

TOOLKIT TO HELP EVALUATE INDEPENDENT – STATE SCHOOL PARTERSHIPS

Note – we are regularly updating this toolkit so do periodically download the latest version from the [ISC Data Portal](#) or [Schools Together](#)

*Independent schools - don't forget to also look at our tool allowing you to assess the **economic** impact your school makes (locally and nationally).*

The vast majority of ISC schools engage in partnerships with state schools (see summary “Partnership Bubble” later). Partnerships are wide ranging and include reading with younger pupils, preparing A-level pupils for higher education, sharing facilities and seconding teaching staff. Assessing the impact of such partnerships is not straightforward but not impossible. As well as giving schools a useful narrative with local MPs and key policy makers, measuring the impact of partnerships will drive more effective partnership working and hence better use of schools’ valuable (but limited) time and resources. For example it will allow schools to compare partnerships and potentially make decisions between conflicting partnerships. It will allow schools to identify what (if any) partnerships can be scaled or copied. And it may indeed uncover a reason to discontinue a partnership.

ISC has developed a toolkit to assist schools in measuring the impact of their partnerships going forward. Simultaneously we conducted a light touch study to understand the impact of partnerships in existence now. The key finding of interest from this study was the impact partnerships had on soft skills – confidence, resilience, grit - for both the independent and state school pupils. So whilst partnerships can be wide ranging there are often very common measurement tools.

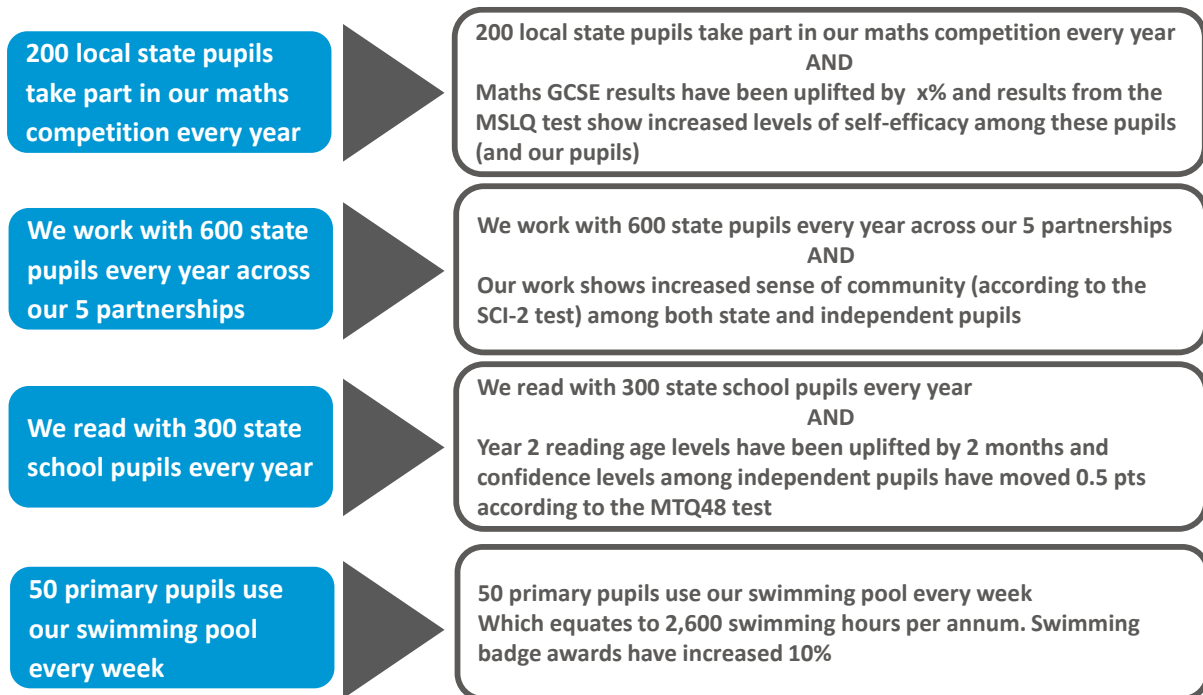
This toolkit is concerned with MEASURING partnership activities ONLY. It does not:

- Give guidance about identifying partnership activities.
- Give guidance about running partnerships.

However, our partnership bubble in Appendix 1 includes many examples of partnerships types that schools could explore.

