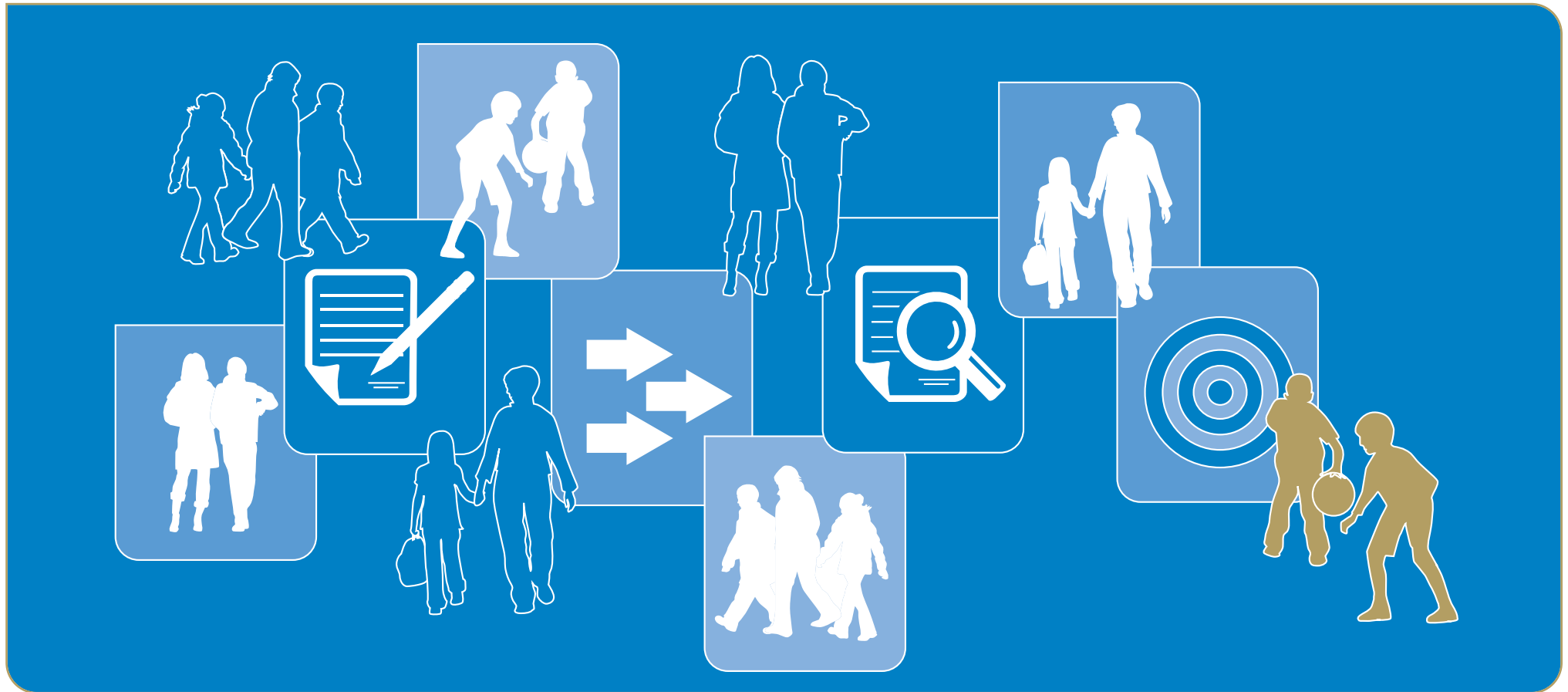


Impact evaluation – a model

Guidance and practical examples





The Training and Development Agency for Schools (TDA) has designed the impact evaluation model to help local authorities and schools measure the impact of projects, initiatives and services in the areas of workforce reform and extended services.

“Home-school support workers and parent support advisers are already having a huge impact. Simply by getting young people into school and keeping them there we’re improving their learning and seeing real results.”

This quote, from an extended services remodelling adviser, is typical of the widespread anecdotal evidence that shows how changes in schools are having a positive impact on young people.

But although such feedback is valuable and encouraging, there is also a need for more measurable and quantifiable evidence. For policy-makers and those funding initiatives, ‘hard’ evidence is essential if they are to continue to provide funding and support. For those involved in planning and delivery, robust evidence will provide a valuable insight into what works best. This information can be used to target and adapt services to deliver the greatest possible impact.

The TDA has, therefore, developed an impact evaluation model designed to help local authorities and schools bring together qualitative and quantitative evidence and demonstrate the impact of a whole range of projects, initiatives and services. This is not a new approach to evaluation – it draws on existing good practice to create a model that is flexible, practical and user friendly.

The first part of this pack provides a brief overview of the model, explaining how it works and the benefits it can offer. It also tells you where to go for more information and support. The second part includes a set of short case studies showing how local authorities, clusters and schools across England have been putting the model into practice and what they have learnt along the way.

“Many project evaluations are just about numbers and statistics. The impact evaluation model allows you not only to look at data but also at the real people involved and at the impact of the project on communities.”

Hilary Fowler, Lead Teacher, Extended Services, North Lincolnshire Council

The impact evaluation model

The impact evaluation model is designed to help you build up a picture of how you expect a project, initiative or service to work. Working through the model will clearly demonstrate the links between the various stages of service delivery, from planning all the way through to the impact on individual service users (for example, boosting their confidence and self-esteem) and on the overall project aims (for example, reducing the number of young people in a particular area who are not in education, employment or training). The model is made up of guidance, a set of practical team exercises and ongoing TDA support.

“Using the impact evaluation model really simplified the evaluation process for me. It showed me that you don’t need to prove absolutely everything. What you need to do, and what the model helps you do, is build a persuasive case about the impact of your work and how your inputs lead to your outputs and then to your outcomes.”

Brigid Montgomery, Extended Services Leader,
Waltham Forest Council

Why use the model?

Using the impact evaluation model will give you a holistic view of how an intervention is working and will enable you to build a persuasive case for its impact, based on both qualitative and quantitative evidence. The model can also encourage team members to engage more fully in the planning, design and implementation of services, which will boost morale and ensure clarity about project goals. The results will provide a useful resource to draw upon when communicating with stakeholders and service users.

When should I use the model?

The model can be used at any stage of a project but is most effective when used near the end of the planning process but before delivery actually begins. By completing the model at this stage, you know what data you need to collect at the outset and any disagreements in the project team about the aims of the initiative can be highlighted and resolved at the start.

The model works best when used for any project, initiative or service intended to have a direct impact on children and young people. Note that the model is not a substitute for good stakeholder engagement and in-depth exploration of the relevant issues – it should always be used alongside these and other good change management practices.

How should I use the model?

You can use the model alone or as an exercise with a group of people. Involving a range of people when building your model will help to build consensus on project goals but you may find it easier to keep the initial drafting team relatively small before asking more stakeholders to get involved.

“Using the impact evaluation model really helped the governors to articulate and understand their accountability for the school improvement plan and understand how continuing professional development activities can help to meet school objectives.”

Katherine Unwin, Headteacher, Linton First School, Morpeth

The following tips will help you to get the most out of the impact evaluation model:

- Keep it simple – projects may achieve multiple outcomes but your evaluation should focus on evaluating your key aims only
- Remember, all evaluation findings make a valuable contribution to the evidence base, even if they highlight areas where the impact was limited. The model should not be used to justify a project, initiative or service
- Evaluate a few things well – it is more practical to evaluate a representative sample than to measure every activity in which you are engaged
- Stay focused on how users stand to benefit from the project, initiative or service and then consider how this should contribute to your wider community outcomes
- Be objective
- Draw on as wide a variety of evidence sources as possible
- Concentrate on creating a persuasive case, not on finding 'proof'

The impact evaluation model and the self-evaluation form

The Ofsted self-evaluation form (SEF) is an opportunity for schools and their partners to demonstrate the positive impact that workforce reform and extended services are making on the lives on children and young people. The impact evaluation model can support this process by helping schools pull together evidence that links directly to key areas of the SEF. For instance, evidence showing that pupils attending a homework club are starting to plan and make decisions about their own learning could be used as an example of how pupils are contributing to the school and wider community. Evidence that the school is communicating effectively with parents about the club will help to show that it is engaging with parents and carers.

“The way to measure what we do is not always numeric and there is not enough training for schools around the more qualitative stuff and how we can demonstrate impact. This model provides that and it really helped me with my SEF.”

