

# Ealing Learning Partnership

## Evaluation report 2021

Julie Lewis

Director – Learning, standards and school  
partnerships





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## Introduction

The purpose of this report is to provide concise information on the progress and impact of Ealing Learning Partnership in relation to its key aims and priorities. This year's report reflects progress made against our adjusted priorities in the context of the Covid pandemic. The report is designed to inform the work of the Ealing Learning Partnership Board in assessing the development of the partnership in and in finalising priority-setting for 2021 – 2023.

The report should be considered by all school governing bodies and the council in determining the value and impact of investment against the partnership's endeavour to promote educational excellence and well-being for all learners.

The report is in four parts:

### **Part 1 Vision and shared ambition – No Learner Left Behind; No School Left Behind**

An analysis of the value attached to the partnership's support for schools over the course of the pandemic and schools' perceptions of overall progress against its vision and key aims.

### **Part 2 Impact analysis – evaluation of outcomes and effective ways of working**

A summary evaluation of progress and impact across the six ELP priority areas.

### **Part 3 Summary review of other services linked with Ealing Learning Partnership**

Evaluation of the quality and reach of ELP-linked and traded services.

### **Part 4 Financial summary**

A summary of spend against the ELP Core Offer 2020 – 2021 and profile of income against linked traded services to schools.

## Part 1 Vision and shared ambition

### No learner left behind – no school left behind

#### Commentary

In July 2021, 63/88 ELP schools provided comprehensive feedback to the ELP Annual Vision and Shared Ambition Survey. Here is the [part 1 vision and shared ambition report](#)

We asked schools to respond to the same questions we sent out in 2019 and we also asked for some additional feedback on the partnership's response in supporting schools during the pandemic.

#### Question 1 How supportive has Ealing Learning Partnership been to you during the coronavirus pandemic?

**90%** of respondents said that the overall support received from ELP throughout the period of the pandemic was very supportive. Several schools described the overall support provided as outstanding.

##### Strengths

- ❖ Strong and clear communication with excellent resources and guidance on EGfL
- ❖ Excellent support and communication for governors
- ❖ Continuation of high-quality networks, clusters and meetings delivered remotely
- ❖ Cohesion and sense of belonging created through strong, responsive partnership structures
- ❖ Support brokered to support remote learning
- ❖ DSL networks and quality of safeguarding guidance.

##### Considerations

- ❖ A small number of schools felt that it was difficult to distinguish between support derived from ELP and the support provided through council statutory services
- ❖ A small number of schools felt that decision-making could have been speedier in mobilising support.

“Good cohesive group of professionals, sense of belonging – the fortnightly covid meetings were a lifeline for heads when we were dealing with such new challenges”

“Despite numerous disruptions, we were so grateful knowing ELP was standing side by side with our schools to support us during very challenging times with ever changing guidelines...”

“as a new headteacher, I find the support available here considerably better than the borough I was in before”

#### Question 2 How well are we doing to support pupil achievement and inclusion – no learner left behind?

**72%** of respondents said that we were making clear progress with this aim. 12% felt unable to respond because of the disruption caused by the pandemic and 15% felt that they could only report limited progress for the same reason. However, even in this context, the following themes emerged from schools' feedback

##### Strengths

- ❖ The quality and impact of work on *No Learner Left Behind* and race equality

- ❖ The development of links with other learning partnerships has been beneficial to NLLB work
- ❖ Strong support for pupils with SEND throughout lockdown.
- ❖ The development of peer review, curriculum support and learning clusters is seen to be integral and schools place high value on the model.

#### Considerations

Further strengthen communications and partnership working to achieve consistency in expectations for pupils with SEND.

“NLLB project is thorough and helpful. There have been good improvements in SEN and the support for SEN over lockdown was solid”.

“...better communication and transparency is still needed around meeting needs of pupils with SEND”

### Question 3 How well are we doing to support every school to access high quality networks and support?

**84%** of respondents said that we were making progress with this aim. 9% did not feel able to respond and 5% felt that progress was limited.

#### Strengths

- ❖ Every school can participate in a range of high quality of networks for senior and middle leaders in sharing practice and accessing key messages and guidance
- ❖ Strong communications through headteacher networks
- ❖ Collaboration between schools has significantly improved.

#### Considerations

Strengthen ELP-wide communication on the purpose of every network to stimulate 100% engagement from schools in 2021-22.

“There are positive networking groups that cover a range of school senior and middle leadership areas which offer colleagues a chance to collaborate.”

### Question 4 How well are we doing to empower schools to take leading roles?

**70%** of respondents said that we were making progress with this aim although 19% felt they were unable to respond and 11% thought that progress was limited.

Given the unprecedented pressures on school capacity from March 2020, it is perhaps unsurprising that responses to this question reflect the limited ability of schools to take on commissioned work or lead on partnership programmes.

In 2020-2021, more programmes and activities were led and delivered centrally than in 2019-2020. This is perceived to be a benefit by some schools, particularly during times of pressure, but there is a recognition that the partnership must continue to sponsor school-led improvement initiatives wherever possible.

#### Strengths

- ❖ The opportunities are there within the ELP commissioning model for schools to take the lead on priority programmes
- ❖ The new opportunities developed to invest in primary curriculum partnership leaders and direct links with learning clusters

#### Considerations

- ❖ Can we open more opportunities for middle leaders to lead on behalf of partnership priorities?
- ❖ The ongoing capacity of smaller schools to take up partnership roles
- ❖ There are schools with outstanding practice that have not yet put themselves forward – how can we better identify and promote these schools?

- ◆ Strengthen mechanisms for dissemination of action-research in the primary phase.

“The cluster model is very empowering for schools.”

“Good to see a range of schools represented on the various committees”

### Question 5 How well are we doing to build trust between schools to support high challenge low threat peer learning?

67% of respondents said that we were making progress but understandably the suspension of cluster peer reviews from March 2020 to July 2021, has affected feedback this year. The following themes were noted.

#### Strengths

- ◆ Very high value placed on ELP’s primary peer review and peer learning model - schools looking forward to getting back to cluster working
- ◆ ELP clusters have created a non-judgemental environment that supports professional growth
- ◆ The opportunities created through the secondary networks at all levels foster high trust and collaboration between schools
- ◆ The development of peer learning across governing bodies has huge potential
- ◆ The work done through clusters to support digital learning was viewed as highly supportive.

#### Considerations

A small number of schools stressed the importance of ensuring consistency in schools’ experience of peer review and follow-up learning enquiry.

“the secondary school improvement meetings for deputies have been significant and impactful – well informed and well considered to enable us to share openly and in each other’s best interests”

### Question 6 How effectively are we using resources in the interests of pupils?

66% of respondents said that we were making progress, and this is a significant improvement from 2019. 21% felt unable to respond and 11% felt that progress was limited.

Despite the disruption to normal activity, is evident that schools have experienced a greater sense of value for money since the last full annual survey conducted in 2019.

