of network meetings, conferences etc. over Y1 and Y2 of the intervention <input type="checkbox"/> Number of trained Lead partners after Y1 and Y2 of intervention <input type="checkbox"/> Number of staff trained/ able to support & extend networks after Y1 and Y2 of intervention <input type="checkbox"/> Level of support for online networks/hits etc. <input type="checkbox"/> Number of schools actively involved in working together after Y1 and Y2 of intervention

	Outcomes	Indicators	Baseline data collection ⁱ	Impact data collection ⁱⁱ
	<input type="checkbox"/> Programme activities/ model attract other AP Academy Provisions/Trusts to trial/embed in their schools/trusts beyond the intervention group	<input type="checkbox"/> Inclusion of programme activities/ model in development plans	<input type="checkbox"/> Development plan pre roll-out of intervention <input type="checkbox"/> Initial interest of commitment/ sign up by school to specific criteria pre intervention	<input type="checkbox"/> Part of department/ school/ council development plan <input type="checkbox"/> Number of teachers following development plan/ due to roll out changes <input type="checkbox"/> Commitment/sign up by school to specific criteria as part of project e.g. release of staff for x days to work with other schools
	<input type="checkbox"/> Teachers/schools involved in intervention work on a bespoke website for support and sharing of resources and ideas	<input type="checkbox"/> Download of files and website traffic by LSEF teachers/schools	<input type="checkbox"/> Planned new resources and ideas to be developed for website by LSEF programmes <input type="checkbox"/> Avenues of dissemination/promotion <input type="checkbox"/> Dissemination dates	<input type="checkbox"/> Number of unique file and downloads (website traffic numbers) <input type="checkbox"/> Number of resources downloaded from websites <input type="checkbox"/> User feedback on quality of online resources through online survey

ⁱ **Baseline data** should be captured just before engagement with the programme intervention. Programmes may therefore simply require one round of baseline data collection at the beginning of the programme. However, where the programme implements a staggered engagement of groups, a baseline will need to be conducted for each group just before they engage with the intervention.

ⁱⁱ **Impact data** should be analysed after Y1 and Y2 of the intervention as a minimum.

ⁱⁱⁱ **Independent reviewers/ moderators** of resources, teacher tests and observations and pupil attainment should be agreed with the GLA.

^{iv} **Observations** could be conducted using a peer-to-peer approach or by external evaluators (may be 'subject leads'). If a peer-to-peer approach was taken it would be preferred if an external evaluator moderated a sample and that peer observations were conducted between different schools (i.e. teachers from one school observe a different school) rather than by colleagues from the same school.

^v **Comparison groups** could be a randomised control group (preferred if possible), such as a cluster randomisation, or a matched comparison group. **Comparison groups** should be the same size as the intervention group and should measure all outcomes in the same way. Programmes could use a matched comparison group, or could use a randomised control group (preferred if possible), such as a cluster randomisation instead of a comparison group. Please see the Glossary for additional explanation of comparison groups.

^{vi} **Trend data** is designed to show results of the intervention groups in the context of year on year fluctuation in attainment of different year groups. Trend data should be collected for the 3 previous year groups for the 3 years previous to the age of the intervention group as well as the 2 years when the cohort was the same age as the intervention group. I.e. if the programme is looking at year 6 and 7 starting with year 6s in year 1 then trend data should be collected for the current year 7, 8 and 9 for the years when they were in year 3, 4, 5, 6 and 7. This can then be compared to intervention and comparison group data which will also be collected for 3 years previous to the intervention (years 3-5) as well as the intervention (years 6-7).

*SMUC = St Mary's University College, Twickenham ** PASS Pupil Attitude to Self & School Survey by W3 Insights