

**EVALUATION OF ‘ARTS AND MINDS’,
‘CONFIDENT TO EARN’ AND
‘LEARNING TEAMS’ PROJECTS**

EVALUATION OF ‘ARTS AND MINDS’, ‘CONFIDENT TO EARN’ AND ‘LEARNING TEAMS’ PROJECTS

Simon Jaquet, Colin Finlayson, Jennifer Waterton
Simon Jaquet Consultancy Services
69 Restalrig Rd
Edinburgh
EH6 8BG

0131 538 4017
simon@simonjaquet.com
www.simonjaquet.com

EXECUTIVE SUMMARY

1. In November 2007, the Scottish Government commissioned Simon Jaquet Consultancy Services to evaluate three projects which had been funded by the Future Learning and Teaching (FLaT) Fund of the Scottish Executive. These were ‘Learning Teams’ in East Lothian, ‘Confidence to Earn’ in East Renfrewshire, and ‘Arts and Minds’ in Glasgow.
2. The objectives of the evaluation were to:
 - Investigate, review and summarise available evidence on the extent to which each project has met its objectives
 - Explore the views of key actors in each project on successes and any barriers to success, on the perceived impact of the project (and any evidence they can provide of this), and on lessons learnt for any future implementation or development of innovative teaching and learning approaches
 - Assess the sustainability of each project, including any concrete outputs and the wider applicability of these; any continued or planned activity following the end of the FLaT funding; any ongoing costs
 - Provide an assessment of costs and benefits of each project
 - Draw out key lessons for practitioners who may wish to develop other projects aimed at developing innovative teaching and learning practices.

METHODOLOGY

3. The evaluation was conducted using a range of methods. For each project, we adopted an identical methodology:
 - Initial contact with Director of Education (or equivalent) to identify the key relevant personnel for the project
 - Scoping meeting with identified contact personnel for background briefing and to identify the potential research sample
 - Review of documentation, and ‘set-up’ of qualitative work
 - Qualitative research (focus groups, interviews, classroom observations)
 - Questionnaire survey – conducted in tandem with the qualitative work
 - Analysis of qualitative and quantitative findings, and presentation of emerging themes to local authority seminar

4. Overall we conducted 28 focus groups, 73 face-to-face interviews, and 10 classroom observations. In all, we spoke to 101 pupils, 13 parents, 54 teachers, 54 school managers, 11 policy & support staff, and 11 partners.

FINDINGS

Learning Teams

5. The Learning Teams project ran in East Lothian from February 05 to June 07. During the project, two cohorts of primary school teachers (one cohort of 28, the other of 30), were trained and supported to implement formative assessment approaches using a Learning Teams methodology. One day of training was given, followed by two follow-up days to reflect on progress. An educational consultant was employed to support and guide the project.
6. The project aimed to explore the potential of Learning Teams within the East Lothian education community. Teachers were encouraged to become action researchers and reflective practitioners. The project aimed to increase learner attainment and achievement by enabling teachers to move from an 'activity based' to a 'learning based' culture.
7. The Learning Teams project was well organised and well delivered, and represented good value for money. The project has been sustained. It had a positive impact on teaching practice, and facilitated professional development particularly in relation to the implementation of formative assessment. Pupils also felt the benefits of an approach which was more child-focused.

Confidence to Earn

8. The Confidence to Earn project in East Renfrewshire ran from January 2005 to December 2006. It had two strands. The primary school strand, Confident to Earn, was based on research undertaken by an educational consultant, with a 'writing group' of teachers producing a teaching pack on risk-taking primarily for P6 and P7. The secondary school strand, Thinking Adventures, was led by another educational consultant, and involved the production of a teaching pack using guided Socratic discussion to develop critical thinking and citizenship, primarily for use with S1.
9. The project aimed to create curriculum materials that united the areas of citizenship, creativity and enterprise. It anticipated developing higher academic performance, more creative pupils, a more enterprising culture, and better citizens.
10. The Confidence to Earn project was implemented effectively, despite objectives that were not well defined. It has been sustained through staff capacity building and securing further local authority investment. Its benefits were experienced particularly by staff and pupils at the primary school level, where the project has become embedded in mainstream school activity. Overall it represented reasonable value for money.

Arts and Minds

11. The Arts and Minds project ran from January 2005 to December 2006. It was based in the St Mungo's Learning Community in Glasgow. The project built on a range of school and community music initiatives which had been running under the auspices of the Bridgeton Music Project since the 1990s. It was composed of three inter-related strands:
 - Specialist music input for nurseries and P1 - 2, based on the ideas of Kodaly. A systematic programme was developed across all five primary schools (P1 - P2) and all three nurseries, using specialist music tutors from the Royal Scottish Academy of Music and Drama (RSAMD) supported by students on placement
 - A dedicated Listening Well Programme at Glasgow Listening Centre based at Sacred Heart Primary School for children within the St Mungo's Learning Community with learning, emotional and behavioural difficulties. The programme is based on the work of Tomatis.
 - A 'Room 13' project (based on a model developed in Caol primary school in Fort William) for pupils in P5 - 7 at Sacred Heart Primary School, with a musician in residence, supported by placement teams from RSAMD.
12. The project aimed to establish programmes to demonstrate the scope of music to improve listening, language and literacy skills, to promote students' creativity and shared enterprise, and to raise and sustain aspirations for achievement and attainment within a Learning Community.
13. The Arts and Minds project was a challenging project to manage, with objectives that were not well specified. The three strands of the project experienced significantly varying levels of success. Key achievements were the implementation of an early years musical education programme across the Learning Community, and a constructive partnership with staff and students from the RSAMD. The project has been partially sustained. Investment in staff capacity building would have increased the project's value for money

CONCLUSIONS

14. Our evaluation has shown that Government investment can be used successfully to support innovation at a local level. However, in order for this investment to represent good value for money, the 'rules of engagement' between the commissioning body and the innovation project need to be clearly defined. Project objectives should be well defined, realistic, and capable of evaluation; baseline data should be available in a suitable format so that progress and attainment can be measured; and project management arrangements should be in place so that progress can be monitored and adjustments made as the project develops.

15. We conclude that innovation is most likely to succeed where the innovation ‘goes with the grain’ of national and local policy. This ‘fit’ with policy direction will give the innovation credibility, and will allow all participants to understand its relevance.
16. Those seeking funding for innovation should be clear about the research evidence (or lack thereof) which supports their proposal. Whilst by definition innovation projects are not fully adopted within the mainstream, and the evidence to support them may therefore be patchy, those applying for funds must demonstrate their understanding of the state of knowledge of the evidence base for the innovation, and must show how their project will build on that evidence. Funders should ensure that their criteria for awarding funds include an assessment of the extent to which applicants demonstrate understanding of the evidence base for their proposal.
17. For an innovation project to succeed and be sustainable, both the idea underpinning the innovation and the implementation of the innovation need to be sound. This requires effective groundwork to understand how the innovation will work in the school context, as well as effective project management. The three tiers of support – from the local authority, the school, and peers – need to be in place. Project coordinators should be focusing on sustainability from the outset, and should ensure that the achievement of project objectives are regularly reviewed so that adjustments can be made on an ongoing basis. There should be transparency and clarity in financial management.
18. Classroom teachers can be effective ‘agents of change’, and approaches which have been designed and tested by teachers can have particular credibility. In some cases, outside experts can provide an important impetus to catalyse change or to assist with an innovation. In this latter case, attention should focus from the outset on how the expertise of the ‘expert’ can be transferred into, and sustained within, the school itself.
19. Innovation requires effective Continuing Professional Development to support it. Moreover, innovation is most likely to work where there is clear evidence of positive impact on pupils, and this is visible quickly to teachers. The positive response of pupils can provide a strong motivation for teachers to change their own professional practice, thereby creating a ‘virtuous circle’ of reinforcement and improvement.
20. Developing a positive view of risk taking in the context of teaching and learning has been a consequence of the focus on innovation. This has been important both for children and teachers. It can be seen to support enterprise and citizenship within the curriculum, and to assist with the professional development of teachers.
21. Finally, an important ‘by product’ of innovation has been the creating of a ‘space’ for reflection for both teachers and pupils. This an essential pre-requisite to changes in professional practice and pupil learning. It is particularly important within the constraints of a busy classroom, if future learning and teaching is to be improved for the benefit of pupils.

RECOMMENDATIONS

22. The recommendations listed below draw out the main messages for commissioners of innovation projects, for those applying for innovation funds, and for those who have strategic oversight of innovation investments.
23. For commissioners, applicants, and managers we make the following recommendations

Recommendation 1

All innovation projects should identify SMART (specific, measurable, achievable, realistic, timed) objectives; should demonstrate understanding and knowledge of the relevant evidence base underpinning the innovation; should specify how baseline data is to be collected, and the type of evaluation method to be used to gauge progress against this; should set out good financial, monitoring, and management arrangements.

Recommendation 2

In order for innovation to lead to embedded practice, projects should indicate the steps which will be pursued to achieve sustainability. They should specify how effective support will be secured from peer practitioners, from school management, and from the local authority. Clear plans for staff capacity building should be outlined. There should be clarity about how any innovation which requires 'external' or 'expert' support can be sustained in the longer term (including plans for the transfer of skills to internal school staff). They should consider how any assets accumulated during the project will be handled.

Recommendation 3

Innovation projects should show how they are congruent with local and national policy objectives. The training of staff should emphasise this congruence so that staff are able to understand how the innovation contributes to the achievement of wider school objectives.

Recommendation 4

As far as possible, innovation projects should capitalise on the enthusiasm and commitment of staff, and should proceed by 'voluntarism'. This is consistent with the spirit of innovation funding which seeks to go beyond the normal requirements of the curriculum. It also recognises the capacity of teachers to become 'agents of change' within their own school environment.

Recommendation 5

Applications should not only present the arguments for the innovation idea, but should also describe in detail how this innovation can be implemented within the busy school curriculum. Thinking this through in advance will enable any potential difficulties to be

anticipated early, and measures developed to minimise their impact. The Project Coordinator has a particular role in this regard, and needs to be involved in the project throughout its development, implementation, and embedding.

Recommendation 6

Innovation projects should recognise that the nature of innovation requires the taking of calculated risks. The uncertainty inherent within the innovation project underscores the need for projects to build in space for reflection, through which the value (or otherwise) of the risks taken can be assessed.

CONTENTS

EXECUTIVE SUMMARY	PAGE 2
1. INTRODUCTION	PAGE 9
2. AIMS AND OBJECTIVES	PAGE 10
3. CONTEXT	PAGE 11
4. RESEARCH APPROACH	PAGE 13
5. FINDINGS	PAGE 16
Meeting project objectives	
Successes and barriers	
Sustainability	
Cost and benefits	
Key lessons	
6. CONCLUSIONS	PAGE 42
7. RECOMMENDATIONS	PAGE 44
APPENDICES	PAGE 46
Appendix 1	Project aims and objectives
Appendix 2	Qualitative research sample
Appendix 3	Documentation reviewed
Appendix 4	Focus group and interview discussion questions
Appendix 5	Survey questionnaire
Appendix 6	Survey data

1. INTRODUCTION

- 1.1 In November 2007, the Scottish Government commissioned Simon Jaquet Consultancy Services to evaluate three projects which had been funded by the Future Learning and Teaching (FLaT) Fund of the Scottish Executive. These were ‘Learning Teams’ in East Lothian, ‘Confidence to Earn’ in East Renfrewshire, and ‘Arts and Minds’ in Glasgow.
- 1.2 This report recaps the aims and objectives of the evaluation, sets out the context within which the evaluation was conducted, reports the findings, summarises the conclusions of the evaluation, and makes recommendations.

