

# Ealing Learning Partnership evaluation report

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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 schools' recovery from the pandemic. The report is designed to inform the work of the Ealing Learning Partnership Board in priority-setting and shaping the next phase of the partnership 2023 – 2026.

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 Ealing Grid for Learning and Financial overview**

An overview of Ealing Grid for Learning and summary of spend against the ELP Core Offer 2021 - 2022

### **Part 4 Conclusion and next steps**

## Part 1 Vision and shared ambition

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

In July 2022, 46 headteachers and 12 Chairs of governing boards provided comprehensive feedback to the [ELP annual vision and ambition survey](#).

Each year, we ask schools to respond to the same set of questions to test out the strength of schools' engagement, direct participation, and their perception of progress against the partnership's aims, values, and ambitions.

#### Engagement and participation

Over 40 school leaders directly contribute to the work of ELP's board and six committees to shape activity in response to area-wide priorities and schools' needs. Such high levels of participatory leadership should be regarded as a significant strength and indicator of sustainability.

This year, we asked schools to indicate the extent to which they had taken up the opportunities provided by the partnership. Despite the ongoing staffing pressures arising from the pandemic, school participation in ELP-led conferences, networks and professional development was very high in 2021-22. The three largest events were *ELP leadership conference*, *Race equality conference* and *Primary curriculum conference*. These were attended by nearly every member school with superb feedback. Commentary on wider participation across a range of activity is included under each area of delivery in the report.

#### How well are we doing?

We asked schools to comment on their perception of how well the partnership is doing to deliver on its key aims. Overall, the survey reflects high levels of satisfaction:

##### **Supporting pupil achievement and inclusion - no learner left behind**

92% of respondents, who felt able to answer, said that we were making progress with this ambition.

##### **Support schools to access high quality networks and support**

94% of respondents, who felt able to answer, said that we were making progress with this ambition

##### **Empowering schools to take leading roles**

90% of respondents, who felt able to answer, said that we were making progress with this ambition

##### **Building trust between schools to support high challenge, low threat professional learning**

96% of respondents, who felt able to answer, said that we were making progress with this ambition

##### **Using resources in the interests of pupils**

87% of respondents, who felt able to answer, said that we were making progress with this ambition

##### **What needs to improve?**

Between 4-7 schools felt unable to respond to the vision and ambition questions. This suggests that deeper communication may be needed especially in relation to use of resources.

Analysis of feedback across the survey suggests that some schools found it challenging to release staff to attend key ELP events and professional development in 2021-22. Schools with very high levels of participation provided the most positive ratings. Some special schools feel that they have received less direct benefit from partnership activity, and this should be reviewed going forwards.



## Part 2 Impact analysis

### Learning and achievement

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

- ◆ Sustain and improve high standards in each educational phase with outcomes well above the national
- ◆ Reduce variations in the experience, engagement, and achievements of key underachieving groups
- ◆ Ensure that all schools have access to high quality training, networks and learning communities focused on curriculum and learner experience
- ◆ Maintain strong systems to support high quality peer learning to promote continuous improvement
- ◆ Secure excellent leadership programmes and support for aspiring, new and established leaders, and governors

#### Inspections overview

- ◆ 95% schools currently judged good or outstanding
- ◆ In 2021 – 2022, 13 schools were inspected by Ofsted including 2 high schools, 1 special school and 10 primary schools.
- ◆ 3 schools improved their overall grade to good; 8 schools retained their good outcome; 1 school moved from outstanding to good and 1 school moved to requires improvement bring the overall percentage of schools judged good or outstanding to 95%

#### Primary pupil outcomes 2022

Overall results in EYFS, KS1 and KS2 declined in 2022 (following the expected decline from 2019 and the national trend in primary outcomes following the pandemic).

However, pupil outcomes remain **above the national average across all measures** and significantly above the national in KS2 RWM

- ◆ **Key Stage 2 outcomes - reading** 79% of pupils achieved the expected standard – an increase from 2019 and 5% points above the national (74%)
- ◆ **Key Stage 2 outcomes - reading, writing, maths** 66% of pupils achieved the expected standard across all 3 subjects – 7% points above the national (59%) but a 5% decrease from 2019

In 2022, 14 primary schools equalled or significantly improved their strong KS2 outcomes in 2019 and 3 schools equalled or significantly improved on their strong 2019 outcomes in both KS1 and KS2.

#### Areas for focus – widening gaps

A review of provisional outcomes suggests that gaps between schools and between pupil groups have widened since 2019.

