

# London Schools Excellence Fund



**Broadford & Hilldene**

**Final report**

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# Evaluation Final Report Template

## Project Oracle: Level 2

- **Report Submission Deadline:** Round 2 - 30 September 2015
- **Report Submission:** Final Report to Rocket Science
- **Project Name:** To improve teachers' understanding of phonological skills and how they link to success in literacy
- **Lead Delivery Organisation:** Broadford Primary
- **London Schools Excellence Fund Round:** 2
- **Author of the Final Report:** Malcolm Drakes
- **Project Number:** LSEF064
- **Total Approved LSEF funding for Project:** £40,000
- **Total Lifetime Cost of the Project:** £80,688
- **Actual Project Start Date:** November 2013
- **Actual Project End Date:** July 2015

## **1. Executive Summary**

Final findings show that the overall outcomes planned for the project have been realised in the two years. The premise of the project was that improving teacher subject knowledge of phonological awareness would lead to improved quality of teaching and improved pupil attainment. All data indicators have now been completed and they show that there has been an uplift when pupil outcomes are compared with previous cohorts and other similar schools where the project hasn't been applied. The final feedback from teacher surveys – and short interviews - shows that staff are more confident and this has been reflected in the quality of teaching seen.

Now we have moved further into the new assessment era (beyond National Curriculum levels) some issues highlighted in the interim report have been ameliorated. One of the measures originally chosen to evidence progress was the use of National Curriculum levels. From September 2014 these were no longer applicable. However a significant number of local schools chose to adopt the same framework as Broadford and Hilldene which has enabled us to do some comparisons of progress and attainment. As suggested in the interim report, the Early Reading assessments and pupil data which have been collected over the two years were sufficient for being able to evidence impact over time

Key to the success of the project was the ability of the partner schools to share resources and expertise effectively. Despite a change in leadership just after the interim report, Hilldene still gave considerable support to the project from senior staff to deliver the project outcomes. All training has been delivered and positive feedback returned. There is now a common approach between the schools as a consequence of the joint professional development. The five step framework for phonological awareness intervention (assessment, planning, implementation, evaluation and monitoring) now means that teachers are more accurately assessing the learning needs of pupils, so that by the conclusion of the project there has been a clear direct and positive impact on early speaking and reading skills for all pupils.

## 2. Project Description

This project recognised that those pupils most likely to be at risk of reading difficulty often have lower levels of phonological awareness than their classmates. This project has improved teachers' understanding of how phonological awareness can be developed through a number of activities. Consequently pupils' early literacy attainment has risen.

The deprivation indicator for Harold Hill is 0.36 placing our area in the 80th percentile. The national figure is 0.24. Pupils typically arrive with poorly developed speech and language, often from families which do not 'talk a lot'. Closing the already significant gap between this and the national expectations by the time the pupil is aged 7 is a persistent challenge. In order to achieve this sustainably we needed to move away from small scale interventions and ensure teachers developed the skills and knowledge to improve pupils' phonological awareness as part of whole class teaching. As a direct consequence of this project, teachers are now able to

- understand the stages of development in phonological awareness
- provide structured activities and materials that can be used to teach early phonological awareness skills.
- record baseline data in order to measure the success of pupil progress.
- use "The 5 step framework" to assess pupils and plan next steps for learning.
- model sessions and draw on a bank of shared videos that have been created by staff.

Through these steps we have improved the rate at which pupils in Harold Hill have developed the skills required for communication and reading. As part of the project, the following training objectives & support were provided:

- For teachers to understand what phonological awareness is and to understand how it forms a basis for literacy skills.
- For teachers to understand how to deliver Phonological Awareness Training to children.
- Teachers able to teach phonological awareness using a structured approach which will include:
  - *Understanding and identify word boundaries.*
  - *Understanding and identify syllables in compound words, two- and three-syllable words.*
  - *Identifying onset and rime. This helps children to identify the beginning and ending of words.*
  - *Detecting initial and final sounds in words.*
  - *Detecting and producing rhyme.*
  - *Segmenting and blending sounds within words.*
  - *Manipulating phonemes.*

The project also provided classroom support which further strengthened subject knowledge and consequently pedagogy:

- Training from a qualified Speech and Language Teacher.
- Regular access to a visiting Speech Therapist
- The use of Iris Connect classroom video system to demonstrate appropriate practise and to provide coaching.
- Analysing phonological assessments.
- Review meetings to provide opportunities for reflection on progress.

The project was primarily delivered across two schools within Harold Hill, Essex. All schools involved were within the RM3 postcode. Broadford Primary was the lead school in the project where it was being led by the Headteacher Malcolm Drakes. Mrs Nicholls (Deputy Head & EYFS specialist) Tina Barr (Speech & Language Development Specialist) and Mrs Hoffman (SEN Lead). Hilldene Primary gained (who supported the project) input came from Mrs Cowpland (Linguistics and Phonological Awareness Lead). The focus of the project was to improve the pupil's phonological understanding with the intent of impacting on their standards in early literacy and reading. The targeted pupils were in Reception and KS1.

**2.1** *Does your project support transition to the new national curriculum?* Yes/No

The project addresses the continued need for development of early literacy skills in EYFS. These are the Letters and Sounds 'Stage 1' where children develop an understanding of onset and rime, sound deletion, identifying sounds and listening skills that are vital if they are to succeed with phonics.

**2.2** Not applicable

### 3. Theory of Change and Evaluation Methodology

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

#### 3.1 No revisions were made to the outcomes originally specified

**Table 1- Outcomes**

Description	Original Target Outcomes	Revised Target Outcomes	Reason for change
Teacher Outcome 1	Increased subject knowledge and greater awareness of phonological skills		
Teacher Outcome 2	Teachers will be able to help pupils to distinguish between the sound of a word and its meaning.		
Teacher Outcome 3	Increased teacher confidence at including skills as part of quality first teaching		
Teacher Outcome 4	Delivery of higher quality focused teaching for those pupils identified with greater need for phonological intervention		
Teacher Outcome 5	Use of better phonological resources and improved planning for their deployment in main class teaching		
Pupil outcome 1	Increased educational attainment and progress reading and phonics		
Wider system outcome 1	Teachers/ schools <b>involved in intervention</b> making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice		
Wider system outcome 2	To embed phonological teaching techniques into whole class planning and teaching so that phonological awareness is part of class teaching – not just an intervention		
Wider system outcome 3	To develop deep joint professional development between partner schools that has a direct and positive impact on teacher subject knowledge and the quality of teaching		
Wider system outcome 4	To develop a bank of model interventions that can be used to train and support teachers now and in the future. This is with a view to extending the project to other schools within the cluster once it is established.		
Wider system outcome 5	Teachers/ schools outside the intervention group have the opportunity to increase their subject knowledge through the programme		

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

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

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

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

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

The project was evaluated in line with the validated evaluation plan

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

## 4. Evaluation Methodological Limitations

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

#### ***Additional Factors***

The purpose of the project was to improve the teachers' knowledge of phonological awareness so that they were better equipped to raise achievement in early literacy.

However it is difficult to isolate the other factors that may well have had an impact in both of the settings:

- Both schools run a systematic approach to the teaching of phonics. This is a daily lesson and is differentiated for the pupils. All staff have received extensive training and there are catch up programs for those who are identified as being below the expected standard. The group teaching starts from the Oct half term and was already underway before the project got fully off the ground in Year 1. Whilst synthetic phonics is only one strand of phonological awareness, the children had already been exposed to a number of techniques which would have had a beneficial impact on the pupils
- Likewise both schools have Speech & Communication specialists and TAs who had already been trained prior to the commencement of the project. The work done with the pupils with Speech Link and the diagnostic assessments would have had a direct and positive impact on the pupils' progress. Normally the data evidences that pupils who have that input alone make 6 months additional progress.
- At Bradford there is also early literacy support provided by the Springboard Literacy charity. Their volunteers come in and play a variety of games with targeted pupils that are aimed at improving different aspects of their phonological awareness. Separating out the impact of this from the work done by the teachers is not achievable.

#### ***Staffing issues***

- The transition of staff between year groups or in/out of school impacted on the training needs for Hildene Primary at the start of Year 2. The first training session had to be re-run so that all staff had the appropriate knowledge for teaching to be consistently outstanding.

#### ***Data limitations***

- At the start of the project there was a delay with completing the on entry assessments as staff were not familiar with the York Early Reading Assessment. Additional time had to be spent ensuring that staff at both schools were consistently administering the tests. However as the project progressed over the two years, the key staff administering the assessments became much more efficient and this lag was removed.
- It had been anticipated that one member of staff would be able to assess all of the pupils in the program. This was unrealistic and led to more staff being used than originally budgeted for – but the impact has been that at the close of the project we have more staff trained than originally anticipated and if we were to run it again the start-up would be much simpler.



- The test chosen – because it focuses precisely on a range of phonological skills – did appear to show less progress than would be expected. Because scores are standardised by age, it was possible for a child to improve their score, but still look as if they had not made a lot of progress.
- We learnt that the language link was not a suitable method for use as a baseline. It did not enable us to analyse what element of school teaching had impacted on the progress made: interactions with peers. Speech & language intervention, natural improvement over time, improved support from home or possibly the improved teaching of phonological awareness. Therefore we did not use it as the baseline and instead went with the York Early Reading Assessment.
- When the interim report was completed it was the case that the data did not allow straightforward comparisons with other London schools, or those that were similar. There is an age standardised score which gives a form of comparison. It would be better to be able to compare across settings. To enable this we asked for local schools to submit their data which had been included for comparison (see later in the report)

***Difficulty in identifying a comparison group (Max 300 words)***

Because the focus of the project was to improve early literacy skills for some of the most vulnerable and disadvantaged it was not appropriate to exclude a group for the purposes of comparison. Additionally it was not possible to exclude a group of children simply through the staggered effect of rolling the project out to each class and teacher (neither school was big enough for this to take place naturally during roll out). In the absence of a typical comparison we decided to compare the pupils' attainment and progress with the previous cohort. However this was not statistically sound as many factors could be argued to be influencing the outcomes:

- differences in teaching styles
- characteristics of the groups
- size of the cohort

Another option was to compare the pupils with another school who were not initially part of the project. Once again there were too many variables to make the comparison fair or useful. Some local schools did not wish to participate, others had staff who already used some of the techniques and one has a specialist Speech and Language teacher. This meant that data comparisons - already impacted by the varying nature of each class/cohort - would have been very limited if not worthless.