Marie Corbett, Headteacher, Invicta Primary School, Greenwich

Find out more

The TDA is providing support for local authorities and schools using the impact evaluation model through its regional delivery partnerships. Contact your TDA regional office for more information. You can also contact Piers Hudson from the central TDA team at piers.hudson@tda.gov.uk

“The impact evaluation model has a direct and practical value on the ground. It enables you to focus on what you want to achieve and ensure that the building blocks are in place to help you achieve it.”

Ian Smith, Extended Services Cluster Coordinator, Plymouth City Council

Practical examples

A number of local authorities, clusters and schools across England are using the model to plan and to evaluate aspects of their extended services activities. The following are just some examples. The case studies are in two parts. The first part looks at: (a) the aims of the specific project, initiative or service and the reasons for using the impact evaluation model, (b) how the model was used, (c) the lessons learned, (d) next steps for the project and use of the model and (e) contact details for more information. The second part of each case study is an example of the impact evaluation model itself. The models shown here include those developed at various stages in the project, from initial planning through to final evaluation.

Local authority models

Parent support adviser induction – Doncaster
Disadvantage subsidy pilot – North Lincolnshire
Sexual health drop-in service – Plymouth
Disadvantage subsidy pilot evaluation – Suffolk

Cluster models

Personal histories – North Lincolnshire
Evaluating classes in English as a second language – Waltham Forest
Promoting potential – Wirral

School models

Breakfast club specialising in maths – Greenwich
Producing a new school improvement plan – Northumberland
Transition from primary to secondary school – Redbridge



Parent support advisers – engaging parents in their children’s learning

Doncaster MBC, Yorkshire and Humber, ranked 33rd in England for deprivation (2007)

PSA induction to the local authority and to schools – June 2009

Evidencing impact



Aims

What we wanted to do

- Ensure parent support advisers (PSAs) enter school with a clear understanding of their role and the realisation that they are part of, and supported by, a wider team
- Ensure schools and agencies understand the PSA role and use PSAs appropriately
- Use the impact evaluation model (IEM) to measure the impact of PSAs right from the outset to prove they are a worthwhile investment and to determine what sort of evidence needs to be gathered



Impact evaluation – implementation

How we did it

- Gathered the PSA team together to ensure everyone could input into the IEM and agree what we wanted to achieve
- Worked through the IEM from the bottom up, starting with the ‘final outcomes’ box
- Attended TDA regional training day and worked through the IEM with a TDA facilitator
- Arranged half a day’s training to take all PSAs through the IEM model so they could start to gather evidence for, and prove the impact of, the specific projects they are running



Impact evaluation – review

What we learnt

- Working through the IEM from the bottom up enabled us right from the outset to really focus on what we wanted to achieve and how we could provide evidence of our success
- Using the IEM makes you aware of different approaches and that your colleagues often come at things from different angles
- Having a big printout of the IEM and using Post-its really helped because it enabled us all to work on the model at the same time and move the Post-its around until we were comfortable about which boxes to put things in
- You need to practice using the IEM but it is worth the effort



Next steps

What we will do differently now

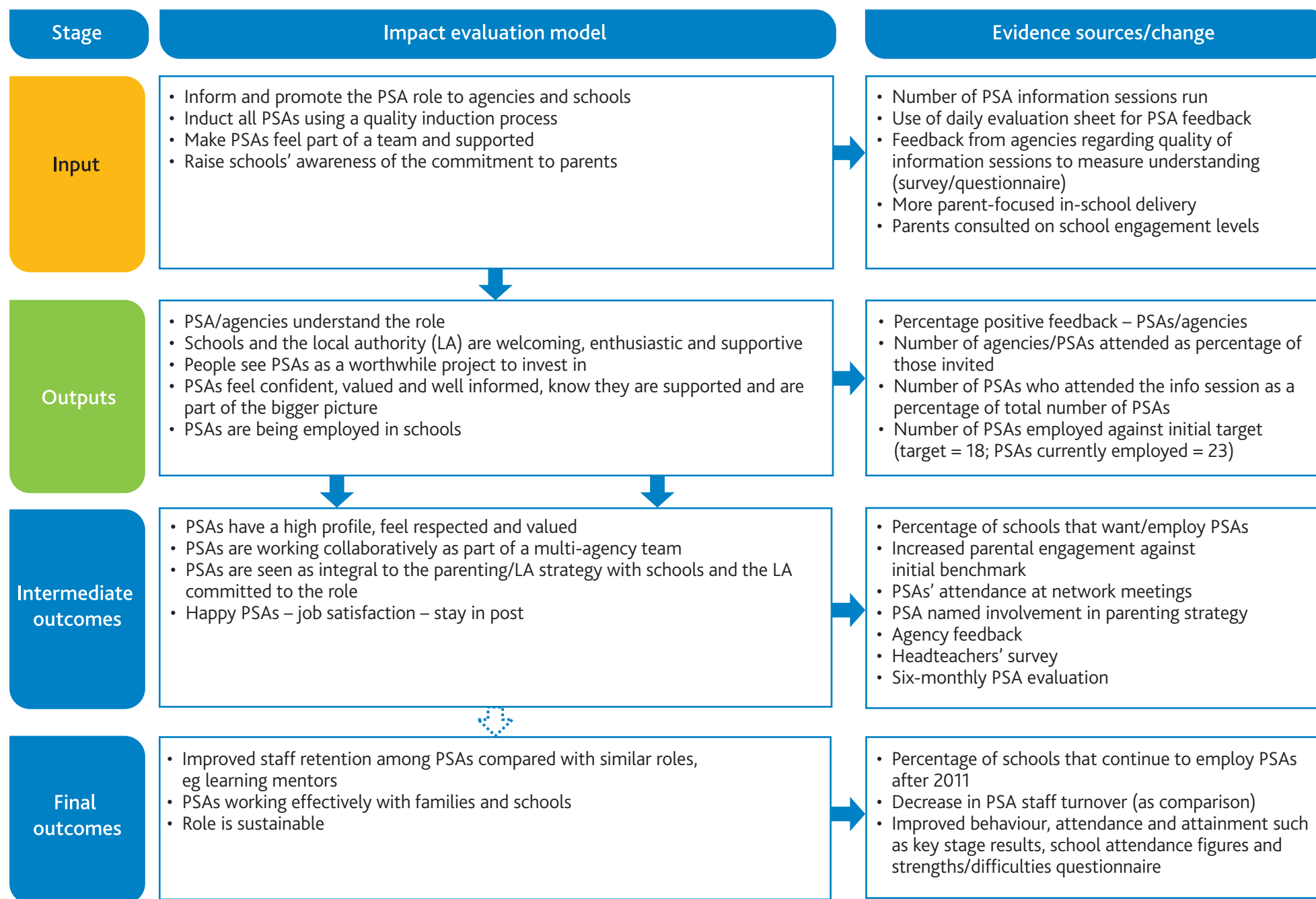
- We want all PSAs to use the IEM to evidence the work they are doing to help ensure they still have jobs in two years’ time
- We want to share what we are doing widely within the council so more people start to use the IEM and see the value it brings

“The model takes all your random thoughts and all your colleagues’ random thoughts and helps you collate them into a logical process. It gives you order and helps you match your thoughts to facts.”

Michelle Fitzpatrick, PSA Coordinator, Doncaster Metropolitan Borough Council

To find out more about this case study, contact
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Extended services disadvantage subsidy – narrowing the attainment gap

North Lincs Unitary Authority, Yorkshire and Humber, ranked 86th in England for deprivation (2007)

Planning and evaluating the extended services disadvantage subsidy pilot – August 2009

Evidencing impact



Aims

What we wanted to do

- Help children to overcome barriers to, and engage in, extended service activities
- Narrow the gap between advantaged and disadvantaged children
- Make more people aware of what activities are available
- Use the impact evaluation model (IEM) to provide evidence of what the extended services disadvantage subsidy funding pilot is actually achieving
- Use the IEM to focus on what evidence you need to gather throughout the pilot to demonstrate impact



Impact evaluation – implementation

How we did it

- The extended services remodelling adviser and extended services strategy officer attended a TDA regional event on the IEM. It seemed to offer the solution to how we should tackle issues around measuring impact
- After the event – we were keen to adopt the model ASAP – we worked through the IEM with Integrated Cluster Coordinator Tim Sullivan and a learning mentor to see how it could be used to plan and evaluate the extended services disadvantage subsidy pilot

- IEM focused debate on what evidence the team would need to gather to evaluate the pilot – Tim and learning mentor started to populate the model
- Worked through the final model with TDA trainer