2. AIMS AND OBJECTIVES

- 2.1 The aim of the evaluation was to provide an evaluation of three FLAT funded projects – ‘Learning Teams’, Confidence to Earn’, and ‘Arts and Minds’.
- 2.2 The objectives of the evaluation were to:
1. Investigate, review and summarise available evidence on the extent to which each project has met its objectives
 2. Explore the views of key actors in each project on successes and any barriers to success, on the perceived impact of the project (and any evidence they can provide of this), and on lessons learnt for any future implementation or development of innovative teaching and learning approaches
 3. Assess the sustainability of each project, including any concrete outputs and the wider applicability of these; any continued or planned activity following the end of the FLAT funding; any ongoing costs
 4. Provide an assessment of costs and benefits of each project
 5. Draw out key lessons for practitioners who may wish to develop other projects aimed at developing innovative teaching and learning practices.
- 2.3 Our report addresses each of these evaluation objectives in turn and highlights the key messages for practitioners, for local authorities, and for the Scottish Government. The report itself is relatively short, as requested by the Scottish Government in its commissioning document, with more detailed material contained in the appendices to the report.
- 2.4 The decision to ‘package’ these three projects together for the purposes of the evaluation was taken on pragmatic grounds. There was no strategic reason to expect that these three projects had aspects in common which merited a combined evaluation. However, where it is possible to generalise the findings across projects, we have done so.
- 2.5 The consultants were committed from the start of the process to producing an evaluation that would fulfill the requirements of the Scottish Government commission, but also be a useful tool for local authorities and practitioners in the classroom.

3. CONTEXT

The Curriculum for Excellence

- 3.1 The publication in 2004 of the *Curriculum for Excellence*¹ established clear values, purposes and principles for education from ages 3 to 18 in Scotland, creating profound implications for what is learned, how it is taught and what is assessed. The *Curriculum for Excellence* is seen as fully in harmony with the National Priorities². It provides an impetus for achieving the vision for children and young people - that all children and young people should be valued by being safe, nurtured, achieving, healthy, active, included, respected and responsible.
- 3.2 The intention of the *Curriculum for Excellence* is to alter the balance between a process that is heavily dependent on content, and learning and teaching approaches that improve pupils' understanding of what is being taught. The FLAT programme supports this aspiration by encouraging professional staff in education to challenge the current concepts of school, and explore new methods of learning and teaching.
- 3.3 The *Curriculum for Excellence* is seen as the start of a process of continuous review, intending to give more freedom for teachers to ensure that the curriculum remains up-to-date. The FLAT programme's emphasis on creating a learning and teaching environment for the future is highly supportive of this process of continuous review.
- 3.4 A *Curriculum for Excellence* also offers the opportunity to unify the curriculum by including initiatives such as *Assessment is for Learning*³ and *Determined to Succeed*⁴, which anticipate a move away from the focus on subjects and content, to the broader and more important focus on the whole school experience for every pupil.

Future Learning and Teaching Fund

- 3.5 The FLAT Programme was established by the Scottish Executive to support and encourage pilot projects that challenged the current concepts of schools and explored new ways of learning and teaching. It sought to support those local authorities, school clusters, schools and teachers in classrooms who had an innovative and exciting idea that they wished to pilot.

¹ Curriculum for Excellence, Scottish Executive 2004
<http://www.ltscotland.org.uk/curriculumforexcellence/>

² National Priorities in Education, Scottish Executive 2002
<http://www.scotland.gov.uk/Resource/Doc/158367/0042901.pdf>

³ Assessment is for Learning, Scottish Executive 2002
<http://www.ltscotland.org.uk/aboutlts/whatwedo/programmes/curriculum/achievement.asp>

⁴ Determined to Succeed, Scottish Executive 2003
http://www.determinedtosucceed.co.uk/dts/CCC_FirstPage.jsp

- 3.6 The most important outcomes were that the innovation embedded ways of:
- enriching young people's learning experiences;
 - promoting attainment and achievement;
 - tackling barriers to inclusion;
 - creating a learning and teaching environment that is sensitive to individual needs;
 - and is sustainable beyond the life of the pilot.
- 3.7 A total of 52 projects were funded through the FLaT Fund at a total cost of £ 6.6M. To date, 30 projects have been evaluated. Details of the results of the completed evaluations are available at <http://www.flatprojects.org.uk>
- 3.8 Following the completion of the FLaT programme in 2007, no further projects were commissioned. This informed our evaluation in that the lessons we seek to draw relate not just to FLaT but to the funding of innovation more generally.

4. RESEARCH APPROACH

Parameters and constraints

- 4.1 We recognised from the outset that the work would be affected by the significant time lapse since the scheduled completion dates of the three projects ('Arts and Minds' December 06, 'Confidence to Earn' December 06, and 'Learning Teams' June 07). In practice we were returning to projects that in some cases had been completed up to a year previously. In many cases, key staff had moved on or changed role. Moreover, the relevance of the issues faced by participants in the early stages of the projects had lost some of their salience due to the passage of time. By contrast, however, the time lapse enabled the evaluation to have a sharper focus on issues of sustainability. The lack of baseline data by which to judge the impact of the projects was a repeating theme, and a difficulty for the evaluation, at all stages. Partial and limited data were available for some projects. As a consequence, there were few 'hard' measures by which to judge the impact and success of projects. We have therefore relied heavily on the subjective views, attitudes and opinions of those involved.
- 4.2 Moreover, in selecting the individuals, groups and schools to be interviewed for each project, we relied on policy and support staff within each of the participating local authorities. This means we are unable to confirm the scientific representativeness of the sample who were interviewed during the evaluation. It is difficult to assess the nature of potential biases which this form of selection might generate. However, we believe that significant lessons can be learned even from a sample selected in this manner.
- 4.3 Finally, we were hampered by the fact that some of the objectives within the projects were not well defined or deliverable within the scope of the project. This is dealt with in greater detail in subsequent sections.

Our approach

- 4.4 The evaluation was conducted using a range of methods. For each project, we adopted an identical methodology:
- Initial contact with Director of Education (or equivalent) to identify the key relevant personnel for the project
 - Scoping meeting with identified contact personnel for background briefing and to identify the potential research sample
 - Review of documentation, and 'set-up' of qualitative work
 - Qualitative research (focus groups, interviews, classroom observations)

- Questionnaire survey – conducted in tandem with the qualitative work
 - Analysis of qualitative and quantitative findings, and presentation of emerging themes to local authority seminar
- 4.5 The phasing of the fieldwork was as follows: Learning Teams in January 2008, Confidence to Earn in February, Arts and Minds in March.
- 4.6 We reviewed the existing documentation (see Appendix 3 for a full list of documents reviewed) in detail. Following the desk based review, we developed an interview schedule (see Appendix 4 for details) for use both with individuals and focus groups.
- 4.7 The interviews and focus groups covered the following areas chosen from the *How good is our school? The journey to excellence Part 3*⁵ quality indicators: impact on children (Quality indicator 2.1); impact on staff (QI 3.1); planning for improvement (QI 6.3); staff deployment and teamwork (QI 7.2); partnership (QI 8.1); management of finance, resources, and information (QI 8.2, 8.3, 8.4); and leadership (QI 9.1, 9.2).
- 4.8 Overall we conducted
- 28 focus groups
 - 73 face-to-face interviews
 - 10 classroom observations.

In all, we spoke to:

- 101 pupils
- 13 parents
- 54 teachers
- 54 school managers
- 11 policy & support staff
- 11 partners.

Appendix 2 provides details of the breakdown of these numbers by project.

- 4.9 We also developed a short questionnaire survey (see Appendix 5) which was completed by 88 individuals (teachers, school managers, and policy & support staff). The questionnaire followed the structure of the interviews. For the Learning Teams and Confidence to Earn projects, the questionnaire addressed the project as a whole.

⁵ How good is our school? The journey to excellence Part 3, HMIE 2007
<http://www.hmie.gov.uk/Generic/HGIOS>

The Arts and Minds questionnaire addressed only the Kodaly strand of the project primarily for reasons of sample size.

- 4.10 We held two seminars in East Lothian, two seminars in East Renfrewshire, and one in Glasgow. These were attended by teachers, school managers, Quality Improvement Officers, and other local authority staff.
- 4.11 After completion of the three separate project evaluations, we analysed the findings to produce a set of overarching conclusions and recommendations.

Transparency and accountability

- 4.12 The local seminars to feed back our findings to participants were part of our commitment to transparency and accountability. They provided a mechanism for ensuring that the emerging outcomes were made available at an early stage to those who had participated in the evaluation process. It proved to be an important opportunity to check out factual accuracy, gauge responses, and to offer participants findings which would support their role as reflective practitioners.
- 4.13 Each local authority was offered the possibility of receiving two newsletters written by the evaluation team to capture the learning and celebrate the successes – a practitioners’ version, and one for the wider school community, including parents. All three local authorities have taken up the offer.

5. FINDINGS

MEETING PROJECT OBJECTIVES

- 5.1 The objectives for the three projects were not uniformly well specified. In some cases, project applications had identified long lists of aims, objectives, and outcomes ranging from the highly specific (e.g. to improve the ability of learners to understand the concept of risk) through to the very general (e.g. to contribute to the urban regeneration of an area). This lack of clear objectives, combined with the lack of baseline data from which to assess progress, has made assessment of the extent to which project objectives have been met difficult.
- 5.2 Despite these difficulties, and acknowledging the complexity of the task, we have commented in the following sections on the extent to which we judge that project objectives have been met. The format for the assessment for each project (and project strand) is identical. We first provide a brief description of the project itself; we then comment on the extent to which project objectives have been met; finally we provided a more detailed account of the elements which make up the overall assessment.

Learning Teams

Project Description

- 5.3 The Learning Teams project ran in East Lothian from February 05 to June 07. During the project, two cohorts of primary school teachers (one cohort of 28, the other of 30), were trained and supported to implement formative assessment approaches using a Learning Teams methodology. One day of training was given, followed by two follow-up days to reflect on progress. An educational consultant was employed to support and guide the project.
- 5.4 The project aimed to explore the potential of Learning Teams within the East Lothian education community. Teachers were encouraged to become action researchers and reflective practitioners. The project aimed to increase learner attainment and achievement by enabling teachers to move from an 'activity based' to a 'learning based' culture. (See Appendix 1 for a full statement of project aims.)

Overall Assessment

- 5.5 Overall, the project was judged to have been successful in meeting its aims. Evidence from the interviews, focus groups and the questionnaire survey pointed to improvements to professional practice and consequent benefits for pupils. Moreover, the initiative has been sustained, with the collegiate learning style adopted by both individual schools and the local authority.

Detailed Findings

5.6 Two programmes of training for teachers were implemented successfully. Two evaluations were conducted to investigate the project impact. The first evaluation was conducted by the participants themselves. This found that the project was seen as beginning to have an impact on learning and teaching, and participants especially valued being able to *'share ideas and practical experiences openly and honestly in a non-threatening atmosphere'*. The second evaluation was conducted by two East Lothian Council Educational Psychologists. This found that the Learning Teams experience had been *'a significantly positive and influential experience'*, and had *'created a shift in pedagogical practice around the planning, content, and delivery of lessons'*.

5.7 The Learning Teams approach has demonstrated potential to bring about significant change in teachers' professional practice.

The learning team was the first CPD that has had a serious impact on my professional practice in 27 years.

Teacher

Learning Teams have been part of an evolving process. They have been part of the evolution of how we work together. They have built collegiality, and helped with problem solving. More and more staff are working cooperatively, and it's less and less top down.

Head Teacher

5.8 There is evidence from the focus groups and interviews of reflection, reviewing practice, and professional dialogue between teachers. This had a direct impact on professional practice and the learning experience of children. The iterative nature of the learning process supported the action research approach, and teachers were encouraged to attempt new approaches, and then to reflect on their impact through the follow-up training events.

5.9 Teachers and school managers reported an improved learning and teaching methodology, and in particular commented on the greater focus on learning, rather than teaching activity. This was confirmed in the questionnaire survey, where 33 of the 34 respondents agreed with the statement that *'I am clearer about what is involved in providing high-quality education for learners'*. (Item 2.1.). There was also unanimity that *'Learners are more motivated, positive and eager participants in their own learning'*. (Item 1.1).