A further complicating factor - when entering Year 2 of the project - was that some of the staff involved moved. This was either an internal move, or they had resigned and left for another school. Whilst the newly appointed staff to that Year group did benefit from the training and support from colleagues who had completed Year 1 of the project, time was lost in catching them up with the key information. Training had to be re-run before the next steps could be taken and teacher subject knowledge/confidence was not at the level that was originally planned for.

### ***Improvements***

Barring unforeseen circumstances (maternity, sickness, resignation) we would ensure a firmer commitment between partner schools to minimise transition of staff in the Year groups that are part of the project. This would require all staff in those Year groups to stay in post for the two years.

The timeframes for assessment would be drawn up more realistically so that there is not a delay to starting the teaching intervention.

The data issues are harder to address as test used is the most effective and relevant. However the impact of this would be lessened as staff are now trained and have now got a better comparison group with which to mark attainment and progress against.

**4.2** Are you planning to continue with the project, once this round of funding finishes? Yes/No

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

## 5. Project Costs and Funding

5.1 Please fill in Table 2 and Table 3 below:

**Table 2 - Project Income**

	Original[1] Budget	Additional Funding	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance [Revised budget – Actual]
Total LSEF Funding	£40,000			£40,000	-
Other Public Funding	£40,688			£40,688	-
Other Private Funding	-			-	-
In-kind support (e.g. by schools)	-			-	-
<b>Total Project Funding</b>	<b>£80,688</b>			<b>£80,688</b>	<b>-</b>

List details in-kind support below and estimate value.

**Table 3 - Project Expenditure**

	Original Budget	Additional Funding (match funding)	Revised Budget [Original + any Additional Funding]	Actual Spend	Variance Revised budget – Actual]
Direct Staff Costs (salaries/on costs)	12,021	12,021		24,042	-
Direct delivery costs e.g. consultants/HE (specify)					-
Management and Administration Costs	2,774	2,774		5,548	-
Training Costs	12,950	12,950		25,900	-
Participant Costs (e.g. Expenses for travelling to venues, etc.)	-	-		-	-
Publicity and Marketing Costs	500	500		1,000	-
Teacher Supply / Cover Costs	-	-		-	-

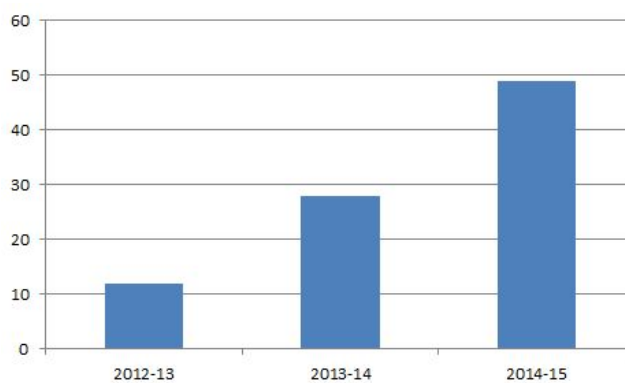
Other Participant Costs					-
Evaluation Costs	2,812	2,812		5,624	-
Others as Required – Purchase of video technology for each school and necessary user licences (Iris Connect)	9,287	9,287		18,574	-
<b>Total Costs</b>	<b>£40,344</b>	<b>£40,344</b>		<b>80,688</b>	<b>-</b>

## 5.2 Please provide a commentary on Project Expenditure

One of the largest outlays was the initial expenditure on the video camera system (Iris Connect). However this had a positive impact on the spend profile in the longer term as:

- teachers did not have to be released to view lessons in other classes
- teachers/coaches could watch the same video unlimited times allowing analysis to be more effective and detailed
- coaches were able to work across both schools without having to visit the other setting (videos could be shared across schools)

For schools looking to take on a similar project, the Iris cameras were a particularly useful tool for enabling the collaboration between staff and the moderation of the teaching. It also had the impact of informing the training for staff, which contributed greatly to the spend profile of the project matching well with the expenditure throughout the lifetime of the entire project.



*No. of videos created and shared using Iris Camera system*

The table above shows the rapid rise in use of the video technology to observe teaching and provide teachers with a reflection tool. Prior to the project only 12 videos had been created amongst the staff. In the first year of the project this more than doubled to 28 and then increased by a further 65% to 48 videos which were related to the phonics project.

Due to the organisation of both schools and the availability of on site expertise, release time was minimised and it was possible for lead practitioners to observe and feedback without having to be covered. Both schools also already employed ICT support and had well established office teams. This had the impact of ensuring money was not lost on buying in more expensive technical expertise or in the production of publicity materials. This meant that there were no key changes made to the spend profile over the duration of the project.

## 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**

<b>Description</b>	<b>Original Target Outputs</b>	<b>Revised Target Outputs</b> <i>[Original + any Additional Funding/GLA agreed reduction]</i>	<b>Actual Outputs</b>	<b>Variance</b> [Revised Target - Actual]
<b>No. of schools</b>	2	2	2	
<b>No. of teachers</b>	26	26	26	
<b>No. of pupils</b>	840	840	840	

## 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)

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

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

	No. teachers	% NQTs (in their 1 <sup>st</sup> year of teaching when they became involved)	% Teaching 2 – 3 yrs (in their 2 <sup>nd</sup> and 3 <sup>rd</sup> years of teaching when they became involved)	% Teaching 4 yrs + (teaching over 4 years when they became involved)	% Primary (EYFS, KS1 & 2)	% Secondary (KS3 - 5)
<b>Project Total</b>	26	4	12	10	26	

#### 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*)

The teacher sub groups are reflective of the wider school context in both settings. In both of the settings there is a consistent placement of teaching staff as the Headteachers both believed that there should be as much as possible - an even mix of experienced and newly qualified staff in each Phase of the school.

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

Please provide your definition for number of benefitting pupils and when this data was collected below (*maximum 100 words*)

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

	No. pupils	% LAC	% FSM	% FSM last 6 yrs	% EAL	% SEN
<b>Project Total</b>	840	3	34	42	16.7	17.5

	No. Male pupils	No. Female pupils	% Lower attaining	% Middle attaining	% Higher attaining
<b>Project Total</b>	454	386	38	35	27

Our definition for pupils who benefitted from this project is that they must have been directly in one of the groups or classes led by teachers who have been involved in the training associated with the LSEF project. Many other pupils indirectly benefitted as the improvements to technique and subject knowledge impacted positively on all members of staff (support and teaching). The data was collected using the RAISE Online

document which is produced annually about each school and the SIMS information system which holds individual pupil data.

	% Asian Pakist'	% Asian Bangl'	% Asian Any Other	% Black Caribb'	% Black African	% Black Any Other	% Mixed White & Black Caribb	% Mixed White & Black African	% Asian Pakis'
<b>Project Total</b>	0	0.4	0.9	1.3	2.6	9.7	3.1	0.4	0
	% White British	% White Irish	% White Travel' of Irish herita'	% White Gypsy/ Roma	% White Any Other Backgr ound				
<b>Project Total</b>	65.4	1	0	0	4.1				

**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)**

During the lifetime of the project there has been an increase in pupils coming from Black African and Eastern European backgrounds. Therefore there has also been a decline in the overall numbers of White British pupils. This matches with the changes that have occurred in nearby inner London Boroughs.

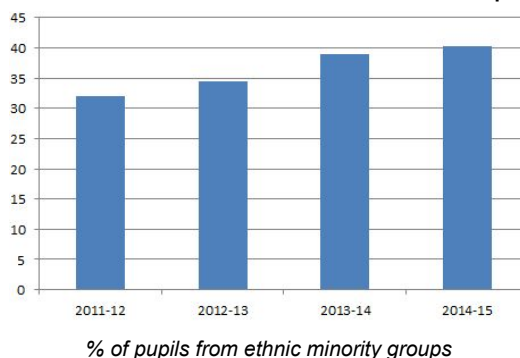
The pupil growth seen in Harold Hill also matches with the data that has Havering as the London Borough with the highest net pupil migration of all the London Boroughs.

Both schools are in the top 20% of schools for size - although at the lower end of that quintile. Both schools have an intake that is in the top quintile for Pupil Premium eligibility (both are over 50% typically against a National average of 25%). The deprivation indicator shows Harold Hill to be one of the poorest in London and the number of EAL pupils has increased over the last four years so that now sits in the top quintile. The impact of this is that cohorts entering in Reception and Nursery are typically many months behind expectations. Speech and language is typically poor and parental engagement is often limited as an increasing proportion do not have the literacy and language skills to engage.

Compared to Borough data, both Hilldene and Broadford have the poorest pupils in Havering and the worst record for mobility. Typically 85% of pupils stay at the one Primary school for their whole Primary career. In our two schools that rate is often below 70% by the end of KS2 and currently we have Year groups were the rate is now as low as 52%.

Despite this, compared to 125 similar schools, Broadford is ranked 5/125. The on entry data taken in Nov 13 shows that against national averages our pupils were significantly below average for speech and language and early literacy when they entered the setting. This was particularly acute for pupils who had not attended Nursery at either of the partner schools. On a London level, the data is similar to those schools that are in equally deprived areas – based on information shared

between Headteachers. What is then shown is that progress from this low starting point is rapid and often outstanding once the teachers are able to have their impact.



It can be seen from the chart that there has been a steady increase in the proportion of pupils from ethnic minority backgrounds during the lifetime of the project. The teachers have to be able to deal with a range of issues:

- pupils who have never been in school before
- pupils with very limited English
- pupils who have to communicate in two languages

Because the project supported teachers in better understanding the building blocks and stages to early literacy, the outcomes for these pupils were not affected by the end of the project and Year 1 phonics screening.

