Ealing Learning Partnership Vision 2019-2021

	Partnership between schools and Ealing council	Partnership between schools	No school left behind	No learner left behind
Learning & achievement	• Information and strategies are shared to better understand variations in outcomes and priorities • Shared learning and achievement strategy from EYFS to post 16. • *Strategy to coordinate CPD, knowledge and expertise across the partnership to improve QFT and leadership progression* • *Strategy for teacher training and leadership progression to promote recruitment and retention*	• Culture of trust and joint responsibility (rather than competition) between schools. • Culture of collaboration, pedagogical debate and innovation between schools in order to solve challenges relevant to many schools – *e.g Ealing Learning Communities; Curriculum project, NLLB project; Peer review clusters and sharing of knowledge across schools.* • High quality staff - leaders and teaching staff are well trained and have easy access to depth of knowledge and experience across partnership	• Self-referral pathway set up giving access to immediate, centrally brokered support at the point of need • Networks to promote pedagogical development and innovation accessible to all. *Eg clusters/ quadrant/ ELC projects/* • School "safety net" to ensure that all schools access expertise they need. *E.g mentoring to support new HTs and ensure included. Quadrant and Cluster leads alert to isolated heads*	• Key areas of need for ELP identified and strategies set up to tackle gaps. *E.g reading project* • All schools and the partnership have coordinated and focused plans for closing achievement gaps and raising expectations for specific underachieving groups: *e.g projects for BME/ PP/ LAC*
Safeguarding & wellbeing	• 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	• Collaborative task groups to tackle specific area priorities • Commitment to sharing case studies for partnership learning	• 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	• 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
SEND & inclusion	• Communication of clear strategy and vfm provision for SEN support and EHC plans in context of rising needs • Communication 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	• Culture of joint responsibility and trust between schools in order to deliver high quality provision for SEN *e.g sharing data on numbers of EHC plans and types of need; joint school panels for preERSA submission/ EHC plans and annual reviews* • Culture of innovation and pedagogical debate *e.g Learning communities to develop research, pedagogy and joint-practice on underachieving groups* • Embedded SEN leadership approaches. *Eg SEN networks and peer reviews, lesson study approaches* • Peer review to support self-evaluation and consistency of provision for SEND	• Access to bespoke support for leadership, provision mapping and governance of SEND and vulnerable groups	• 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	• Ealing pledge for young people – 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	• 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	• 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	• 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 (being developed)	• Recruitment and retention strategy to build a pipeline of talent for ELP	• Staff sharing across schools	• Access to business leadership development and secondment opportunities for staff	
Sustainable schools (being developed)	• Clear expectations and training to ensure effective 3-year budget planning across partnership • A framework for procurement across partnership schools	• Commitment to trialling new models and projects on collective purchasing	• Access to high quality training and resources on financial planning, improving efficiencies and governance	• CYP have access to high quality provision because resource planning is robust in every school