Impact evaluation – review

What we learnt

- It can be difficult to populate the model when you just have a blank template in front of you – the TDA can provide a range of simple, worked-through examples and these really help
- You need to work as a team to ensure clarity of language and terminology
- It helps to work through the model a few times to clearly understand the logic flow and how it works. It also helps to number each point as you go through the model so that you can clearly see the journey from inputs to outputs to outcomes
- Keep it simple and don't think too broadly



Next steps

What we will do differently now

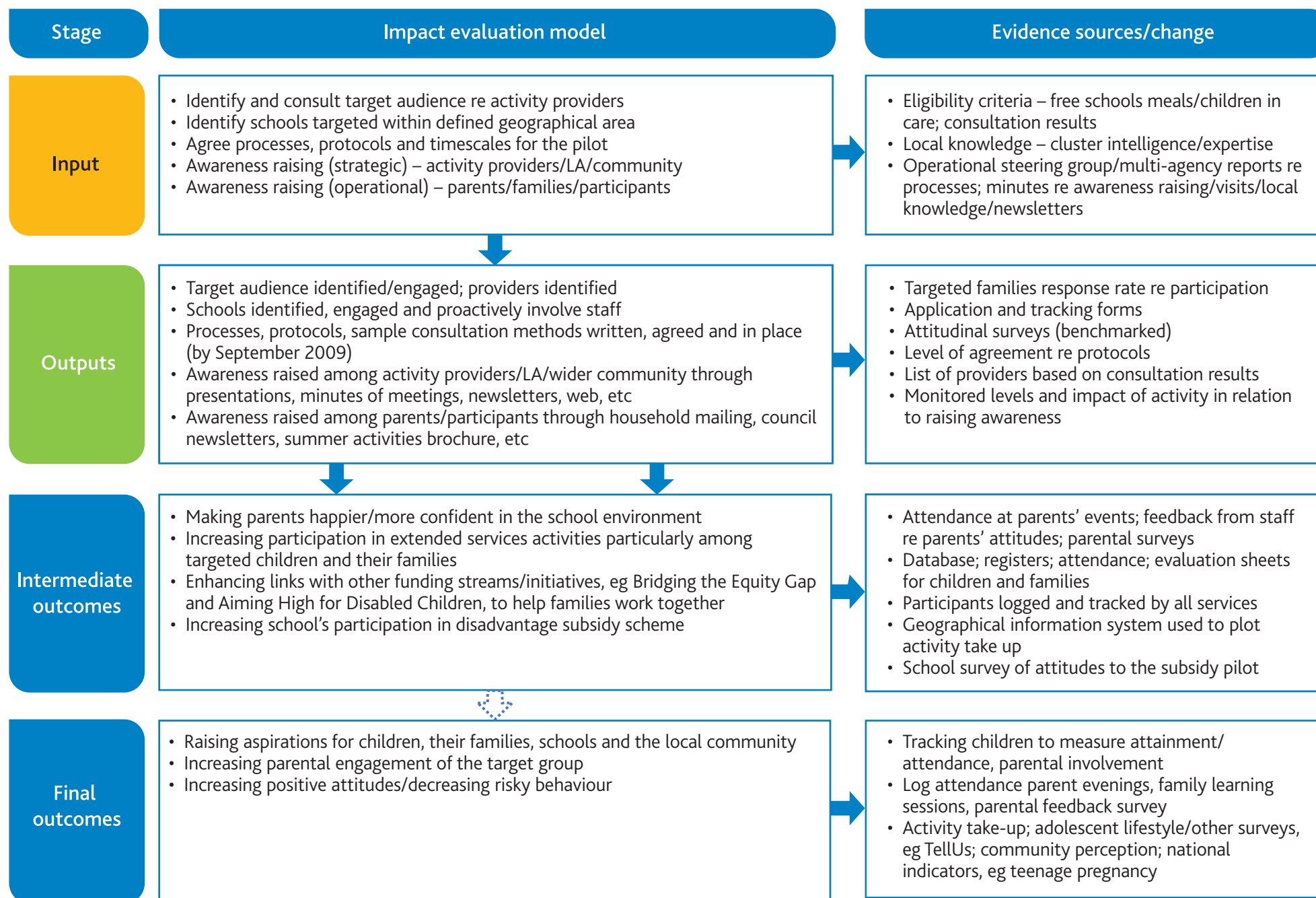
- Replicate the IEM across North Lincs
- Continue to use the IEM as a tool/working checklist as we develop the pilot and subsequent roll-out
- Link the IEM into our quarterly reporting systems and our project implementation documents

“The extended services disadvantage subsidy has the potential to improve children’s lives. By using the impact model I have been able to focus my mind on exactly what evidence I need to look for and to discard the irrelevant.”

Tim Sullivan, Integrated Cluster Coordinator, North Lincolnshire Council

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Extended services – Every Child Matters in action

Plymouth City Council, south-west England, ranked 58th in England for deprivation (2007)

Support and information drop-in, including access to sexual health services – October 2009

Evidencing impact



Aims

What we wanted to do

- Provide a free support and sexual health drop-in service – Crownhill Sexual Health Drop-In – on a weekly basis for 13- to 25-year-olds in north-east/central Plymouth
- Provide access to sexual health services in relation to the core offer (under swift and easy access) for five secondary schools and as part of the children's and young people's plan – 12-week pilot
- Trial the use of the TDA's impact evaluation model (IEM) in evaluating a successful project



Impact evaluation – implementation

How we did it

- Researched current providers in Plymouth to identify where their service users lived using postcodes
- Carried out a locality needs analysis – identified a community youth provider with staff trained in sexual health
- Identified service location – Royal Navy community building
- Set up a meeting between provider, community worker from Royal Navy and extended services coordinator
- Put in place a partnership agreement

- Designed leaflets – distributed to schools, GPs, youth outreach workers – and informed schools/school nurses of service
- Sourced funding – extended services revenue funding used initially
- Ran the monitoring data gathered through the IEM to evaluate the project retrospectively



Impact evaluation – review

What we learnt

- The service needs to be advertised better through one-to-one outreach work
- The service was at the wrong time of day and the entry into the building was wrong (service users now enter via the side not the main door)
- A need for two waiting rooms was identified (the shared-building policy and partnership agreement was adjusted accordingly)
- The IEM works best if you do it at the start of the project so you get a clear idea of what you want to evaluate and the evidence you need



Next steps

What we will do differently now

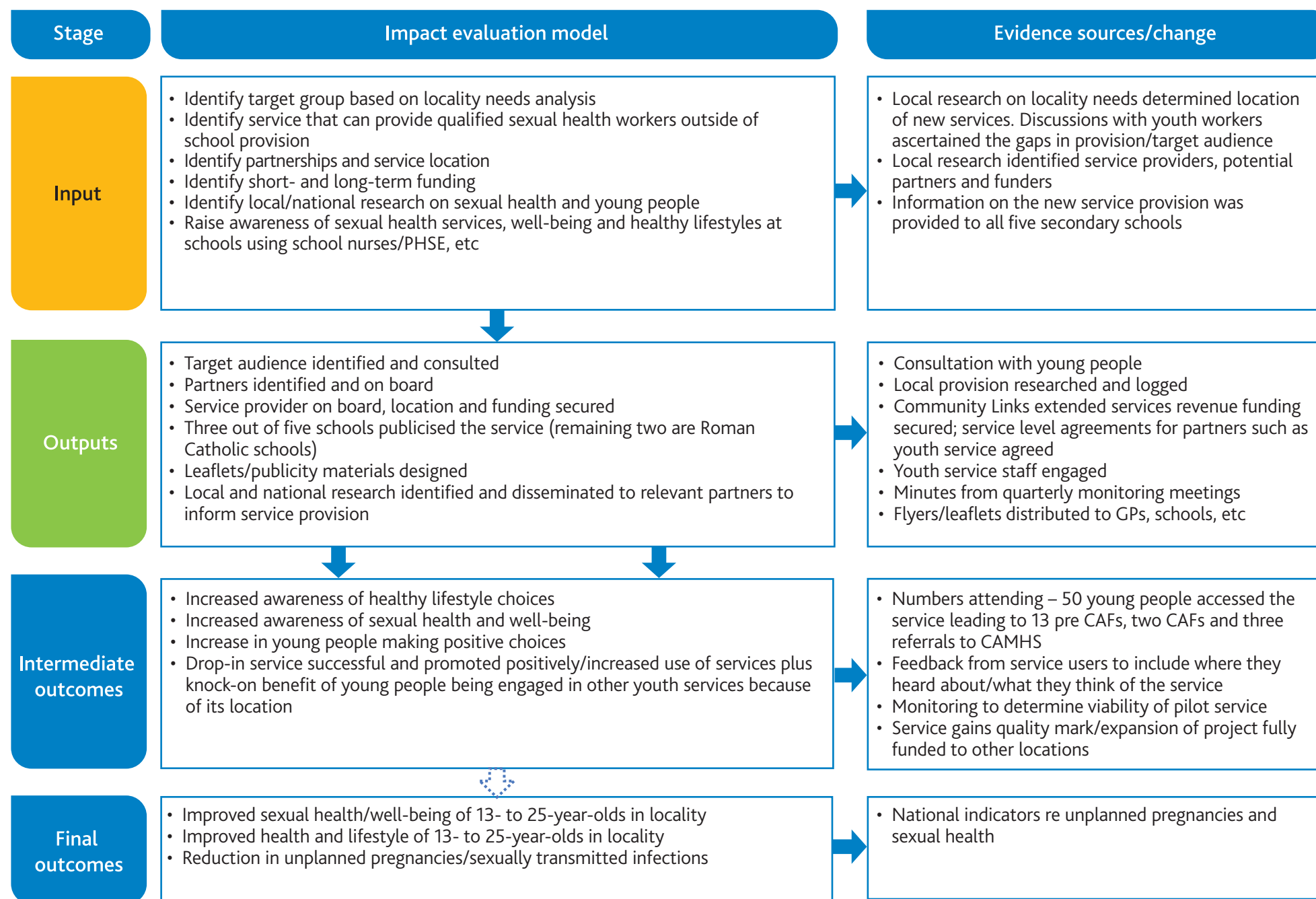
- Do more outreach work with young people
- Change the time of the sexual health service to before the Royal Navy Youth Group meets so that service users can also attend the youth group
- Use the IEM across the cluster to plan a variety of projects