#### Strengths

- ◆ The totality of support provides excellent value for money
- ◆ Schools report transparency and high levels of confidence in how resources are used to achieve ELP’s aims
- ◆ Many schools reported that we achieve a huge amount with a relatively small resource
- ◆ The work of the Sustainable Schools committee and Recruitment and Retention committee is beginning to bear fruit and utilise economies of scale – the supply agency work is a big achievement
- ◆ ELP is bringing coherence and consistency of access to resources through new partnerships like the Teaching School Hub, specialist hubs and Cultural Education Partnership.

#### Considerations

- ◆ Continue to invest in economies of scale created by the partnership
- ◆ Develop more mechanisms for schools to learn from commissioned or ELP-sponsored programmes so that all schools benefit
- ◆ Ensure that all schools understand how resources are deployed to support ELP’s aims.

“With school budgets increasingly stretched, all aspects of resource efficiency are welcomed; crown commercial agreement, varied CPD offers via the ELP subscription, EHAP surgeries for schools were fantastic for advice in relation to vulnerable children. External funding for the Cultural Education Partnership promises positive impact for high quality creative and cultural opportunities for our children in time. The recruitment website has made a significant improvement to the ease with which candidates can gain access to current vacancies and it's free!”

### Question 7 How well are we doing to attract, develop and retain the best workforce?

65% of respondents said that we were making progress, and this is an improvement on 2019. 25% did not feel able to respond and 9% reported limited progress. Many schools commented on ELP's influence on both their own recruitment and retention and their experience of working with wider council services.

#### Strengths

- ◆ ELP is setting high expectations for workforce development
- ◆ The ELP recruitment website is easy to use and efficient
- ◆ The strength of collaboration between schools is high-value in recruitment and retention - a stand-out feature of ELP
- ◆ Excellent support for NQTs/Early Careers Teachers
- ◆ The Recruitment and Retention committee has made great strides in attracting new staff to the borough and in initiating new collaborations for workforce development.

#### Considerations

- ◆ Can the council do more to attract and retain high quality staff in central ELP teams and linked services?
- ◆ Further develop ELP's branding and social media presence
- ◆ Can ELP begin to develop schemes for secondments and sharing of specialist staff across schools?
- ◆ Develop ELP's focus on succession planning and diversity in leadership.

### Question 8 What do you think is the greatest advantage of belonging to the Ealing Learning Partnership?

School responses were wide-ranging and have been grouped into themes where there was a high degree of consensus:

- ◆ Belonging to an inclusive partnership that has clear goals, positive energy and that puts outcomes for learners at the heart of all decisions
- ◆ Creating the conditions for schools to work with each other to tackle clearly articulated priorities
- ◆ The power to bring voices together to effect change and knowing that each school can contribute to the whole
- ◆ Timely access to information and shared practice - a focus on models that support continuous improvement and professional learning
- ◆ Belonging to a forward-facing, creative, and caring network of schools with a focus on being the best we can be.

### Question 9 Having read our aims and goals for 2021-23, is there anything else the partnership should focus on in the next two years?

Schools reported a very high degree of consensus that ELP has articulated the right aims and goals for the next two years.

## Considerations

- ◆ Greater focus on Ealing's SEND strategy - strengthening links between ELP and the council's statutory SEND services to achieve consistent expectations
- ◆ Whether ELP can position itself to influence the supply of affordable housing to support teacher recruitment
- ◆ A strong focus on safeguarding pressures created by the pandemic
- ◆ Smoother and more accessible communications systems.

"We want the best for the children beyond our own schools and to support one another to flourish"

"Having access to a whole area approach to achievement has helped me to make better decisions about what should happen in my school"

"...the greatest advantage is working with a fantastic range of colleagues and provisions in a highly ambitious local context .... despite unprecedented difficulties, leaders have relentlessly pursued partnership working"

## Evaluation

Ealing Learning Partnership has made significant progress since its initial development in 2017. In 2019, schools articulated four key strengths of the partnership's work as follows:

**Cohesion and big context:** The direction, aims and priorities of the partnership are clear and there is very strong commitment from schools and the council to work together and put the needs of local children first.

**Purposeful collaboration:** There is a very high level of commitment from schools to active participation in a community of schools that take responsibility for shared learning and each other's success.

**Capacity and growth:** Schools perceive that the partnership has already established a model where capacity is being generated and developed. Over 50 school leaders are directly involved in shaping activity through partnership committees or school-led programmes.

**Connectivity:** The encouragement of links between schools and across phases to ensure continuity of educational provision is highly valued.

The response in 2021, indicates that these areas continue to be key strengths. Since 2019, we have worked hard to consolidate delivery mechanisms and embed new ways of working. Delivery plans are ambitious but realistic. Communications has improved, stakeholders are much clearer on the direction of travel and there is a stronger sense of value for money.

There is still more we can do to capitalise on economies of scale and to influence recruitment and retention, but we have made clear strides in helping to reduce pressures on schools and retain staff.





## Part 2: Impact analysis – evaluation of outcomes and ways of working

This section summarises the partnership's **aims** across each of its six priority areas and provides a summary of progress towards these using both quantitative and qualitative evidence. No performance data was published in 2020 or 2021 so the report reflects the validated data sets from 2019. Evaluation is also focused on ways of working that have generated the strongest engagement of schools and that are most likely to have lasting impact.

1. Learning and achievement
2. SEN and inclusion
3. Safeguarding and wellbeing
4. Progression and pathways
5. Recruitment and retention
6. Building sustainable schools

# 1. Learning and achievement: Securing consistently high standards of teaching and learning to achieve outcomes amongst the best in London through skilful and sustainable collaboration

## Aims - outcomes

Progress and outcomes in each educational phase are well above the national average.

Reduce the number of schools below the national average in higher standard reading in KS2.

Specific groups of pupils are making better progress in Ealing schools than they are doing nationally.

Reduce the variation in outcomes between under-achieving groups across schools: white disadvantaged, Black Caribbean, mixed white and Black Caribbean.

Percentage of good or outstanding schools remains well above the national average.

A broad and balanced curriculum supports progression for all learners.

## Aims – ways of working

Clear strategies are in place to coordinate CPD, knowledge and expertise for the benefit of staff and learners.

Schools are given clear and structured opportunities to lead on behalf of the partnership.

Knowledge and expertise in teaching and learning is shared across the partnership and trust between schools supports effective peer learning.

Covid: Develop the remote learning curriculum and training for schools.

Covid: Identify and rectify the gaps in attainment because of lockdown.