5.10 Many teachers commented on a renewed interest in their own learning and a re-ignition in their own teaching practice.

- 5.11 A substantial amount of comment was made regarding the attitudes to risk taking in relation to learning. There was a recognition that giving control of their learning to children can help with learning.

It was like jumping off a cliff. We had previously set targets. The biggest risk was letting go, and not being in charge of their books – because we're all control freaks!

Teacher

- 5.12 Moreover, teachers felt able to take risks when reviewing their practice and trying out new strategies. Support from peers, from school managers and from the local authority were key to this.

Learning Teams have made you look at your practice and change it. You're more confident to try new things. There's people to help you – a support network.

Teacher

- 5.13 There was value in teachers coming together to celebrate success in trying out small changes of strategy. The shared experience and peer support for change was crucial to this, as was the very personal support of the project manager.

- 5.14 No direct link between the Learning Teams approach and increased attainment has been – or can be - demonstrated within this evaluation.

There's no direct linkage to attainment as yet, possibly because the critical mass of teachers is not there yet. Though recent Scottish Survey of Achievement (SSA) data indicates an improvement, it is not possible to have a direct linkage between that and the learning teams project.

Policy & Support staff

- 5.15 Finally, the collegiate learning style which in this project focused on formative assessment, is now being used within other areas of the curriculum.

Confidence to Earn

Project Description

- 5.16 The Confidence to Earn project in East Renfrewshire ran from January 2005 to December 2006. It had two strands. The primary school strand, Confident to Earn, was based on research undertaken by an educational consultant, with a 'writing group' of teachers producing a teaching pack - containing three lessons - on risk-taking primarily for P6 and P7. The secondary school strand, Thinking Adventures, was led by another educational consultant, and involved the production of a teaching pack using guided Socratic discussion to develop critical thinking and citizenship, primarily for use with S1. Ten lessons were developed in this strand.

- 5.17 The project aimed to create curriculum materials that united the areas of citizenship, creativity and enterprise. It anticipated developing higher academic performance, more creative pupils, a more enterprising culture, and better citizens (see Appendix 1 for a full statement of the project aims).

Overall Assessment

- 5.18 The project objectives and the anticipated outcomes were not well specified, and were over-ambitious. Thus a strict assessment would conclude that not all the objectives were achieved. However, there was evidence from the interviews, focus groups, and questionnaire survey that many aspects of the project were successful. The successes included the production of high quality teaching materials, the development of significant CPD opportunities, and the promotion of a positive view of risk taking among pupils and staff.
- 5.19 Whilst overall attainment in the local authority is rising, it is not possible to attribute this to Confidence to Earn. Moreover, there was no discernible impact on parents or the local community, as had been specified in the project application.

Detailed Findings – Confident to Earn

- 5.20 A large number of pupils have used the materials developed for use within primary schools. The local authority estimated that approximately 1300 pupils across 15 schools have used the materials.
- 5.21 The approach was thought to impact positively on all children, but to be especially effective with the less confident.

Some wee kids aren't good at maths or language. They say – here's something I can be good at.

Teacher

- 5.22 Pupils valued the feedback, and this contributed to their motivation and enjoyment.

It was good filling in the 'Talent Tree'. There were some surprises from the feedback that I got from other pupils – they were positive about me

P6 pupil

- 5.23 The Confident to Earn project 'legitimised' discussions about risk taking, and pupils demonstrated a greater awareness of risk – both positive and negative – having been given a 'currency' with which to discuss it.

One of my friends came to me and said 'You're a really good risk taker'. It really gets your confidence up.

P5 Pupil

Some risks will work and some won't. You have to take a risk by taking the risk!

P6 Pupil

It has affected our planning because enterprise and taking risks is now so much part of the curriculum.

Teacher

- 5.24 The questionnaire responses (Items 1.1-1.8; 2.1-2.7) show that staff believe that the project has been effective both in providing positive benefits for learners and in engaging staff. The interviews highlighted the benefits of involving the teachers in the writing of the materials and in nurturing the professional development of the team of young teachers who contributed to their development; this added substantially to their credibility.
- 5.25 The approach supported the local authority's approach to enterprise, although it was not possible to identify the specific effects of the project on the development of enterprise skills for learners; this would have required a more rigorous evaluation than was possible within the constraints of the current evaluation.

Detailed Findings – Thinking Adventures

- 5.26 One hundred and eight teachers from all seven high schools were trained to use the materials, although by the time of the evaluation only a few were still actively involved in delivering the lessons. The local authority estimated that approximately 3000 pupils, within five of the seven high schools in the authority, had been exposed to the Thinking Adventures materials,
- 5.27 Many pupils enjoyed the classes (rating them 'better' than normal classes), and particularly valued the democratic and participatory nature of the approach, which involved talking rather than writing. Pupils got to know each other better through the lessons, and gained confidence to express their own views and feelings and to listen to the views of others.

It was good to hear different ideas and to get some openness. It was good because you learnt about others and yourself

S5 Pupil

- 5.28 Teachers believed the materials were relevant across a range of curriculum areas, including PSE, English and RME. The more relaxed approach to teaching, and the focus on questioning and thinking, was valued by teachers.

Children respond really well because it is oral rather than written. This works particularly well for those who struggle in the normal classroom if their writing skills are not very high level

Depute Head Teacher

It reinforced the need to let the kids do some thinking. The traditional paradigm is to 'load kids up' for exams

Teacher

- 5.29 However, some teachers felt that the methodology was too rigid and too reliant on a mechanistic approach to a prescribed model. Some also felt it easier to use the pupils' workbook rather than the separate one developed for teachers.

It felt too childish, too primary school-ish – things like the talking stick. Sitting in the circle was too like 'circle time'

Teacher

- 5.30 The programme had been evaluated by the Psychological Services of the local authority in 2007. This evaluation concluded that there was a positive impact on emotional intelligence and problem solving. However, the numbers included in the assessment were small and the baseline data by which to assess progress was limited.

Arts and Minds

Project Description

- 5.31 The Arts and Minds project ran from January 2005 to December 2006. It was based in the St Mungo's Learning Community in Glasgow. The project built on a range of school and community music initiatives which had been running under the auspices of the Bridgeton Music Project since the 1990s. It was composed of three inter-related strands:

- Specialist music input for nurseries and P1 - 2, based on the ideas of Kodaly⁶ and linked to the promotion of creativity and the strengthening of literacy skills through active music making. The programme started in 1996 in one nursery school, and the Arts and Minds project was seen as an opportunity to extend provision throughout the Learning Community. A systematic programme was developed across all five primary schools (P1 - P2) and all three nurseries, using specialist music tutors from the Royal Scottish Academy of Music and Drama (RSAMD) supported by students on placement
- A dedicated Listening Well Programme at Glasgow Listening Centre based at Sacred Heart Primary School for children and young people within the St Mungo's Learning Community with learning, emotional and behavioural difficulties. The programme is based on the work of Tomatis⁷ who linked learning, emotional, and behavioural difficulties to auditory deficits within

⁶ See www.kodaly-inst.hu/kodaly/concept

⁷ See www.tomatis.com

children. The Arts and Minds project allowed a targeted service to be developed for the St Mungo's learning community. The programme works intensively with small numbers of referred children over a period of six weeks. Over the duration of the project, the Centre worked with 36 children from 5 primary schools.

- A 'Room 13' project (based on a model developed in Caol primary school in Fort William⁸) for pupils in P5 - 7 at Sacred Heart Primary School, with a musician in residence, supported by placement teams from RSAMD. Room 13 had two principal aspects – the development of musical ability through devising and performing, and the development of entrepreneurial and business skills through the experience of 'running a business'. Over the course of two years the project included performing at Glasgow City Halls, working with the Royal Scottish National Orchestra, writing and performing a Room 13 show, recording a DVD, establishing a choir, and holding an annual AGM to elect the Board to 'run the business'.

5.32 The project aimed to establish programmes to demonstrate the scope of music to improve listening, language and literacy skills, to promote students' creativity and shared enterprise, and to raise and sustain aspirations for achievement and attainment within a Learning Community (see Appendix 1 for a full statement of the project aims).

Overall Assessment

5.33 The objectives and anticipated outcomes for this project were over ambitious and not well specified. Thus a strict assessment would conclude that not all the objectives were achieved. However, information collected during the interviews and focus groups indicated that there had been a number of important achievements. The Kodaly programme delivered and sustained an early years musical education programme across the Learning Community, and was praised by staff and students; the Listening Centre was valued by a subgroup of the Learning Community schools; Room 13 had been piloted in one school where it had been valued by many pupils, although it was not viewed positively by staff.

Detailed Findings – Kodaly Programme

5.34 The Kodaly programme has highlighted music's potential to impact on early learning, especially in relation to the development of listening, language, and literacy skills. Staff, tutors, and school managers were unanimous in their praise.

Children enjoy Kodaly – particularly the games and rhymes. It develops speech, sound recognition and syllabus development. Children definitely develop academically because of the connection between rhythm and maths.

Primary school Head Teacher

⁸ See www.room13scotland.com

There was a knock-on effect on attainment in the group I was in – either because of the Kodaly programme, or because I used Kodaly songs and rhythms.

Primary school Depute Head Teacher

- 5.35 The programme was thought to have contributed towards participative and democratic learning styles between children and teachers.

It allowed children to understand aspects of citizenship – such as working together, taking turns, acknowledging difference, being tolerant, and not laughing at those who can't do it.

Primary school teacher

- 5.36 The approach was thought to be very inclusive, extending to those experiencing a range of social and learning difficulties, as well as to those for whom English was not the child's first language.

Children on the autistic spectrum joined in. They got a lot of benefit. They were in the front of the queue when (tutor) came!

Nursery Teacher

It works particularly well for children who have English as a second language. We have some Polish children who have little English language, but they can participate in the rhythm and pulse exercises and rote learn the words - even if they do not understand them.

Primary school teacher

- 5.37 Working with an outside agency – the RSAMD – was a particularly positive aspect of the project. Eight specialist tutors were involved over the two year period. Specific reference was made to the progress that had been made in making use of outside expertise

The Kodaly programme showed the impact of a partnership with an outside agency. 12 or 13 years ago, we were much more insular.

Primary school HT

- 5.38 Research conducted by the Psychological Services Department of the local authority between 1998 and 2006 examined the effects of Kodaly music teaching at nursery school on phonological and reading ability by comparing an experimental group with a control group matched for age, gender, and maternal occupation. The study detected improved phonological awareness and reading ability in the experimental group.

Detailed Findings - Listening Centre

- 5.39 Both schools and parents commented that the Listening Centre has successfully used music to develop the listening ability of children with auditory deficits in order to help them re-engage in learning.

It is very positive – we currently have 9 children who are already accepted or are being assessed. We have two children in P2 who have severe behavioural problems and it has really helped them to improve their behaviour. One pupil used to sit through assemblies rocking back and forward with his hands over his ears to shut out the noise – now he is able to participate.

Primary school HT

My child was diagnosed as Asperger's. The programme has relaxed him a bit more – his attention and concentration have improved.

Parent of child at Listening Centre

- 5.40 Parents were highly engaged in the therapeutic process, and they felt themselves to be key players in the programme.

We had a very warm welcome of both ourselves and our child with an excellent explanation of what was to happen. It felt like a very safe environment.

Parent of child at Listening Centre

- 5.41 However, the progress of children from referral, through the programme, to 'discharge' was poorly documented. This meant there was a lack of data available for scrutiny by the evaluation team, and a consequent inability to draw any strong conclusions about the impact of the Listening Centre aspect of Arts and Minds.