“The service is now self-sustainable and no longer relies on extended services funding, being totally funded instead by health and the youth service. This really shows the impact it has had, coupled with the fact that it has expanded to other areas.”

Mandy Turner, Extended Services Cluster Coordinator, Plymouth City Council

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Extended services disadvantage subsidy – narrowing the attainment gap

Suffolk County Council, eastern England, ranked 116th in England for deprivation (2007)

Evaluating the disadvantage subsidy pilot – December 2009

Evidencing impact



Aims

What we wanted to do

- Pilot the Government's extended services disadvantage subsidy in two clusters in the county
- Test two different models of delivering the funding to see which was the most effective and to inform future strategy
- Test the various resources produced for the pilot
- Use the TDA's impact evaluation model (IEM) to gain an external perspective on how effective the pilot has been and to enable comparison on a regional and national basis



Impact evaluation – implementation

How we did it

- Developed two funding methods for pilot clusters:
 - in one cluster, 90 per cent of funding went straight to schools
 - in another cluster, 70 per cent of funding was devolved to schools but they could only access it after a plan was produced and spend was verified by a steering group
- Effectiveness of each approach evaluated to inform later roll-out
- Accessed IEM through the TDA regional trainer after being alerted to it as part of the disadvantage subsidy pilot work
- Created IEM case studies, which are being used to inform strategy development as part of the disadvantage subsidy roll-out



Impact evaluation – review

What we learnt

- Whole-school approach. Consulting parent support advisers, teaching assistants, special educational needs coordinators and heads provides a broader perspective when identifying target group
- It is much more difficult to get management information from schools when funds have been allocated directly to them. This can cause issues when monitoring the funding and reporting back to the government office
- Plan for some admin support. You will need it for each cluster
- The IEM may look complicated but, when you work through it, it is a fairly simple and logical process and it helps you see things you may otherwise miss



Next steps

What we will do differently now

- Roll out the pilot across all 18 clusters in the county
- Use the IEM for external validation and to underpin recommendations and evaluation findings from the pilot to inform a divisional management team paper

"Headteachers have told me that the subsidy has enabled them to make a real difference to the lives of some of their harder-to-engage families – massively improving their relationships with them."

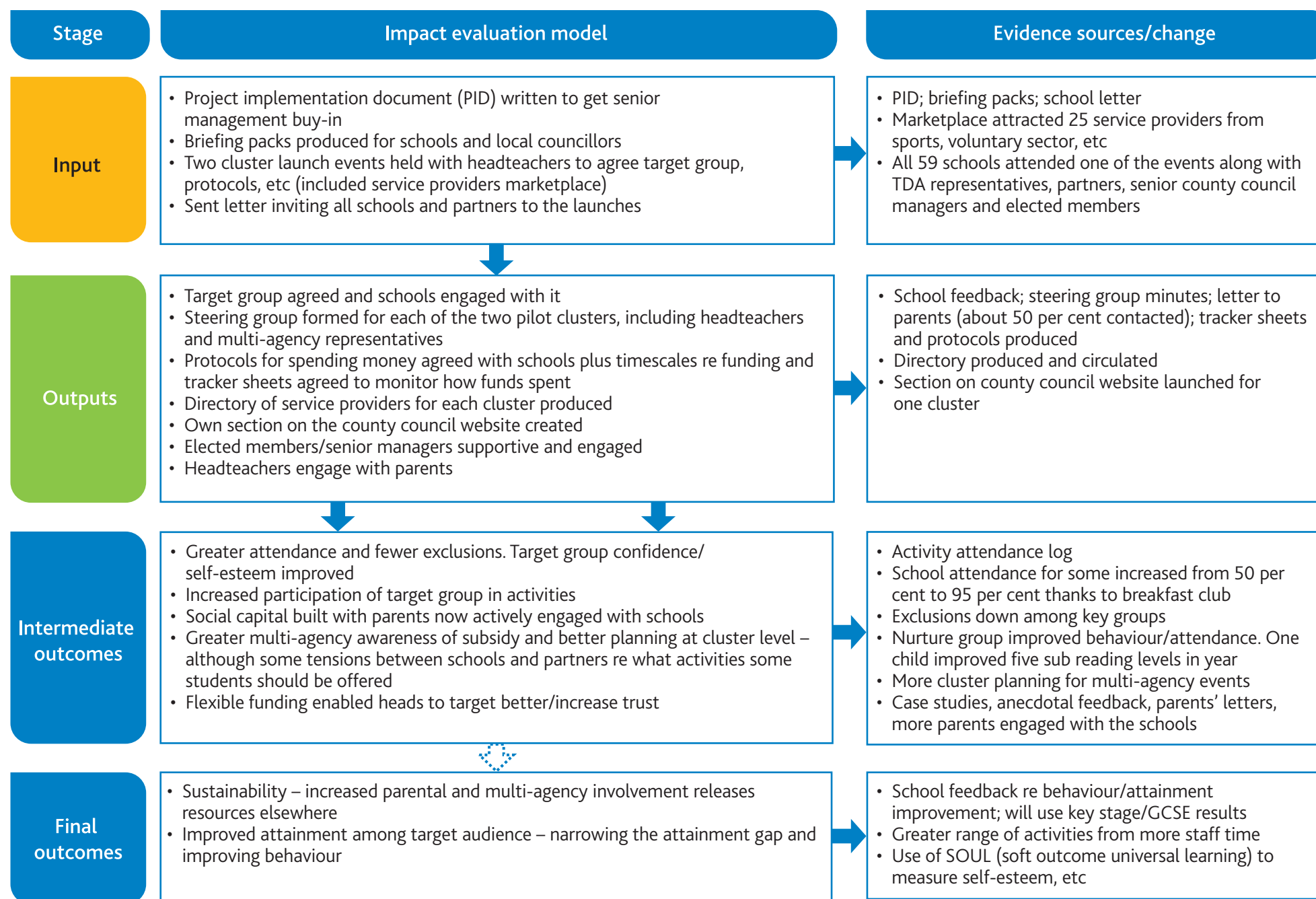
Paul Nicholls, Extended Services Commissioner, Suffolk County Council

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Extended services – Every Child Matters in action

North Lincs Unitary Authority, Yorks and Humber; ranked 86th in England for deprivation (2007)

Personal histories: a celebration of childhood memories – October 2009

Evidencing impact



Aims

What we wanted to do

- Take an existing pilot and adapt it locally to promote intergenerational understanding and community cohesion
- Enable practitioners, through a creative curriculum, to engage children, young people, their families and the wider community
- Use the impact evaluation model (IEM) to determine and then demonstrate the impact of the project
- Use the IEM to look beyond numbers and statistics to evaluate how the project might influence community involvement