- ◆ In 10 schools, fewer than 50% of pupils achieved the expected standard in RWM
- ◆ The attainment gap between **Black Caribbean pupils** and all Ealing pupils has significantly increased since 2019 with **only 43%** of pupils achieving the expected standard in RWM at KS2 (vs 66% Ealing pupils)

#### Secondary pupil outcomes 2022 – strengths (provisional)

Overall results at GCSE improved in 2022 matching the overall national trend in improvement from 2019:

- ❖ The proportion of children achieving a standard pass (4+) in English and maths is provisionally 77%, up 5% percentage points on the 2019
- ❖ 85% of Ealing pupils achieved a 4+ in English and 81% of pupils achieved a 4+ in Maths. These figures are both significantly ahead of the current provisional national figures available from Ofqual (77.2% for English and 75.1% for Maths respectively).
- ❖ The proportion of children achieving a **strong pass (5+) in English and maths** is provisionally **62%**, which is up 8% percentage points from 2019.
- ❖ The **EBACC average point score** has risen from 4.6 in 2019 to **5.0**.
- ❖ Our **Attainment 8** score is **provisionally 55.3** which is 4.4 points better than 2019.

Overall **P16 results** show a slight improvement from 2019:

- ❖ The average point score (APS) across all schools is provisionally 39.0, equivalent to a B.
- ❖ The average point score for applied general entries is provisionally 33 which is equivalent to Distinction - and is 2.8 points greater than 2019. This is also well above the 28.9 achieved nationally in 2019.
- ❖ In 2022, 11/13 schools demonstrated an increase in attainment 8 APS and 11 schools demonstrated improvements in % pupils achieving both 4+ EM and 5+ EM

#### Note

1. Analysis of data by pupil group not yet available
2. The summary data report for Ealing schools is available on individual school reports page
3. Statutory support: 26 primary schools received full health checks leading to 4 schools being identified for urgent additional support. 14 schools accessed the Securing Good Programme; 5 schools exited the programme because of improvements.

#### Ways of working - overview of strengths

##### Primary

- ❖ Schools placed high value on the development of subject networks and 89% of respondents report clear progress
- ❖ Additional primary subject networks are now in place for history, geography, modern foreign languages, computer science, design technology, physical education, and music. Art and music in development
- ❖ 68 delegates attended the Primary Curriculum Conference hosted on 22 February 2022 receiving 100% outstanding or very good evaluations. The focus was on curriculum review, curriculum planning, assessing the curriculum development of subject leaders' toolkit
- ❖ Launch of Curriculum leads network
- ❖ 100% good or outstanding feedback from commissioned work (Mark Hartley Humanities SL development, LMPS Beyond Phonics, Alex Quigley Closing the gap in reading, and vocabulary.
- ❖ Primary to secondary links are developing with brokerage established for primary schools requesting direct secondary input
- ❖ 51 peer reviews completed in Summer 2022
- ❖ Primary clusters are well regarded overall with high value in collaboration; peer support and addressing key priorities.

##### Secondary

- ❖ Networks for senior and middle leaders continues for member schools including learning and teaching network; P16 network; Inclusion leaders' network and 13 subject networks. Attendance is strong because of strong leadership across the partnership.
- ❖ The 13 subject network best practice conferences delivered on 22 June 2022 were attended by 184 participants from 15 schools. 96% of evaluations were excellent or good

### Leadership programmes - Race Equality

- ❖ 142 school leaders, governors and key partners attended the Race Equality Conference in June 2022 with excellent evaluations and committed to further work to address disproportionality and underachievement.
- ❖ Significant increase in the confidence of school leaders to lead race equality work after attending the conference
- ❖ 87.5% of respondents reported that they could see how their school or setting could contribute towards achieving ELP's race equality leadership ambitions
- ❖ The **NLLB Black Caribbean Achievement** programme involved 7 primary schools and 3 high schools in 2021-22. More than 250 staff from these schools participated in training around challenging disproportionality and the critical evaluation of Black history in the curriculum
- ❖ Key outcomes identified by NLLB schools i) deepened staff understanding of the impact of issues such as unconscious bias and racial identity in school, ii) created a culture of openness where staff feel able to have honest discussions about race and iii) increased knowledge about Black history and how to create a more diverse curriculum.

### Partnership with Teach West London - NPQ programmes

- ❖ We work closely with Teach West London to ensure that Ealing schools are accessing new professional qualifications and that we build leadership capacity in priority areas for the locality.
- ❖ 87 leaders are currently engaged in NPQ programmes including: Leading Teaching (32) and Teacher Development (9); Behaviour and Culture (9); Senior Leadership (30) and Headship (7). Feedback from participants on the programmes has been very positive.