## Strengths – outcomes 2019

- ◆ **Key Stage 2 outcomes** had improved in all subjects and are well above the emerging national average at expected standard against a declining London and national trend 78% reading (vs 73%); 81% writing (vs 78%) and 84% mathematics (vs 79%). **RWM combined is now 71% (vs 65%)** putting Ealing primary schools above the expected London average for the first time
- ◆ Validated Key Stage 4 results in 2019 show that **Progress 8 scores** have continued to rise steadily over four years with **Ealing schools now ranked first place in the whole country**
- ◆ **Validated Key Stage 4 attainment measures put Ealing schools amongst the top 10 London boroughs and within top 20% nationally.** 9-4 English and mathematics 72% (vs 65%); 9-5 English and mathematics 54% (vs 43%) and EBacc average point score 4.7 (vs 4.1)
- ◆ **Validated Key Stage 5 outcomes** improved again in 2019 with schools performing above the London and national averages for points per entry. A level average grade C+ and Applied General courses average grade Distinction
- ◆ In the context of improving outcomes for all pupils', **disadvantaged pupils are continuing to close the gap with their peers by the end of Key Stage 2 and Key Stage 4.**

## Strengths – ways of working

- ◆ **Networking opportunities** remain a clear strength to support both pupil learning and the many issues arising during the pandemic
- ◆ Support for schools' **remote learning provision** was highly valued
- ◆ **Primary curriculum initiatives** have progressed with strong links to Teaching Hubs and subject support in MFL; history and art
- ◆ ELP continued to support **Year 6 to Year 7 transition** arrangements and self-review strategies to anticipate widening gaps in learning and digital resilience.
- ◆ Schools have been well supported with training, leadership networks and peer review tools on the **new Education Inspection framework**
- ◆ The culture of **trust, collaboration and pedagogical debate** between secondary schools remains a key strength with 14/17 schools committed to all leadership networks
- ◆ Secondary phase - a focused school improvement and effective teaching and learning group addressed gaps in curriculum and revised assessment processes following the disruption to examinations. Approaches to online learning, the new ECF, equality and anti-racism have been supported by high quality collaboration between schools

## Strengths – ways of working continued

- ◆ **Secondary subject leader networks** have continued with 13 highly rated subject conferences designed for 200 teachers held in Spring and Summer 2021
- ◆ A strong focus has been maintained on the performance and support for **vulnerable groups** including pupil premium and SEND alongside identified groups such as Black Caribbean students
- ◆ 13 schools and early years settings have sustained their commitment to the **NLLB Pilot** focused on 300 Black Caribbean pupils from September 2019 until July 2021 despite widespread disruption. Staff, pupils, and parents have reported deep learning from a host of training events and peer review focused on school policy and impact on pupils
- ◆ 1,198 pupils from primary, high and special schools attended 49 virtually delivered workshops about the **Windrush generation**
- ◆ 283 staff from schools, early years settings, local authority and partners attended cultural competency and/or Black history training. Attendees report far-reaching impact in terms of developing understanding, raising awareness, and building confidence in **tackling race inequality**.
- ◆ and close gaps in knowledge, understanding and skills with a particular focus on disadvantaged groups
- ◆ Maintain a focus on improving progress and outcomes for SEND, disadvantaged and **under-achieving groups** particularly those most impacted by Covid-19
- ◆ As part of a long-term strategy to address the underachievement of **Black Caribbean pupils**, cascade and scale-up essential learning and activity to raise expectations of **all leaders**
- ◆ Ensure that all schools are prepared for **new inspection framework** and provide focussed support for schools likely to be inspected in 2021.
- ◆ Refresh and re-instate **primary peer learning clusters** with a focus on supporting school recovery, curriculum development and professional growth models
- ◆ Develop the **expertise of curriculum leaders** in working across primary clusters to develop pedagogy and practice
- ◆ Develop **cross-phase working** to strengthen curriculum leadership across KS2-KS3 through primary learning clusters
- ◆ Promote the **new NPQ programmes** to schools in conjunction with ELP's partnership with Teach West London.

## 2021 GCSE and Post 16 outcomes

- ◆ **Teacher assessed grades in 2021 secured strong outcomes for pupils** with 79.3% achieving grades 9-4 English and Maths and 61.1% grades 9-5 English and Maths (increase of 5.8% and 6.4% on 2019 outcomes)
- ◆ Teacher assessed grades at post 16 achieved average A level grade: B and APS 41.3 (+8.1 2019 C+ 33.12) average applied general grade distinction.

## For further focus – outcomes and ways of working

- ◆ Maintain focus on strong and integrated leadership in EYFS to improve **% reaching good level of development** focus on specific groups of children
- ◆ **Early reading** with a focus on consistent teaching of phonics and the needs of the lowest 20%
- ◆ Improve the consistency across schools in teaching for **higher levels in reading**
- ◆ **Non-core subject learning**, progression, and coherence for essential knowledge, understanding and skills
- ◆ **Recovery and assessment for learning** to identify

“Peer reviews have been both informative and supportive in driving up standards and reflecting on practice.”

“Clusters and peer reviews have been hugely beneficial...the jewel in the ELP crown!”

“There have real efforts by the partnership to position itself as supportively challenging”

“The support made available through EdTech and previously through Clusters allowed schools to tackle the high stakes challenges through peer discussion and peer learning.”

“Our school's developments have included more aspects of Black Caribbean culture/history and key figures. ...I now see the importance of diversity in what is taught and how easily it can be achieved with time and effort”

## 2. SEN and inclusion: Improve educational attainment and life chances for our most vulnerable children and young people including those with SEN

### Aims - outcomes

Increase the number of pupils with SEND achieving the expected standard at the end of KS2 and KS4 E&M.

Reduce the variation across schools in the number of pupils making progress in line with or above national.

Reduce the number of pupils with SEMH who are persistently absent or excluded.

Improve the efficiency and effectiveness of the SEND statutory assessment systems and introduce a strengths-based assessment and review processes with schools and partners.

### Aims – ways of working

Agree key principles and detailed guidance to ensure that schools and settings share clear expectations of what should be provided for C&YP identified as requiring SEN support.

Increase positive engagement with parents and carers.

Increase collective capacity to meet the needs of C&YP with SEMH needs, especially those with complex/ challenging/severe behaviour needs.

Improve the provision of information, advice and guidance relating to different areas of SEND for school-based staff.

### Strengths - outcomes (2019 data)

- ◆ More pupils on **SEN support** achieved **Good Level of Development** at the end of EYFS than nationally (27% vs 24%)
- ◆ More pupils on **SEN support** are reaching the expected threshold in **phonics** by the end of Year 2 than nationally (63% vs 58%)
- ◆ More pupils on **SEND** achieve the expected standard in **KS2 reading, writing and maths** than nationally (27% vs 22%) and progress from KS1 to KS2 is above national average (2019). Outcomes in writing have improved to the same level as reading.
- ◆ **Pupils on SEND support** maintained their progress level at national average for all pupils with attainment 8 improving for the 3<sup>rd</sup> year.
- ◆ **Significant progress has been made on improving the timeliness of issuing EHC plans.** 86.7% of EHC plans were issued within 20 weeks exceeding local targets
- ◆ **(2021 data) Permanent and fixed exclusion rates have declined** from 2019/20 to 2020/21, and many schools have reported improvements in pupil behaviour due to structural changes to the school day.