## 8. Project Impact

### 8.1 Teacher Outcomes

Date teacher intervention started: November 2013

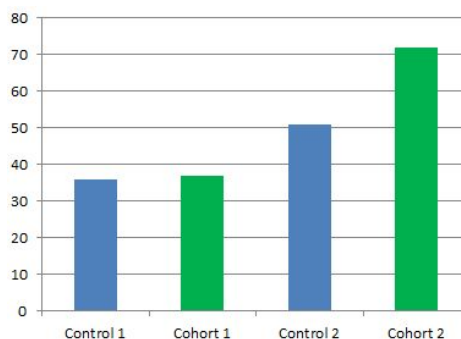
**Table 9 – Teacher Outcomes: teachers benefitting from the project**

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

Teacher Outcome 1	Research method/ data collection	Sample characteristics	Metric Used	Baseline (Av.score) 37% 36% Control	Impact (Av.score) 72% 51% Control
Confidence Survey Avg % response to questions aimed at assessing confidence subject knowledge associated with phonological awareness	Survey Monkey survey conducted prior to start of training	There were 26 respondents from a total of 26 invites for the schools within the project. We also obtained 26 responses from staff in KS1 or EYFS from within the cluster (local area).  The profile of the control respondents	Mean score based on a 1-5 scale (1 – very confident, 2 – quite confident, 3 neither confident nor unconfident, 4 - quite unconfident, 5 – very unconfident)  % response reported is based on numbers of teachers who were scoring at least 1 or 2 on the scale	Date collected Nov' 13	Date collected July 14



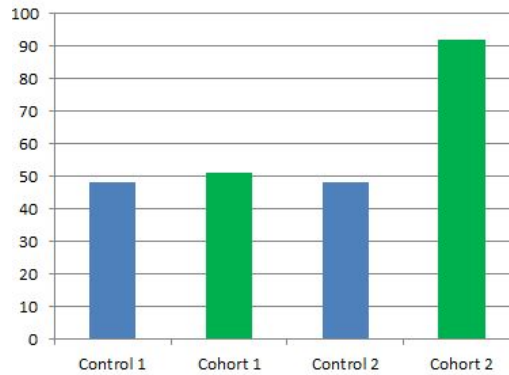
		<i>matched the population of the project as a whole (100% response rate)</i>			
<b>Teacher Outcome 2</b> <i>Teacher knowledge survey</i> <i>Avg % response to questions asking if teachers know difference between distinguishing sound of word and its meaning</i>	<b>Research method/ data collection</b>	<b>Sample characteristics</b>	<b>Metric Used</b>	<b>Baseline (Av. score) 51%</b> <b>48% control</b>	<b>Impact (Av. score) 92%</b> <b>61% control</b>
	<i>Survey Monkey survey conducted prior to start of training</i>	<i>There were 26 respondents from a total of 26 invites.</i>  <i>The profile of the control respondents matched the population of the project as a whole (100% response rate)</i>	<i>Mean score based on a 1-5 scale (1 – very confident, 2 – quite confident, 3 neither confident nor unconfident, 4 – quite unconfident, 5 – very unconfident)</i>  <i>% response reported is based on numbers of teachers who were scoring at least 1 or 2 on the scale</i>	<i>Date collected Nov '13</i>	<i>Date collected July '14</i>



*Teacher Outcome 1 - Confidence with increased subject knowledge & knowledge of PA skills*

It can be seen from the chart above that the growth in teacher subject knowledge (and associated confidence factors) was much more pronounced in the cohort scores than in those from the control group. The control group was made up of teachers from elsewhere in the cluster. They were not directly involved in the training or support during the two years.

With the teacher confidence surveys we wanted to establish a comparison between the impact on staff working at the two partner schools and those employed elsewhere in the cluster. Although the other schools would have developed their confidence through their own training and have benefitted from the documentation like 'Letters & Sounds' the data showed clearly that the staff who experienced the training from Hilldene & Bradford were much more confident by the end of the first year. 21% more teachers felt confident or very confident at describing the different elements of phonological awareness and how to address gaps in pupil knowledge/skill.



*Teacher Outcome 2 - Being able to distinguish between sound of word and its meaning*

In this chart the data is taken from the surveys conducted about Teacher Outcome 2. Control 1/2 refers to the teachers elsewhere in the cluster. It can be seen that the initial confidence levels are very similar. This is because all teachers within the cluster had similar experiences with training prior to the start of the project.

*“Almost all of the training that had been provided for me, prior to this project, was focused on knowledge of and competency in the teaching of phonics. Teachers within the cluster agreed that little time had been spent of courses or University training on understanding the phonological skills that come prior to exposure to phonics.”*

*Joanne Stanley - AHT KS1/EYFS Lead Bradford Primary*

What is marked is the rapid increase in confidence associated with those teachers on the LSEF project. For those who were not involved, there was no training available or provided by schools to address the issues outlined in the project description. Consequently the teacher confidence did not rise.

**Table 10 – Comparison data outcomes for Teachers - data included in table above**

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

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

*(Minimum 500 words)*

For both of the cohorts that were directly involved in the project, all of the teachers were surveyed at the start and end of each year. This allowed us to see how their teacher confidence with the different aspects of phonological awareness had improved. Staff, who had been involved in the project, had benefited from the model lessons, coaching, prepared resources, training and video sharing. As a consequence their confidence with the teaching of phonological skills grew during the lifetime of the project.

*“The training made the different aspects very explicit. Prior to the start of the project we had relied on limited information in the Letters & Sounds document and personal research. Much of the training in school had been based on the teaching of synthetic phonics, but this is only one aspect and our more vulnerable Nursery pupils, as well as those in Reception, did not have the foundations to access this skill confidently. The project met this shortfall and our team feel much more confident that we are now better meeting the needs of the children.”*

*B Taylor - EYFS Lead Broadford Primary*

The control group was taking from teachers who work within Harold Hill, but they were not involved with the training and coaching sessions. Whilst there is an uplift in their confidence, it is not as significant as the improvement seen in the teachers at Hilldene and Broadford. It does highlight how there are some factors that also have an influence:

- school funding for a staff reading library meant that texts on phonological awareness had been placed for staff to access prior to the project
- some documentation makes reference to these skills - this was in place prior to the start of the project

It is also interesting to note that the teachers in the project started Year 2 with a much higher baseline of confidence and this still proceeded to get stronger. In the second year there was a heavier focus on coaching, videoing and working in teams to embed the skills. This saw a further widening of the confidence gap compared to those same teachers in the local schools who were not accessing the programme. By the end of Year 2 the gap had increased to 92% against 48%, a difference of 44%. It was challenging to obtain a cohort for the control who matched the teachers in the project not just in number but also experience. For Hilldene & Broadford 38% of the teachers had been teaching for 4+ years at the start of the project. In some of the smaller local schools they had more inexperienced staff - in one there were no longstanding Foundation stage staff in the Nursery, the teacher was an NQT. This lack of prior experience would also be a factor in how the subject confidence did not progress as swiftly. If there wasn't a ready coach to observe the teaching, or a more experienced colleague to develop ideas with staff found it hard to move the techniques forward.

## 8.2 Pupil Outcomes

### Language Link Assessments:

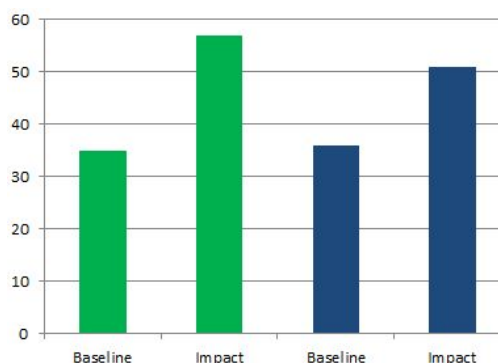
These standardised assessments were used with adult supervision and allowed us to examine key areas of understanding. The results were reported as standard scores enabling staff to compare a pupil's level of understanding to others of the same age. The results identified the children requiring school based support and those who required additional discussion with the speech and language therapy service.

The areas of understanding targeted were: Concepts, Following Instructions, Verb Tenses, Negatives, Pronouns, Questions, Verbal Reasoning & Association

Cohort 1		% in line with age related expectations								
		Concepts	Following Instruction	Verb Tenses	Negatives	Pronouns	Questions	Verbal Reasoning	Association	Overall
YR	Baseline	39	37	33	35	31	38	30	32	35
	Final	54	58	57	56	52	61	54	51	57
CR*	Baseline	38	36	35	34	30	39	32	34	36
	Final	50	53	49	50	51	53	52	50	51
Y1	Baseline	51	53	54	51	57	52	53	52	53
	Final	70	68	67	69	71	65	70	68	66
Y2	Baseline	69	68	68	71	65	68	67	71	68
	Final	81	82	81	82	84	86	84	82	83

\*The comparison group was established by using the same assessments with a similar Reception cohort in a school from within the Harold Hill cluster group. Previous moderation meetings and discussions between staff had confirmed that their intake was broadly similar to the pupils at both Hilldene and Broadford.

These pupils were not part of the project and their teachers were not part of the training.



Cohort 1 - Reception Data (green are project pupils, blue is the control group)  
Improvement in Language Link assessments

In this first table it can be seen that the impact on attainment was that the project pupils made a greater gain when re-assessed than those pupils who were in the control group. Therefore it could be argued that what the data demonstrated was, in the schools (Hilldene & Broadford) where the project was being delivered, teacher training provided and moderation of pedagogy carried out the result was that the gap closed by 22%. However in the Comparative School, there had only been an improvement of 15%. Whilst

there are limiting factors - that were described earlier in the report - it could be argued that this showed the improvement in Teacher subject knowledge did have a direct and positive impact. All schools have staff who received phonics training, all schools have similar staffing demographics, all schools teach similar phonics programs (RWI or Letters & Sounds) so the key difference is the provision for PA training and awareness - which this project delivered.

It was not possible to establish a control group across all three year groups as the assessment was too time consuming to carry out across such a wide spectrum of pupils. However the data from the Language Link assessments showed that similarly good gains had been made with pupils so that gaps had been closed by the time they were tested again.

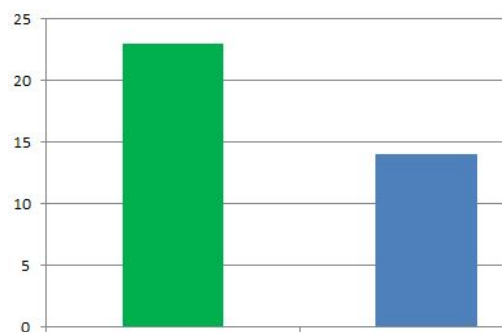
### Cohort 2

In Cohort 2, the pupils from the first wave of the programme had moved up one Year. It was no longer appropriate to include those pupils who had gone on to Y3. Therefore the new YR cohort had not experienced any impact from the project, but Y1 & Y2 had already had the benefit - as detailed above.