It is important to remember that even light touch partnerships, such as sharing swimming pools, have measurable beneficial impact. But bear in mind that any impact evaluation should be proportional to the partnership. We expect this tool to evolve and we welcome any feedback from schools. Please email research@isc.co.uk

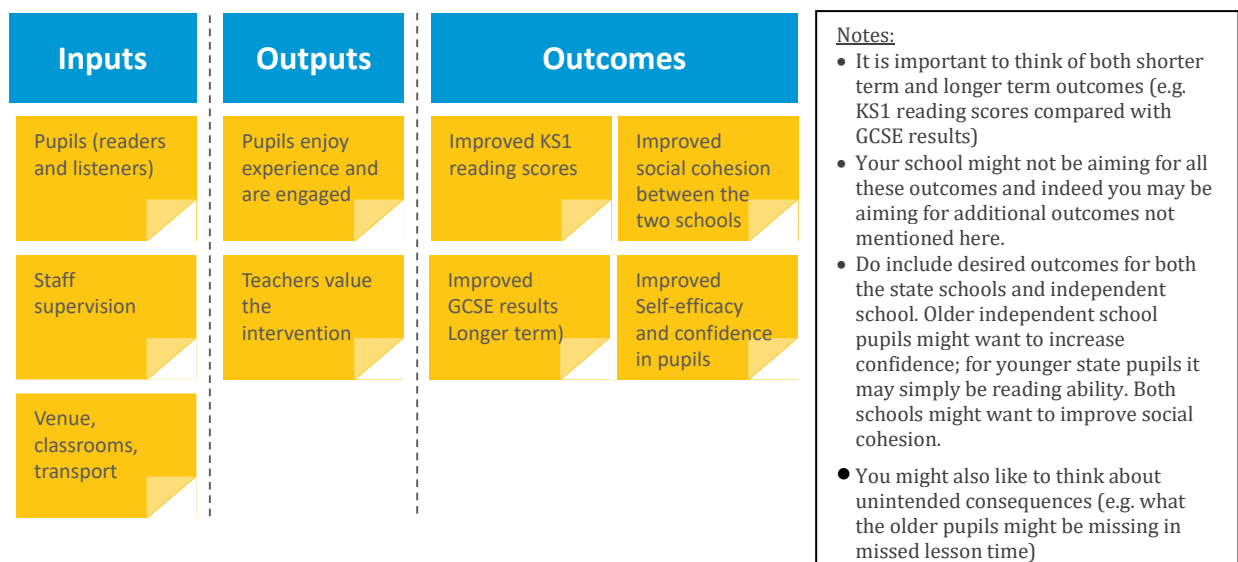
The recent ISC Census has revealed that very few schools are effectively measuring their partnerships as the vast majority of schools were unable to give a comprehensive impact evaluation statement. Below we illustrate the kind of statements schools share and how they may be improved.



As you may notice, the key ingredient in improving an impact statement is identifying appropriate metrics. It will be important to keep it simple, measure a few things well but use a mix of qualitative and quantitative metrics to triangulate the findings. Below is our **Matrix of Metrics** with ideas to get you started.

The other important step in establishing an effective impact evaluation is to be very clear on objectives in advance and also your evaluation question – what are you evaluating, in what time frame and on who e.g. “the impact of maths after school clubs on pupils maths CAT scores in one year”. Schools may like to draw up a formal Memorandum of Understanding so that everyone is clear on these objectives, roles and responsibilities and timeframes. We recommend developing a “Theory of Change” model. This doesn’t have to be complex but it’s important that all key stakeholders are involved in the process to ensure buy-in. The process may involve a two hour workshop with post it notes and the output might look something like the below.

Clarify inputs, outputs & outcomes: Theory of Change Model: post-it note mapping:
Example: Reading with younger pupils



Metric Matrix:

This is by no means exhaustive and ISC would welcome any addition metric suggestions (please email research@isc.co.uk):