### Strengths- ways of working

- ◆ 70% of schools who responded to the ELP survey shared positive feedback about the progress and support the ELP committee have provided this year
- ◆ 76% of schools feel that communication has improved and understand **expectations of provision for CYP with SEN**
- ◆ 76% of SENCos involved in the **induction programme** stated that the sessions were useful and 96% rated each session as good or excellent in all areas
- ◆ **SENCo networks** continued to take place remotely with all 5 meetings having good attendance at 73%. All meetings achieved a minimum rating of 95% good or excellent in all areas
- ◆ The **annual SEN conference** took place virtually with 92% of schools in attendance. Feedback was overwhelmingly positive
- ◆ The **quality of provision** and experience of CYP with SEN is now high profile in all aspects of ELP work and integrated through the work of committees
- ◆ There have been significant improvements in



**access to training** for class teachers with 34 schools now signed up to DfE improving classroom practice training

- ◆ Headteachers feel more engaged in **area-wide SEN strategy** and more able to design future models of provision
- ◆ **Guidance tools and support documents** provided to ELP schools during lockdown were well received
- ◆ Parents reported that **provision for children with SEN improved** during the second lockdown
- ◆ Schools report **improvements in synergies** created through regular communication between ESCAN leads and ELP Q&P lead
- ◆ ELP has actively examined the disproportionate impact of the pandemic on communities leading to the **Southall resilience project** to profile effective community leadership approaches
- ◆ **Partnership working with parents** (EPCF) has continued to improve e.g. working together to devise and implement the SEN FSPA pilot with 6 schools

“Thank you for driving SEN forward, it is so clear the difference you are making. I cannot tell you how brilliant it was to see the presentation and I can see the strategic vision behind SEN now.” Headteachers’ meeting

‘The quality and content of all speakers was really thought provoking and has provided me with a much-needed rejuvenation of what inclusion really is and given a real focus of what the next steps are. The whole event was really well organised and very really smoothly.’ SEND Conference

## For further focus – outcomes and ways of working

- ◆ Improve **inclusive quality first teaching** and support schools to explore alternative models to meet wider need.
- ◆ Invest to develop and support leadership of SEN through **new Cluster Lead SENCos**, network sessions, training, and action learning groups.
- ◆ Improve **communication** between council and schools and between schools to identify/share effective practice
- ◆ Maximise **engagement in SEN strategy** refresh and funding across all settings Develop new collaborations to refresh the **CPD offer for special schools**. Support early career teacher development in SEN and inclusive practice.
- ◆ Improve **transition systems and processes** between settings and schools for children with EHCPs and SEN
- ◆ Continue to **reduce exclusions** overall, specifically for over-represented groups; Black Caribbean, Mixed White Black Caribbean and SEND CYP
- ◆ Implement the **SEN governance training** package and share learning from the audit tool pilot.

### 3. Safeguarding and wellbeing: Anticipating and responding intelligently to safeguarding needs through strong collaboration between schools and services

#### Aims

Secure a shared understanding of safeguarding priorities across the area with all key partners

Secure cooperation and consistently applied principles and frameworks to minimize risks to CYP

Develop all schools' access to high quality, centrally coordinated training and access to high quality safeguarding resources

Develop effective systems, communications and high expectations across education, early help and social care

Profile and share best practices and cultures that ensure CYP safety and wellbeing particularly in the context of the Covid 19 pandemic

Secure strong support for schools in developing high quality universal mental health and wellbeing cultures in schools

#### Strengths

There is clear evidence, from feedback provided by schools, that **partnership working between schools and children's services has improved** over the course of the pandemic with committee officer leads playing a central role in representing the priorities of schools at multi-agency forums and informing timely, collective action e.g. ECIRS referrals

**Safeguarding issues affecting children and young people are prioritised and dealt with more effectively**, safeguarding intelligence and areas of concern are shared, solutions/actions discussed, and new/important items cascaded to schools via the new weekly lightning briefings e.g. Safer Schools Officers; No Names Consultation line.

- Remote 15-minute '**lightning briefings**' events for DSLs have successfully replaced weekly emails and lengthy newsletters in response to senior leaders' requests
- Re-commissioning central child protection training** for both new and experienced DSLs was a priority this year. Feedback from participants has been consistently positive
- DSL networks** ran half termly to provide more regular support when schools were working with vulnerable and 'newly vulnerable' pupils during national lockdowns. A third of schools who completed the annual ELP focus survey (2020/21) reported the DSL lightning briefings and networks were a particular area of strength when asked to report on their use and benefit.
- New EHAP surgeries** were offered to DSLs before and after the network meetings, providing a safe space for them to meet an EHAP worker to discuss concerns, cases, and next steps.
- Commitment of **social care team managers and mental health practitioners to DSL networks** has helped improve collaborative practice. New opportunities and programmes, such as [social workers in school](#) or Wellbeing Return to Education programmes have been effectively promoted and their impact discussed.
- ELP has supported West London Mental Health Trust set up **3 mental health support teams (MHSTs)** in Ealing over the last two years providing **32 targeted partner MHST schools** (16 primary and 16 secondary) offering a range of services and resources targeted at supporting children, young people and/or their parents with low-level mental health concerns or issues

- ◆ **DfE wellbeing return to education programme (WBR2E)** was successfully adapted and delivered to all schools including **aftercare support packages**. Staff reported high levels of confidence in being able to cascade training to wider staff groups and meet the needs of children returning to school.

### For further focus

- ◆ **Return of the social care and education forum.** Schools placed high value on this face to face forum which did not meet as frequently during 2020-21
- ◆ **Improvements in DSL network events** and the use of case studies are in development to collectively explore common and/or shared intentions regarding referrals, actions, case closure and to reflect and/or probe outcomes
- ◆ Share the strategies that are helping schools **enhance their behaviour, inclusion and safeguarding practice** with all school leaders
- ◆ **Develop and promote the Ealing DSL handbook** with tools for supporting safeguarding practice in schools across Ealing
- ◆ **Contribute to the research, design, and development of a 'peer to peer abuse pathway guide'** to assist schools in identifying, responding, signposting and accessing services so that children and young people are able to receive the right support at the right time

‘As a school we have been really impressed with the increased support we are seeing being offered to us through the Mental Health Support Team, both in terms of training and resources for staff as well as for parents and students.’

“Whilst it is our belief that far greater resources need to be aimed at CAMHS, with a specific focus on reducing the long waiting list that some families are facing, there are some positive steps being taken to address lower-level mental health concerns.”

“The Mental Health Support Team have produced an excellent handbook for pupils and parents called ‘Emotional Support & Wellbeing’ that provides simple and easy to access resources/tips for helping families take affirmative action in improving their children’s mental health”

#### 4. Progression and pathways to employment: Ensure that every young person is on a pathway to sustainable employment wherever possible

##### Aims

Sustain high level 3 outcomes for all pupils including disadvantaged and SEN.

