EVALUATION AT SCALE

Evidence of and for Improvement from 7 Strategic School Improvement Fund (SSIF) Projects

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Strategic School Improvement Fund (SSIF) Overview

- ◦ 'Flagship' fund for supporting vulnerable communities across England

- ◦ 171 SSIF Projects 2016-2018 funded by DfE

- ◦ £56m of the £140m originally allocated

- ◦ CUREE supporting 7 SSIF projects with formative, programme-wide evaluation design and analysis.
  - ◦ Evaluation design (inc. bids)
  - ◦ Co-ordination / advisory
  - ◦ Intervention delivery (for some)
  - ◦ Analysis
  - ◦ Reporting

- ◦ Aims - Mixed methods formative evaluations of multiple school improvement programmes
  - ◦ Formative Evaluation Methods
  - ◦ School Improvement Programmes

PROJECTS OVERVIEW AND THEMES

SSIF Projects (2016/17-2018/19)

Project	Who	Schools	Focus	Phase
Abbey MAT	TSA + MAT partnership	10	English (gap)	EY – KS4
Bradford	Bradford SI partnership (+EEF +Voice 21)	36 (17 support-ing)	Literacy Core subjs	Primary
Fylde Coast	FCTSA/FCAT Maths network	54	Maths + Transition	All through Esp. KS2-3
Blackpool Leadership	BSIB – Tauheedul/STAR	43 (but varied)	Leadership Governance Support	All
Coventry Talk to Learn	Sidney Stringer	29	Oracy SEMHW	Primary /Seconday
South Pennines	South Pennines Academies	7	Maths (trans) Parental Eng	KS1-3

Abbey MAT

The PEARL project, 10 schools, **key activity strands**:

- **TA training** – Bespoke English subject knowledge training (inc. phonics, SPAG).
- **Literacy Conferences**
- **Coaching** – including SLE-to-literacy lead coaching
- **Internal QA –** action plan from school leadership
- **EEF literacy practices training –** Training inc. content knowledge, questioning and feedback
- **Seesaw –** student-driven digital portfolio (teacher, student, parent)

Aims/outcomes:

- **Disadvantage gap**, external and internal tests (including NGRT and PASS).
- Improve **teacher** and teaching assistant practice
- Effective **leadership** systems embedded within the school
- Seesaw **up take**, positive **parental** feedback, progress against action plans, attendance

Bradford

Activities:

◦ **IPEELL -** uses memorable experiences, frameworks and mnemonics to assist pupils' organisation of their work, goal-setting, and ownership of their writing. (English)

◦ **Dialogic Teaching** - promotes effective adult-to-child feedback and peer assessment. (Maths and English)

◦ **Leadership -** support with specialist leaders of education (SLEs) and national leaders of education (NLEs), or equivalent, offering **coaching support** at classroom and whole school level.

Aims:

◦ **Performance in Target subjects** (Maths, English, Science) at KS2

◦ Teacher **confidence**, **pedagogy** and **subject knowledge**

◦ **leadership** confidence in strategies for monitoring, skills and strategies for coaching and mentoring, including **middle leadership** confidence and efficacy.

Fylde Coast

◦ Subject-specific, long-term initiative to achieve a culture change and an effective, cross-phase, all-through approach to maths delivery and local maths network to support standardisation, share resources and strategies, and develop maths staff and leaders.

◦ **Pupils:**
  ◦ **Perceptions**, **number studying** maths or relevant pathways at KS5;
  ◦ improvements in maths and English **results** (to NA)
    ◦ complex mathematical questions/problem-solving skills; capacity to read and decode maths questions;
  ◦ Reduced student **exclusions**
◦ **Maths Teachers:** more confidence in:
  ◦ Use their own literacy skills for student literacy development (cross-phase)
  ◦ help non-specialist maths teachers
  ◦ increase the **retention** of maths teachers.
◦ **Leaders:**
  ◦ develop the **next generation** of leaders supporting their teams
  ◦ generate more **specialist teaching** of maths

Blackpool Leadership

Linked to the previous project (shared field force, common participants)

Leadership development linked to **Blackpool-specific school challenges**.
◦ transition; social mobility; pupil mobility and transience; inclusion and social, emotional and mental health needs; attendance and behaviour; speech and language.