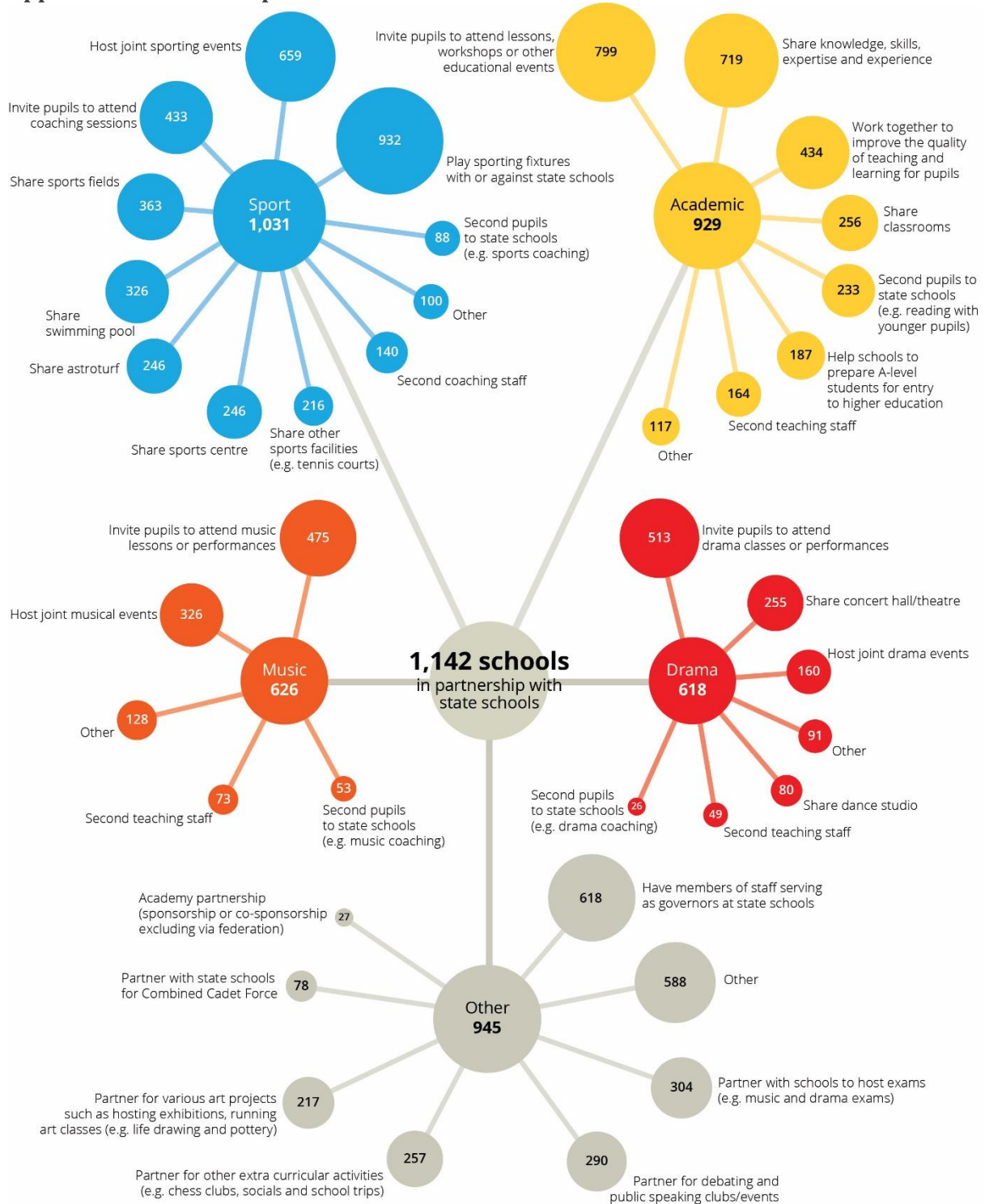
Partnership	Objective	Metric
General These metrics are likely to be applicable for many partnership types	General	Self designed questionnaire An important metric for any impact evaluation would be a baseline survey that could be repeated at the end of the partnership. It's important to design these questions in advance. The two surveys would ask the same questions for example "On a scale of 1 to 10 how confident are you about x". We would hope to see a shift in scores. A proxy to this would be one survey asking participants to agree or disagree with statements such as "I feel more confident now about x because of event Y". These work reasonably well when we're assessing short term impacts but less well for longer term interventions. For younger year groups, surveys with smiley / sad faces work well.
	General	Other important metrics / concepts / considerations applicable for most partnerships include: <ul style="list-style-type: none"> Peer reviews, interviews and focus groups Readily available stats such as attendance, attainment Unintended consequences (positive and negative) and how you might measure these Metrics that measure impacts on independent pupils as well as those in the state sector (partnerships are most effective when they are reciprocal. They will help to justify the costs and ensure longevity). Photos - visuals can help to demonstrate impact. For example, photos of pupils taking part, photos of outputs (e.g. artworks). Remember the need for permissions (GDPR)
	Increased community* integration *community could mean a number of things and would need to be defined e.g. could be pupils at 2 neighbouring schools)	Sense of Community Index 2 (SCI-2). This is freely available and relatively simple to use.
	Increased self-efficacy	MSLQ (Motivated Strategies for Learning Questionnaire) This is freely available and relatively simple to use.
	Increased Confidence, Commitment, Control and Challenge	MTQ48 test This was used for a recent ISC study Not open source and is therefore more costly to use but it may suit some school budgets. Attendance records
	Grit	Angela Duckworth's grit scale
	Mental well-being	WEMWBS - Warwick Edinburgh Mental Wellbeing Scales. Only free to use for not-for-profit organisations
	8 skills - Leadership, aspirations, creativity, positivity, teamwork, listening, presenting, problem solving Teacher job satisfaction - whilst this might not be a primary objective, this might be a secondary objective	Skills Builder Framework Job satisfaction surveys
Reading with younger pupils	Achieve some predefined reading grade at end of year	Reading tests end year 1 v. "control" group (similar school)
	Uplift GCSE results in 10 years time	GCSE results v. "control" group (similar school). Value added measures if possible
HE entrance coaching	Increase applications / acceptances at universities	Application / acceptance rates v. "control" group (similar school) split by HE type and subject. See Into Universities impact assessment
Seconding staff governors	Improve school leadership	Ofsted / ISI School leadership metric
	Professional development for that member of staff	HR appraisal measures
Teacher cluster group meetings	Share best practice, teacher retention, networking	In-school teacher performance measures, teacher turnover rates, cost of CPD courses
Sharing Facilities & seconding staff	Save state schools money	Hourly rental rate x number of hours Hourly teacher / coach rate x number of hours
Swimming facilities and tuition	Improve swimming ability among junior pupils	Swimming badge count v "control" group
	Improve swimming ability among elite swimmers at both the Independent and State school	Regional / national competition awards
Other sport facilities and tuition	Improve sporting achievements	Team results & awards. Professional sports participation.
	Improve academic sport results	BTEC results
Music and Drama facilities and tuition	Skills development	Lamda grades, music grades, music and drama GCSE results
	Increased interest / enthusiasm for music / drama	Numbers taking up instrument that would otherwise not have, more auditioning for school parts
Hosting exams	To give opportunity to sit exams	Number of pupils sitting who would not otherwise.