Detailed Findings – Room 13

- 5.42 It was difficult to assess the numbers of participants on Room 13. Approximately 60 pupils had some kind of involvement in the first year, with smaller numbers involved in the second year.
- 5.43 The Room 13 initiative was challenging. It involved a 'clash of cultures' between – on the one hand, the traditional primary school model, and on the other, a more radical empowerment model (more often employed in community settings).
- 5.44 Children enjoyed the chance to experiment, to try new instruments and to play 'their own music'. Levels of confidence were boosted. A democratic learning culture evolved for those who had 'formal' roles in the enterprise.

The kids thoroughly enjoyed it because they got to use different instruments and be creative.

Primary school teacher

Three quarters of the class kept on coming because you could choose what you wanted to do.

Former Room 13 participant

You were not exactly in charge, but you got to decide and have your own job.

Former Room 13 participant

- 5.45 Whilst there was evidence of a high standard of musicianship in the early part of the project, descriptions of later activity were less convincing. Staff were sceptical about the quality of musical output, and several of the children who had been involved acknowledged that ‘*Getting out of class and getting to make music with your pals*’ had been one of the factors motivating their participation.
- 5.46 The partnership with the RSAMD and the regular access to tutors and students provided a double benefit – access to specialist vocal and instrumental expertise that would have otherwise been unavailable, and an important role-modelling function of the value of tertiary education.
- 5.47 Developing enterprise skills within Room 13 and creating a sustainable funding plan had been part of the original application, but this was not pursued. Enterprise support and training had been anticipated from within the learning community but did not materialise. It is also doubtful whether it was realistic to expect P7 pupils to raise tens of thousands of pounds in grant funding.

SUCSESSES AND BARRIERS

- 5.48 The reasons for the success or otherwise of a project were investigated during the evaluation. Given that participants were not themselves always aware of the aims and objectives of the project, their perceptions do not necessarily map on to the project objectives. Nevertheless, there are some clear messages about the perceived reasons for success – or otherwise – that can be inferred from their comments.
- 5.49 As a potential source of externally validated examples of good practice within the projects, HMIE inspection reports were reviewed for all schools from the three local authorities covering the period January 2005 to the present. There were a few indirect references to the themes addressed by the FLaT projects (eg mention of enterprise activities in East Renfrewshire), but, rather surprisingly, no direct mention or comment on the projects themselves.
- 5.50 Below we recap the main factors which were identified as contributing to the success – and perceived success – as well as those acting as barriers to success for each of the projects and project strands in turn.

Learning Teams

5.51 *Factors for success*

1. *Tangible impact on children and on children's learning* was both a motivating factor and a goal to aim for. Many staff spoke of the invigorating effect this had on their practice.

It's turned my teaching practice on its head. Learning is a lot more child led. Seeing children getting something out of the formative assessment we were using made me feel a lot more confident.

Teacher

2. *Peer support during training and also within the school.* This support mirrored the way in which children were being encouraged to learn through formative assessment.

We now have learning partners for teachers within the school – it's good to have someone to talk to about how you are doing.

Teacher

3. *Non judgemental ethos which encouraged risk taking and built confidence.* This provided the platform for staff to change their practice and to try new approaches. The focus on 'small steps' was especially important.
4. *Effective leadership* from both the local authority, from school management, and by the project manager. The 'endorsement' of the Learning Teams approach by the local authority helped maintain momentum.

5. *Ownership of content and process by participants.* Despite some initial reservations, participants felt ‘in control’ of the project.

There were a few murmurings at the start – here’s another initiative. But people tried it and it works.

Teacher

6. *The ‘reflective space’ created both within the classroom and within teachers’ practice.* This was highlighted both by teachers and by school managers.

The learning teams ‘allows’ you to think about and talk about the things that work and those that do not.

Teacher

In the last 1½ years, we’ve had better educational discussions in the staffroom. Teachers are more reflective and willing to share. Trust has improved and they’re less suspicious of each other. The fun buzz has come back in – but not the old style. Now it’s interactive. The teacher has a creative input.

Head Teacher

7. *Good project management* including financial management, and effective partnership building.

5.52 *Barriers to Success*

Only one barrier was identified.

1. Finding (unfunded) class cover was occasionally a barrier when a Learning Teams participant needed to be released from normal classroom duties.

Confidence to Earn

5.53 As explained earlier, there were two strands to this project, and the success factors and barriers are discussed for each of them individually in what follows. However, there were also a number of common threads between the two strands which impacted on their success or otherwise.

5.54 The support provided by local authority staff was essential in publicising the project, in providing logistical support to participants and in giving a ‘sympathetic ear’ when necessary. The extensive roll-out of CPD opportunities in support of the project made a contribution both to the sustainability of the work and to the training of newly qualified teachers.

- 5.55 There was a lack of coordination or synergy between the two elements of the project; this meant that some potential benefits of the project overall were not realised.
- 5.56 Finally, the uptake of the materials was voluntary. This had the advantage of involving only those who were motivated, but the disadvantage of some unpredictability in their take up. The Confident to Earn materials were well used (for reasons set out below) but the Thinking Adventures materials less so.

Confident to Earn

5.57 Factors for Success

1. *Tangible evidence of positive impact on all children*, especially on the less confident and those with a range of learning difficulties.

The materials worked well with all abilities and with children with disabilities. I think this was because it was mostly oral and the voting was easy to do.

Principal Teacher

2. *High quality teaching materials*, based on good research, developed and written by teachers, and ‘tried and tested’ by teachers. The materials were based on real life experiences and this helped children relate to them.

The resource is good probably because it was developed and written by teachers.

Principal Teacher

3. *The legitimising of dialogue about risk*. The project improved understanding of how to discuss risk concepts with children.

Having a resource like this has legitimised debate about areas such as risk taking.

Principal Teacher

4. *The building of teacher confidence*, by promoting an interactive and reflective approach to learning and teaching. The confidence gained by teachers was then transferred to pupils.

5. *Relevance to national and local policies*. The project was perceived as ‘fitting’ with other areas of the curriculum, and as helping to deliver other local and national policy priorities.

It's being integrated into what was already being done. It fits so well with AifL and the Appendices.

Head teacher

5.58 *Barriers to Success*

Only one barrier was identified.

1. The unexpected death of the educational consultant meant that the project had to be substantially revised. Whilst this was potentially a serious disadvantage and barrier to the project's implementation, the solution which was agreed by the local authority – to recruit a group of young teachers to continue the development of the materials – in fact provided an important CPD opportunity, as well as ensuring that the materials themselves were accessible to teachers (see Factor for Success no.2 above).

Thinking Adventures

5.59 *Factors for Success*

1. *The consultant's expertise* in developing the materials, which were of high quality.
2. *Staff training* in the use of the materials, which was of high quality.
3. *The democratic nature* of the project, which promoted participation, especially from quieter or less academically able pupils.

Children respond really well because it is oral rather than written. This works particularly well for those who struggle in the normal classroom if their writing skills are not very high level

Deputy Head Teacher

4. *The accessibility of the materials*, which were freely available.
5. *The 'fit' with the schools' commitment to innovation*. The project met some school curriculum needs, and was thought to be the right idea at the right time.

5.60 *Barriers to Success*

1. *The materials only worked well with groups of 15 pupils or less*. This meant implementation of the programme was problematic, as normal class sizes are much larger. Some schools were able to overcome this through team teaching, but for others it remained a significant barrier.
2. *Where staff were 'conscripted' to teach the Thinking Adventures lessons, this was unpopular* and provoked a negative response. The programme was much more successful where participation by teachers was voluntary.
3. *The design of the materials* was viewed by some teachers as a barrier, with the highly structured lessons and two workbooks seen as unwieldy.

Arts and Minds

- 5.61 As explained above, the Arts and Minds project was actually three separate strands. There were a number of factors which can be identified as factors for success or barriers to success for all three strands as follows.
- 5.62 In terms of success factors, firstly the project as a whole built on the existing commitment to music within the Learning Community. The Bridgeton Music Project had provided a focus for much of the pre-existing work, which represented a strong school-community partnership.

The three parts of the project are intrinsically related if you see things over the longer time span - understanding of music in the 3 - 7 age range for the early years, the Room 13 'pillar' for the upper primary which is a major nurturing force into Orff work, and the Listening Centre which is crucial to children with a difficulty in processing listening such that they would not be able to access the early years programme or Room 13.

Project Coordinator

- 5.63 Second, the commitment of the Project Coordinator was central to both the original conception of the project and its operation over the two years. She played a vital role in 'troubleshooting' difficulties as they arose. Third, the partnership with the RSAMD was a crucial dimension to two of the three strands.
- 5.64 In terms of barriers, first there was insufficient coordination of the three individual strands; this meant that opportunities for adding value to each strand were missed. Second, insufficient effort was put into securing further funding to sustain the project following the completion of the FLaT funding, despite many project monitor reports drawing attention to this. Third, there was insufficient focus on developing capacity within the Learning Community to take over from the expert input on completion of FLaT funding. Fourth, the lack of continuity in the Learning Community Principal role meant that understanding and knowledge of the project was not transferred successfully. Lastly, there were significant delays in appointing staff due to the delay in accessing the funds through Glasgow City Council.

Kodaly

- 5.65 Factors for Success
1. *The inclusive nature of the approach* which engaged all children including those with a learning difficulty or those for whom English was not their first language.
 2. *The introduction of the method at an early stage of the curriculum, and its tangible impact on all children*, not just in music but also in other areas of the curriculum.

3. *The contribution to personal development* including citizenship development, group working, and the building of tolerance and respect for individual differences.
4. *The good use of external specialists* who brought expertise and a role modelling function.

The use of students from RSAMD has role modelled tertiary education for our children.

Nursery Head Teacher

5. *The low requirement for additional resources* given that the programme was based on the voice.

It's important that children work with no toys. This is really significant. There is only yourself to work with. Children are so used to playing with toys and being provided with games. In the Kodaly teaching, they only have themselves to learn from – they are not used to that.

Nursery Head Teacher

6. *Staff practice was developed* as a consequence of the programme, with many class teachers picking up techniques and approaches that could be utilised in their normal classroom work.

5.66 *Barriers to Success*

1. For one or two schools, finding an appropriate space for the Kodaly teaching was a challenge.

Listening Centre

5.67 *Factors for Success*

1. *The quality and intensity of the relationship between staff and children.* The skills of the facilitator were given particular mention, as was the high ratio of staff to children (1:3).
2. *The positive impact on family life.* This was specifically in relation to behavioural and emotional aspects which the programme was believed to have positively influenced.

5.68 *Barriers to Success*

1. *Feedback about individual participants on the Listening Centre programme was inadequate.* There was an absence of any systematic written communication with schools regarding their referrals, the nature of the intervention, and the resulting

outcomes. Class teachers reported that even verbal feedback was not always provided to them.

The downside was there was no significant feedback to the school from the Listening Centre. It would have been helpful – either written or verbal

Primary school HT

Room 13

5.69 Factors for Success

1. *Children enjoyed the programme.* Children had the opportunity to learn, devise, perform, and record music of their choice in company with friends.
2. *The partnership with RSAMD* which brought musical expertise, new horizons, and the important role-modelling function.

5.70 Barriers to Success

1. *The ‘clash of cultures’ between the normal primary school culture and that of the Room 13* was not effectively explored, in order to gain mutual benefit
2. *The significant disruption experienced by class teachers.* The arrangements for Room 13 were not negotiated with those involved in delivering the mainstream curriculum.

It was very disruptive to the curriculum. When you’re trying to achieve targets and build up a body of work for children, they’d been missing for chunks of the curriculum.

Primary school Deputy Head Teacher

3. *The failure to develop the enterprise element of the Room 13 initiative,* and find sufficient funding to sustain the project

SUSTAINABILITY

- 5.71 All three projects identified a sustainability plan within their original application. In practice, though the three projects achieved sustainability to widely varying degrees as described under the subheadings below.
- 5.72 Overall, sustainability requires support from teaching peers, from school management and from the local authority. If any of these three elements is missing, the initiative is unlikely to be sustained. The implication of this is that the Project Coordinator needs to focus on the requirements of each of these three constituencies from an early stage.
- 5.73 Moreover, the Project Coordinator needs to be closely involved with the initiative from inception, to implementation and delivery, to embedding. This role is crucial both to anticipate operational difficulties before they arise, and also to keep a strong focus on the strategic objectives.
- 5.74 Whilst an external input may be vital in developing – and sometimes delivering – an initiative, there must be a commitment from participating schools to commit to developing capacity within the school itself. This may take the form of investing in CPD.