Governance equip governing bodies to hold school leaders to account for student outcomes and have a positive impact on school performance.
◦ Training – Blackpool strategic improvement priorities
◦ Self-evaluation (DfE Competency Framework for Governors)
◦ clarify governors', and chairs of governors', roles / governors' network

Development and Sustainability
◦ training, embedded in the local delivery, alongside NPQs
◦ applied leadership programme was designed to become self-sustaining with local teaching schools
◦ Governors' Network continue – Executive steering Group

South Pennines

- ***Teacher training*** – Bespoke subject knowledge training based on:
  - recently published **EEF maths guidance** which was written for the project
  - **White Rose Maths** was used for both primary and secondary subject knowledge and pedagogy training
- ***Collaboration***
  - Training sessions
  - creation of regular network meetings and cross-phase opportunities
  - White Rose Maths **SLEs** 1:1 basis – 'personalized' and 'non-judgmental' support, allocated by needs
- ***Specialised Maths Interventions***
  - A **Maths Outreach teacher** was employed for duration
    - help teachers plan and deliver highly effective catch up interventions and,
    - create a sustainable model for continuing these beyond the life of the project
    - supported the delivery of parents' maths sessions

Aims:
- CPDL leading to improved teaching and learning, subject knowledge and pedagogy. Reduce the disadvantage gap
- Improve the quality and effectiveness of catch up and keep up interventions
- Improve collaboration within and between schools including between different phases
- Improve parental engagement and parents' understanding to support their child

Coventry – Talk to Learn

◦ The project was designed to:

  ◦ *remove the barriers to learning, educational success, emotional robustness and social mobility erected by weak language skills - particularly oracy - which impact vulnerable and disadvantaged children at key transition points in their education.*

The interventions were:

◦ **Thrive** (15 schools) - approach to mental health with a focus on oral and language skills. Supported by protocols and training.

◦ **Time to Talk** (11 schools) - two elements: Level 3 Speech, Language and Communicatiocourse and WellComm; which is a screening tool supported by GLA

◦ **Talking Points** (3 schools – 1 dropped out at the early stages) - exploratory talk for older children with a secondary school setting. Devised by a school in Coventry (President Kennedy) and was based on Neil Mercer's work.

  ◦ Cambridge University Oracy Toolkit Assessment Tool as one of the core assessment metrics, these were used to assess progress towards target outcomes.

◦ Periodic coaching visits and conversations by NLEs steered the in-school activities and a formative evaluation monitored progress

Some themes

- Multi-level/actor
- Multi-strand
- Multi-outcome
- (Vague but plausible) theory of change / problem statement
- Evidence-based/informed programmes – but variety
- Harnessing local expertise, building on or fitting around local initiatives
- Collaborative work

DESIGNING EVALUATION FOR AND OF IMPROVEMENT

Designing Evaluation for and of Improvement

1. Coverage – methods, stakeholders, objectives
2. Multiple methods and perspectives
3. Supportive of professional dialogue
4. Expertise and CPD principles embedded in tools
5. Focus attention on teacher/pupil learning
6. Limitations and challenges of evaluation

Coverage – methods, stakeholders, objectives

Multiple methods and perspectives

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Current Practice

Below are several questions to reflect on key aspects of your maths teaching. This will help you identify what is working well and find opportunities to develop. Please refer to your confidence scores in the previous section - *Term 2 Jan to May 18* - to inform your responses.

Looking at your confidence ratings, please describe an example of where maths strategies or approaches that you have been developing recently have benefitted a learner or group of leaners.
- Think of what evidence that you have that this will or already has enhanced learning

Looking at your confidence ratings, above, what are you going to prioritise for improvements?
- Think of both general areas and specific things you are going to target.

Looking at your areas for improvement (previous), what do you need to achieve this?
- Think of practical steps you personally are going to take and how you will know these are having an impact on mathematics learning in your class
- Think about the support you will seek from your colleagues, maths specialists or resources you will need

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Please provide a confidence score of between 0 (none) and 5 (extremely well) for how well you use the following strategies and approaches to enhance student learning.

Please refer to the activities and training on page 1 to support you in completing the form.

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Term 1 – Sept to Dec 17

		Confidence Level (0 to 5)
KS2-3 Transition To what extent have cross-phase good practice visits improved your curriculum knowledge of year 6/year7 teaching and developed your practice?	**Maths CPD** The extent to which training received through the project (including SLE support) has informed your classroom practice?	
Cross-phase planning, moderation and Algebra transition unit To what extent have you engaged with your School Family Group primary/secondary school(s) in maths?	**Developing maths pedagogy** The extent to which a mastery approach to learning been developed?	
Leadership your leadership been ed through the maths – for instance, SLE dership programmes, ferences?	**Subject knowledge and knowledge of maths strategies** To what extent has your confidence and skillset in teaching maths increased through the project?	

