

School Partnerships Programme: a school-level matched difference in differences evaluation of impact on pupil attainment

Submission date 17/04/2018	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 21/05/2018	Overall study status Stopped	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
Last Edited 08/09/2021	Condition category Other	<input type="checkbox"/> Individual participant data <input type="checkbox"/> Record updated in last year

Plain English summary of protocol

Background and study aims

The Education Development Trust (EDT)'s School Partnership Programme (SPP) is a structured approach to cluster-based school collaboration, through the provision of a coherent and consistent approach to peer review that aims to drive improvement across all schools involved in the cluster. The programme aims to develop a culture of partnership working through school self-evaluation, peer review and school-to-school support. The aim of this study is to estimate the effect of participating in the EDT School Partnerships Programme (SPP) for two years on pupils' attainment.

Who can participate?

About 300 state-funded schools in England as part of pre-identified clusters of schools who are happy to commit to participating in the School Partnership Programme. The study focuses on the test scores of those in school Year 6 (age 10-11) when the two year programme ends.

What does the study involve?

300 schools are recruited to implement the SPP programme described above. The change in these schools' performance is compared to the change in specifically chosen comparison schools over the same period.

What are the possible benefits and risks of participating?

SPP is a peer review model that is intended to build capacity and capability across clusters so they can gradually take more responsibility for their own development and maturity, and lead their own improvement. Over time, local areas will own the SPP model, and continue to develop it so it has impact locally. SPP provides frameworks and tools, training and professional support, and is designed to incorporate and build on, not side line, schools' existing best practice.

Where is the study run from?

The study is run by the Education Development Trust and the evaluation is being run by UCL Institute of Education. The study includes schools from across England.

When is the study starting and how long is it expected to run for?
May 2017 to December 2020

Who is funding the study?
Education Endowment Foundation (UK)

Who is the main contact?
Dr Jake Anders

Study website

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/schools-partnership-programme-spp/>

Contact information

Type(s)
Scientific

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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers
N/A

Study information

Scientific Title
School Partnerships Programme: a school-level matched difference in differences evaluation of impact on pupil attainment

Study objectives
Participation in the School Partnerships Programme for two years improves pupils' attainment

Ethics approval required

Old ethics approval format

Ethics approval(s)

UCL Institute of Education Research Ethics Committee, 20/03/2018, ref: REC1040

Study design

School-level matched difference in differences

Primary study design

Interventional

Secondary study design

Non randomised study

Study setting(s)

School

Study type(s)

Quality of life

Participant information sheet

Not available in web format, please use the contact details to request a patient information sheet

Health condition(s) or problem(s) studied

Academic attainment at age 11

Interventions

This is a quasi-experimental intervention study. 300 schools will be recruited to implement the SPP programme.

Treatment: The Education Development Trust (EDT)'s School Partnership Programme (SPP) is a structured approach to cluster-based school collaboration, through the provision of a coherent and consistent approach to peer review that aims to drive improvement across all schools involved in the cluster. The programme aims to develop a culture of partnership working through school self-evaluation, peer review and school-to-school support

Comparison: Business as usual (300 matched comparison schools will be identified from administrative data)

The trialists will then compare the change in these schools' performance to the change in specifically chosen comparator schools over the same period. The intervention continues across a two academic year period and follow up will be based on administrative data collected at the end of this second academic year.

Intervention Type

Behavioural

Primary outcome measure

School average performance in KS2 maths tests (currently mat_average in administrative datasets) in pre- and post-treatment years, collected from publicly available school-level reports collected by schools from testing conducted during the summer term of each academic year and reported to the UK Department for Education (DfE) in line with national requirements

Secondary outcome measures

School average performance in KS2 reading tests (read_average in administrative datasets) in pre- and post-treatment years, collected from publicly available school-level reports collected by schools from testing conducted during the summer term of each academic year and reported to the UK Department for Education (DfE) in line with national requirements

Overall study start date

04/05/2017

Completion date

31/12/2020

Reason abandoned (if study stopped)

Pandemic

Eligibility

Key inclusion criteria

Target recruitment was 50 clusters of English state-funded primary schools to be recruited with an approximate cluster size of 6, making 300 schools in total, with the proviso that if cluster size is smaller than expected additional recruitment would be undertaken to bring the number of schools recruited up to 300. In the event, the project team (EDT) successfully recruited far more schools than anticipated, providing a sample of 437 English state-funded primary schools in 85 clusters (average cluster size of just over 5). All recruited schools will receive the intervention, while statistical matching methods will be used to identify the counterfactual group. In order to be considered, schools will have to agree to cooperate with the project and evaluation teams during the trial. The project team will advertise the trial and also approach schools through their existing networks. Where possible it will aim to recruit schools that have larger populations of individuals receiving FSM.

For the evaluation, the study focuses on the test scores of those in school Year 6 (age 10-11) when the two year programme ends.

Participant type(s)

Other

Age group

Other

Sex

Both

Target number of participants

300 intervention schools (300 matched comparison schools will be identified from administrative data)

Key exclusion criteria

1. Independent schools
2. Welsh, Scottish and Northern Irish schools

Date of first enrolment

01/10/2017

Date of final enrolment

28/02/2018

Locations**Countries of recruitment**

England

United Kingdom

Study participating centre

UCL Institute of Education

20 Bedford Way

London

United Kingdom

WC1H 0AL

Study participating centre

Education Development Trust

Highbridge House

16-18 Duke Street

Reading

United Kingdom

RG1 4RU

Sponsor information**Organisation**

Education Endowment Foundation (UK)

Sponsor details

9th Floor

Millbank Tower

21-24 Millbank

London

United Kingdom

SW1P 4QP
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info@eefoundation.org.uk

Sponsor type

Charity

Website

<http://educationendowmentfoundation.org.uk/>

ROR

<https://ror.org/03bhd6288>

Funder(s)

Funder type

Charity

Funder Name

Education Endowment Foundation

Alternative Name(s)

EducEndowFoundn, Education Endowment Foundation | London, EEF

Funding Body Type

Private sector organisation

Funding Body Subtype

Trusts, charities, foundations (both public and private)

Location

United Kingdom

Results and Publications

Publication and dissemination plan

The protocol will be made available shortly at the project webpage (<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/schools-partnership-programme-spp/>). There will also be a statistical analysis plan published later in the course of the project. The trialists will publish an Evaluation Report in Spring 2021, which will include the impact estimates for the primary and secondary outcomes. This will be published on the study page of the Education Endowment Foundation website.

Intention to publish date

01/03/2021

Individual participant data (IPD) sharing plan

The datasets generated during and/or analysed during the current study will be stored in a publically available repository. School-level outcomes data from before, during and after the treatment period for participating and matched comparator schools will be uploaded to the EEF Data Archive (<https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluating-projects/eef-research-papers/>). Access to these data are available to researchers on application to the EEF for analysis to understand educational attainment and inequality. The data we are submitting to this archive are extracted from publicly-available school performance data reported by the UK Data Service.

IPD sharing plan summary

Stored in repository