Learning Teams

- 5.75 The Learning Teams project has been largely sustained. The approach has been adopted into the school improvement approaches of many schools, and has become mainstream local authority policy. One of its most important legacies is the existence of almost sixty trained ‘activists’, committed to improving learning and teaching in their schools, and sharing their enthusiasm with others. This may now influence what happens at secondary level.

We are looking at the staffing profile to see if we can use primary teachers in S1/S2 in order to model primary approaches in secondary.

Policy & Support staff

- 5.76 Many teachers – including those with many years experience – identified the Learning Teams approach as energising. Some teachers have taken on new leadership roles both in their school and within the local authority as a result of their involvement. The professional and personal contact between participating teachers has also been sustained.
- 5.77 The Learning Teams approach has been adopted into school improvement initiatives. Some schools have used the approach to address aspects other than formative assessment (e.g. the implementation of whiteboard technology). East Lothian has also adopted Learning Teams as an authority wide approach.

The strategic impact on learning and teaching is going to be crucial in East Lothian in the next three to five years. This is already in our improvement plan and will be higher profile in the next one - delivering policies like active learning through the learning team methodology. The learning teams up till now have mainly been a horizontal vehicle for delivering innovation, but we want to make them vertical and diagonal as well.

Policy & Support staff

As part of this, additional funding has been identified to support the use of Learning Teams in the secondary sector.

- 5.78 There may be scope to produce a 'best practice' guide to developing Learning Teams in schools, for distribution across other local authorities in Scotland.

Confidence to Earn

- 5.79 The two strands of the Confidence to Earn project have been sustained to a substantial degree through building on lessons learnt, investing in staff capacity and securing finance to support enterprise development across the local authority. Curriculum work on enterprise resulting from the project was more embedded in mainstream school activity at primary school level than at secondary school level.

Confident to Earn

- 5.80 There is significant evidence of Confidence to Earn being sustained. A further £32k from the local authority has been invested for 2007 - 2009 in professional officer time and staff training. An important (unplanned) contribution to capacity building and investment in future leadership happened as a result of the writing group.

East Renfrew were able to train up a lot of young teachers through the project who will be leaders of the future. We specified young teachers with the capacity to develop to do the development work rather than older, more senior teachers or head teachers.

Former policy and support staff

- 5.81 The project outcomes were shared with several other local authorities at a national conference in March 2007, and the approach has informed the development of a new anti-bullying resource 'Confident to Thrive.'

Thinking Adventures

- 5.82 Like the primary school dimension, Thinking Adventures has led to additional investment by the local authority (£74k over the period 2007 - 2009). This covers the writing and production of further materials by an external consultant, professional officer time, and staff training.

- 5.83 However, there appears to be little embedded activity in schools, and significantly varied levels of take-up, although the local authority reports that 40% of teachers trained are still using the materials. There is a small cohort of committed and trained teachers, but they need further support for the initiative to be sustained.
- 5.84 The project outcomes were shared at the national conference in March 2007.
- 5.85 Thinking Adventures will be published by a commercial publisher, with copyright shared between East Renfrewshire and the Scottish Government. Arrangements are also in hand for the development and publication for a further suite of related teaching materials.

Arts and Minds

- 5.86 The Arts and Minds project has been only partially sustained. The Kodaly programme is now delivered in nursery schools only, the future of the Listening Centre is uncertain, and Room 13 has ceased to function. There has been little involvement by Glasgow City Council, and no commitment to further funding. The Learning Community commitment is now focusing solely on the Kodaly programme strand.

Kodaly

- 5.87 The Kodaly programme has been delivered across the whole Learning Community for 3 years. The initial finance from the FLAT fund was extended with additional investment from the Learning Community. Whilst some Scottish Arts Council funding has been received to secure the nursery strand, at the time of writing the full programme is no longer operating. The current model requires £15k - £20k per annum for the specialist input. Since this is unlikely to be forthcoming, the investment in developing the team of Kodaly specialists may be lost.
- 5.88 Little attention has been paid to building school capacity, with a consequent reduction in the specialist input. This could have been undertaken through a learning teams approach or through in-service training. Investment in school staff is vital in order to not lose the momentum and the expectations which have been built.
- 5.89 An application to Glasgow City Council is currently in train, though the current financial climate is unfavourable.

Listening Centre

- 5.90 Current funding will run out in August 2008. Further funding is currently being sought but whether this will be forthcoming is uncertain. Demand for the service is strong in two of the five schools which can potentially make referrals. Sustainability will require, at the very least, clarity in terms of the management arrangements, wide publicising of the service, clear referral processes and effective feedback and reporting mechanisms.

Room 13

5.91 Room 13 ceased in October 2007. There is no musician-in-residence, no tutors, no pupil 'Board', and no enthusiasm from the current staff to continue the model. A collection of instruments which were bought, are still in the studio. The possibilities of a shared school / community model are being explored.

COSTS AND BENEFITS

- 5.92 The assessment of costs and benefits is challenging, as articulated by a senior member of staff in East Lothian.

It has been good value for money, and not too dependent on the [consultant] model. But we currently lack evidence on value for money.

Policy & Support staff

- 5.93 There is no simple (or indeed any complex) quantitative measure to summarise the costs and / or benefits. In addition, innovation projects are likely to be highly variable in terms of the investment required.
- 5.94 Nevertheless, a few comments can be made. First, we can comment on whether the financial resources were well managed. Second, we can report on whether there are any obvious opportunity costs (i.e. whether other important initiatives were put on hold or abandoned as a result of the introduction of the FLaT innovation project). Lastly we can comment on reputational costs.
- 5.95 The benefits have been discussed earlier at some length. Benefits include direct benefits to pupils, teachers, or other stakeholders; infrastructure development within schools or the local authority; strategic gains in terms of policy development; greater financial efficiency and so on. Perhaps the most important benefit is that of the learning derived from the project.

Learning Teams

- 5.96 The budget for this project was approximately £48,000 over 2.5 years. The expenditure was approximately £46,000, with the small underspend being used for further development of the Learning Teams model. Two thirds of the funding was spent on staff cover for the training. The funding was well managed, and there were no identifiable opportunity or reputational costs. The benefits have been discussed at length in earlier sections of the report.
- 5.97 The combination of fairly small outlays, good financial management, demonstrable positive outcomes for participants, and a high degree of sustainability suggest that this project was good value for money.

Confidence to Earn

- 5.98 The budget for this project was £160,000, allocated respectively to the primary (£96,000) and secondary (£64,000) school strands. The budget was well managed and there were no identifiable opportunity or reputational costs. The production of materials absorbed 19% of the budget, with the other major areas of expenditure being

consultants (32%), officer time (23%), and staff development (11%). The benefits have been discussed at length earlier.

- 5.99 Given the tangible benefits to participants (especially within the primary school strand), the capacity building within schools, the competent financial management, and the learning about materials development, this project seems reasonable value for money.

Arts and Minds

5.100 The budget for this project was £274,000 over 2 years. Actual expenditure was £287,000, with the balance being contributed by the Learning Community. The costs were £58,000 for Kodaly, £109,000 for the Listening Centre and £119,000 for Room 13. Most of the budget (83%) was spent on specialist inputs. While there were no opportunity costs in the Kodaly work or the Listening Centre, the perceived disruption to curriculum work as a result of Room 13 is an opportunity cost.

5.101 Whilst a number of benefits have been identified earlier in this report, the value for money of this project would have been greater if the three strands had been more coordinated, if more effort had been directed towards building capacity within schools involved in the Kodaly programme, if the documentation of the Listening Centre had been more comprehensive, and if Room 13 had been more carefully negotiated.

KEY LESSONS

5.102 All three projects have brought about significant learning. The key lessons are summarised below. Those for schools and practitioners relate more to operational matters – the real work which facilitates children’s learning. Those for the local authority focus more on strategy. There is an inevitable overlap however.

Learning Teams

5.103 *For practitioners and schools*

1. Significant value is added to the professional development experience for staff by peer support. A collegiate and collaborative approach underpins effective, enjoyable, and motivating professional development, and voluntary participation enhances teachers’ sense of control over their own learning.
2. Teachers are motivated to change their practice when there is evidence of clear benefits to children’s learning.
3. School and local authority support is essential to the success of an innovation project.
4. Leadership capacity is built when staff are enabled to lead beyond their formal job role.

5.104 *For the local authority*

1. Government funding of innovation is an effective way of catalysing and enabling a ‘step change’ in professional practice. Participation by teachers in an innovation project is facilitated when the project is consistent with national and local policy.
2. Professional development methodology is an important factor in bringing about real change in professional practice. Iterative, experimental, ‘small steps’ approaches ‘on the job’ over the course of a year are important in supporting a change in teacher practice. ‘Giving permission’ to take risks can benefit learning and teaching.
3. Cross-school working reinforces and supports teachers’ learning.
4. An essential pre-requisite for changes in teaching practice is support from peers, school management, and the local authority.

Confidence to Earn

5.105 *For practitioners and schools*

1. Underpinning research enhances the credibility and effectiveness of an innovation project.
2. Practitioners can be effective ‘agents of change’ in the planning, development, and implementation of innovation.
3. A language to help children explore and assess risk can promote the development of life skills.
4. Children enjoy philosophical debate and enquiry as an approach to learning.

5.106 *For the local authority*

1. Innovation projects which support key elements of national policy create a ‘fit’ with teachers’ priorities.
2. SMART (specific, measurable, achievable, realistic, timed) objectives are necessary to keep a project focused, and to allow evaluation to be conducted.
3. Schools can most effectively implement innovation if new teaching materials are delivered in ‘bite sized chunks’. Materials and approaches designed and tested by teachers are more likely to be widely embraced by colleagues.
4. Practical support for innovation through dedicated officer time and in-service training enhances the implementation and effectiveness of an innovation.
5. External consultants with specific expertise can help enable change, but innovation can only be sustained when it is ‘owned’ by the school.

Arts and Minds

5.107 *For practitioners and schools*

1. The use of the Kodaly method within the curriculum has a demonstrable impact on children’s early learning.
2. Partnership with an external arts organisation strengthens a school’s ability to provide effective learning, including an important role modelling function.

3. For innovation to be effective, teachers need to be actively engaged in its planning and implementation. External leadership from specialists needs to be transferred into the mainstream of the school.
4. There is value in an innovation project ‘sitting within’ the normal curriculum, and challenging it from the inside. To be effective, this requires effective communication between staff and opportunities for reflection within the school.
5. An Additional Support for Learning service provided locally can make it easier for parents to be users and partners. The quality of relationships between staff and children determines the effectiveness of the service.

5.108 *For the local authority*

1. The interface between the innovation project management and wider school management needs to be negotiated in order to be effective.
2. Innovation projects need a structured approach to planning, monitoring and evaluation, (including the development of future options) if there is to be sustainability.
3. Transparent financial management systems are essential, especially when outside bodies (eg charities) are involved. Project expenditure needs to be actively monitored against budget, in order to manage cash flow and deal with unexpected eventualities.
4. To be sustainable, innovation projects need the support of local authorities, as well as schools and practitioners.