Evidence Level (0 to 5)

draft

Supportive of professional dialogue

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draft

Supportive of professional dialogue

Blackpool SSIF Programme
Leadership Review Framework

CUREE	
Name of Coach	
School name/Leader(s) name(s)	
Date(s) of Conversation	

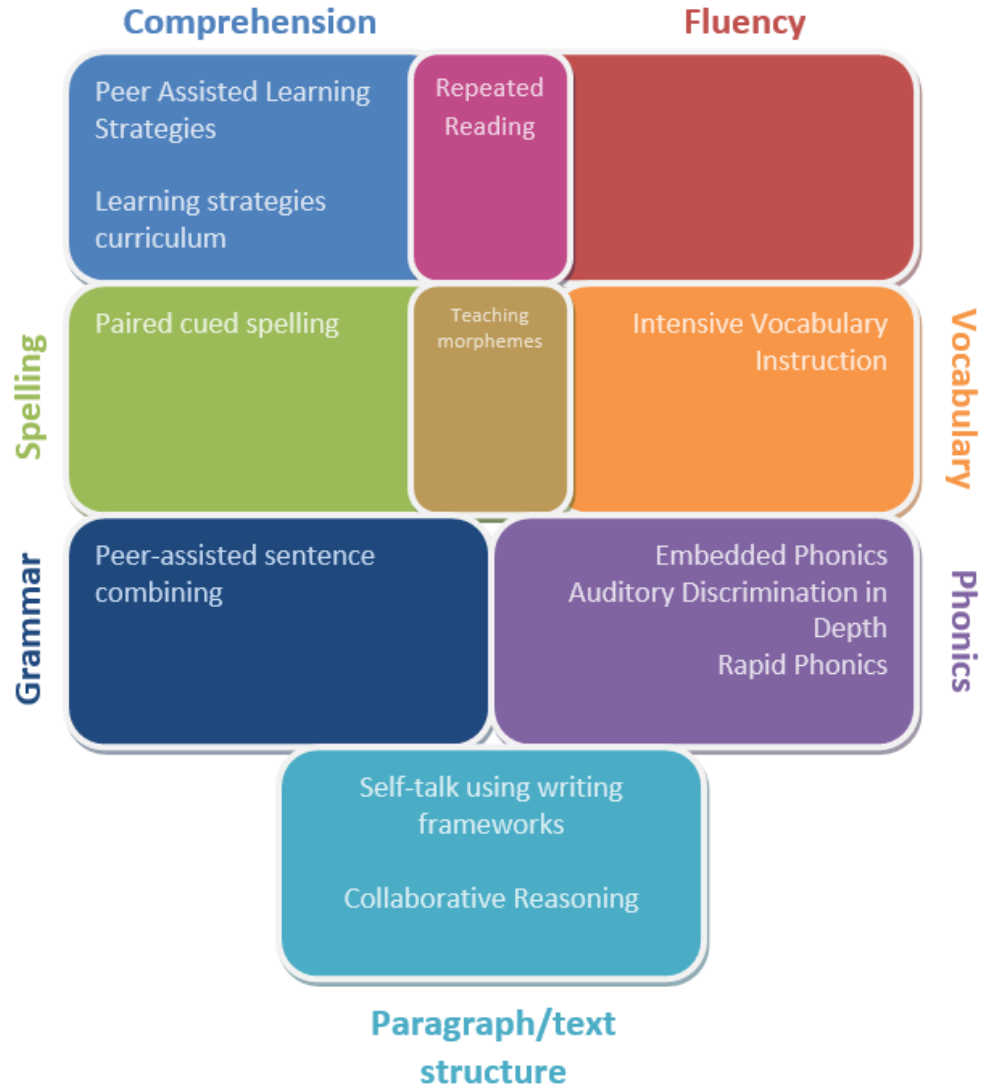| Teaching, learning, assessment and the curriculum (TLAC)		Current rating	Comments
Depth of engagement with specialist content	1. Exceptional		
	2. Strong/Gathering Momentum		
	3. Approaching Momentum		
	4. Seeking Momentum		
Depth of connection between teaching, learning, assessment and the curriculum	1. Exceptional school		
	2. Strong/Gathering Momentum		
	3. Approaching Momentum		
	4. Seeking Momentum		
Explicit shared approach to pedagogy	1. Exceptional school		
	2. Strong/Gathering Momentum		
	3. Approaching Momentum		
	4. Seeking Momentum		
Leadership and systems			
	1. Exceptional		

Teaching, learning, assessment and the curriculum (TLAC)