Impact evaluation – implementation

How we did it

- Attended IEM training run by the TDA in July 2009. This generated ideas about how to plan/evaluate the pilot
- Presented the IEM at an extended services training day to enable colleagues to work with the model and assess its usefulness
- Used the session to generate ideas/input about the personal histories project – colleagues worked through the IEM in groups

- Summarised the ideas generated and then worked with a TDA trainer to check the flow and logic of the model
- Involved headteachers and other key people in developing the personal histories IEM



Impact evaluation – review

What we learnt

- Allow enough time to run through the IEM thoroughly with people to get the best use from it
- Simplify things and avoid too much detail – keep the model focused on realistic aims
- With any project, you are going to need some evaluation – this is an excellent tool to help you organise your thinking
- The IEM helps inform the way you plan and talk about a project – it really makes you think about the impact you envisage and whether you have the right inputs and outputs to lead to the projected outcomes



Next steps

What we will do differently now

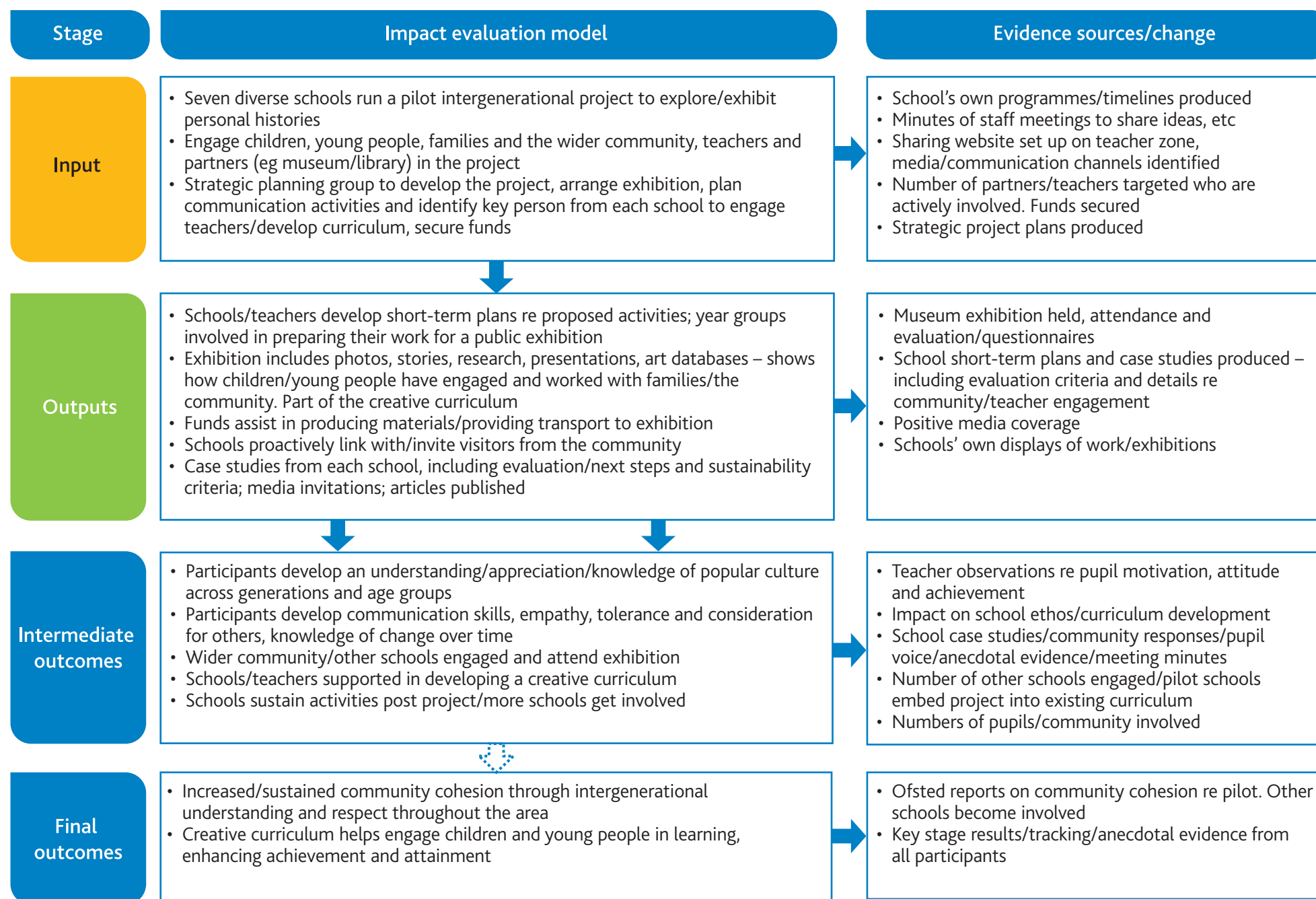
- Use the pilot project IEM to inform future schools and other groups involved in this and/or similar activities

“Many project evaluations are just about numbers and statistics. The IEM allows you not only to look at data but also at the real people involved and, in this case, the impact of the project on communities.”

Hilary Fowler, Lead Teacher, Extended Services, North Lincolnshire Council

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Extended services – Every Child Matters in action

South Grove Primary, Waltham Forest, 30.5 per cent of pupils eligible for free school meals

English as a second language (ESOL) course/literacy programme – December 2009

Evidencing impact



Aims

What we wanted to do

- Set up cluster-based ESOL classes and a literacy programme to meet local demand and need
- Fulfill the extended services (ES) leader's performance management target for demonstrating the impact of her work
- Use the impact evaluation model (IEM) to demonstrate impact and add credibility – to produce something more than just case studies of the work carried out



Impact evaluation – implementation

How we did it

- Council's ES manager underwent TDA training in the IEM and identified it as a model to test out in schools
- TDA trainer came to the school to demonstrate the model to key staff and show how it could be applied to the work they do
- Key staff at the school and the local authority, with the help of a TDA trainer, worked through the model to evaluate the impact of the school's/ cluster's ESOL course and literacy programme



Impact evaluation – review

What we learnt

- Working in partnerships and getting these relationships right is paramount to the success of a cluster-based project
- Talk to the target audience first and find out what is stopping them from participating before you organise the course
- When using the IEM, less is more. You don't have to include everything: pinpoint certain things and keep it simple
- The TDA offers a lot of support and advice on how the IEM works and how to use it – tap into this
- Once you understand the IEM, it is quick and straightforward to use