Sustain and improve level 2 qualifications in English and mathematics by 19

Improve the number of young people who remain in education, employment, and training by 16 and by 17 to above the London average.

Enhance provision for groups of learners not able to access level 3 qualifications including supported employment pathways/internships.

Develop and secure more and better careers guidance and support in primary, secondary, special schools and colleges.

Develop an 'Ealing Guarantee' to consolidate partnership working that delivers more and better pathways for young people.

Support primary schools in helping children understand the world of work

Enable school and college leaders to strengthen their focus on curriculum development and preparation for adulthood/employment.

##### Strengths

- There have been **widespread improvements in outcomes** in Ealing's rank against London boroughs and nationally for all attainment measures with the greatest increase at Level 2 by 19 and Level 3 by 19
- Validated 2019 **Level 2 outcomes** including English and mathematics put Ealing in the top 10 nationally for all pupils
- There was a significant improvement in students with SEND achieving L3 by 19 in 2020 and the % achieving L2 EM by 19 who did not achieve it at 16. Both measures are above the London and national averages
- Ealing continues to perform strongly on

participation in Employment, Education and Training with outcomes above the London and national averages. For participation, **Ealing improved from 5<sup>th</sup> in London in 2020 to 4<sup>th</sup> in 2021 at 97.6%**

- Far fewer learners were identified as NEET in 2021 88 vs 200 in 2020
- The **promotion of a Below L2 strategy** to increase recruitment and retention at Ealing College. New pathways for BL2 learners in Ealing schools have been promoted through presentations by the College to the P&P committee, headteacher group, Connexions and the Careers leaders' network
- ELP has supported the **Ealing Youth offer**, led by Ealing Employment & Skills, bringing together a range of work and training opportunities for young people
- Strategies to meet the Gatsby benchmarks are a strength** and are promoted through the Careers Leaders network meetings held six times a year and include partners. The strong progression figures in 2020-21 and low NEET figures are evidence of the quality of careers education, advice and guidance being provided to Ealing students from schools, the college and Connexions
- Despite the pressures on employers, places on the **Supported Internship programmes increased** to 20 in 2020-21. Includes two new Ealing-based programmes with West London Health Authority in Southall, the Council and retailers in Ealing Broadway
- Following our successful partnership bid, Business Education Events (BEE) is our new provider for the **SEND Futures hub** delivering 8 projects a year to support pupils with SEND access work-related learning. The provision will be based at Springhallow sixth form and Redwood College



- ❖ All partners have pledged their commitment to improving the **progression of Black students** to higher education
- ❖ **Employer engagement activities continued online** supported by LEAN, a network of over 100 employers with 20 employer events delivered across 5 schools
- ❖ **A summer careers conference** brought together a collective commitment from schools and the college to ELP's priorities with the College presenting their Careers and Employability programmes, employer encounters and experiences provided for students in the workplace.
- ❖ The [Ealing Aspire network](#) for primary schools included partnering with London Transport Museum on Engineering; "Your Neighbourhood" initiative incorporating over 500 primary pupils in Acton; wide-ranging classroom workshops with HS2, University of West London, Pitzhanger Museum; NHS hospitals.

"...very helpful to have coordination with the college around P16 pathways and coordination of CIAG"

"Primary Futures is an effective way to link people in the world of work to support career days"

"Increase in supported internships options for learners with SEND"

## For further focus

- ❖ Maintain the close partnership working arrangements between schools, the college and Connexions that has developed and strengthened in 2021 with a particular focus on understanding and meeting the needs of **under-served groups**
- ❖ Promote **Preparing for Adulthood** approaches more widely in high schools working closely with the ARP and SENCo networks and sharing good practice from the SEND Futures Hub.
- ❖ Increase promotion of our priorities and careers support with **primary schools**. The ELP focused survey report indicates that the work is highly valued by those engaged directly. There are still many primary schools not involved in Aspire or careers-related work.
- ❖ Respond to the proposed **changes to P16 qualifications at Level 3** which will have a significant impact on our school sixth form provision.
- ❖ Continue to work with the College and the Ealing Youth offer to develop and promote the **programmes and pathways at Level 2 and below** – in line with ELP priorities, the college strategic plan and the Ealing Greenprint.

## 5. Recruitment and retention: Attracting and retaining the very best workforce

### Aims

Expand the ELP brand and ethos to attract, develop and retain the best teachers, leaders, and support staff.

Support schools with transition to the Early Careers Framework.

Develop and publicise pathways and progression routes to support the induction, development, and growth of all staff and with a focus on race equality.

### Strengths

- ◆ 68% of respondents to the Ealing Learning Partnership (ELP) 2021 surveys reported progress with 25% of all respondents saying they had seen significant progress
- ◆ Schools vacancies website was launched November 2020 <https://jobs.ealing.gov.uk> Over **90% of Ealing schools have signed up and are actively using the website**. By the end of May 2021, 251 adverts had been posted by schools
- ◆ Strong progress with **social media and communications campaign** launched [#EalingLearning](#) to promote ELP benefits including recruitment, website, and newly qualified teacher (NQT) support
- ◆ [Career progression case studies for teachers and leaders](#) and [support staff](#) available
- ◆ The quality of **support and guidance for Early Careers Teachers** continues to be highly regarded with excellent adaptations made throughout the pandemic.
- ◆ **197 NQTs completed induction successfully in 2020/ 21** (100% success rate) with 89% staying on into their second year in Ealing
- ◆ Strong communication with schools on ECT development and partnership working [Teach West London](#) for the ECT induction programme
- ◆ Successful launch of [Appropriate Body 21/22](#) as a fully- traded service
- ◆ Wellbeing and emotional health lead reports regularly on [wellbeing support](#) and strategies. Work is being developed on a **staff wellbeing charter**
- ◆ ELP working party established on professional growth and progression routes with a specific focus on race equity. Outline plan developed for sign-off and implementation 21-23.

### For further focus

- ◆ Maintain and develop recruitment website to respond to partnership priorities.
- ◆ Develop social media and communications to support recruitment and retention.
- ◆ Work with council partners to develop ELP schools' staff benefits / discounts and key worker housing opportunities publicised across schools.
- ◆ Support transition to ECF and induction in collaboration with Teach West London.
- ◆ Support the development of professional growth models via ELP clusters.
- ◆ Develop a partnership-wide commitment to understanding race equality issues, barriers and solutions.
- ◆ Develop an approach to support career progression for Black, Asian, other minority ethnic staff.

"The recruitment and retention committee has made great strides in initiating systems to promote collaboration for staff in schools and to market and attract new staff into the borough."

"The recruitment website has made a significant improvement to the ease with which candidates can gain access to current vacancies."

## 6. Building sustainable schools - supporting schools to spend well for less - maximising efficiency through creative solutions

### Aims

Develop collective procurement opportunities across partnership schools.

