

Ealing context

- Third largest London borough
- 92 schools (76 maintained by LA)
- 54,500 pupils
- 170 languages spoken
- 61% EAL
- 27% FSM
- 11% SEN



Pupil outcomes 2019

GCSE English and mathematics

- Significantly above the national average with 72% of pupils achieving **standard pass** EM (4+) (vs 63%) and 53% achieving **secure pass** EM (5+) (vs 42%)

Progress 8

- 3rd out of 161 regions 2018 (+0.56)

Attainment 8 and EBACC

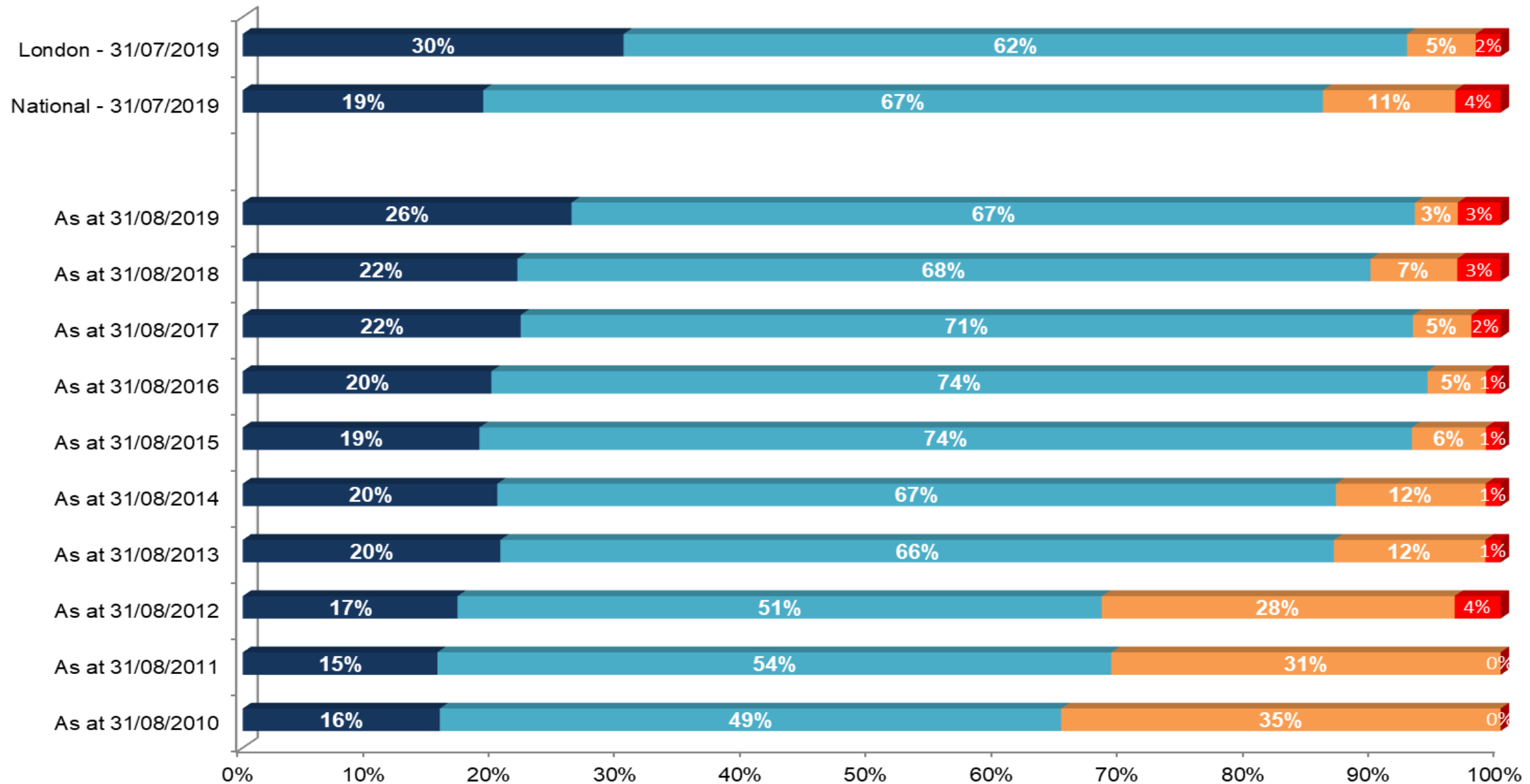
- Significantly above the national average (50.9 vs 45.6) (4.7 vs 4.1)