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Discussions / meetings with the following persons / organisations (Dec 2017 to November 2018)
Owen Carter, ImpactEd, Tom Arbuthnott, Eton College, Ian Davenport, Spring Board, Alex Quinn, Into University, Sir David Carter, National Schools Commissioner, Angelo Sommariva, DfE, Lord Agnew, Ayath Ullah, DfE, ISC Schoos Together Group.

Appendix 2: Partnership bubble: Census 2019



Appendix 2: Theory of Change: post-it mapping: Further examples

Author visit

Inputs	Outputs	Outcomes	
Auditorium, refreshments, staff	Pupils listen attentively and engage in discussions	Pupils and teachers want to repeat event	Cross sectional friendships are formed
Prep work in English lesson	Pupils work in cross sector groups	Increased confidence / public speaking	Improved literacy
	Teachers value initiative	Local area more socially integrated	Further cross sector partnerships established in English

Exploring Classics: Year 8 state pupils taught by year 12 independent pupils

Inputs	Outputs	Outcomes	
Classrooms, transport, Text books	Pupils listen attentively and engage in discussions	Yr 12: Confidence, teaching skills, UCAS personal statements	Yr12: Better understanding of classics
Pupils, teachers	Pupils enjoy learning about the ancient world	Yr 8: impact on related subjects – MFL, history, literature	State school: expanded curriculum

Dance residency classes

Inputs	Outputs	Outcomes	
Dance studio, supervision, refreshments,	Pupils engage and participate actively	Increased enthusiasm for dance (particularly boys)	Expanded dance curriculum
Specialist dance teacher(s)	Pupils sign up to open dance rehearsals.	Cross sectional friendships are formed	Awareness of jobs / careers in dance

Physics partnership:

Inputs	Outputs	Outcomes	
Labs, transport, supervision	Pupils listen attentively and engage in discussions	Increased physics knowledge (teacher observation or GCSE scores)	Teacher development (teaching to different pupils)
Pupils, teachers, classroom prep	Teachers value the intervention	Increased uptake of physics A-level	Cohesion between schools