Next steps

What we will do differently now

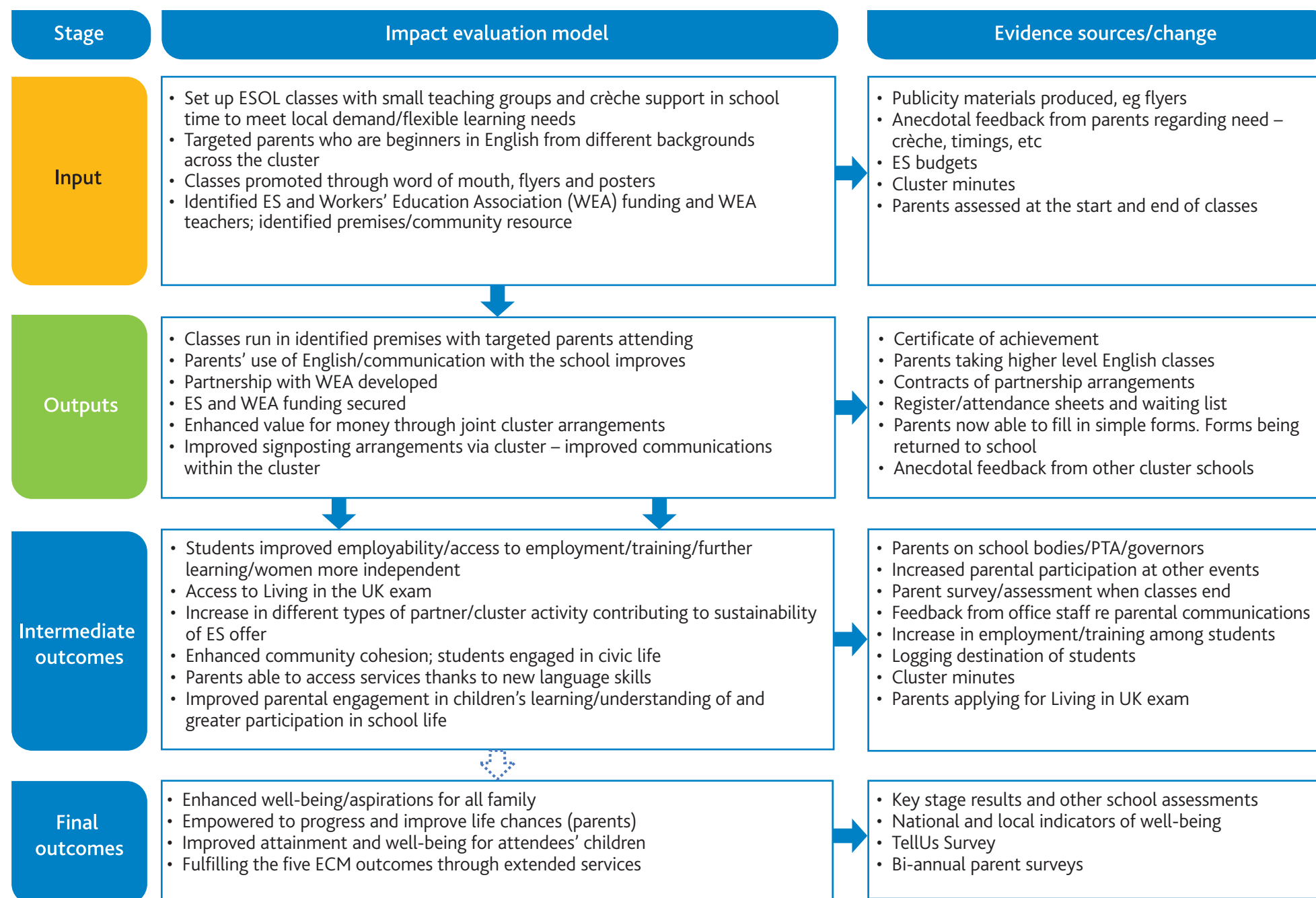
- The ESOL and literacy programmes will continue to evolve to meet changing demands
- Use the IEM to evaluate other activities such as after-school clubs and swift and easy access referral schemes

“Using the IEM really simplified the evaluation process for me. It showed me that you don't need to prove absolutely everything. What you need to do, and what the IEM helps you do, is build a persuasive case about the impact of your work and how your inputs lead to your outputs and then to your outcomes.”

Brigid Montgomery, ES Leader, Waltham Forest Council

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Extended services – Every Child Matters in action

Oxton and Prenton Cluster, Wirral, ranked 46th in England for deprivation (2007)

Promoting potential through after-school activities – December 2009

Evidencing impact



Aims

What we wanted to do

- Help children reach their potential by providing access to a range of activities – part of Wirral's Children and Young People's Plan and the Every Child Matters agenda
- Provide an opportunity for primary-age gifted and talented children that is not available elsewhere on the Wirral
- Encourage parents to support their children's learning
- Use the impact evaluation model (IEM) to make evaluation more robust by incorporating the views of all stakeholders: pupils, parents and teachers



Impact evaluation – implementation

How we did it

- The extended services (ES) area coordinator met the gifted and talented advisory teacher and the project teachers to plan the project, identify strategies and agree the evaluation process
- Each teacher based classes on the same children's book (about environmental problems), providing a thematic approach to the project and a focus for the celebration event
- At the celebration, children presented their own work in subject groups to boost their confidence and give other subject groups new insight

- Making the IEM an integral part of the project plan ensured that the evaluation methods and responsibilities were understood and clearly designated



Impact evaluation – review

What we learnt

- Appointing an ES liaison person in each school would have cut down on time-consuming administration
- Not having baseline figures for all children from their regular subject teachers made summative assessment difficult
- Children benefited from sharing the team responsibility for presenting their work at the celebration event
- The IEM would have been more effective if all the key staff had been involved from the outset



Next steps

What we will do differently now

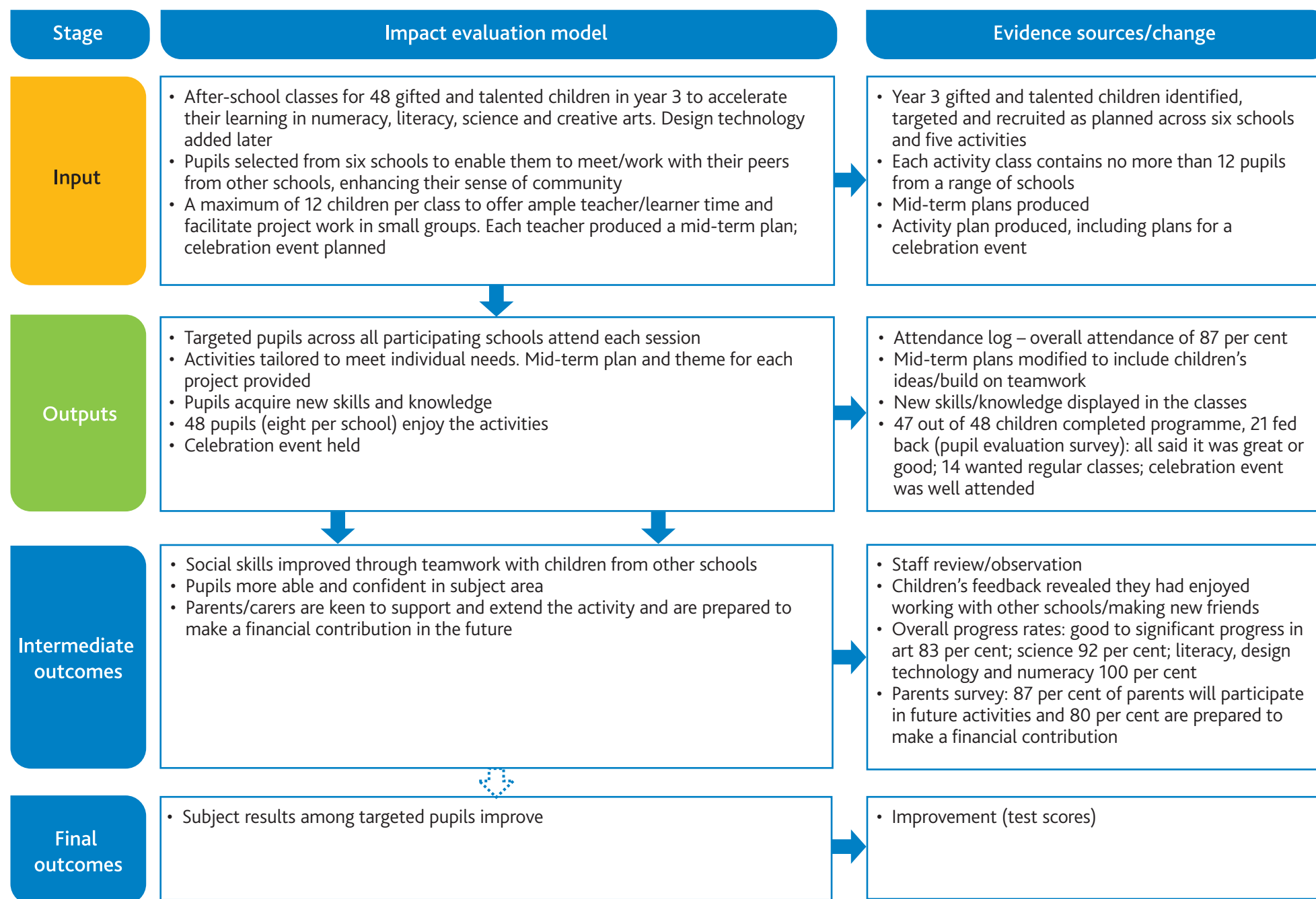
- Extend the success of the project through the regular curriculum with a greater thematic approach, the introduction of more open tasks, team work, etc
- Involve the wider delivery team in drawing up the impact evaluation plan to promote collaboration through ownership

"The thematic approach allowed children to acquire subject-specific skills and to understand how environmental issues impact on their own lives. The IEM allowed for a robust evaluation of our work."