Area	Rating	Descriptor	Prompting Questions / Leading indicators / Examples
Depth of engagement with specialist content	1. Exceptional	Specialist expertise is seen by all as a driver for connecting TLAC with pupils' lives beyond school, is given priority across the school through content leadership and is valued and actively sought by all teachers.	▪ Are high-quality models of content-ric practice evident? ▪ What curricular content are students engaging with? How deep is this engagement? ▪ What models of effective practice or subject expertise do teachers and leaders at the school draw on? ▪ How widely spread is expertise in specific curricular areas? ▪ How confident are teachers (and teaching assistants) in their knowledge in specific subject areas? ▪ How clear is the link between curriculum content and student startin points and experiences to teachers?
	2. Strong/ Gathering Momentum	In depth curriculum content expertise for teacher is seen by the majority of colleagues as the responsibility of some leaders and/ or specialists, exists in pockets and is seen by some as less important than pedagogy.	
	3. Approaching Momentum	Teachers' knowledge about curriculum content is seen by leaders as important but aspirational – something that needs to be addressed as soon as the quality of teaching and learning has been sorted and not seen as particularly important by teachers	
	4. Seeking Momentum	Developing knowledge or specialist expertise content is seen as unreachable in the foreseeable future/surplus to requirements by the majority	
Depth of connection between teaching, learning, assessment and the curriculum	1. Exceptional	Depth of teachers' content knowledge is seen by all as a driver for connecting TLAC and learning in school and children's real experiences beyond it and is given priority across the school.	▪ Do assessments capture student learning in rich curriculum content? ▪ Is teaching informed by results of assessment and ambitious objectives linked to curricular content? ▪ To what extent is rich curriculum content visible within day to day and long-term plans? ▪ Are lessons plans sequenced to build a whole bigger than the sum of the part linked to rich curriculum content? ▪ Does curriculum content build on, enrich and connect with pupils' lives a aspirations? ▪ Can teachers use expert subject knowledge to assess (written and verbal) student mastery of core concepts and knowledge?
	2. Strong/ Gathering Momentum	Connections are made between TLAC and learning in school and children's real experiences beyond it through the work of individual school leaders, projects, and/or subject /phase leaders	
	3. Approaching Momentum	Can see possibilities for making connections between TLAC and learning in school and children's real experiences beyond it as a next step, and have some strategies in view for achieving this, but they are not yet implemented except in isolated pockets	
	4. Seeking Momentum	Not able to focus on making connections between learning in school and children's real experiences beyond it: the urgent and absolute priority is raising the quality of teaching and learning, and core subjects	
	1. Exceptional	Single, school-wide set of protocols or model of pedagogy which can be developed via research	▪ Is there a clear teaching and learning policy/model in use at the school?

Expertise and CPD principles embedded in tools

(Crude) Summary/synthesis of Cordingley et al. (2015) and Darling-Hammond et al. (2017):

- Habit forming, sustained
- Draws on, develops and applies models of effective practice
- External facilitation/coaching and expert support – with sharing of expertise about content and evidence-based practice
- Opportunities to discuss beliefs and engage in peer learning and support to:
    - Share practice and the underpinning rationale behind it
- Formative assessment and reflection - help see the impact of learning and work on pupils/schools.

Focus attention on teacher/pupil learning

Comprehension

Fluency

Peer Assisted Learning Strategies

Learning strategies curriculum

Repeated Reading

Spelling

Paired cued spelling

Teaching morphemes

Intensive Vocabulary Instruction

Vocabulary

Grammar

Peer-assisted sentence combining

Embedded Phonics
Auditory Discrimination in Depth
Rapid Phonics

Phonics

Self-talk using writing frameworks

Collaborative Reasoning

Paragraph/text structure

Limitations and challenges of evaluation

◦ Getting more robust summative aspect alongside

◦ Theory development

◦ Researcher involvement/capacity to support – we wanted to get more stuck in that we could

◦ Co-ordination, messiness

◦ Politics around funding, programmes, micro-politics

LEARNING FROM EVALUATION

Programme Results

Take up/engagement

Family Group	1	2	3	4	5	6	7	Sub-total of family groups	Other	N/A	Total
No Schools in Family	7	6	5	4	10	6	5	43	6	14	63
Launch Event	4	4	2	3	5	5	8	31	0	0	31
NPQML	18	12	13	6	10	9	5	73	13	14	100
NPQSL	6	8	6	9	3	6	6	44	3	11	58
NPQH	3	0	2	1	0	1	1	8	0	0	8
NPQEL	1	0	1	0	1	0	0	3	0	0	3
Leadership Modules	26	61	27	22	24	24	14	198	14	13	225
Applied Learning	8	7	17	7	1	8	7	55	5	1	61
Governance	23	22	13	34	24	21	26	163	7	7	177
Pathways	2	5	2	2	1	1	2	15	0	0	15
Conference	13	14	16	3	13	2	4	65	13	29	107
Total	104	133	99	87	82	77	73	655	55	75	785
Average per school	15	22	20	22	8	13	15	N/A	9	5	N/A
Av not including NPQs	11	19	15	18	7	10	12	N/A	6	4	N/A