6. CONCLUSIONS

- 6.1 Our evaluation has shown that Government investment can be used successfully to support innovation at a local level. However, in order for this investment to represent good value for money, the ‘rules of engagement’ between the commissioning body and the innovation project need to be clearly defined. Project objectives should be well defined, realistic, and capable of evaluation; baseline data should be available in a suitable format so that progress and attainment can be measured; and project management arrangements should be in place so that progress can be monitored and adjustments made as the project develops.
- 6.2 The Learning Teams project was well organised and well delivered, and represented good value for money. The project has been sustained. It had a positive impact on teaching practice, and facilitated professional development particularly in relation to the implementation of formative assessment. Pupils also felt the benefits of an approach which was more child-focused.
- 6.3 The Confidence to Earn project was implemented effectively, despite objectives that were not well defined. It has been sustained through staff capacity building and securing further local authority investment. Its benefits were experienced particularly by staff and pupils at the primary school level, where the project has become embedded in mainstream school activity. Overall it represented reasonable value for money.
- 6.4 The Arts and Minds project was a challenging project to manage, with objectives that were not well specified. The three strands of the project experienced significantly varying levels of success. Key achievements were the implementation of an early years musical education programme across the Learning Community, and a constructive partnership with staff and students from the RSAMD. The project has been partially sustained. Investment in staff capacity building would have increased the project’s value for money.
- 6.5 We conclude that innovation is most likely to succeed where the innovation ‘goes with the grain’ of national and local policy. This ‘fit’ with policy direction will give the innovation credibility, and will allow all participants to understand its relevance.
- 6.6 Those seeking funding for innovation should be clear about the research evidence (or lack thereof) which supports their proposal. Whilst by definition innovation projects are not fully adopted within the mainstream, and the evidence to support them may therefore be patchy, those applying for funds must demonstrate their understanding of the state of knowledge of the evidence base for the innovation and must show how their project will build on that evidence. Funders should ensure that their criteria for awarding funds includes an assessment of the extent to which applicants demonstrate understanding of the evidence base for their proposal.

- 6.7 For an innovation project to succeed and be sustainable, both the idea underpinning the innovation, and the implementation of the innovation need to be sound. This requires effective groundwork to understand how the innovation will work in the school context, as well as effective project management. The three tiers of support – from the local authority, the school, and peers – need to be in place. Project coordinators need to be closely involved with the project from inception to embedding. They should be focusing on sustainability from the outset, and should ensure that the achievement of project objectives are regularly reviewed so that adjustments can be made on an ongoing basis. There should be transparency and clarity in financial management.
- 6.8 Classroom teachers can be effective ‘agents of change’, and approaches which have been designed and tested by teachers can have particular credibility. In some cases, outside experts can provide an important impetus to catalyse change or to assist with an innovation. In this latter case, attention should focus from the outset on how the expertise of the ‘expert’ can be transferred into, and sustained within, the school itself.
- 6.9 Innovation requires effective Continuing Professional Development to support it. Moreover, innovation is most likely to work where there is clear evidence of positive impact on pupils, and this is visible quickly to teachers. The positive response of pupils can provide a strong motivation for teachers to change their own professional practice, thereby creating a ‘virtuous circle’ of reinforcement and improvement.
- 6.10 Developing a positive view of risk taking in the context of teaching and learning has been a consequence of the focus on innovation. This has been important both for children and teachers. It can be seen to support enterprise and citizenship within the curriculum, and to assist with the professional development of teachers.
- 6.11 Finally, an important ‘by product’ of innovation has been the creating of a ‘space’ for reflection for both teachers and pupils. This is an essential pre-requisite to changes in professional practice and pupil learning. It is particularly important within the constraints of a busy classroom, if future learning and teaching is to be improved for the benefit of pupils.

7. RECOMMENDATIONS

- 7.1 The recommendations listed below draw out the main messages for commissioners of innovation projects, for those applying for innovation funds, and for those who have strategic oversight of innovation investments.
- 7.2 For commissioners, applicants, and managers we make the following recommendations:

Recommendation 1

All innovation projects should identify SMART (specific, measurable, achievable, realistic, timed) objectives; should demonstrate understanding and knowledge of the relevant evidence base underpinning the innovation; should specify how baseline data is to be collected, and the type of evaluation method to be used to gauge progress against this; should set out good financial, monitoring, and management arrangements.

Recommendation 2

In order for innovation to lead to embedded practice, projects should indicate the steps which will be pursued to achieve sustainability. They should specify how effective support will be secured from peer practitioners, from school management, and from the local authority. Clear plans for staff capacity building should be outlined. There should be clarity about how any innovation which requires ‘external’ or ‘expert’ support can be sustained in the longer term (including plans for the transfer of skills to internal school staff). They should consider how any assets accumulated during the project will be handled.

Recommendation 3

Innovation projects should show how they are congruent with local and national policy objectives. The training of staff should emphasise this congruence so that staff are able to understand how the innovation contributes to the achievement of wider school objectives.

Recommendation 4

As far as possible, innovation projects should capitalise on the enthusiasm and commitment of staff, and should proceed by ‘voluntarism’. This is consistent with the spirit of innovation funding which seeks to go beyond the normal requirements of the curriculum. It also recognises the capacity of teachers to become ‘agents of change’ within their own school environment.

Recommendation 5

Applications should not only present the arguments for the innovation idea, but should also describe in detail how this innovation can be implemented within the busy school curriculum. Thinking this through in advance will enable any potential difficulties to be anticipated early, and measures developed to minimise their impact. The Project Coordinator has a particular role in this regard, and needs to be involved in the project throughout its development, implementation, and embedding.

Recommendation 6

Innovation projects should recognise that the nature of innovation requires the taking of calculated risks. The uncertainty inherent within the innovation project underscores the need for projects to build in space for reflection, through which the value (or otherwise) of the risks taken can be assessed.

APPENDICES

Appendix 1	Project aims and objectives
Appendix 2	Qualitative research sample
Appendix 3	Documentation reviewed
Appendix 4	Focus group and interview discussion questions
Appendix 5	Survey questionnaire
Appendix 6	Survey data

Appendix 1 Project aims and objectives

The following statements of aims and objectives are taken from the original project specifications, as submitted to the Scottish Executive.

Learning Teams

Aims

- ❖ To explore the potential of learning teams within East Lothian education community
- ❖ To encourage teachers to become action researchers and reflective practitioners
- ❖ To examine the impact of teaching on learning
- ❖ To increase learner attainment and achievement by enabling teachers to move from an “activity culture” to a “ learning culture”
- ❖ To place the teacher at the centre of learning
- ❖ To support teachers in reviewing and changing practice
- ❖ To share and celebrate success

Outcomes

- ❖ Learning teams that provide a supportive environment for “risk taking” and make learning meaningful and fun are established
- ❖ Teachers recognise that the key features of action research equate to what they do in their classrooms on a daily basis
- ❖ Teachers are aware of the positive and negative effects their practice has on their students. As a result they engage more positively with their students
- ❖ Teachers have an increased professional awareness and demonstrate that in how and what they teach. As a result the children are more motivated and clearer in what their part in their learning is. This is reflected in increased achievement.
- ❖ Teachers question and review their practice from a more informed standpoint. Job satisfaction is raised.
- ❖ Teachers are more willing and able to assess what is needed to meet the needs of the children in their classes
- ❖ A community of learning encourages a stronger sense of achievement for everyone – children, teachers, support staff, parents and the wider community

Confidence to Earn

Project Outline

Major Focus; Curriculum innovations in enterprise, creativity and citizenship.

Aims

- Higher academic performance; attainment statistics will be measured by pupils becoming more autonomous and conscientious thinkers
- More creative pupils, especially in thinking creatively

- More enterprising culture through developing listening skills and expertise in questioning analysis of potential
- Better citizens by cultivating social and intellectual conscience

Project outcomes

Attainment would be raised. This would be evidenced by better performance in national examinations and in education department standardised tests.

- The performance of boys in national examinations could be improved because of the Enterprise activity.

Staff would be supported

- There would be significant staff development and a contribution to CPD
- There would be a contribution to the ethos of achievement and fairness in educational establishments
- The quality of learning and teaching would be improved
- Schools would be more inclusive in that the curriculum, which is the key to inclusion would be broadened by this type of project.
- Values and skills of citizenship will be taught in the form of curriculum.

Parents would be supported

- There would be an outcome in terms of parental understanding of what school is for

There would be an impact on pupils

- Pupils would be motivated to attend school
- The attainment of pupils with special needs could be improved because of the nature the materials.
- The self discipline of pupils would be increased especially because of philosophical enquiry
- There would be a major contribution to regeneration and to supporting pupils in deprived areas. The risk taking element would encourage enterprise of pupils living in lower social economic areas
- Pupils will be more creative and more inventive
- Pupils will have more positive attitudes to enterprise activities
- Pupils will develop philosophical enquiry
- Pupils will develop lifelong learning skills

Arts and Minds

Arts and Minds will emphasise the importance of shared learning between pupils, teachers, parents and music specialists. It will adopt key ideas from the Making Learning Visible research programme related to learning in groups and documentation. Ideas related to documentation will be used by participants to record the processes of learning as well as the

outcomes achieved, empowering project members to engage fully in the ongoing evaluation and development of their work.

Arts and Minds will generate a range of outcomes related to the following areas of growth and development, some of which will relate more directly to specific strands of the project:

- Growth and development of creative and expressive skills;
- Growth and development of artistic and performance skills;
- Growth and development of listening, language and literacy skills;
- Growth and development of ability in self-directed learning and engagement in educational processes;
- Growth and development of collaborative and democratic learning styles between young people, teachers and parents;
- Acquisition of business and enterprise skills;
- Increased collaborative working between educational sectors;
- Development and consolidation of sustainable partnerships with arts and business organisations.

Outcomes within the Listening Well strand will vary according to the different needs of individual children and young people and individual goals set at the time of assessment, but the following broad results are anticipated:

- improvement in listening skills, attention and concentration, leading to a better capacity for learning;
- reduction in levels of anxiety and stress, leading to an improvement in the balance of energy and a greater sense of well-being;
- increased confidence and self-esteem and an overall improvement in communication and language skills;
- better co-ordination and balance

To evaluate Listening Well's contribution within the context of *Arts and Minds*, outcome can be set within the following suggested parameters:

- increased awareness of and ability to identify underlying listening problems impairing the capacity for learning, and the scope to tackle these constructively;
- reduction in overall difficulties caused by listening deficits amongst young people within the Learning Community, due to effective early intervention and support;
- development of creative strategies to improve the learning potential of young people with identified listening problems, recognising their strengths and skills and ensuring their inclusion in the full range of educational and vocational opportunities.

Outcomes for Room 13 need to be suggested by the students themselves, but the following indicators can be offered at this stage:

- development of students' understanding and implementation of Room 13 philosophy in collaboration with established Room 13 members;
- development of a democratic learning culture;
- development of students' musical competence as composers and performers;
- development of students' management and enterprise skills.

Potential outcomes can be summed up in the words of Jean Cattnach, Headteacher of Caol Primary School: “We can see a difference in the child as a whole... We see their self-confidence building, their whole attitude changing. It is something everybody in the school welcomes.”

Appendix 2 Qualitative research sample

Learning Teams

Research method

No. of focus groups			No. of classroom observations	No. of interviews
Pupils	Teachers	Parents		
4	2	1	0	23

Participants in focus groups and interviews

Pupils	Parents	Teachers	School managers	Policy & support staff	Partner agencies
22	5	28	12	4	2

Confidence to Earn

Research method

No. of focus groups			No. of classroom observations	No. of interviews
Pupils	Teachers	Parents		
1	1	7	6	26

Participants in focus groups and interviews

Pupils	Parents	Teachers	School managers	Policy & support staff	Partner agencies
48	3	15	20	6	1

Arts and Minds

Research method

No. of focus groups				No. of classroom observations	No. of interviews
Pupils	Teachers	Parents	Partners		
9	1	1	1	4	24

Participants in focus groups and interviews

Pupils	Parents	Teachers	School managers	Policy & support staff	Partner agencies
31	5	11	22	1	8

Appendix 3 Documentation reviewed

Learning Teams

Original project application
Project Monitor reports
Quarterly project reports
Budget and financial reports
Internal evaluation report
East Lothian Psychological Services evaluation report
Classroom documentation from individual schools
HMIE inspection reports of primary schools from 2005 to the present
A selection of relevant research material

Confidence to Earn

Original project application
Quarterly project reports
Budget and financial reports
Classroom documentation from individual schools
Confident to Earn teaching pack
Thinking Adventures teaching pack
Project documentation provided by local authority support staff
HMIE inspection reports of primary schools from 2005 to the present
A selection of relevant research material

Arts and Minds

Original project application
Project Monitor reports
Budget and financial reports
Research data on Kodaly work from Glasgow Psychological Services
Project documentation provided by project manager
HMIE inspection reports of primary schools from 2005 to the present
Documentation provided by Room 13 National Coordinator
A selection of relevant research material

Appendix 4 Focus group and interview discussion questions

- 1. Impact on children** (Quality indicator 2.1)
 - Were children more motivated as a result of the project?
 - What actually changed for them, what was different at the end of the project?
 - Did it impact on all children, or did some groups of children benefit more than others?
 - Was there an impact on attainment?
 - Are children more engaged and confident about their learning?