Jen Williams, Extended Services Area Coordinator, Oxton and Prenton Cluster

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Extended services – Every Child Matters in action

Invicta Primary School, Greenwich, 27 per cent of pupils eligible for free school meals

Breakfast club specialising in mathematics – May 2009

Evidencing impact



Aims

What we wanted to do

- Have a clear understanding of the impact evaluation model and how we could use it to measure the impact of a specific project, for example, a breakfast club
- Agree a development plan that identified evidence requirements and collection methods
- Test the model in one school before rolling it out across the cluster



Impact evaluation – implementation

How we did it

- Initial meeting with the TDA to introduce the model and its possible uses
- A half-day session run by the TDA with the children's centre manager, Invicta headteacher and cluster manager to test the model on a specific project – the school's maths-focused breakfast club
- Met breakfast club staff to engage them in the process and run through the model again
- Model adapted following feedback from breakfast club staff – breakfast club staff signed up to the model, understood it and what evidence they needed to collect and why

- Two weeks later, the children's centre manager and cluster manager revisited the breakfast club to see what evidence collection methods had been put in place
- The cluster centre manager is now looking to roll out the model across the whole cluster



Impact evaluation – review

What we learnt

- Putting a big version of the model on a wall and using Post-its that can be moved around makes what you are doing feel more dynamic and helps you focus on what you really want to achieve
- Using the model helps you to substantiate your arguments about why you are doing what you do. This gives you a structure and a focus and can help with your self-evaluation form (SEF) and other Ofsted reporting requirements
- Collecting evidence does not have to be a big thing that gets in the way of delivering the service – it is just something that you can do as part of your everyday work
- Keep the common language simple so there is no confusion
- The model is flexible – we wanted to start with the 'final outcomes' box and that was not a problem



Next steps

What we will do differently now

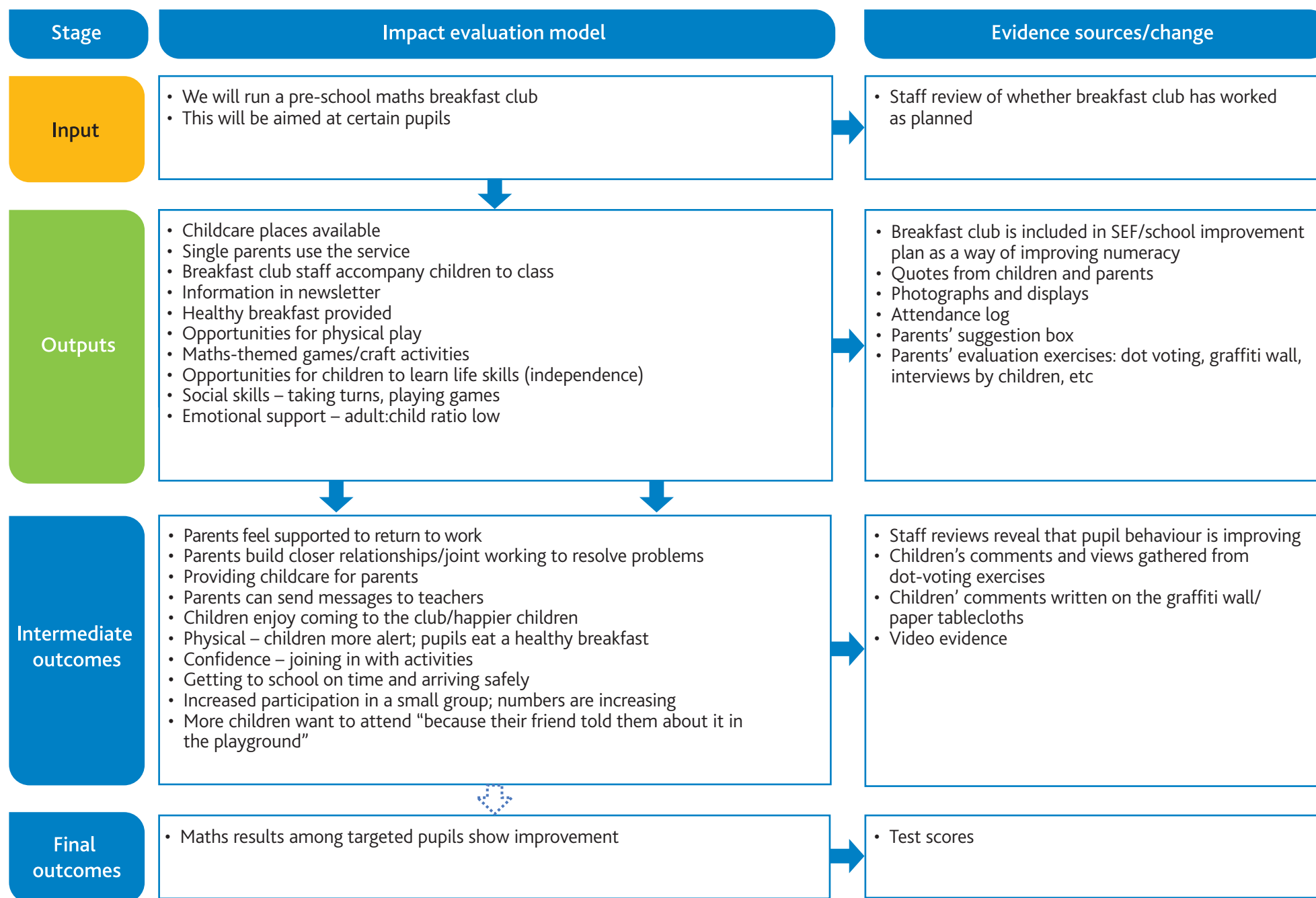
- Roll the model out across the cluster
- If successful, roll the model out to all cluster managers in the borough

“The way to measure what we do is not always numeric and there is not enough training for schools around the more qualitative stuff and how we can demonstrate impact. This model provides that and it really helped me with my SEF.”

Marie Corbett, Headteacher, Invicta Primary School

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07740 083339



Extended services – Every Child Matters in action

Linton First School, Morpeth, north-east England, 20 per cent of pupils eligible for free school meals

Producing a new school improvement plan – October 2009

Evidencing impact



Aims

What we wanted to do

- Work with governors to determine the impact of implementing the TDA's school improvement materials on school development pre consultation
- Use the impact evaluation model (IEM) to determine the desired impact and how to measure it at the start of the process
- Use the IEM to ensure that all actions are evaluated effectively and impact firmly established, to give a clear direction about the outcome expected from any action and to offer a positive and proactive approach to school improvement



Impact evaluation – implementation

How we did it

- The project built on Linton First School Headteacher Katherine Urwin's use of the Boyatzis Model for Intentional Change to develop a school improvement plan (SIP) format – part of a regional continuing professional development (CPD) project
- Katherine was trained in the IEM by Northumberland County Council's Professional Learning Consultant, Claire King

- School governors were brought together by Katherine to work through the IEM to determine collectively what impact they wanted their SIP to have and their accountability for it
- Having completed this IEM, Katherine now feels confident about using it across other areas in the school and involving stakeholders in the process



Impact evaluation – review

What we learnt

- Having the end goal in sight gives you a reason to put an effort into school activities and is very motivational – the governors were eager to proceed because they could see the value of the work
- Being properly trained in the IEM – and being familiar with it before taking a group of people through it – really helped
- Starting with the outcomes helped guide us through the process, making it clear where we were heading and why we were doing it
- Working through the model one stage at a time helps because it keeps you moving and focuses you on what you want to do in each section