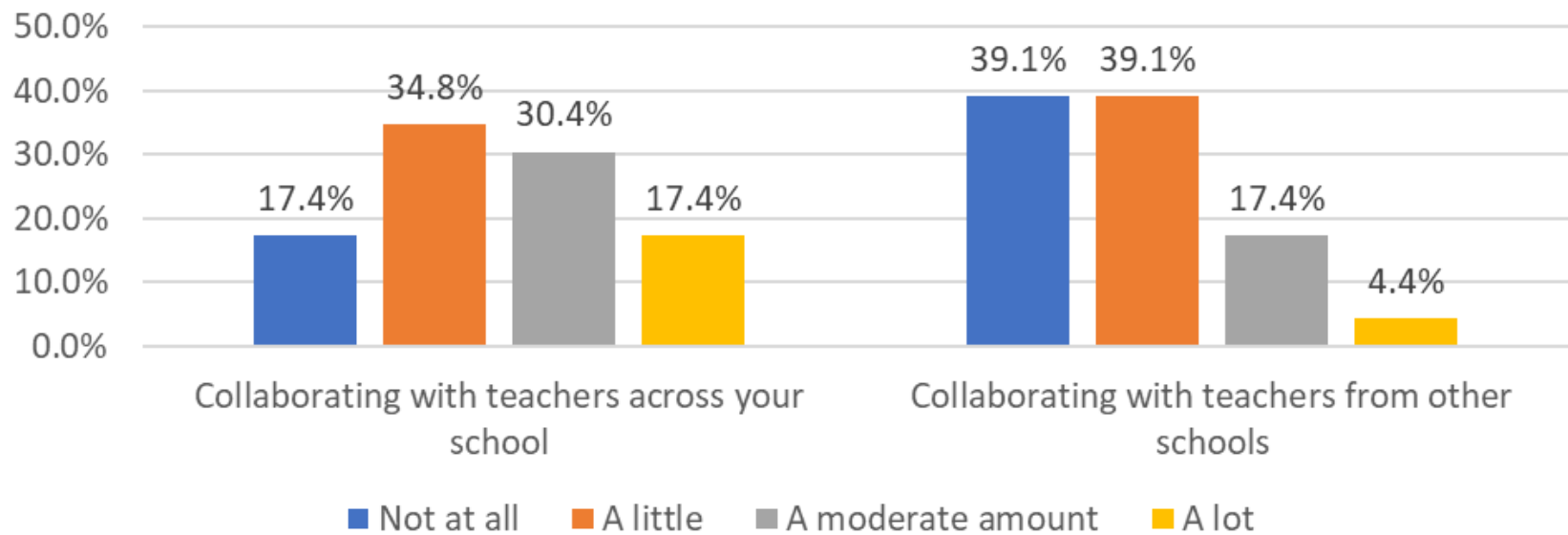# Engagement

Fig 11. To what extent has your involvement with the PEARL English project been focused on the following:
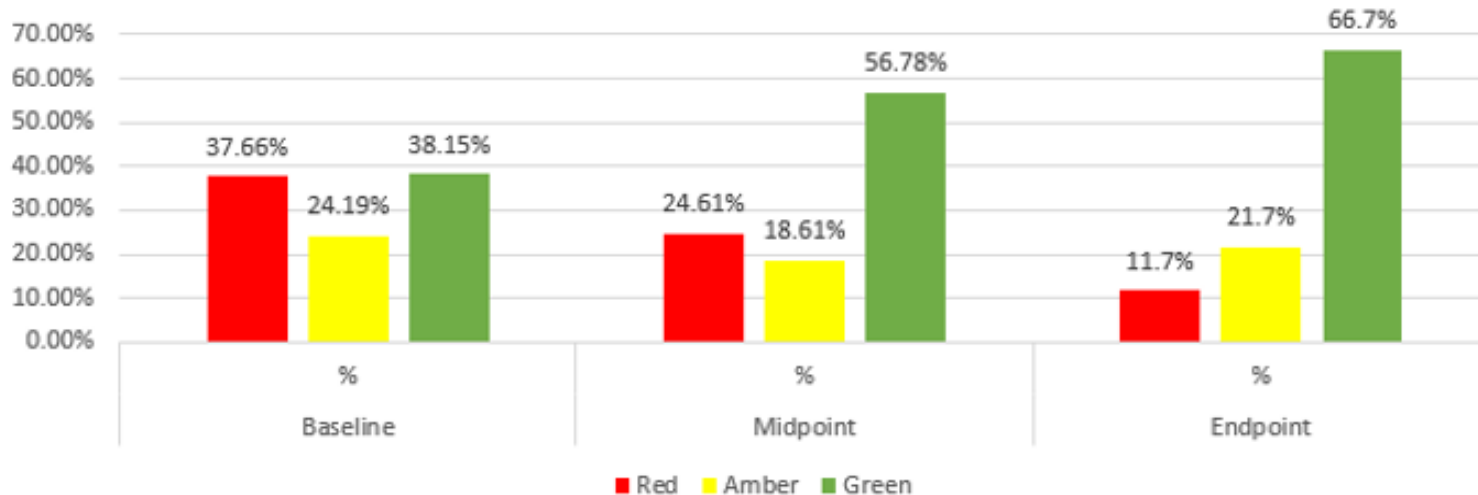