- 2. Impact on staff** (QI 3.1)
 - How has the project changed teachers' understanding of how to create a high quality learning environment?
 - Has it enabled teachers to work more closely with other staff in the school
 - Has it enabled teachers to work more closely outside agencies?
 - What are changes in professional practice have come about as a result of the project?

- 3. Planning for improvement** (QI 3.1)
 - How was the project introduced into the school?
 - Has it affected the way that the school plans for improvement?
 - Has it affected teacher involvement in the process of planning and evaluating learning experiences?
 - Did the project change substantially during its implementation?' Did the revisions to the implementation improve the project?'
 - Has the project been sustained?
 - What has happened since the project stopped?

- 4. Staff deployment and teamwork** (QI 7.2)
 - Did teachers feel supported in their involvement in the project?
 - Were there any staff deployment issues?
 - Were there any opportunity costs in the project?

- 5. Partnership** (QI 8.1)
 - Did the project impact on the way that the school engages with parents and the community?
 - Did the project impact on the way that the school engages with partner agencies?

- 6. Management of finance, resources, and information** (QI 8.2, 8.3, 8.4))
 - Did the resources allocated to the project allow it to be delivered effectively?
 - Was there a transparent system to manage and monitor the resources allocated to the project?
 - Was the project well administered and organised?

7. Leadership

(QI 9.1, 9.2)

- Where did the vision and values for this project come from and how were they developed?
- How effective was the leadership in motivating the participants?
- To what extent were participants able to own and shape the project?
- To what extent were participants able to lead aspects of the project?

8. What were the three top success factors for this project?

Appendix 5 Survey questionnaire

Scottish Government Evaluation of the Learning Teams Project

Responses to this questionnaire are confidential and will only be used in summarised form in the final research report

Your School or Department Name						
Your role in the Project: Please tick ✓	Teacher		School Manager		Policy & Support	Partner Agency

Please use your professional judgement to assess the impact you feel the Learning Teams Project has had. Indicate this by ticking (✓) one box, using one of the evaluation categories below, against each of the quality indicator statements

EVALUATION CATEGORIES	CODE USED
Strongly Agree	SA
Agree	A
Neither Agree nor Disagree	N
Disagree	D
Strongly Disagree	SD
Don't Know or Not Applicable	NA

If you feel you are not able to respond to any of the statements please just leave the response boxes for that one blank

1. "Learners' Experiences" (Quality Indicator 2.1)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
1.1	Learners are more motivated, positive and eager participants in their learning						
1.2	Learners have become more actively involved in their own learning and development						
1.3	Almost all children have progressed well from prior levels of attainment and achievement						
1.4	Vulnerable children have progressed well from prior levels of attainment and achievement						
1.5	There is evidence that learning and other skills have improved						
1.6	Learner aspirations for attainment and achievement have increased						
1.7	Learners feel more successful and confident						
1.8	Learners feel safer and more nurtured						

2. "The Engagement of Staff" (Quality Indicator 3.1)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
2.1	I am clearer about what is involved in providing high-quality education for learners						
2.2	I make more effective contributions to school teams						
2.3	I have worked more with partner agencies.						
2.4	I take more responsibility for the development of children						
2.5	Staff are more valued and supported						
2.6	Staff views and skills have more influence on how we improve the quality of education						
2.7	I feel more supported and enabled to provide high-quality education.						

3. “Planning for Improvement” (Quality Indicator 6.3)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
3.1	I am more involved in developing, planning, implementing & evaluating quality						
3.2	I recognize more the importance of evaluating the impact of innovation on learners						
3.3	I make more use of information on the prior attainment and achievement of learners						
3.4	I make more effective use of information from self-evaluation in planning innovation						
3.5	I am more committed to joint planning with other staff, associated schools & partner agencies						
3.6	I take more careful account of continuity and sustainability in planning						

4. “Staff Deployment & Teamwork” (Quality Indicator: 7.2)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
4.1	Our staff team is deployed more effectively to meet learners’ needs and improve provision						
4.2	Our staff team feel more empowered, challenged and supported						
4.3	We have established a more collaborative and collegiate approach to our work						
4.4	Our ethos of team working and professional engagement is more evident						
4.5	Our lines of communication and accountability for staff are clearer						
4.6	Our opportunities to raise concerns or make constructive suggestions have improved						
4.7	Those with leadership responsibilities are more responsive, visible and accessible.						

5. “Partnerships with the Community, Educational Establishments, Agencies & Employers (Quality Indicator: 8.1)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
5.1	We have more effective partnership working						
5.2	We have a clearer framework for evaluating the impact of innovation on learners						
5.3	Our links with other establishment & agencies have enriched learning and achievement						
5.4	We are clearer about our respective partnership roles						
5.5	We have better opportunities to meet and share training with partners						
5.6	Arrangements for communications with partners are better						
5.7	We work more effectively with partners to provide effective services for children						
5.8	Parents play a more important role in the educational development of their children						

6. “Management of Finance and Resources for Learning” (Quality Indicator: 8.2 and 8.3)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
6.1	Our procedures for financial control are clearer and more open						
6.2	We have better and more accessible data for budget management						
6.3	Our priorities for use of financial resources are more clearly linked to improvement priorities						
6.4	We have used the funding available more effectively to improve the quality of learning						

7. “Managing Information” (Quality Indicator 8.3 and 8.4)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
7.1	We use data more effectively, e.g. on attainment & attendance, to improve learning outcomes						
7.2	We are better at using data analysis alongside professional judgement to track progress						
7.3	We are better at using information to help us intervene promptly where this is needed						

8. “Vision, Values & aims; Leadership and Direction” (Quality Indicator 9.1 and 9.2)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
8.1	We work more with learners, parents & other partners to develop and shape a common vision						
8.2	Our vision is more firmly based on outcomes for learners						
8.3	Our vision, values & aims have benefited from involvement in the project						
8.4	There is a stronger sense of common purpose amongst staff						
8.5	We are more strongly committed to equality, equity & celebration of diversity and inclusion						
8.6	Improvement for learners is more central to our strategic direction and improvement plans						
8.7	Our aims for improvement are now more clearly communicated to staff, learners and parents						
8.8	Those with leadership responsibilities demonstrate their commitment to learning more visibly						
8.9	There is a stronger culture of staff feeling able and confident to lead						

Thank you for taking the time to complete this questionnaire. If you were not able to complete it at the end of your interview please return it, as soon as possible, to:

Simon Jaquet Consultancy Services, 69 Restalrig Road, Edinburgh, EH6 8BG

Appendix 6 Questionnaire data

Learning Teams

N=34

1. “Learners’ Experiences” (Quality Indicator 2.1)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
1.1	Learners are more motivated, positive and eager participants in their learning	71	29				
1.2	Learners have become more actively involved in their own learning and development	76	24				
1.3	Almost all children have progressed well from prior levels of attainment and achievement	32	56	6			6
1.4	Vulnerable children have progressed well from prior levels of attainment and achievement	38	41	12			9
1.5	There is evidence that learning and other skills have improved	41	56	3			
1.6	Learner aspirations for attainment and achievement have increased	38	59	3			
1.7	Learners feel more successful and confident	62	38				
1.8	Learners feel safer and more nurtured	35	44	18			3

2. “The Engagement of Staff” (Quality Indicator 3.1)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
2.1	I am clearer about what is involved in providing high-quality education for learners	79	18				3
2.2	I make more effective contributions to school teams	53	38	3			6
2.3	I have worked more with partner agencies.	24	41	26			9
2.4	I take more responsibility for the development of children	44	38	6	6	3	3
2.5	Staff are more valued and supported	32	56	9			3
2.6	Staff views and skills have more influence on how we improve the quality of education	47	44	3	3		3
2.7	I feel more supported and enabled to provide high-quality education.	47	41	6			6

3. “Planning for Improvement” (Quality Indicator 6.3)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
3.1	I am more involved in developing, planning, implementing & evaluating quality	38	47	9	3		3
3.2	I recognize more the importance of evaluating the impact of innovation on learners	56	35	3	3		3
3.3	I make more use of information on the prior attainment and achievement of learners	44	32	18	3		3
3.4	I make more effective use of information from self-evaluation in planning innovation	41	44	12			3
3.5	I am more committed to joint planning with other staff, associated schools & partner agencies	32	47	18			3
3.6	I take more careful account of continuity and sustainability in planning improvements.	26	56	15			3

4. “Staff Deployment & Teamwork” (Quality Indicator: 7.2)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
4.1	Our staff team is deployed more effectively to meet learners’ needs and improve provision	38	47	3			12
4.2	Our staff team feel more empowered, challenged and supported	44	44	6			6
4.3	We have established a more collaborative and collegiate approach to our work	59	29	3	3		6
4.4	Our ethos of team working and professional engagement is more evident	65	29				6
4.5	Our lines of communication and accountability for staff are clearer	24	41	26	3		6
4.6	Our opportunities to raise concerns or make constructive suggestions have improved	32	50	12			6
4.7	Those with leadership responsibilities are more responsive, visible and accessible.	24	47	12	6		12

5. “Partnerships with the Community, Educational Establishments, Agencies & Employers (Quality Indicator: 8.1)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
5.1	We have more effective partnership working	29	44	18			9
5.2	We have a clearer framework for evaluating the impact of innovation on learners	26	41	26	3		3
5.3	Our links with other establishment & agencies have enriched learning and achievement	9	35	44			12
5.4	We are clearer about our respective partnership roles	6	35	47			12
5.5	We have better opportunities to meet and share training with partners	26	32	29	3		15
5.6	Arrangements for communications with partners are better	12	41	29	3		15
5.7	We work more effectively with partners to provide effective services for children	15	41	29	3		12
5.8	Parents play a more important role in the educational development of their children	21	38	29	3		9

6. “Management of Finance and Resources for Learning” (Quality Indicator: 8.2 and 8.3)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
6.1	Our procedures for financial control are clearer and more open		9	44	15	3	29
6.2	We have better and more accessible data for budget management		12	41	15	3	29
6.3	Our priorities for use of financial resources are more clearly linked to improvement priorities	15	26	24	3		32
6.4	We have used the funding available more effectively to improve the quality of learning	26	26	15			32

7. “Managing Information” (Quality Indicator 8.3 and 8.4)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	NA
7.1	We use data more effectively, e.g. on attainment & attendance, to improve learning outcomes	24	35	18	3		21
7.2	We are better at using data analysis alongside professional judgement to track progress	21	38	21	3		18
7.3	We are better at using information to help us intervene promptly where this is needed	35	35	12	3		15

8. “Vision, Values & aims; Leadership and Direction” (Quality Indicator 9.1 and 9.2)