Cohort 2		% in line with age related expectations								
		Concepts	Following Instruction	Verb Tenses	Negatives	Pronouns	Questions	Verbal Reasoning	Association	Overall
YR	Baseline	41	40	41	40	43	42	37	38	40
	Final	61	63	65	62	64	64	62	65	63
CR*	Baseline	37	34	36	32	31	38	32	35	35
	Final	49	54	48	50	50	52	51	49	49
Y1	Baseline	54	58	57	56	52	61	54	51	57
	Final	71	70	69	72	73	74	73	70	71
Y2	Baseline	70	68	67	69	71	65	70	68	66
	Final	84	85	84	86	88	90	84	87	86

\*The comparison group was established by using the same assessments with a similar Reception cohort in a school from within the Harold Hill cluster group. Previous moderation meetings and discussions between staff had confirmed that their intake was broadly similar to the pupils at both Hilldene and Broadford.

These pupils were not part of the project and their teachers were not part of the training.



Cohort 2 - points improvement made by groups in the overall section of the Language Link assessment  
Green - LSEF pupils      Blue - Control group pupils

Again it can be seen that the pupils involved in the project have made greater increases in their overall score using the Language Link assessment as a measure. This improvement evidenced across two different cohorts would suggest that the LSEF project was having a direct and positive impact on pupil attainment.

## York Early Reading Assessments:

The York Assessment of Reading for Comprehension (YARC) Early Reading allows teachers to focus assessment on the core skills that underpin alphabetic literacy. It comprises four short tests:

1. Letter Sound Knowledge
2. Early Word Recognition
3. Sound Isolation
4. Sound Deletion

These tests may be used together or individually with pupils aged four to seven.

The tests allow for the quick and accurate assessment and monitoring of pupils' progress as well as providing diagnostic information for the early identification of reading problems. Their development reflects the recent changes in emphasis in the teaching of reading to a systematic phonic based approach.

YARC Early Reading provides standard scores, percentile ranks and age equivalent scores for word reading, letter sound knowledge and phoneme awareness.

## Cohort 1 YAR Test Results

Cohort 1		York Early Reading Assessment							
		Letter Sound Knowledge		Early Word Recognition		Sound Isolation		Sound Deletion	
		St Score	Assess Age	St Score	Assess Age	St Score	Assess Age	St Score	Assess Age
<b>YR</b>	Baseline	80	4.02	82	4.02	80	4.02	80	4.02
	Final	95	4.11	97	5.01	98	5.02	99	5.02
<b>C1*</b>	Baseline	88	5.03	91	5.04	87	5.02	92	5.04
	Final	98	5.10	99	5.11	101	6.00	103	6.01
<b>Y1</b>	Baseline	96	5.08	98	5.09	95	5.07	93	5.05
	Final	103	6.01	106	6.03	104	6.02	105	6.02
<b>Y2</b>	Baseline	103	7.01	106	7.04	110	7.08	109	7.07
	Final	115	7.11	112	7.10	115	7.11	118	8.02

\*This comparison group was established using the same methodology outlined above for the Language Link assessments.

The assessment notes explain that the standardised scores can suggest the following:

- Below 70 - 79 Severe reading problem
- 80 - 94 Moderate reading difficulty
- 95-105 Average reading ability
- 115+ good reading ability
- 125+ Excellent reading ability

In the second year of the programme it was judged that this form of assessment was taking too much time to complete and did not show information that could not be gleaned from teacher assessments. Having used it in the first cohort it had indicated that the expected outcomes were being achieved. Through whole class teaching of phonological awareness techniques and the improvement of subject knowledge, Reception pupils in the focus schools were making 4-5 months additional progress to that normally expected.

In year groups where the pupils had already been exposed to 1 or 2 years of systematic phonics teaching they were already advanced so that the test - based on reading - did not sufficiently measure the development in their overall phonological awareness.

### **Phonics Screening Assessment:**

The phonics screening check is a short, simple assessment to make sure that all pupils have learned phonic decoding to an appropriate standard by the age of 6. All Year 1 pupils in maintained schools, academies and free schools complete the check.

The phonics check helped teachers to identify the children who need extra help so they can receive the support they need to improve their reading skills. The check comprises a list of 40 words and non-words which the child will read one-to-one with a teacher.

Therefore the results in this assessment only apply to the Year 1 cohorts during the lifetime of the project. For the analysis of this assessment we looked at the performance of different groups of pupils to see if the attainment varied between key vulnerable groups. This then informed further support.

As described in the limitations of this report, Broadford and Hilldene already had systematic approaches to the teaching of synthetic phonics. Prior to the start of the LSEF project, Broadford was already exceeding National Averages for pupils achieving the phonics screening test. Therefore it is difficult to separate out the impact of the project from the impact of the phonics teaching in this instance. It could be argued that the introduction of whole class phonological awareness activities and the improved teacher subject knowledge meant that it was possible to further increase an already strong pass rate.

When the scores from Cohort 1 & 2 are then compared there is another increase in performance across all groups. Again the cause of this is hard to attribute, but combined with observations, planning and feedback from teachers it is reasonable to surmise that the improved subject knowledge, assessment approach and whole class techniques had a positive impact in both settings.

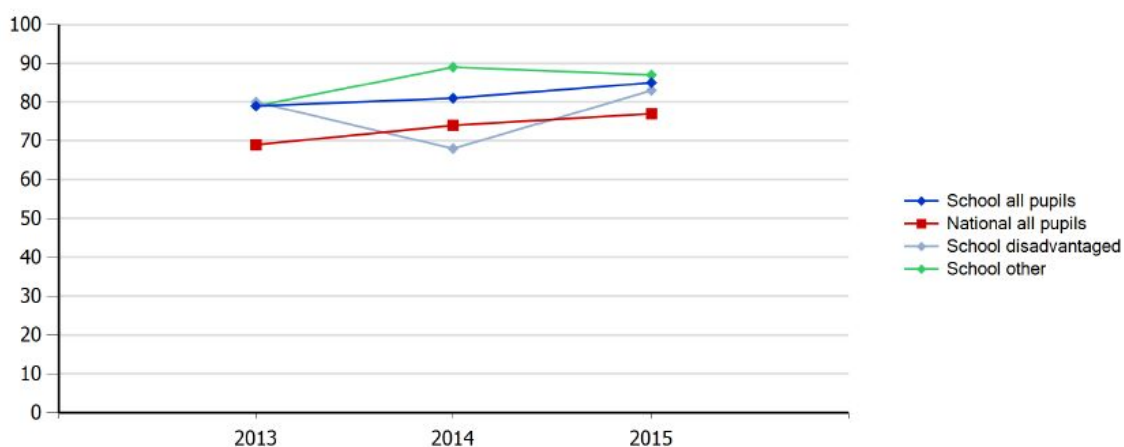
<b>Cohort 1</b>	<b>Phonics Screening Check 2013-14</b>			
	<b>No in Cohort</b>	<b>% achieving expected standard</b>	<b>Previous Year 2012-13</b>	<b>National Comparison</b>
<b>All pupils</b>	58	81	74	74
<b>Boys</b>	28	71	68	70
<b>Girls</b>	30	90	82	78
<b>FSM</b>	22	68	65	63
<b>Non FSM</b>	36	89	85	78
<b>No SEN</b>	47	78	75	75
<b>School Action</b>	6	33	35	41

Cohort 2	Phonics Screening Check 2014-15			National Comparison*
	No in Cohort	% achieving expected standard	Previous Year 2013-14	
All pupils	60	88	81	74
Boys	30	78	71	70
Girls	30	97	90	78
FSM	25	71	68	63
Non FSM	35	98	89	78
No SEN	48	82	78	75
School Action**				

\*new comparative data for 2014-15 not available at the time the report was completed

\*\* revised SEN Code of Conduct means that School Action category no longer used. School Support has replaced it and direct comparisons not valid

**Year 1 expected standard**



*% of pupils reaching expected standard in Yr 1 Phonics screening (Broadford & Hilldene combined)*

It can be seen from the chart above that the schools combined data for the screening test in Year 1 outperforms the National scores in each of the last three years. There has also been a continued upward trend. Whilst it is difficult to claim that this is solely down to the LSEF project, due to the phonics schemes and training delivered in both schools, the phonological awareness confidence has been a particular factor in catching up those pupils at risk of not making the threshold.

In the table below, it can also be seen that comparison groups within the cluster, were below the scores achieved at Broadford & Hilldene. When this pupil outcome is taken with the difference in the teacher confidence outcomes and comments from teachers involved in the project it is more compelling to state that the LSEF has had a direct and positive impact on the Year 1 phonics screening attainment.