Promote viable collaborative partnerships to support business sustainability.

Support robust resource management in schools.

Support access to high quality training and resources on financial planning.

Improve financial efficiencies and governance.

### Strengths

- ◆ Successful **award of a 3-year managed service provision (MSP)** (Sept 2021- 2024) for [school supply staff](#) to reduce costs of recruiting supply staff by at least 7% -10% (£140,000 for every 20 schools signed-up). 62 schools are part of Reed MSP contract. Early outcomes include:
  - Agreed supply rate card fees for supply roles across ELP
  - A supply chain with 9 agencies agreed
  - London living wage (LLW) to be paid
  - Simplified process for supply via one account manager/call or portal, reduced admin time
  - Secured future quality staffing solutions to meet school demand
- ◆ 12 schools placed 27 vacancies during summer term, 59 CV's were submitted, 17 interviews arranged, 5 placements were made.
- ◆ Adverts for staff to the supply pool has begun through a social media campaign and via Ealing recruitment website
- ◆ **Collaborative approach to key areas of procurement** are now being delivered e.g. [stationery suppliers](#)
- ◆ Finance training delivered / planned for senior leaders, governors and SBM's. Finance resource were reviewed and updated on EGfL to support financial processes and resource management

- ◆ Increased **expertise and financial proficiency for senior leaders** achieved by supporting school leaders with financial tools, guidance and training – rated excellent/very good
- ◆ Income generation focus with FundEd sourced to help schools generate ideas/innovative solutions, providing expert advice and support tools.

### For further focus

- ◆ Developing case studies reflecting innovative workplace solutions, building the knowledge hub
- ◆ Develop further shared procurement and resourcing opportunities
- ◆ Continued focus on dealing with financial challenges and support for 3-year financial planning
- ◆ Continued development of finance content on the EGFL

"the financial data presentation, audit tools and 3-year planning models were a great help"

"schools are continuing to buy-in and the group is covering exactly the right areas"

## Part 3 Other ELP services

This section of the report sets out a summary evaluation of additional services including:

- ◆ **ELP core funded services:** Ealing Grid for Learning, School governance support and NQT Appropriate Body service
- ◆ **Fully traded services** offered at a discount for ELP members.
- ◆ **Services supported fully and in-part by external grants.**

### Ealing Grid for Learning

#### ELP core funded

##### Aims

**Develop the ELP profile, brand and platform to communicate and support the partnership's vision and aims.**

**Deliver improved functionality across EGfL to tighten up access levels and improve information accessibility.**

**Enable member schools to use ELP brand for their own marketing and communications.**

**Develop ELP social media functionality to support agile communication and recruitment.**

##### Strengths

- ◆ **Service quality** 100% respondents said our service quality is good or outstanding
- ◆ 100% respondents said EGfL was **customer focused**
- ◆ 95% respondents said EGfL represented good or outstanding **value for money**
- ◆ 58,000 active users over last 12 months
- ◆ Well valued and well-used asset with over 2,000 registered users
- ◆ Content accessed increasingly through tablets and mobile phones
- ◆ Member schools are actively using ELP brand
- ◆ **Gatekeeping** continues to be valued by schools as an efficient communication tool with 40 newsletters published in 2020-21
- ◆ Social channel **@EalingLearning** Twitter established in 2019 with nearly 300 followers. 82% high schools and 63% primary, 67% special schools have Twitter accounts
- ◆ **Services for schools** communication highly effective with 100% orders submitted by deadline and 97 schools accessing 30+ services.

##### For further focus

- ◆ Use regular analytics in the development of content for users
- ◆ Adapt all website content for accessibility
- ◆ Develop specialist areas of the website and interactive knowledge hubs
- ◆ Grow social media presence and link with recruitment and retention aims.
- ◆ Continue to build on the strong brand which is seen as a trusted source of timely, up-to-date communication from local committees and central government
- ◆ Grow our social media presence, increasing Twitter engagement by growing our followers and tweets over the next academic year.
- ◆ Develop/refresh ELP pages and user access to support committees with a focus on SEN and school staff recruitment
- ◆ Refresh ELP newsletter.

"EGFL is very clear, easy to navigate and a wealth of information"

"The quality of the information on EGFL has been excellent, and especially important through the pandemic..."

"Information seems to have been re-structured and reorganised to simplify locating information. EGfL has been more effective at communicating fast changing guidance and information..."

"Gatekeeping provides a good round-up of all key news items, as well as highlighting up and coming training."



## School governance support

### ELP core funded

#### Aims

**Adapt the governor online training programme to provide excellent and responsive guidance in support of key roles**

**Develop governor-to-governor learning conversations through structured peer support and collaboration between schools**

**Support the recruitment of governors and clerks through recruitment events, conferences, effective guidance and resources**

**Support for new headteachers, chairs and clerks.**

#### Strengths

Ealing Learning Partnership (ELP) provides a governance development service for 788 governors and 56 clerks (as of July 2021). The services comprises statutory duties, ELP funded services and additional bought back (bespoke) services. This summary relates to [ELP funded services](#).

- ◆ We received an 85% return rate with 100% rating the service as excellent or good.
- ◆ We continue to provide excellent support for governor recruitment through [Governors for Schools](#) and [Inspiring Governance](#). The virtual recruitment event with Governors for Schools on 11 March proved very successful with a supporting communications campaign resulting in over 70 attendees and 30 subsequent appointments.
- ◆ A new web-database has supported the identification of school-based needs. Our current membership data base is no longer providing the functionality required.
- ◆ Ealing Learning Partnership schools benefitted from governor services negotiating discounted membership rates for **The Key** for School Leaders/ Governors, NGA, and Governor Hub.

#### For further focus

- ◆ Schools have requested filtering of information, more partner work between governors from different schools; chance to visit other schools/settings and a reserve list for chairs wishing to help elsewhere.
- ◆ As of July, there were 217 governor vacancies (21%) The vacancy rate has not decreased over several years but there are key areas for improvement including: numbers of board appointed governors where vacancies remain high.
- ◆ In conjunction with Ealing's focus on race quality, we will focus on diversifying GB membership to reflect the communities served by schools with a range of equalities training, networks, and tools including Ealing's Race Equity Handbook
- ◆ Develop a secure, web-based platform to support clerks to record and view accurate records simultaneously. Use the platform to send targeted governance communications.
- ◆ Additional support for post COVID GB through training programme, blended meetings approach and visits
- ◆ Develop peer to peer, interim chair and GB visit programme.

"I thought the governor recruitment exercise, although it could never be so effective as on person, was a worthwhile exercise and well organised."

"Quick response when seeking advice. Also provide support to governors throughout the year."

"Good communication and support for Governing Bodies with advice and updates."

## NQT Appropriate Body service and induction

### ELP core funded\*

#### Aims

To provide excellent guidance and support to schools to support the best possible induction arrangements for NQTs.