Next steps

What we will do differently now

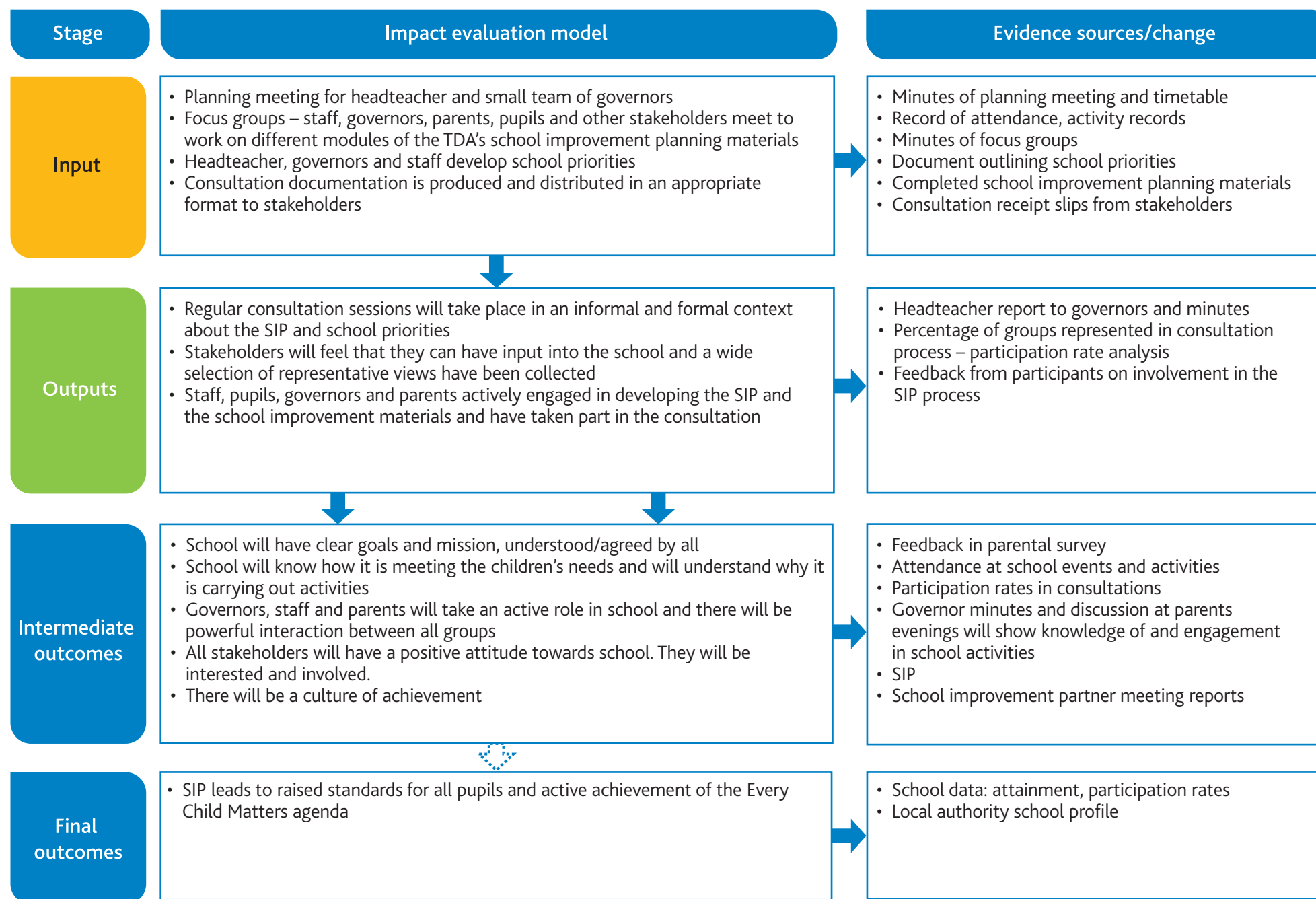
- Spend more time looking at the evidence section of the IEM because this gives people a clear idea about how to monitor school activities and the wide evidence base upon which you can draw
- Involve a wider range of stakeholders in setting up the SIP

“Using the IEM really helped the governors to articulate and understand their accountability for the SIP and to understand how CPD activities can help to meet school objectives.”

Katherine Urwin, Headteacher, Linton First School

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Parent support advisers – engaging parents in their children’s learning

Caterham High School, Redbridge, London, 15 per cent of pupils eligible for free school meals

Ensuring a smooth transition from primary to secondary school – July 2009

Evidencing impact



Aims

What we wanted to do

- Make the transition from primary to secondary school as smooth and enjoyable as possible
- Give children the opportunity to talk through their concerns
- Allay fears and sort out misconceptions
- Gain an accurate understanding of a typical secondary school day
- Enable children to familiarise themselves with their new school
- Improve year 7’s social skills, confidence and self-esteem
- Use the impact evaluation model to determine what we wanted to achieve and what evidence we would need from the outset



Impact evaluation – implementation

How we did it

- We broke the project down step by step to determine whether we had the elements we needed to achieve our outcomes
- We built up the evidence base to ensure we could evaluate the project properly and to ensure we could gather the evidence we needed along the way
- Once we developed the impact evaluation model, we then sense checked the processes for the project and made sure all the elements were in place



Impact evaluation – review

What we learnt

- The impact evaluation model gives you a clear process through which you can plan/evaluate your work and a step-by-step guide to what you want to achieve and how you are going to achieve it
- The model helps you focus on what you need to measure and how you are going to do it
- Using the model helps you focus and think outside the box
- Working through the model enables you to double check that your aims and objectives will achieve your desired outcomes



Next steps

What we will do differently now

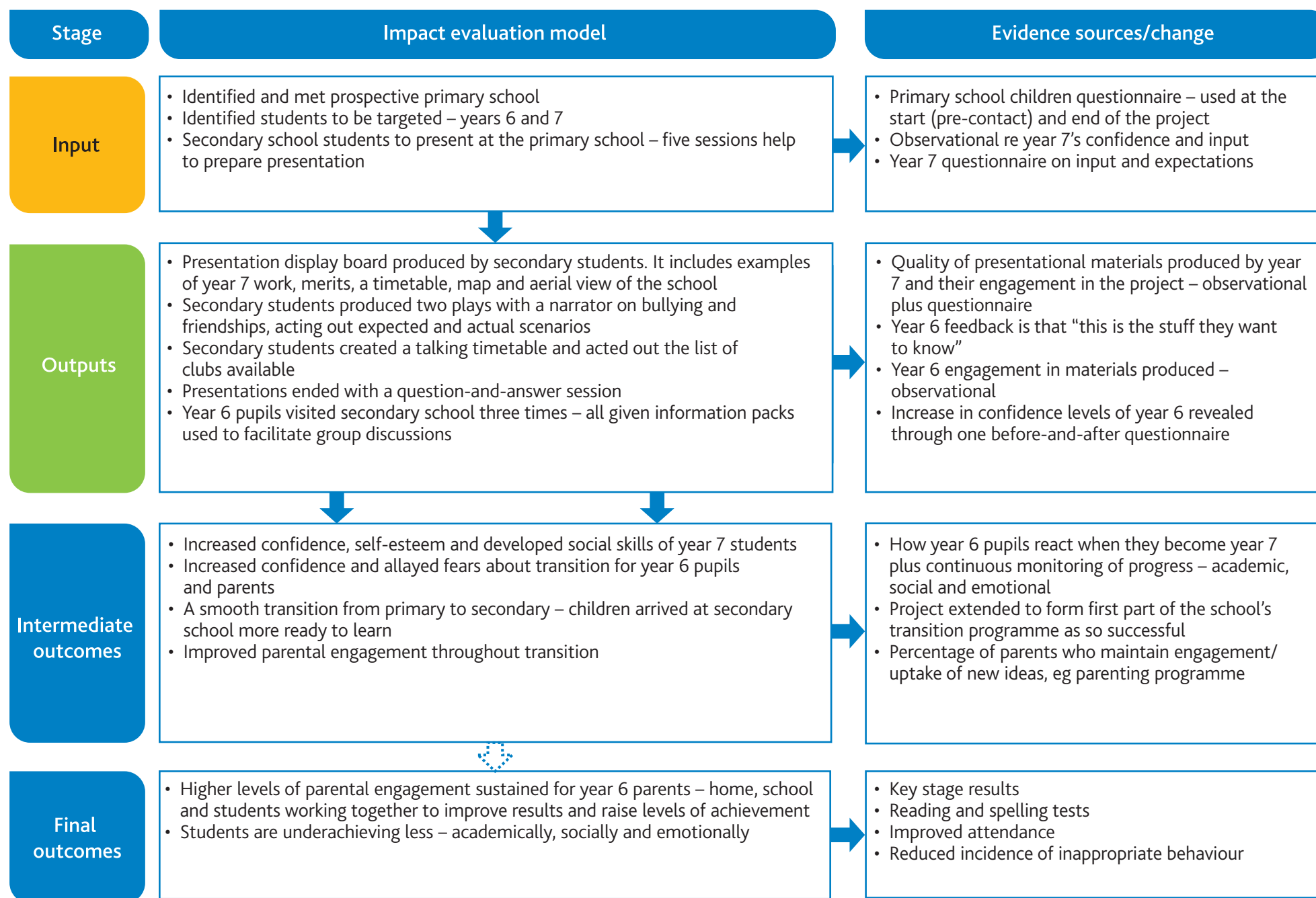
- Expand the project and further develop it to support more year 6 pupils through transition
- Produce a DVD of the students’ presentation to be used by all Redbridge schools as part of a transition toolkit
- Continue to develop ways to engage parents and improve transition as their children work their way up the school

“The primary project has grown year on year and now more schools than ever want to be involved. We have seen the real benefits it has for children who might otherwise have struggled and the impact evaluation model helps us to demonstrate this.”

Janice Hindle, Parent Support Adviser, Caterham High School

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