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

<b>Pupil Outcome 1</b> <i>York Early Reading Assessment (against which progress is measured during the programme)</i>	1 <sup>st</sup> data* (Av. Raw Score) <b>1.79</b>	2 <sup>nd</sup> data (Av. Raw Score) <b>13.1</b>	3 <sup>rd</sup> data (Av. Score) n/a	4 <sup>th</sup> data (Av. Score) n/a
	Date collected Nov 13	Date collected Jul 14	Date collected Nov 14	Date collected Jul 15
<b>Comparison group Outcome 1</b> <i>there was no comparison group for the Early Reading Assessment as the previous cohort did not do it.</i>	1 <sup>st</sup> data (Av. Score) n/a	2 <sup>nd</sup> data (Av. Score) n/a	3 <sup>rd</sup> data (Av. Score)	4 <sup>th</sup> data (Av. Score)
	Date collected	Date collected	Date collected	Date collected
<b>Pupil Outcome 2</b> <i>Phonics Screening Test This is only administered while the pupils are in Year 1, but allows comparison between cohorts (see above for more detailed group breakdown of results)</i>	1 <sup>st</sup> data (% Pass Rate) 81%	2 <sup>nd</sup> data (% Pass Rate) 85%		
	Date collected June 14	Date collected June 15		
<b>Comparison group Outcome 2</b> <i>This cohort had moved onto Year 2 by the start of the programme. However data shows an improvement on previous scores</i>	1 <sup>st</sup> data (% Pass Rate) 74%	2 <sup>nd</sup> data (% Pass Rate) 81%		
	Date collected June 13	Date collected June 14		
<b>Pupil Outcome 3</b> <i>Average point scores for reading taken across the year</i>  <i>From Sep 14 levels are no longer applicable. There can be a final assessment in Dec but afterwards the tracking system will have changed</i>	1 <sup>st</sup> data* (APS Reading) 4.9	2 <sup>nd</sup> data (APS Reading) 7.36	3 <sup>rd</sup> data (APS Reading) 10.0	4 <sup>th</sup> data (APS Reading) n/a
	Date collected Oct 13	Date collected Feb 14	Date collected June 14	Date collected Dec 14
<b>Comparison Group Outcome 3</b> <i>Comparison to be made with Average point scores for reading taken from previous cohort (now in Year 2 at start of programme)</i>	1 <sup>st</sup> data* (Av. Raw Score) <b>4.7</b>	2 <sup>nd</sup> data (Av. Raw Score) <b>7.24</b>	3 <sup>rd</sup> data (Av. Score) <b>9.31</b>	4 <sup>th</sup> data (Av. Score) n/a
	Date collected Oct 12	Date collected Feb 13	Date collected June 13	Date collected n/a

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

The data set above - for Pupil Outcome 3 - was impacted by the changes to the National Curriculum and the abolition of levels for assessment. It was not possible to collect further data after Dec 14 as both Broadford & Hildene had moved onto a different assessment system that reflected the changed standards and expectations of the new curriculum. However in the data sets that were collected showed that the average scores in both settings were improving compared to the previous cohort.

Once again it is not possible to state that the LSEF project was responsible for the uplift. Both schools also operate a range of reading interventions that would also have had an impact. Had it been possible to collect the data for longer then a better link may have been established.

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

This information was not available

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

- *Sample size, sampling method, and whether the sample was representative or not Commentary on pupil impact (please also refer to table 6-8 re impact on different groups of pupils)*
- *Qualitative data to support quantitative evidence.*
- *Projects can also provide additional appendices where appropriate.*  
*(minimum 500 words)*

Pupil Outcome 1 – the raw scores for the Early Reading Assessment – indicates that the improved teacher subject knowledge and order of teaching is impacting on pupils early work and sound recognition. In order to improve on the test, pupils must have developed a wide range of skills: sound insertion, sound deletion, identifying onset & rime and recognising these in polysyllabic words. Against the comparison group – with the Phonics Screening – we can see that there is an uplift in pupils passing the test at the end of Year 1. In both settings the teaching of phonics is such that the national average was already being exceeded. The indication now is that the improved quality of teaching is enabling the pupils who have shown most difficulty to catch up to the national standard.

Finally Pupil Outcome 3 – the teacher assessment of progress – shows that reading across Year 1 is continuing to improve compared to the previous cohort.

All indications from teacher surveys and feedback forms show that staff have a better understanding of the skills required of the children and are aware of how to include these in their everyday planning and teaching. This improvement can be witnessed in the lesson observations and professional conversations as staff are able to use the terminology confidently and are able to more specifically highlight next steps for pupils.

Whilst the system wide outcomes are not going to be clear until closer to the end of the project, the interim indications are that the video technology is having an impact. Teachers are uploading more data to the secure website – an indicator of greater use. There are examples of teachers sharing videos in Phase meetings and coaching sessions which has led to improvements in understanding and daily practice. Workshops that have been offered to staff from both settings have had positive feedback. It is likely that one other school in the cluster is likely to join the project – which is likely to run to a third year beyond the lifespan of the original bid.

The project has formalised the sharing of practice between the schools. While it existed before, it was of a more ad hoc nature. The impact of the project has been to formalise this and provide very definite goals, targets and feedback.

Teacher observations and coaching feedback sessions would indicate that teaching is improving because:

- a) Teachers have a better knowledge of the elements of phonological awareness and the building blocks of early literacy
- b) Teachers are more confident in the classroom (see data on teacher confidence survey)

## 8.3 Wider System Outcomes

**Table 13 – Wider System Outcomes**

Target Outcome	Research method/ data collection	Sample characteristics	Metric	1 <sup>st</sup> Return and date of collection	2 <sup>nd</sup> Return and date of collection
<i>e.g. Teachers/schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice</i>	<i>e.g. Paper survey</i>	<i>e.g. Surveys completed by all participating teachers</i>	<i>e.g. average number of events attended per teacher per year before the project and over the course of the project</i>	<i>e.g. Average number of events attended in the academic year 2012-2013: 3.2</i>	<i>e.g. Average number of events attended in the academic year 2013-2014: 4.3  Average number of events attended in the academic year 2014-2015: 4.5</i>
Teachers/ schools involved in intervention making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	<i>register of events attended</i>	<i>all registers completed by those attending courses and network meetings</i>	<i>average number of meetings held between schools and level of participation compared to previous years</i>	<i>(Control) In previous year there had been no joint staff meetings, peer to peer sessions or training sessions 2012-13  2013-14 Peer to peer: 7 Training: 6 Joint staff: 3</i>	<i>2014-15 Peer to peer: 18 Training: 8 Joint staff: 6</i>
To embed phonological teaching techniques into whole class planning and teaching so that phonological awareness is part of class teaching – not just an intervention	<i>analysis of planning objectives and activities</i>	<i>planning checked monthly by PA lead in each school</i>	<i>number of times per week that whole class activities had been planned (5 was the target)</i>	<i>2013-14: 5.1</i>	<i>2014-15: 5.6 figure able to increase as staff tweaked the timetable to allow additional time to consolidate PA techniques</i>
To develop deep joint professional development between partner schools that has a direct and positive impact on teacher subject knowledge and the quality of teaching	<i>teacher surveys</i>	<i>survey monkey collected online</i>	<i>% of staff agreeing or strongly agreeing:</i>	<i>JPD embedded: 82% Impact on teaching: 85% Subject knowledge increase: 88% Quality of teaching improved: 86% Shared purpose: 91%</i>	<i>JPD embedded: 91% Impact on teaching: 94% Subject knowledge increase: 96% Quality of teaching improved: 100% Shared purpose: 100%</i>
To develop a bank of model interventions that can be used to train and support teachers now and in the future. This is with a view to extending the project to other	<i>resources added to shared area</i>	<i>resources uploaded by teachers and quality checked by PA leads in both schools: uploads</i>	<i>number of approved resources uploaded and number of times they were shared</i>	<i>2013-14 Uploads: 27 Shares: 103</i>	<i>2014-15 Uploads: 85 Shares: 515</i>

schools within the cluster once it is established.		<i>show that there was 100% participation</i>			
Teachers/ schools outside the intervention group have the opportunity to increase their subject knowledge through the programme	<i>registers from training sessions and open days</i>	<i>staff from local schools invited to participate in events linked to the project</i>	<i>number of staff attending from locality schools</i>	<i>2013-14 6 staff from local school attended 2 or more sessions</i>	<i>2014-15 13 staff from local schools attended 2 or more sessions</i>

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

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

In each of the cases the sampling undertaken covered the entire cohort of teachers affected as the project was only between two schools. The project aimed to cover 26 teachers, which meant that it was possible to include all of them in all of the data.

*“The reason that I felt this project with Hilldene and our school (Broadford) was effective was because the JPD (Joint Professional Development) undertaken had a clear sense of purpose, which we mutually agreed upon. By sharing our schools’ priorities for improvement we were able to have very honest conversations about how to improve teaching of early literacy skills”*  
*Joanne Stanley - AHT KS1 & EYFS*

Across the wider system it was evident from teacher behaviour that a professional network, intent on developing subject knowledge and improving outcomes for pupils had been established between the two schools. Teacher visits (in addition to those scheduled) between the two schools increased by 220% based on previous records on staff attending each others school. Teacher feedback through the surveys showed that they felt a shared purpose between Hilldene and Broadford. This was quickly established and articulated at the start of the project and then embedded by the end of Year 2.

Observations. learning walks and analysis of video footage also showed that the quality of teaching had improved, backing up the perception of the teachers who also felt that the training and project had a positive impact on their pedagogy.

The wider impact could also be seen in the way that the number of ‘guest teachers’ at the key events increased over the lifetime of the project. Although the project is not going to continue beyond the two year duration, the links created between the teachers and the sense of a shared purpose are already having a positive impact on other areas for development (see impact timelines update below).

## 8.4 Impact Timelines

Please provide information on impact timelines:

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

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

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

*Reflect on any continuing impact anticipated.*

The impact from the teacher CPD was almost immediate. This was as a result of several factors:

- CPD sessions aimed to be very practical in nature and provide number of instant classroom activities that could be implemented following the sessions
- Resources mentioned in the training were already prepared for staff to take away for their classes and use immediately
- CPD followed the building blocks of PA so that staff able to implement session 1 and then use information from session 2
- Joint workshops between partner schools allowed effective and efficient sharing of ideas and resources so that teachers felt confident at the end of the session to get started
- Video technology used to model the activities. The lead staff from each setting pre recorded videos of them using the techniques with Hilldene & Broadford pupils. This gave teachers a resource to use if they were unsure of a particular aspect

*“The videos were particularly useful for me as I am only a part time member of staff. If I had been unable to attend, or was not in school to practice with the pupils, I could still access the model videos at home. It also meant that I could easily compare my practice (once I had recorded it on the Iris system) with that of the lead teachers and reflect on areas I could tweak to improve”*

*Louise Greening KS1 Lead*

It took longer to see the impact on pupils from the assessments. There was anecdotal evidence from teachers that pupils were making accelerated progress. However the tests could only be administered six months apart. In the initial teacher assessments it could be seen that there was an upward shift in reading attainment - but this is not something that can be solely attributed to the LSEF project.