### For further focus

- ❖ Feedback from the heads survey in May 2022 showed that 61% were fully committed to peer review and the learning cluster model, with 30% partially committed. Variation in headteacher experience of clusters is being addressed together with attendance of all member schools. Emphasis will be placed on standardising practice and expectations in 2022-23.
- ❖ A new framework for learning clusters that places sharper focus on supporting common priorities, complemented by a new, formative model of peer review, will be launched in September 2022. Running alongside this, Ealing participates in a national pilot focused on looking at alternative models of accountability through the peer review model.
- ❖ A programme of further support for schools to achieve the race equality leadership ambitions will be launched in September with a specific focus on training for Governors and school staff, support to engage with parents and carers and access to specialist leadership advice and expertise.

## SEN and inclusion

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

- ◆ Ensure synergy between schools and local authority services to support meaningful and well-constructed provision for learners
- ◆ Secure consistent expectations and experiences for all learners with SEND across all schools and settings including those with Additionally Resourced Provision
- ◆ Secure high-quality engagement strategies with parents/carers at school and at partnership level
- ◆ Support an effective and sustainable strategy to meet the needs of learners with SEMH and complex behaviour needs
- ◆ Sustain high quality training, advice, and guidance to support the whole workforce for SEND

### Strengths - pupil outcomes

- ◆ Phonics – children with SEN achieved above the national SEN pupil average
- ◆ KS1 - children with SEN achieved above the national SEN pupil average in all areas
- ◆ KS2 - children with SEN achieved above the national SEN pupil average in all areas

### Areas of focus

#### Exclusions

**Permanent exclusions and suspensions rates have fluctuated over a 5-year period 2017-2022 but are higher in 2021-22 in both high and primary schools.**

- ◆ In primary schools, permanent exclusion rates in 2021-22 were higher than in 2018-19 but equal to 2017-18.
- ◆ In high schools, until 2021-22, there had been a downward trend in permanent exclusion rates since 2017-18. **However**, permanent exclusions have increased significantly in high schools in 2021-22
- ◆ Suspension rates from both high schools and primary schools are higher than at any time across the 5 years up to and including 2021-22.
- ◆ Pupils of Black Caribbean remain over-represented in terms of permanent exclusion from high schools in the 3 years up to and including 2021-22

*A great opportunity to work alongside the inclusion lead to really consider the provision for our SEND children. Opportunities planned to experience 'the day in the life of a child with additional needs.' This session has opened other conversations regarding provision in our school.*



## Ways of working - strengths

- ◆ 82% of schools attended SENCo networks and accessed a range of training and workshops
- ◆ 82% of schools access the SEN bulletin and report it is a useful source of information
- ◆ 61% of schools (including secondary) attended the ELP SENCo conference. 98% of SENCos said that the conference was very good or excellent
- ◆ Supported by the LA, we appointed 6 Primary Lead SENCos to deliver training, lead cluster networks, work with new SENCos, and represent schools' voices to redesign the SLT offer and develop the parent portal
- ◆ [SENDline](#) - **SENCO consultation line** pilot enabled 15 schools to get bespoke advice and support: working with both SENCos and headteachers. The success of the pilot, and feedback from schools, led to further funding
- ◆ Working closely with parents and ESCAN teams, a **SEN Family School Partnership Award** was created. Through this project and partnership with Lady Margaret Primary school, bi-lingual information videos for parents have been produced for all schools
- ◆ Through our **Southall resilience project**, families accessed ESOL for health classes to support communication with their child's Education, health, and care coordinator (EHCCO) and access the Local Offer and GP services
- ◆ **Springhallow outreach support** trialled a new TA training model. Schools received up to 3 practical follow up sessions for TAs working with individual children. Feedback is positive; staff report that their confidence has improved through seeing strategies in action and being guided as challenges occur. Funding is agreed for another year.
- ◆ Relationships between ELP, ESCAN, Ealing Parent Carer Forum and schools continues to strengthen. Over 20 SENCos participated in focus groups to build on partnership working leading to improvements in the OT service offer
- ◆ Exclusions - advice to schools, parents and governors on the exclusion and suspension process evidenced by results of Independent Review Panels indicate an openness and willingness to recognise the importance of taking into consideration different experiences of ethnic minorities and the acknowledgement and impact of institutional racism.