To support the transition to the two-year induction and understanding of the Early Careers Framework.

#### Strengths

- ◆ **91 schools** registered with Ealing's Appropriate Body supporting **189 NQTs and 175 mentors**
- ◆ Adapted and flexible support for both NQTs and RQTs in response to the pandemic challenges continued despite widespread disruption including NQT Risk Assessment tool; Support directory for NQTs; Guidance during school closures due to Covid 19; Practical advice and online learning support.
- ◆ 6 mentor support events and 4 information events for over 100 NQTs
- ◆ 2021 schools' survey reported very high levels of satisfaction with the quality of training / support and guidance (Outstanding 26.32% and good 73.68%)
- ◆ 100% schools reported that communications and value for money were good or outstanding
- ◆ **100%** of NQT completed their induction in March 2021 and July 2021
- ◆ Ealing continues to maintain high rates of retention compared with other LA, with 92% staying on in 2021.

'Good and timely support for the school in helping us manage and support one of our NQTs who was struggling to meet standards. Appropriate training for NQTs offered.'

'Guidance for HT, mentors and tutors is excellent. NQT Adviser is always available, and happy to help, often going above and beyond'.

'The training around next year's ECF requirements was superb. Very detailed, information and easy to digest.'

'Support programme was very clear and gave lots of suggestions on how to find evidence to support judgements.'

'Requests are always dealt with swiftly. Prompt response and clear follow-up'.

'Easily contactable and responds in good time to queries/ questions. Takes a proactive stance in resolving issues when they occur'.

\*The ECT Appropriate Body service is fully-traded via SLA from 2021 onwards.

## Health Improvement

### Part traded; part CCG funded

#### Aims

To provide excellent support and training in safeguarding prevention, mental health and emotional wellbeing, nutrition and exercise, relationships and sex education (RSE), and PSHE to help improve pupils' health and achievement

#### Highlights

- ◆ 71 schools purchased health improvement packages – a significant increase from 2019-20
- ◆ The health improvement team makes a substantial contribution to 4/6 areas of ELP activity with huge engagement from schools and from wider agencies to drive forward ELP and Ealing ambitions for children's health and wellbeing
- ◆ 67/92 schools received health improvement visits with 94% of schools reporting this to be valuable and 98% reporting that the service had had a direct impact on the health and wellbeing of pupils
- ◆ The success of the team led to a one-year contract with Harrow (£37,000) with support provided for 76 organised to deliver Healthy Schools London status
- ◆ The recent improvements to communications were highly regarded by schools with 100% reporting high levels of satisfaction
- ◆ The quality of training delivered in 2020-21 was rated by all participants as good or outstanding
- ◆ A virtual Health Improvement Conference attracted 105 delegates. 96% rated useful or very useful.

- ◆ 86% schools rated products, resources and communications as "very high quality".

"Schools have been able to access fast and effective guidance (from the HIT) and this has impacted positively on children and families."

"I have found all the members of the Health Improvement Team extremely helpful. They have made every effort to help me whenever I have turned to them for advice and support, sometimes at very short notice, with my role as the lead for PSHE, Mental Health and RSE."

#### Priorities

- ◆ Increase the number of schools that have a Health in School visit this year from 75% to 80%
- ◆ Deliver high quality bespoke support, training and networks to ensure schools can address the increasing post covid priorities
- ◆ Provide all schools who invest in any HI packages with a bespoke annual impact report
- ◆ Maintain and develop partnership working with our Harrow & Hounslow schools

## School partnerships and enrichment

Part traded; part funded by external grants

### Aims

Identify and source funding for new projects that benefit disadvantaged children and their families

Establish the Children's University on behalf of 1000 pupils

Deliver the Family School Partnership Award and Dormers Wells Opportunity Network

Provide bespoke, high-quality services to schools

Makes a direct contribution to 5 out of 6 of ELP's key areas of activity.

### Highlights

Funding secured to deliver the following new projects with a focus on children and families most impacted by the pandemic including:

**SEND** specific Family School Partnership Award – in response to feedback from parents of children with SEND in mainstream settings who, generally, reported a less positive relationship with their child's school compared with all pupils.

Understanding and addressing the stigma around SEND for families in Southall

Parental engagement encouraged by expanding **Family School Partnership Award** programme to nursery schools and PVI settings. A lower take up of nursery / early years provision caused by the pandemic impacted pupils starting in nursery/reception.

**Southall Resilience project** created in response to feedback and intelligence from schools and other services that Southall communities have been particularly hard hit by the pandemic.

**Ealing Children's University established in six primary schools engaging around 1,000 pupils aged 7-11** Children have engaged in 1949 hours of extra-curricular activities. Despite covid-impacts, 30 learning destinations/providers have now signed up to the programme.

### Year 3 of the Family School Partnership Award

27 schools engaged in 2020-21. 24 were successful in achieving their award. Case studies demonstrate wide reaching impacts from parent engagement across key areas of learning and in building workforce capacity.

**Final year Dormers Wells Opportunity Network (DWON)** focused on the impact of the pandemic and fulfill families most basic needs supporting access to food parcels; holiday provision; laptops; advice and guidance. The impact of this work has generated an extra year of funding from John Lyons.

### High quality buy-back services to schools and other organisations

11 schools bought 12 packages including: fundraising and grant writing; engaging parents in early reading and phonics, curriculum enrichment packages. This year £20,500 was secured for individual projects.

"This booklet is amazing and I have already had some very positive feedback from families."

"This is excellent, thank you so much"

**Schools Counselling Partnership (Ealing and Harrow)** £92,000 secured to continue service in 2 schools and expand into 1 other.

### Priorities 2021-22

- ❖ **Support schools in Southall** to address the impacts of Covid on pupils and families. Coordinate between key services and schools.
- ❖ **Grow Ealing Children's University** with six primary schools engaging 1,000 pupils aged 7-11 in learning activities beyond school day
- ❖ Develop and pilot a **SEN Family School Partnership Award**. Plan for roll out with wider FSPA programme
- ❖ Deliver Year 4 of the **Dormers Wells Opportunity Network** programme and develop a sustainability plan for wider Southall Resilience work with school leaders.



## School workforce development

### Fully traded and subsidised for ELP members

#### Aims

To support financial efficiencies in individual schools and across the partnership

Develop and implement far-reaching economies of scale.