The impact of the Learning Teams Project has been that:		SA	A	N	D	SD	N A
8.1	We work more with learners, parents & other partners to develop and shape a common vision	41	47	9			3
8.2	Our vision is more firmly based on outcomes for learners	74	21	3			3
8.3	Our vision, values & aims have benefited from involvement in the project	62	32				6
8.4	There is a stronger sense of common purpose amongst staff	56	38				6
8.5	We are more strongly committed to equality, equity & celebration of diversity and inclusion	47	32	9	3		9
8.6	Improvement for learners is more central to our strategic direction and improvement plans	68	21	6			6
8.7	Our aims for improvement are now more clearly communicated to staff, learners and parents	47	29	18	3		3
8.8	Those with leadership responsibilities demonstrate their commitment to learning more visibly	56	21	15			9
8.9	There is a stronger culture of staff feeling able and confident to lead	71	26				3

Confidence to Earn N=35

1. “Learners’ Experiences” (Quality Indicator 2.1)

The impact of the Confidence to Earn Project has been that:		SA	A	N	D	SD	NA
1.1	Learners are more motivated, positive and eager participants in their learning	60	20	9			9
1.2	Learners have become more actively involved in their own learning and development	49	31	9			9
1.3	Almost all children have progressed well from prior levels of attainment and achievement	11	43	29			11
1.4	Vulnerable children have progressed well from prior levels of attainment and achievement	6	54	20			11
1.5	There is evidence that learning and other skills have improved	26	46	9	3	3	11
1.6	Learner aspirations for attainment and achievement have increased	17	46	17			17
1.7	Learners feel more successful and confident	46	34	6			11
1.8	Learners feel safer and more nurtured	17	34	26			17

2. “The Engagement of Staff” (Quality Indicator 3.1)

The impact of the Confidence to Earn Project has been that:		SA	A	N	D	SD	NA
2.1	I am clearer about what is involved in providing high-quality education for learners	23	46	17		3	11
2.2	I make more effective contributions to school teams	20	49	14	3	3	11
2.3	I have worked more with partner agencies.	20	34	20	6	3	17
2.4	I take more responsibility for the development of children	20	37	14	3	3	17
2.5	Staff are more valued and supported	6	49	26		3	11
2.6	Staff views and skills have more influence on how we improve the quality of education	17	54	9		3	11
2.7	I feel more supported and enabled to provide high-quality education.	14	46	20		3	11

3. “Planning for Improvement” (Quality Indicator 6.3)

The impact of the Confidence to Earn Project has been that:		SA	A	N	D	SD	NA
3.1	I am more involved in developing, planning, implementing & evaluating quality	11	49	20	3	3	11
3.2	I recognize more the importance of evaluating the impact of innovation on learners	31	40	11	3		11
3.3	I make more use of information on the prior attainment and achievement of learners	23	43	17		3	11
3.4	I make more effective use of information from self-evaluation in planning innovation	40	29	17		3	11
3.5	I am more committed to joint planning with other staff, associated schools & partner agencies	26	31	23		3	14
3.6	I take more careful account of continuity and sustainability in planning improvements.	29	34	20		3	14

4. “Staff Deployment & Teamwork” (Quality Indicator: 7.2)

The impact of the Confidence to Earn Project has been that:		SA	A	N	D	SD	NA
4.1	Our staff team is deployed more effectively to meet learners’ needs and improve provision	17	34	20	6	3	17
4.2	Our staff team feel more empowered, challenged and supported	23	23	29	6	3	14
4.3	We have established a more collaborative and collegiate approach to our work	26	37	17		3	14
4.4	Our ethos of team working and professional engagement is more evident	26	26	23	3	3	17
4.5	Our lines of communication and accountability for staff are clearer	14	31	31		3	17
4.6	Our opportunities to raise concerns or make constructive suggestions have improved	14	34	29	3	3	14
4.7	Those with leadership responsibilities are more responsive, visible and accessible.	29	23	20	6	3	17

5. “Partnerships with the Community, Educational Establishments, Agencies & Employers (Quality Indicator: 8.1)

The impact of the Confidence to Earn Project has been that:		SA	A	N	D	SD	NA
5.1	We have more effective partnership working	9	37	29	3		20
5.2	We have a clearer framework for evaluating the impact of innovation on learners	23	40	14	6		17
5.3	Our links with other establishment & agencies have enriched learning and achievement	17	34	26			20
5.4	We are clearer about our respective partnership roles	11	31	31	3		20
5.5	We have better opportunities to meet and share training with partners	20	20	34	3	3	17
5.6	Arrangements for communications with partners are better	14	26	26	6	3	20
5.7	We work more effectively with partners to provide effective services for children	20	26	26			23
5.8	Parents play a more important role in the educational development of their children	14	20	29	6		29

6. “Management of Finance and Resources for Learning” (Quality Indicator: 8.2 and 8.3)

The impact of the Confidence to Earn Project has been that:		SA	A	N	D	SD	NA
6.1	Our procedures for financial control are clearer and more open		11	43			43
6.2	We have better and more accessible data for budget management		14	40			43
6.3	Our priorities for use of financial resources are more clearly linked to improvement priorities	9	14	31			43
6.4	We have used the funding available more effectively to improve the quality of learning	29	6	23	3		40

7. “Managing Information” (Quality Indicator 8.3 and 8.4)

The impact of the Confidence to Earn Project has been that:		SA	A	N	D	SD	NA
7.1	We use data more effectively, e.g. on attainment & attendance, to improve	6	29	29	3	3	29
7.2	We are better at using data analysis alongside professional judgement to	9	31	23		3	31
7.3	We are better at using information to help us intervene promptly where this	17	29	17	3	3	29

8. “Vision, Values & aims; Leadership and Direction” (Quality Indicator 9.1 and 9.2)

The impact of the Confidence to Earn Project has been that:		SA	A	N	D	SD	NA
8.1	We work more with learners, parents & other partners to develop and shape a common vision	26	34	17		3	14
8.2	Our vision is more firmly based on outcomes for learners	46	20	11	3	3	14
8.3	Our vision, values & aims have benefited from involvement in the project	43	29	14	3	3	14
8.4	There is a stronger sense of common purpose amongst staff	29	29	20	3	3	14
8.5	We are more strongly committed to equality, equity & celebration of diversity and inclusion	34	29	17		3	14
8.6	Improvement for learners is more central to our strategic direction and improvement plans	26	43	11		3	14
8.7	Our aims for improvement are now more clearly communicated to staff, learners and parents	20	37	17	3	3	14
8.8	Those with leadership responsibilities demonstrate their commitment to learning more visibly	29	37	11	3	3	14
8.9	There is a stronger culture of staff feeling able and confident to lead	40	20	17	3	3	14

Arts and Minds

N=19

1. “Learners’ Experiences” (Quality Indicator 2.1)

The impact of the Arts and Minds Project has been that:		SA	A	N	D	SD	NA
1.1	Learners are more motivated, positive and eager participants in their learning	53	42	5			
1.2	Learners have become more actively involved in their own learning and development	42	53	5			
1.3	Almost all children have progressed well from prior levels of attainment and achievement	37	42	21			
1.4	Vulnerable children have progressed well from prior levels of attainment and achievement	32	53	16			
1.5	There is evidence that learning and other skills have improved	42	47		5		5
1.6	Learner aspirations for attainment and achievement have increased	16	47	21			16
1.7	Learners feel more successful and confident	37	53	5			5
1.8	Learners feel safer and more nurtured	32	26	26			16

2. “The Engagement of Staff” (Quality Indicator 3.1)

The impact of the Arts and Minds Project has been that:		SA	A	N	D	SD	NA
2.1	I am clearer about what is involved in providing high-quality education for learners	42	37	21			
2.2	I make more effective contributions to school teams	32	37	21			5
2.3	I have worked more with partner agencies.	53	21	16			5
2.4	I take more responsibility for the development of children	37	21	16	11		11
2.5	Staff are more valued and supported	32	16	26	5		16
2.6	Staff views and skills have more influence on how we improve the quality of education	32	47	5			11
2.7	I feel more supported and enabled to provide high-quality education.	32	42	11	5		

3. “Planning for Improvement” (Quality Indicator 6.3)

The impact of the Arts and Minds Project has been that:		SA	A	N	D	SD	NA
3.1	I am more involved in developing, planning, implementing & evaluating quality	26	53	11	5		
3.2	I recognize more the importance of evaluating the impact of innovation on learners	47	32	11			11
3.3	I make more use of information on the prior attainment and achievement of learners	26	26	21	5		16
3.4	I make more effective use of information from self-evaluation in planning innovation	11	53	21			5
3.5	I am more committed to joint planning with other staff, associated schools & partner agencies	37	37	11	5		5
3.6	I take more careful account of continuity and sustainability in planning improvements.	26	58				5

4. “Staff Deployment & Teamwork” (Quality Indicator: 7.2)

The impact of the Arts and Minds Project has been that:		SA	A	N	D	SD	NA
4.1	Our staff team is deployed more effectively to meet learners’ needs and improve provision	11	42	11	5		26
4.2	Our staff team feel more empowered, challenged and supported	21	37	16	5		21
4.3	We have established a more collaborative and collegiate approach to our work	16	47	16			16
4.4	Our ethos of team working and professional engagement is more evident	21	47	11			16
4.5	Our lines of communication and accountability for staff are clearer	16	21	26	5		26
4.6	Our opportunities to raise concerns or make constructive suggestions have improved	21	16	21	5		26
4.7	Those with leadership responsibilities are more responsive, visible and accessible.	21	16	21	5		32

5. “Partnerships with the Community, Educational Establishments, Agencies & Employers (Quality Indicator: 8.1)

The impact of the Arts and Minds Project has been that:		SA	A	N	D	SD	NA
5.1	We have more effective partnership working	26	37	16	5		11
5.2	We have a clearer framework for evaluating the impact of innovation on learners	16	63		5		11
5.3	Our links with other establishment & agencies have enriched learning and achievement	32	47				16
5.4	We are clearer about our respective partnership roles	21	37	11	11		16
5.5	We have better opportunities to meet and share training with partners	21	37	11	5		21
5.6	Arrangements for communications with partners are better	16	37	11	11		21
5.7	We work more effectively with partners to provide effective services for children	32	47	5			16
5.8	Parents play a more important role in the educational development of their children	16	21	32	11		16

6. “Management of Finance and Resources for Learning” (Quality Indicator: 8.2 and 8.3)

The impact of the Arts and Minds Project has been that:		SA	A	N	D	SD	NA
6.1	Our procedures for financial control are clearer and more open	5	16	16			47
6.2	We have better and more accessible data for budget management	5	21	16			42
6.3	Our priorities for use of financial resources are more clearly linked to improvement priorities	26	16	5			42
6.4	We have used the funding available more effectively to improve the quality of learning	26	26				42

7. “Managing Information” (Quality Indicator 8.3 and 8.4)

The impact of the Arts and Minds Project has been that:		SA	A	N	D	SD	NA
7.1	We use data more effectively, e.g. on attainment & attendance, to improve learning outcomes	11	21	5	5		42
7.2	We are better at using data analysis alongside professional judgement to track progress	5	32	11			42
7.3	We are better at using information to help us intervene promptly where this is needed	11	32	5	5		37

8. “Vision, Values & aims; Leadership and Direction” (Quality Indicator 9.1 and 9.2)

The impact of the Arts and Minds Project has been that:		SA	A	N	D	SD	NA
8.1	We work more with learners, parents & other partners to develop and shape a common vision	26	47	5			11
8.2	Our vision is more firmly based on outcomes for learners	26	47	11			5
8.3	Our vision, values & aims have benefited from involvement in the project	37	37	11			11
8.4	There is a stronger sense of common purpose amongst staff	26	32	26			5
8.5	We are more strongly committed to equality, equity & celebration of diversity and inclusion	26	32	21			11
8.6	Improvement for learners is more central to our strategic direction and improvement plans	21	47				16
8.7	Our aims for improvement are now more clearly communicated to staff, learners and parents	21	37	11			21
8.8	Those with leadership responsibilities demonstrate their commitment to learning more visibly	26	26	11			26
8.9	There is a stronger culture of staff feeling able and confident to lead	21	42	16			16