1= not at all to 5 = a lot
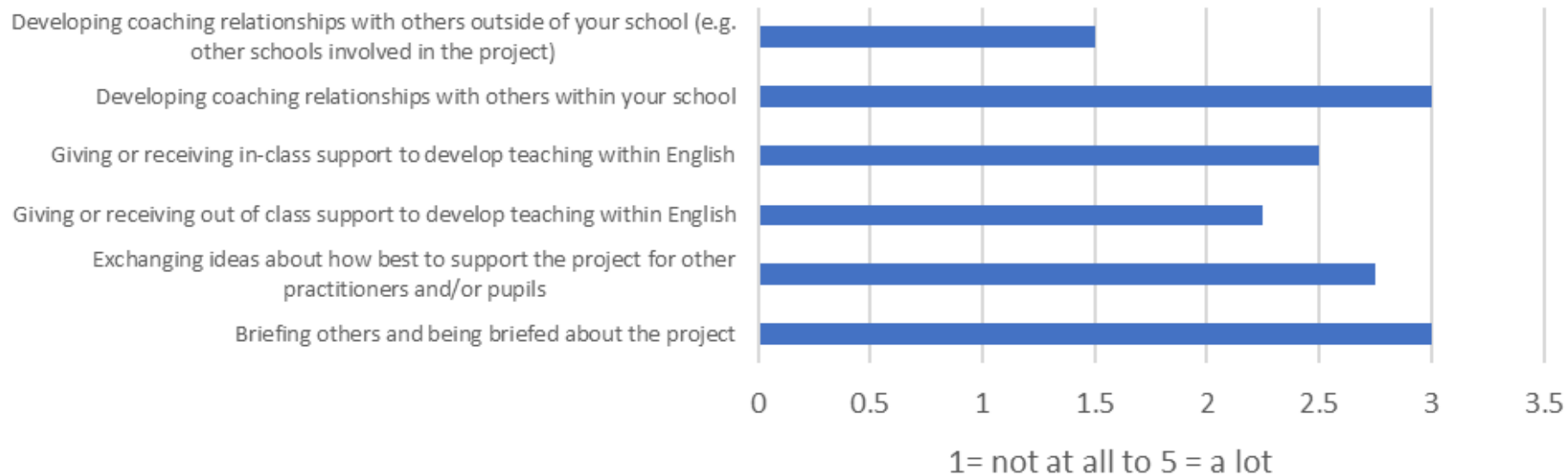
Similarly

Fig 5. To what extent had involvement with the SSIF programme has been focused on: (Practitioner)

Progress (?)