## For further focus

- ◆ Continue to strengthen participation and partnership working between Secondary SENCos, Inclusion leads and ESCAN (ELP)
- ◆ Provide training and bespoke support to Secondary schools to further develop inclusive teaching and provision (ELP)
- ◆ Increase the trauma and attachment training and *Therapeutic Thinking* offer to schools (Council)
- ◆ In partnership with the Learning and Achievement committee, ensure inclusive and accessible teaching practice is integrated with Peer Reviews and Curriculum Leads networks (ELP)
- ◆ Continue to work closely with ESCAN leads to tackle key challenges, co-produce guidance and improve consistency of inclusive provision across the borough (ELP & Council)
- ◆ Identify good practice and opportunities for sharing effective strategies and models in schools (ELP)
- ◆ Implementation of a new exclusions and suspensions protocol allowing increased focus on specific groups (Council)
- ◆ Develop integrated SEND and alternative provision to focus on early intervention in partnership with schools. (Council)
- ◆ Ensure we use the learning from the NLLB Black Caribbean programme to inform the development of the wider race equality work for the benefit all Ealing schools (ELP & Council)

## Safeguarding and wellbeing

**Aims:** Anticipating and responding intelligently to safeguarding needs through strong collaboration between schools and services.

- ◆ Support all schools to adopt best practices and cultures that put learners' wellbeing and safety at the heart of what they do
- ◆ Ensure that every school has access to high quality safeguarding advice, guidance, training, and platforms for sharing best practice and that every school is networked to build resilience
- ◆ Ensure the availability of guidance, advice, and training to support excellent whole school mental health strategies and strengthen access to external support
- ◆ Strengthen and secure high-quality partnership working between schools and social care in meeting the needs of pupils and families.

### Ways of working - strengths

- ◆ 80% of DSLs engage in the termly network meetings
- ◆ 66% of DSLs engage in the lightning briefings
- ◆ 85% of DSLs have attended the DSL child protection training for new and experienced DSLs
- ◆ Attendance at the child protection for DSLs training doubled this year with over 140 DSLs taking part. 100% of those who provided feedback said they found the training useful, thought it would help them in their role, and would recommend it to others.
- ◆ The 2-year Ealing Social Workers in Schools (SWiS) project (supported by committee leads) has received very positive feedback with 88% of the schools with a SWiS worker reporting its positive impact. Receiving timely advice for school staff about pupils and their families was the number one area of noticeable improvement.
- ◆ By the end of 2023, a minimum of 65% of Ealing high schools will have Mentors in Violence Prevention in their school. Of the five high schools trained this year, two have an active team of mentors trained to address sexualised behaviours including name-calling, sexting, controlling behaviour and harassment in their schools in a safe and effective way. 6 of the mentors from The Ellen Wilkinson School for Girls were nominated and shortlisted for the Young Volunteer Award in the 2022 local Young Ealing Foundation Awards.
- ◆ DSLs have reported feeling more confident to categorise harmful sexual behaviour and build a system to both record and report it. The 'Beyond Referrals' self-assessment tool has also been reported as a useful resource that is helping DSLs to highlight all the areas to consider when thinking about addressing harmful sexual behaviour.

"Having a social worker means that we can identify and pursue support and advice more quickly and also have background information on a young person to identify risk"

"I think the network and lightning briefings are amazing and really help to get to know the inner workings of who is who etc. Definitely keep these up"

### For further focus (ELP's work with other services)

- ◆ Feedback about **mental health support** in schools from parents, pupils and staff is captured in the document entitled 'The 2021 Review of Tier 2 CAMHS services in the London borough of Ealing – key issues and recommendations'.  
It illustrates how the understanding of, and response to children and young people's mental health by school staff varies hugely from school to school. A recommendation to improve awareness of all mental health services, including third sector organisations is to be included in the new Ealing's Emotional Wellbeing & Mental Health Information, Guidance, Advice and Help Guide due for completion Summer 2023.
- ◆ Senior social care and ELP education professionals have committed to meeting monthly to reflect on the systemic issues, concerns and emerging trends picked up through the monthly **designated safeguarding lead conversation hub**, the DSL network and the bi-monthly multidisciplinary 'Safeguarding in Education' meetings. The time will be used to discuss, decide, discover, and address changes to process, policy and protocol that is needed to improve the outcomes for children and families.
- ◆ New training and the development of a **governor's handbook on addressing harmful sexual behaviour** will be widely disseminated to ensure all governing bodies have an awareness and understanding of the new KCSIE Section 5 that provides guidance for schools and colleges on how they should respond to reports of child-on-child sexual violence and sexual harassment.