#### Highlights

- ◆ In 2020/21 schools continued to benefit from two workforce development services. Workforce bespoke support in leadership coaching and mentoring, marketing, income generation, finance and performance management (teachers) and workforce network group (SBM and site managers)
- ◆ 35 schools purchased the network group buyback. Reviews of both services remain very positive and workforce service income targets for 2020/21 were met
- ◆ Of the schools who purchased bespoke services, 100% rated the service as fully meeting school requirements, 100% for value for money and 100% would recommend us to others
- ◆ Network groups for the business managers ran four times from September 2020 to July 2021. The Business Managers also benefited from a specialist supplier virtual event in January 2021 as part of their network sessions
- ◆ Network membership services were rated 100% for value for money and 100% would recommend to others, 84% felt the networks fully met their requirements with 80% identifying the networks as having a positive impact on their school. The network sessions were identified as informative, topics relevant and interesting.
- ◆ Buyback levels have been maintained for both networks and bespoke services for 2021-2022

- ◆ Delivery of professional training programmes were well attended in 2020 - 2021 and included a diverse range of topics. 16 training/briefing sessions were delivered including the SBM conference. 170 staff attended. 92.1 % rated sessions excellent /very good. The accredited leadership and management (ILM Level 3) Ealing programme was completed via Uxbridge College and achieved 100% pass rate
- ◆ The SBM virtual conference was held in March 2021. 25 SBMs attended from Ealing and other London boroughs. The speakers were rated very highly, knowledgeable, thought provoking and relevant with a good range of topics. 100% rated the online event experience very good/excellent.

“Another brilliant conference! “

#### Priorities

- ◆ **Income generation** - securing income generation opportunities and meeting budget targets for the workforce service
- ◆ Successful deployment of Workforce Associates on bespoke areas such as marketing, income generation and finance
- ◆ **Networks SBM/Site Manager**– Lead on sharing good practice and cascade of information to continue to support vision and priorities of ELP
- ◆ **Headteacher Conference** – lead on development of a successful Headteacher Conference in 2022
- ◆ **Professional development opportunities for staff at all levels**– identifying suitable training, both accredited and local, to support the development of a skilled workforce and support succession planning which compliments the central training offer.

## Part 4 Financial summary

In 2020 – 2021, ELP delivered against the second year of a two-year funding commitment from schools and the council.

The disruption throughout the year led to an underspend in commissioned activity planned with schools. The balance of £66, 695 has been carried forward into the new financial year to support the new budget plan and model for ELP core delivery in 2021-2022.

Income 2020-21	
School subscription <b>£589,581</b> + one-year SF commitment to support vulnerable groups <b>£65,000</b>	£654,581
Council contribution total	£645,902
<b>Total</b>	<b>£1,300,483</b>
ELP expenditure	
Directorate	£74,902
Quality and partnership leadership in primary, secondary and special	£147,573
SEN & inclusion leadership	£88,000
Governance leadership and business	£78,361
NQT leadership and administration	£80,416
EGfL staffing, licences, recruitment website and subscriptions	£210,520
Business and communications support	£164,237
Data support services	£96,585
Assessment enhanced support	£10,600
Vulnerable groups leadership	£42,127
Safeguarding and wellbeing lead	£40,000
Progression and pathways leadership	£40,467
Primary clusters leadership and resources	£36,000
Secondary collaborative	£54,000
Primary commissions in reading, leadership, curriculum, SEND, remote learning	£15,000
No Learner Left Behind: Black Caribbean pupils; race equality	£20,000
Special school peer review	£0
Progression and pathway commission	£5,000
Non-staffing and contingency	£25,000
ELP Chair	£5000
<b>Total</b>	<b>£1,233,788</b>
Balance	£66,695

## Income from schools for linked traded services – 3-year profile

Traded Service	£ 2019/20	£ 2020/21	£ 2021/22
Behaviour and inclusion service (secondary)	48,000	73,800	86,800
Continuing professional development (CPD) and training	135,466	150,977	164,505
Ealing music service	14,300	16,225	14,215
Health Improvement service	66,910	75,877	96,968
School governance bespoke support	3,990	2,855	8,095
School improvement bespoke support	19,065	13,566	13,566
School partnership and enrichment bespoke packages	10,620	14,078	10,282
School workforce development support	43,380	37,050	27,740
<b>Total</b>	<b>341,731</b>	<b>384,428</b>	<b>422,171</b>
<b>Ealing Learning Partnership subscription</b>	<b>589,581</b>	<b>589,581</b>	<b>591,667</b>

The ELP Board is tasked with overseeing and monitoring expenditure in conjunction with ELP Core activity, ensuring that all funding is used in the interests of children and young people. While it has a direct decision-making function in relation to ELP core funding and how this is used, the board also works directly with Ealing council officers to explore all avenues for reducing cost pressures on schools and the council.

The board reviews the level of buy-back for traded services as any cost pressures arising from loss in income is reviewed in terms of service sustainability.

The income from traded services continues to remain stable with some services beginning to expand provision in other boroughs. This is a clear indication of service quality and value.

## Conclusion

In 2020-2021, we demonstrated significant progress in relation to Ealing Learning Partnership's central aims and priorities despite the continuing impact of the pandemic on partnership and service delivery.

Strong partnership working between the council and schools, and between schools and each other, continues to impact positively on outcomes for all children and young people.

The direct involvement of schools in decision-making, and in influencing longer term strategy for children and young people in the area, makes Ealing Learning Partnership a force for local transformation.

In the extraordinary period from March 2020 to July 2021, schools demonstrated high resilience and responsiveness to a range of unprecedented challenges arising from the pandemic.

The strength of partnership working in tackling the impacts of coronavirus on our communities; our workforce and our vulnerable children was put to the test.

Commitment from representative headteachers, working on behalf of their colleagues reflected a unified focus on tackling new challenges together.

A very successful communications campaign, led by serving headteachers and board members in Autumn 2020, contributed to very high levels of investment in ELP for the next two years of delivery against its [refreshed goals](#).

85 out of 92 Ealing schools have bought into Ealing Learning Partnership for 2021 – 2023. We hope that all schools will eventually subscribe and make an active contribution to our work.

Schools' contributions, alongside the council's financial commitment, signal a sustained determination to work together to serve all Ealing's children and young people and a strong belief in ELP's underpinning ambitions and values.

## Focus for 2021 – 2023

### No learner left behind - no school left behind

- ◆ **Reinstate and develop existing collaborative structures, networks and system architecture** to mobilise support, new knowledge and expertise developed over the last year to promote full recovery
- ◆ **Promote improvement as a continuous journey** - investing in people – deep leadership – pedagogy and curriculum - professional growth models
- ◆ Respond directly to the short-term and longer-term consequences of the pandemic on children's lives – **rebuilding the resilience of children, families, communities**
- ◆ Support schools in **tackling race inequality** in direct response to the recommendations of Ealing's Race Equality Commission published Autumn 2021
- ◆ **Attract, develop and retain the very best workforce** by placing high value on diversity, career development and professional networks
- ◆ **Build on our excellent reputation and national profile** to attract new partners and external investment in support of the partnership's aims

[Ealing Learning Partnership goals 2021-2023 \(egfl.org.uk\)](https://egfl.org.uk)



Ealing Learning Partnership

Perceval House

14-16 Uxbridge Road

Ealing W5 2HL

[elp@ealing.gov.uk](mailto:elp@ealing.gov.uk)

[www.egfl.org.uk/ELP](http://www.egfl.org.uk/ELP)