Key Stage 2

- Well above the national average with 71% of pupils reaching expected standard in RWM (vs 65%)

Ofsted ratings of state funded schools in Ealing: primary, secondary and special schools

■ Outstanding ■ Good ■ Requires Improvement ■ Inadequate



Ealing Learning Partnership



A partnership between 88 schools and the council to promote educational excellence and well-being for all learners through collaboration and innovation



“No learner left behind – no school left behind”

- Every Ealing pupil is supported to achieve the best possible outcomes and pathways to adulthood
- A community of schools take shared responsibility for their own development and for the development of their colleagues
- Working together to ensure value for money across all services for children and young people
- High challenge: Low threat – growth mind-set and innovation

Ealing Learning Partnership

- **Governance: Council-led entity** with overseeing board: 8 education leaders and 4 council officers
- **Finance:** Subscription-based model (88 schools) match-funded by council until 2021. Supported by traded services and external grants
- **Delivery:** Co-led via committees framing objectives and activities - six areas
- **Remit:** Learning & achievement; SEN & Inclusion; Safeguarding and wellbeing; Progression pathways 14-25; School sustainability; Business and communications
- **Emphasis and culture:**
 - building capacity across the system
 - co-responsibility through governance structures
 - direct commissioning of schools
 - high quality peer review models
 - recruitment and retention through high quality professional development consistent approaches to inclusion
 - economies of scale for sustainability



Business planning

A visible agile partnership that attracts investment and talent through its core purpose and success

Recruitment, retention, sustainable schools

Supporting schools to spend well for less – efficiency through creative solutions

Progression, pathways and employment

Ensuring that every young person is on a pathway to sustainable employment (wherever possible)



Learning and achievement

Securing consistently high standards of teaching and learning to achieve outcomes amongst the best in London through skilful and sustainable collaboration

SEND and inclusion

Improving educational attainment and life chances for our most vulnerable children and young people including those with SEND

Safeguarding and wellbeing

Anticipating and responding intelligently to safeguarding needs through strong collaboration between schools and services

Evaluation – how do we measure the impact of collective endeavour?

- **Engagement:** Extent to which all partners commit to the partnership's vision – preferred future
- **Behaviours:** Identification of partnership behaviours and ways of working that are most likely to lead us to the preferred future
- **Impact:** Improving educational and wider outcomes; reducing school to school variation
- **Sustainability:** cost effectiveness; reducing financial pressures across the system