With the wider system outcomes it could be argued that the commencement of this project was the first evidence that a wider network had been established. Certainly the first training session - with 26 teachers from the partner schools - was clear evidence too of schools working together to develop subject knowledge. Informal feedback from staff after the first session also showed that it had an immediate impact on their desire to network professionally with colleagues on this topic:

*“It was so exciting to find that the senior leaders of the schools were prepared to be so open with staffing, training and resources. I have worked in a number of schools and never been involved in a project like this. Staff from both schools led the training and it was a collaboration that is going to be based on mutual respect and trust. In the past I have only ever seen deficit partnership models where a strong school helps a weaker one. That is why I am so excited to be involved!”*

*Melanie Takle - Year 1 teacher*

Arguably it was expected that it would take a while for the shared use of the video camera to become everyday practice. However the successful project launch meant that staff were very willing from the start to share their practice. Therefore the progress on this aspect was pleasantly unexpected.

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

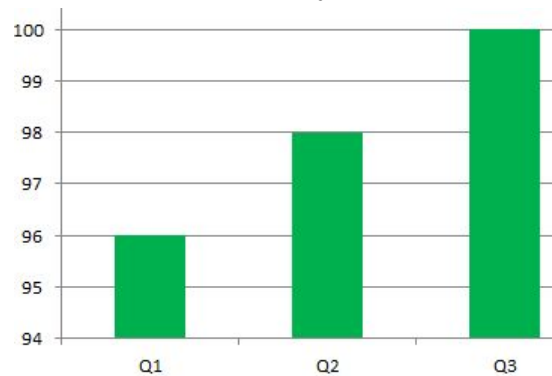
In this section we would like you to reflect on:

*The overall impact of your project*

In the Theory of Change three main long term goals were identified:

1. Improved teacher subject knowledge
2. Improved quality of teaching as a result of improved understanding
3. Improved pupil attainment in literacy

The impact of the project in all three areas has been very positive.



*Teacher Confidence Survey - % of teachers agreeing (and strongly agreeing) that project had a positive impact against the long term goals*

1. *The LSEF project has improved my subject knowledge of all aspects of phonological awareness*
2. *The LSEF project has improved my typical quality of teaching*
3. *Pupil outcomes in literacy and early reading have improved as a result of the LSEF project*

This overwhelmingly positive feedback - taken from 36 respondents across both settings - provides clear evidence that the project has met its long term goals. Lesson observation notes, learning walks and informal conversations with staff would further evidence this view. Finally there is the data that shows pupils from the project have performed at a higher rate across the lifetime of the project compared to those pupils in the control group.

In 8.2 all of the pupil data shows that they performed typically above the national average and that of other pupils in the same locality. At Broadford particularly, performance is in the top 1% of all schools nationally for Reading, Maths and overall progress across subjects across KS2. Whilst this data set does not involve pupils directly taught by the project, it does indicate a wide spread culture of outstanding performance against the odds in an area of acute deprivation.

It has been apparent that the outcomes in the Theory of Change have been met, meaning that teachers at Broadford and Hilldene have shown an increased understanding of the teaching approaches that can be taken to develop phonological awareness in pupils. This has been evidenced through observations, shared videos and pupil results. As a consequence of the shared staff training there is now a common approach between the schools when teaching phonological skills. Year group leaders have reported that teachers are using “the five step framework” for phonological awareness intervention effectively.

*The extent to which your theory of change proved accurate*

In both schools the data shows that there has been a direct and positive impact on early speaking and reading skills for the vast majority of pupils involved in the project.

During the termly planning scrutiny teachers in KS1 & EYFS have evidenced that they have changed their formats to show how phonological skills are now being addressed through whole class teaching. The improved teaching has meant that teachers are now increasingly more able to help pupils to distinguish between the sound of a word and its meaning.

Results from the 2014 Phonics screening assessment have shown that a higher percentage of children have passed the threshold (79% up to 86%)

- ***What has worked well?***

The shared staff training sessions have had an impact of building a collegiate approach and quickly establishing a bank of resources for both schools to use. The promoting of short sessions with pupils has made the teaching much less daunting for all teachers. The project has a clear link to early literacy and the immediate impact on reading was clear to see – making it much easier to get staff ‘buy in’ to the project.

- ***Lesson learnt so far?***

The assessment process took longer than anticipated and we have learnt that time allocations for this need to be more realistic. In the second year of the project, some of the measures used for progress will no longer be applicable. The end to National Curriculum assessment levels means that beyond Dec 14 this will not be an appropriate way to contrast progress between groups.

We have also learnt the language link is not a suitable method for use as a baseline. It does not enable you to analyse what element of school teaching has impacted on the progress made: interactions with peers. Speech & language intervention, natural improvement over time, improved support from home or possibly the improved teaching of phonological awareness. For this reason we have not used it as the baseline and instead have gone with the York Early Reading Assessment.

- ***Key learning to share with other schools?***

The success so far of the project has been due to some key factors. The close proximity of our schools has made staff training and sharing of practise much easier to achieve. The two headteachers have a close working relationship which has facilitated the sharing of resources and use of time. Within both schools there was already strength with particular staff having knowledge of phonological skills. This project enabled that to be shared more effectively. The use of video technology to capture teaching and allow the modelling of delivery has been invaluable as one lesson can be shared easily with the whole community.

The impact of the programme on pupils has been that increasing numbers of vulnerable pupils - from two of the most disadvantaged council wards in Greater London - have succeeded in reaching age related expectations. The teachers within the schools have responded, unequivocally, that their subject knowledge has been strengthened and that this has had a direct and positive impact on their typical quality of teaching. The project has also strengthened the links between schools and the frequency with which they typically work together.

*Whether your findings support the hypothesis of the LSEF*

The data provided from the pupil outcome measures and the teacher feedback would indicate that the hypothesis of the LSEF was correct in the case of this project. By increasing and strengthening teacher subject knowledge, and encouraging schools to work in meaningful shared project, pupil outcomes are improved.

*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.*

This project met several of the aims of the LSEF fund.

i. By focusing the long term goal of teacher subject knowledge, the project has contributed towards further developing excellence in teaching across both settings that were directly involved. Teacher feedback strongly indicated that there was a positive link between their improved subject knowledge and the pupil outcome measures.

ii. The resources created by staff from both schools directly contributed to the improvement of teacher subject knowledge and enhanced pupil outcomes. As a consequence of the closer ties between the schools a joint leadership program has been put in place for 2015-16 and other projects are planned that will also impact on intellectual capacity within the two schools.

iv. It could be argued that the project has contributed towards a culture where the attainment and progress, at Broadford particularly, marks the schools out as being some of the best performing in the country. It has now been confirmed that the schools have exceeded the national expectations for Phonics screening in each of the last three years. In addition Broadford has been ranked in the top 1% of all schools nationally for the last three years - which would contribute to the aim of making London schools the very best in the country and internationally.

## 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	6%	6.9% £5,548
Teacher CPD (face to face/online etc)	59%	56% £44,900
Events/Networks for Teachers	1% (separate to CPD events)	1% £1,000
Teacher 1:1 support	13%	13% £10,666
Events/Networks for Pupils	-	-
Others as Required – Please detail in full	23% Video technology systems to enable sharing of best practice	£18,574
TOTAL	100%	£ 80,688 (same as total cost in section 5)

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

### 10.2 Commentary of value for money

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

It was easier to manage the costs for producing and sharing the resources as both schools were located so closely together. The key driver in enhancing teacher subject knowledge was that staff could work closely together, face to face. This significantly reduced the need for production of detailed notes and additional resources as teachers were working face to face, or via the video recording technology.

A significant part of the funding was spent on resources that will continue to be used by the schools for the benefit of teacher confidence and improvements to teaching and learning. Whilst the project itself may have finished it represents value for money as teachers will continue to benefit.

### 10.3 Value for money calculations

*Note: This section is only required for projects with control or comparison groups*

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

This section is not relevant for the project as the control/comparison groups were not named as part of the project. The data collected was done so after the parameters of the project had been agreed as originally it was not thought it would be possible to get such a comparison.

## 11. Reflection on project delivery

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

Please include reflection on the following:

### 11.1 Key Enablers and Barriers to Achievement

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

The initial key factor that had a positive impact on the project's success was the relationship between the partner schools' headteachers and SLT teams. Both relationships were very strong and based on a mutual trust and respect. Without this it would have been very difficult to secure the co-operation needed to make the project work: access to staff, co-ordination of training days, similar priority to resourcing; sharing of pupil data, access to classrooms. Without the senior staff having a shared moral purpose and commitment to the project it would not be possible to have the impact that was seen across the two settings.

In order for there to then be a direct and positive impact on teacher subject knowledge there needed to be both social and intellectual capital amongst the staff involved. The notion of social capital is said to have first appeared in Lyda Judson Hanifan's discussions of school community centres (Hanifan 1916, 1920). He used the term to describe 'those tangible substances [that] count for most in the daily lives of people' (1916: 130). Hanifan was particularly concerned with the cultivation of good will, fellowship, sympathy and social intercourse among those that 'make up a social unit'. The social capital between Hilldene and Broadford staff had been increased and strengthened over the last four years through: supporting the Broadford HT with his NQPH, joint events with pupils, cluster meetings, shared moderation sessions and joint staff meetings. As a result of this staff were already familiar with each other and believed that they had a shared values system. This meant that asking them to open up their classrooms and share attainment data was comparatively easy. If one were trying to launch a project without this degree of social capital it may prove to be very difficult.

At the same time as there being a wealth of social capital and trust, there also needs to be intellectual capital if there is to be an impact on pupil outcomes. In the case of this project both schools had capacity within their own schools. Arguably, in both cases, it had been under used or seen as an intervention resource rather than having potential for impacting on wider teacher subject knowledge and therefore having much greater outcomes. If there were no pre existing expertise within the organisations then there would be a reliance on external support: higher costs, lack of knowledge about the pupils & staff, harder to maintain contact between visits, less informal conversations and harder to organise collaboration between schools.

The final aspect was that the project targeted an aspect of knowledge which could have a quick, direct and positive impact on pupil attainment and progress. Teachers came back from sessions and were able to implement ideas immediately and receive rapid feedback. If the premise of the project had been based on

an aspect of pedagogy that was less vital, then it could be argued that the enthusiasm of the staff would have been less too.

## 11.2 Management and Delivery Processes

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

The delivery processes could be argued to have been effective as the project was delivered on time, in budget and with outcomes that matched those predicted in the initial Theory of Change. The use of video technology for teachers to record and review their own lessons and then to share them with other colleagues (including those from different settings) could also be said to be innovative. Hilldene and Broadford were the first schools in Havering to implement such an approach and it has now been followed by: Upmminster Juniors, Mead Primary, Whybridge Junior and Bannockburn Primary.