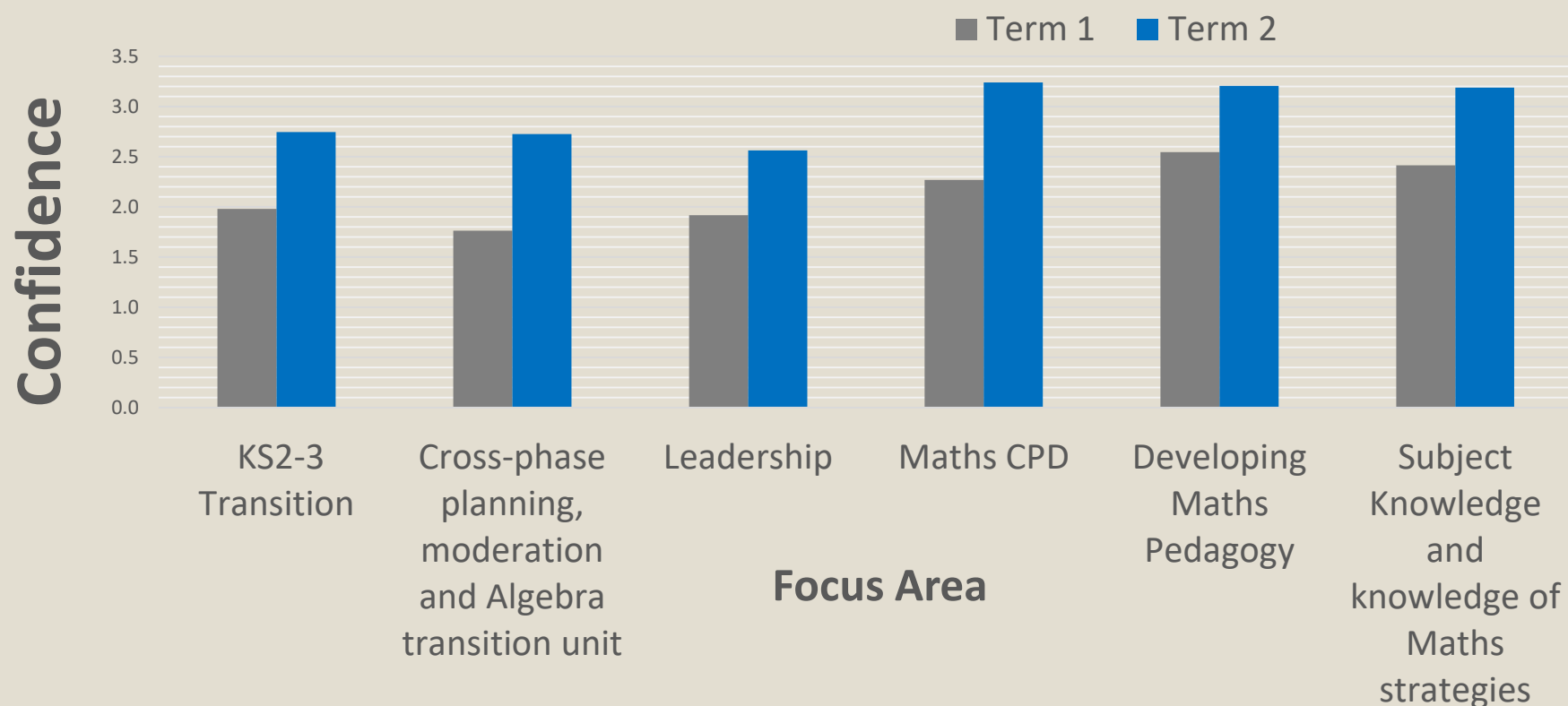| Cambridge Oracy Rating	Baseline		Endpoint	
	N	%	N	%
Gold	11	4.8%	55	35.0%
Silver	74	32.3%	76	48.4%
Bronze	144	62.9%	26	16.6%
Total (N)	229		157	

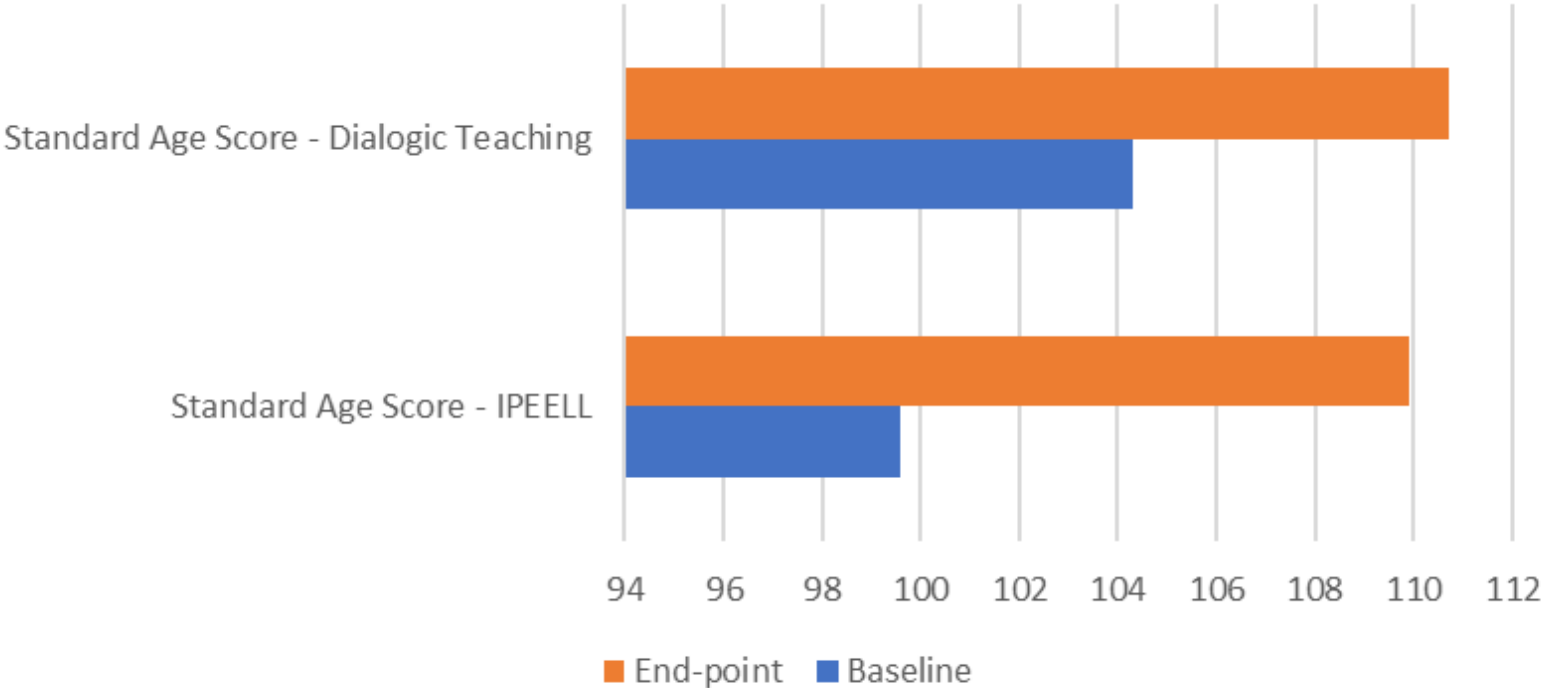Figure 2 - Distribution of Wellcomm:Time to Talk