Ealing Learning Partnership 2021 – “preferred future” pledge

	Partnership between schools and Ealing council	Partnership between schools	No school left behind	No learner left behind
Learning and achievement	<ul style="list-style-type: none"> Information and strategies are shared to better understand variations in outcomes and priorities Shared learning and achievement strategy from EYFS to post 16. Coordination of CPD, knowledge and expertise across the partnership Agreed frameworks for leadership progression and exchange 	<ul style="list-style-type: none"> Collaboration with purpose: Learning communities for joint-practice development Peer review to support self-evaluation and high quality professional dialogue for improvement School-initiated projects and leadership networks on behalf of the partnership’s aims and across phases. 	<ul style="list-style-type: none"> Self-referral: access to immediate, centrally brokered reviews and support at the point of need 	<ul style="list-style-type: none"> All schools and the partnership have focused plans for closing achievement gaps and raising expectations for specific underachieving groups: disadvantaged; SEND
Safeguarding and wellbeing	<ul style="list-style-type: none"> Shared understanding of safeguarding priorities across the area with all key partners Cooperation and consistently applied principles and frameworks to minimize risks to CYP High quality centrally coordinated training and access to high quality resources Systems, communications and high expectations across education, early help and social care Strong dedicated networks and forum for sharing and growing expertise 	<ul style="list-style-type: none"> Collaborative task groups to tackle specific area priorities Commitment to sharing case studies for partnership learning 	<ul style="list-style-type: none"> Access to high quality advice, guidance and support in localities and in relation to contextual safeguarding needs Access to individually brokered safeguarding reviews and training 	<ul style="list-style-type: none"> All schools adopt best practices and cultures that ensure CYP safety and wellbeing All schools have agreed protocols to minimize the risks of children and young people being out of school
SEN and inclusion	<ul style="list-style-type: none"> Delivery of clear and consistent expectations across all settings and with parents/carers – i.e. what should be provided for CYP with identified SEN needs Clearly understood pathways and systems for referral to Ealing services and effective engagement of health and social care Coordination of knowledge and expertise to improve provision of information, advice and guidance across different areas of SEND 	<ul style="list-style-type: none"> Learning communities to develop research, pedagogy and joint-practice on underachieving groups SENCo and inclusion leader networks to strengthen leadership approaches. Peer review to support self-evaluation and consistency of provision for SEND 	<ul style="list-style-type: none"> Access to bespoke support for leadership, provision mapping and governance of SEND and vulnerable groups 	<ul style="list-style-type: none"> CYP have equal access to high quality provision because of consistently applied systems of identification and early support Post 16 provision meets the needs of CYP SEND
Progression and pathways to employment	<ul style="list-style-type: none"> Ealing ambitions – a shared strategy with all partners and employers to equip all young people for adulthood and careers Gatsby benchmark for high quality careers education and guidance across all providers Regeneration projects directly benefit young people – work experience, apprenticeships and supported employment. Coordinated Careers Leader network between schools and college 	<ul style="list-style-type: none"> Innovative collaborative curriculum models across providers to secure better preparation for adulthood and employment Commitment to effective peer review to promote collaborative improvement in meeting needs of CYP School- initiated projects on behalf of partnership aims 	<ul style="list-style-type: none"> Access to bespoke high-quality employer engagement programmes from KS2 onwards Access to bespoke support and guidance on developing curriculum offer alongside area-wide opportunities 	<ul style="list-style-type: none"> CYP have access to new curriculum pathways that lead directly to employment CYP have access to apprenticeships at all levels through employer engagement strategy.
Recruitment, retention, sustainable schools	<ul style="list-style-type: none"> Clear expectations and training to ensure effective 3-year budget planning across partnership Recruitment and retention strategy to build a pipeline of talent for ELP A framework for procurement across partnership schools. 	<ul style="list-style-type: none"> Commitment to trialling new models and projects on joint commissioning, staff sharing across schools 	<ul style="list-style-type: none"> Access to high quality induction programmes and career progression from NQT onwards Access to business leadership development and secondment opportunities for staff Access to high quality training on financial planning and governance. 	<ul style="list-style-type: none"> CYP have access to high quality provision because resource planning is robust in every school
Business planning & communications	<ul style="list-style-type: none"> Building social capital through linking council and schools’ ambitions for Ealing CYP Maximising links with council’s digital strategy to develop ELP platform, branding and web presence 	<ul style="list-style-type: none"> Utilising partnership branding to support fluidity of movement and expertise from school to school and with HE providers 	<ul style="list-style-type: none"> Access to high quality, cost effective services through economies of scale Reinvestment of any surplus in member schools 	<ul style="list-style-type: none"> High value, low cost services directly benefit CYP

Evaluation activity 2019

1. Partnership-wide survey – engagement, understanding and commitment (all)

2. Deeper focus on 6 key areas – testing out progress towards desired future – what is working (sample group 33 schools)

3. Impact analysis – ELP performance dashboard

- Pupil progress and outcomes
- Persistent absence and exclusions
- Wellbeing measures (*Warwick Edinburgh Mental Health and Wellbeing Scores*)
- Progression and employment measures
- Financial health of schools
- Recruitment and retention measures

4. Sustainability measures - Income and growth – subscription; traded services; external grants



What have we learned? Method

- Stakeholders need constant re-engagement with vision statements
- Sample group - deeper focus questions yield high value fb
- Balance between analysis of outcomes and analysis of ways of working essential to demonstrate sustainability
- Time consuming to set-up but easily administered and repeated for comparisons year on year – spend time framing questions
- Distinguish between what you will publish for stakeholders and internal analysis for the board

What have we learned? One year on...

What is going well?

88% respondents reported clear evidence of progress against stated aims

Cohesion and big picture: We have a clear strategy and the right priorities

Purposeful collaboration: Schools feel very well supported in accessing professional expertise centred on key areas

Capacity and growth: Clear framework for school leaders to drive initiatives

Connectivity: Centrally organised, standardised peer review model highly valued; potential re future recruitment and retention



What have we learned?

Areas for development

Communications – greater public awareness and signposting of expertise across partnership

Governance – greater structured opportunities to support engagement and development

Economies of scale – use partnership better to reduce financial pressures across system

Recruitment and retention – coherent and focused strategy