The management and delivery mechanisms did not change substantially throughout the lifetime of the project.

## 11.3 Future Sustainability and Forward Planning

- *Do you have any plans for the future sustainability of your projects?*
- *What factors or elements are essential for the sustainability of your project?*
- Following the completion of the LSEF project we are not planning to embark on any similar work this year. Much of our collaboration with other schools is based on wider school improvement aims and is not as specifically focused on teacher subject knowledge as the LSEF project was. However there have been some clear lessons to be learnt about the sustainability of these projects that will inform our collaborations with other schools:
  - There needs to be expertise based in all of the schools involved in the partnership. One of the key strengths of this project was both Hilldene and Broadford being able to call upon their own teachers who were particularly confident in their practice. This meant that staff who had questions or needed support could be helped much more swiftly and efficiently. It also had the impact that both schools felt as though they were equal partners in the project.
  - The use of video technology has been very effective at modeling and sharing the practice that we want to see in every classroom. This can be transferred to other aspects of school improvement that look at systems leadership and how we get consistently high quality adherence to whole school systems: approaches to behaviour management, implementation of questioning techniques etc.

*How have you/will you share your project knowledge and resources?*

The project outcomes and resources have been shared with cluster colleagues through our usual meetings which happen termly. Although not directly involved in the project we have kept them updated on the progress made, comparisons of data and the resources which we have created. Unless schools have also bought into the Iris system it is difficult to share with them the video resources.

## 12. Final Report Conclusion

Please provide key conclusions regarding your findings and any lessons learnt (*maximum 1,500 words*). Alongside overarching key conclusions, headings for this section should include:

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

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

The evaluation of the project suggests that - due to the strong association between phonological skills and reading attainment - the training in phonological awareness has provided an effective foundation for teaching children of all levels of ability to learn to read. By training teachers in the focus schools in phonological awareness as well as providing training for systematic phonics the outcomes intended have been achieved. This reflects research also carried out by: Ball & Blachman, 1991; Bradley & Bryant, 1983, 1985. The comparison data with another setting also suggests that - like the study conducted by Blachman et al. (1999) - due to the programme of training involving phonological awareness, the children from the focus schools were superior to the control group on measures of phonological awareness and regular word reading. All of the data included shows that - over the lifetime of the project - pupil outcomes improved. Not only did they improve but - compared to the control groups - they improved at a markedly faster rate than in schools where the project was not implemented.

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

*What activities/approaches worked well?*

Feedback from teachers showed that the key areas of success for them were: increasing frequency of work with partner school in cluster; use of video to share and showcase best practice and the precise training to fill the skills gap they had with specific areas of phonological awareness. By using the coaching and video to feed into the planning for the training required, time was not wasted on covering areas where teachers were already confident. As a consequence time could be focused on developing subject knowledge and confidence and improving pupil outcomes.

Basing the project between two schools that are so close geographically was also a feature that worked well. It meant it was far more achievable for staff to 'pop' between the two sites and see each other's classrooms. Had the schools been separated by a greater distance some of the informal - but equally powerful - communication would have been lost.

*What activities/approaches worked less well?*

The approach that worked less well was to spend so much time on the assessment of different aspects of the pupils' progress. In the first half of the project this distracted from some of the work that could have been done to further develop knowledge of the techniques. It was absolutely necessary to have firm evidence that the project was having an impact, but it wasn't perhaps necessary to measure in quite so many different ways: language link, York Early Reading, teacher assessments and Phonics screening results.

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

An unintended benefit was the way in which the close quarters working with the partner school carried over into other areas. Hilldene and Broadford started projects looking at developing an assessment system to replace the levels from the old National Curriculum. In addition the Leadership teams of both schools planned and provided joint training for the Middle Leadership teams of both schools to further strengthen the partnership and sharing of practice. This has developed into a joint leadership development program being initiated between the two schools to further strengthen social and intellectual capacity in and between the partner schools.

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

### **Technical difficulties**

This was centred around the link between the partner schools and the actual use of the cameras in the classroom. It took longer than anticipated to get the link confirmed between the two schools, which meant that some opportunities for sharing were lost. There was also a delay to being able to access model videos created for staff to use in their classrooms. The second aspect was to do with teachers use of the cameras. Although training was provided there were still examples of videos that failed because the cameras had not been used correctly. In some instances there were network issues that could not be resolved quickly enough. However in both cases there was no long lasting damage to the project and it did not impact in the end on the predicted outcomes.

### **Changes to staffing**

There was only a limited change to staffing across the two schools, which meant that time did not get lost on re training new colleagues. There was a change in Headteacher at Hilldene, but this was mitigated as the incoming Deputy had been part of the project and already agreed to the outcomes that had been planned for. There was no drop in cooperation or sharing of resources. In a different context this could have been very disruptive as the new HT may have had different priorities or beliefs.

### **Informing future delivery**

*What should the project have done more of?*

Arguably the project should have done more of the video links between the partner schools. This was the aspect described by teachers as having the greatest impact on their typical practice.

*“Receiving coaching on my whole class techniques and being able to share reflections with colleagues has made my typical practice - and confidence with the PA skills - so much stronger!”*

*Miss Jessica Morris*

Initial delays in setting up the permissions between schools and providing the training on how to use the cameras effectively - combined with some technical issues - meant that hours of footage were missed. Although the video had an incredibly positive impact within the project, more of it would have had an even greater one.

*What should the project have done less of?*

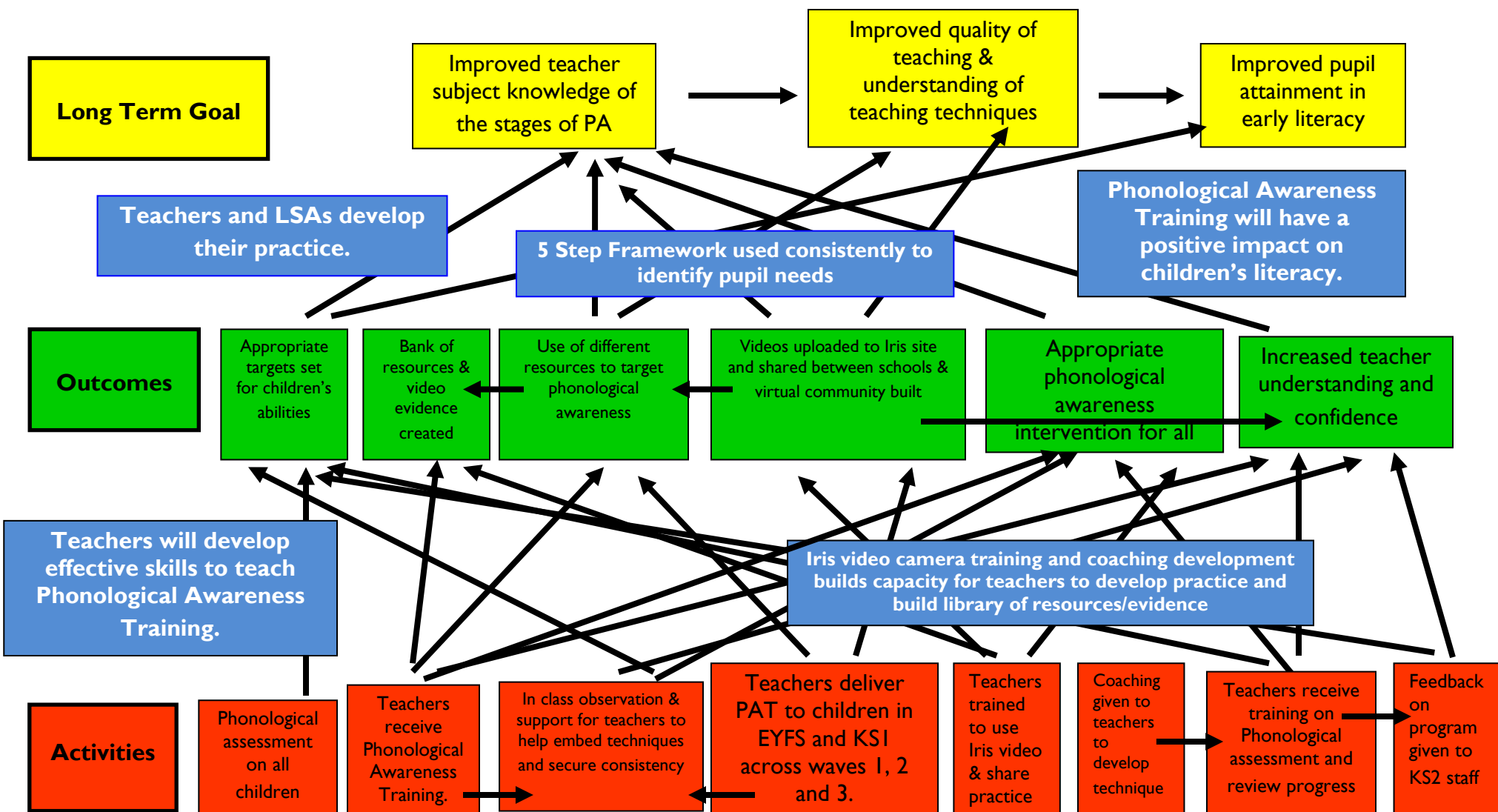
The assessment of the pupils in the different areas took a very long time: phonics screening, York Early Reading Assessments, levelling of reading ability, teacher assessment of progress in lessons. The project created quite an assessment burden for staff that was in addition to the work already undertaken. If the project were to be run again then we would look at a more streamlined form of assessment - possibly just using sample groups of pupils to give indications of progress for the overall cohort.

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

Without a doubt we would recommend the use of the cameras to allow staff in different settings to compare and contrast their practice, as well as share exemplar videos of techniques. This saved a huge amount of time, made the project sustainable and logistically possible. In order to scale up, there would need to be more members of staff in the partner schools with the initial expertise with phonological awareness and the different aspects that contribute towards success in early literacy. Between our two schools (that total 5FE) the members of staff we had were working at capacity. A bigger project would need a wider base of expertise on which to draw at the start.