Teachers

Overview of confidence ratings for the six focus areas
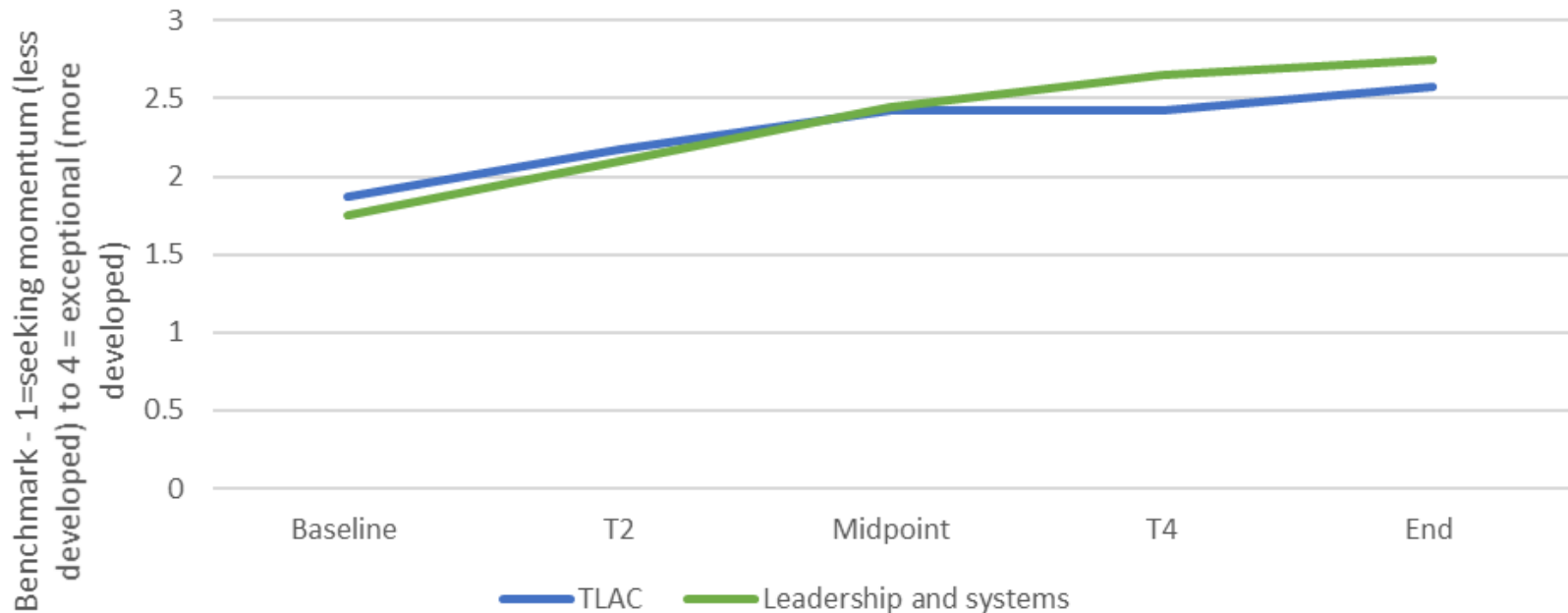
Stronger evidence

Chart 2: English Intervention Age Standardised Scores

Coaching Matrix

Fig 13. Average change over time

Themes and Final Thoughts

◦ To discuss – your thoughts?

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