### Phonological Awareness Intervention in Early Years and Key Stage 1



Iris Connect is a video sharing system that allows teachers to record, upload and share their practice through a secure website and online community

## Improve teachers' understanding of phonological skills and how they link to success in literacy

	Outcomes	Indicators	Baseline data collection	Impact data collection
<b>Teacher outcomes</b>	<p>Increased subject knowledge and greater awareness of phonological skills</p> <p>Teachers will be able to help pupils to distinguish between the sound of a word and its meaning.</p>	<p>Increased teacher scores in the phonological awareness survey</p> <p>Planning scrutiny will show that teachers are able to plan and provide Phonological Awareness Training for their children independently and without the support of a Specialist Speech and Language Teacher</p> <p>Teachers will be able to teach phonological awareness using a structured approach which will include:</p> <ol style="list-style-type: none"> <li>1. Understanding and identify word boundaries.</li> <li>2. Understanding and identify syllables in compound words, two- and three-syllable words.</li> <li>3. Identifying onset and rime. This helps children to identify the beginning and ending of words.</li> <li>4. Detecting initial and final sounds in words.</li> <li>5. Detecting and producing rhyme.</li> <li>6. Segmenting and blending sounds within words.</li> <li>7. Manipulating phonemes.</li> </ol>	<p>Surveys from individual teachers will be collected prior to phonological awareness training.</p> <p>The survey will have two parts. Part one will ask the teachers to rate their understanding of the 7 key areas – how confident are they in the meaning of the terms?</p> <p>In part 2, they will be asked to rate how regularly they plan these elements into their everyday teaching.</p> <p>The assumption is that teachers will state that they are not clear on the terminology/techniques and that they infrequently plan related objectives/activities into everyday teaching.</p> <p>The data from this survey will be collected by the end of January 2014.</p>	<p>The survey will be revisited at the end of Yr1 and Yr2 of the intervention. Results will then be compared to show progress in teacher knowledge of skills July 2014 &amp; 2015</p> <p>In qualitative feedback (with a sample group of teachers from each school) teachers will be able to demonstrate the techniques 1-7 July 2014 &amp; 2015</p> <p>Planning scrutiny completed and moderated between schools to evidence how teachers are able to organize appropriate activities independently July 2014 January 2015 July 2015</p>
	<p>Increased teacher confidence at including skills as part of quality first teaching</p>	<p>Increased teacher scores in confidence surveys for their ability to include strategies effectively as part of whole class teaching (linked to the survey above)</p> <p>Survey to be completed by all teachers involved in the intervention</p>	<p>Confidence surveys to be completed prior to program starting and again at the end of each year. January 2014 July 2014 January 2015 July 2015</p>	<p>Confidence surveys for individual teachers will be redone after Yr1 and Yr2 of intervention July 2014 &amp; 2015</p> <p>Qualitative interviews with a sample of survey respondents from both schools will be taken to moderate the confidence survey findings (5 from each school)</p>





	<b>Outcomes</b>	<b>Indicators</b>	<b>Baseline data collection</b>	<b>Impact data collection</b>
	Delivery of higher quality focused teaching for those pupils identified with greater need for phonological intervention	<p>Improved teaching performance in observed lessons using the Ofsted measures and a success criteria drawn up in consultation with the teachers involved in the program</p> <p>Observations to be conducted for a sample of teachers. Some sessions will be moderated by joint observations between Broadford &amp; Hildene and through the use of video technology</p> <p>Teacher performance in observed lessons is improved to a specific degree</p>	<p>Observation forms referring to specific phonological skills will be used to record quality of teaching prior to intervention starting.</p> <p>Target standards collected for individual teachers from pre intervention observations (i.e. percentages of teachers at each level) Once the initial training has started, and teachers have been given details of what is involved, targets will be set for % of outstanding lessons. The emphasis of this will be for percentage conversion to good/outstanding but all levels should be monitored</p>	Standards collected for individual teachers from observations after Yr1 and Yr2 of intervention
	Use of better phonological resources and improved planning for their deployment in main class teaching	<p><input type="checkbox"/> Development of better subject specific resources</p> <p><input type="checkbox"/> Uptake of new resources</p>	<p>Audit/sample scrutiny of existing subject specific resources being used</p> <p>Launch date of new resources</p>	<p>Independent review of new subject specific resources and old audited resources by Jon Pryce (Speech &amp; Language Team Havering)</p> <p>Use of new subject specific resources in lessons (through lesson observations or work scrutiny). Usage analysed against performance in observed lessons</p>

	Outcomes	Indicators	Baseline data collection	Impact data collection
<b>Pupil outcomes</b>	Increased educational attainment and progress reading and phonics	<p>Increased attainment compared against a comparable group of pupils from previous years who did not experience the intervention for Year 1 &amp; Reception</p> <p>A higher percentage of children will pass the Year 1 Phonics Screening</p> <p>There will be a reduction in the number of children requiring support for literacy at the beginning of Year 1 and Year 2 in September 2014. This will be based on the number of pupils in each of the RWI groups compared to previous cohorts at the same time of the year.</p> <p>Increased levels of progress (point scores and % achieving higher point scores than expected) compared to a comparison group</p> <p>Data will show that there has been a direct and positive impact on early speaking skills for all pupils: speech &amp; language assessments and phonics skills. This will be shown through the language link assessment – which all children take in Reception. Data will also be available from the York Early Reading Assessment – a baseline for this was taken in the Autumn 2013 for Y1 &amp; YR</p>	<p>Intervention group: assessed level on entry to the programme using both teacher assessments of levels in reading and the York Early Reading Assessment to get a standardized score</p> <p>Comparison group: taken from assessments of similar pupils who have already completed Year 1 and did not experience the intervention.</p> <p>Comparison group Phonics screening data taken from 2013 – pupils who did not have intervention</p> <p>Intervention group: estimated point score without intervention (for Y1 and Y2 of programme) An estimate can be made by looking at the FSP – the strand relating to letters and sounds – and then comparing it to the results in the phonics screening. This will be done for the whole cohort.</p> <p>Comparison group: The same data is available for the cohorts that did not receive the intervention.</p> <p>Speech &amp; Language pupils were assessed prior to intervention starting with Language Links program.</p>	<p>Intervention group: actual pupil attainment levels after Y1 and Y2 of intervention</p> <p>Data from the Year 1 phonics screening check Data from 2014 for the whole cohort will be compared that from 2012 &amp; 2013</p> <p>Comparison group: actual pupil attainment levels after Y1 and Y2 of intervention including the phonics screening</p> <p>The % of Year 1 Pupils going on to achieve Level 2 for reading at the end of Year 2 will improve by 2015</p> <p>FSP data for Reception children will show an improvement (compared to the previous years who did not have the intervention) in communication across cohorts in both schools</p> <p>Where attainment is based on teacher assessments, pupil assessments will be moderated between schools</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention group: difference between actual attainment and expected attainment (without intervention)</li> <li><input type="checkbox"/> Comparison group: difference between actual attainment and expected attainment (without intervention)</li> </ul> <p>Language Link assessments (these are standardized assessments used to indicate the pupil's ability to communicate and comprehend language) show progress at greater rate than normally expected for pupils with similar levels of need.</p>

	<b>Outcomes</b>	<b>Indicators</b>	<b>Baseline data collection</b>	<b>Impact data collection</b>
<b>School system outcomes</b>	Teachers/ schools <b>involved in intervention</b> making greater use of networks, other schools and colleagues to improve subject knowledge and teaching practice	<p>Increased attendance at network meetings, conferences etc.</p> <p>Increased number of teachers who are able to extend network i.e. through 'cascading' training/ support</p> <p>Increased participation in 'online' video community – sharing videos and offering feedback</p>	<p>Numbers and profile of teachers attending workshops on phonological interventions over 12 months previous to the intervention</p> <p>Number of staff trained/ able to support &amp; extend networks pre intervention</p> <p>Number of schools actively involved in working together pre intervention</p>	<p>Numbers and profile of teachers attending phonological workshops over Y1 and Y2 of the intervention</p> <p>Number of staff able to support &amp; extend the video community after Y1 and Y2 of intervention</p> <p>Number of schools actively involved in working together after Y1 and Y2 of intervention</p>
	To embed phonological teaching techniques into whole class planning and teaching so that phonological awareness is part of class teaching – not just an intervention	<p>Inclusion of phonological activities in teacher planning</p> <p>Training sessions completed with staff on revised expectations for planning once intervention has started</p>	<p>Copies of planning taken from teachers pre roll-out of intervention – this will also be reassessed in January 2015 with a joint planning scrutiny as well as through lesson observation</p> <p>Sign up by both schools to specific planning criteria pre intervention</p>	<p>Observations show that planning is being delivered as part of quality first teaching</p> <p>Number of teachers following development plan shows whole Key Stage take up of new approach</p> <p>Cross moderating of planning taking place between partner schools and release of staff from both to observe and share best practice.</p>
	To develop deep joint professional development between partner schools that has a direct and positive impact on teacher subject knowledge and the quality of teaching	Shared video library created using Iris Connect system	<p>Number of videos recorded/shared between the partner schools pre intervention</p> <p>Sign up by partner schools to commitment to upload video content and respond to coaching/feedback requests from teachers</p>	<p>Evidence of impact coaching has had through comments posted to videos</p> <p>Teacher feedback forms completed at end of each year of the intervention</p>



	Outcomes	Indicators	Baseline data collection	Impact data collection
	To develop a bank of model interventions that can be used to train and support teachers now and in the future. This is with a view to extending the project to other schools within the cluster once it is established.	Uptake of new resources developed by LSEF programmes by non LSEF teachers/ schools and training delivered to other schools within the cluster	Planned new resources to be developed by the phonological awareness programme: information booklet, model planning, videos of best practice  Avenues of dissemination/ promotion  Dissemination dates	Number of resource packs provided for cluster schools  Number of resources taken from training sessions/ conferences (by different schools)  User feedback on quality of resources through surveys
	Teachers/ schools <b>outside the intervention group</b> have the opportunity to increase their subject knowledge through the programme	Increased number of teachers outside of the intervention group schools improve their subject knowledge as a result of this programme	Existing training courses workshops offered to teachers outside of the intervention group  Number of teachers outside of the intervention group attending existing training offered by the programme	New workshops offered to teachers outside of the intervention group based on the programme  Number of teachers outside of the intervention group attending training offered by the programme