## Progression and pathways to employment

**Aim:** Ensuring that every young person is on a pathway to sustainable employment wherever possible

- ◆ Build and sustain vibrant careers networks and links between curriculum and employment pathways for all pupils from primary years upwards
- ◆ Secure high-quality post-16 provision for all young people particularly for those working at Level 2 or below and those on technical pathways
- ◆ Build sustainable partnerships with local employers, colleges, and West London Alliance to increase access to employment for learners with SEND.

The progression and pathways committee works with representatives from all phases and with key partnerships including West London College, Skills and Employment teams, Connexions and SEND to achieve its objectives

### Outcomes and ways of working - strengths

#### Level 2 and Level 3 by 19 (2021)

- ◆ There have been improvements in actual outcomes in all measures apart from a slight dip in L2 by 19 FSM.
- ◆ For L2 by 19 including Ealing and Maths (EM) free school meals (FSM), Ealing was ranked 7<sup>th</sup> in London and nationally.
- ◆ For L3 by 19 All and FSM, Ealing was ranked 8<sup>th</sup> in London (10<sup>th</sup> and 8<sup>th</sup> nationally).
- ◆ The % of students gaining L2 EM (4+) by 19 (who did not achieve it at 16) rose in 2021 after a slight dip in 2020. Ealing performance is above the London and national averages.
- ◆ The % achieving L2 EM by 19 who did not achieve increased in 2021. Both measures are above the London and national averages.

#### Participation of 16 & 17year-olds in education and training

- ◆ Ealing continues to perform strongly and is 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 and now 3<sup>rd</sup> in 2022
- ◆ The strong participation and low Not in Education, Employment or Training (NEET) figures are evidence of the quality of careers education, advice and guidance being provided to Ealing students from schools, the College and Connexions and the awareness of the options available including the Ealing Youth offer programme developed by Employment and Skills and partners.

#### Quality in Careers Standard and Gatsby benchmarks

- ◆ Schools are well supported by the Careers Hub to complete Compass assessments to monitor and evaluate all aspects of careers provision and employer engagement.
- ◆ 15 mainstream schools and 4 special schools are supported by the Careers hub. 15/19 schools have completed the Compass assessments in 2021-22 (11 mainstream and 4 special schools).

#### Black Caribbean students' progression to Higher Education

Partnership secured funding of places for 13 Y12 Black Caribbean students with *Insight to University* [With Insight \(withinsightedu.org\)](https://www.withinsightedu.org) linking students to designated university mentors.

## Level 2 and Level 3 curriculum reform

- ❖ Schools have been well supported in preparation for T levels through designated networks, communications and partnership with Education and Training Foundation
- ❖ Working in partnership, West London College has refined T level offer, including transition programmes that will be available from September 2023. Ada Lovelace High School will offer two T levels from September 2023.

## SEND - Supported employment and *Futures Hub*

- ❖ A range of supported employment programmes are promoted through the West London Alliance brochure. [2022 Guide to Supported Internships Published! - West London Alliance \(wla.london\)](#)
- ❖ Funding from Employment and Skills was used to purchase the licence for access to Project Search supported internships and this is in place for 2022-23. In 2021-22, 15 young people accessed Supported Internships in Ealing
- ❖ 8 pilot projects linking Post 16 pupils (SEND) to employers have been launched. Funding has been secured for the second year of the programme led by BEE. [Preparation for Adulthood, Careers and Guidance - Springhallow School](#)

## Primary careers-related learning

- ❖ Primaries have been supported to plan and deliver careers events in school utilising strong links made with employers, FE, HE institutions e.g. University of West London, Brunel, HS2 and STEM
- ❖ The main focus of the events are broadening aspirations for future career paths, challenging stereotypes, STEM and developing cultural capital.

## For further focus

### Gatsby benchmarks

- ❖ Stronger communication for parents at school and LA level – access to labour market information to help guide pupils
- ❖ Include feedback from all stakeholders when evaluating the Careers programme
- ❖ Primary and secondary curriculum links to Careers

### Black Caribbean progression to HE

- ❖ All high schools to have baseline data on Black Caribbean progression to school sixth forms and high tariff HE institutions
- ❖ Development of Black Caribbean student and parent voice
- ❖ Bid to John Lyons for the Foresight programme aimed at Y9 students and their parents.

### High quality post 16 provision

Monitor the proposals for qualifications at L2 and below and share with schools when available and monitor proposals to offer T levels locally

### Careers advice and guidance for SEN support students

Going forward the Careers network will have a particular focus on SEN support students to ensure that support for the group continues to strengthen.

### Primary careers-related learning

- ❖ Work with curriculum leads to develop new approaches to embed careers related learning into the curriculum
- ❖ Further develop cross-phase careers work with clusters of schools



## Recruitment and retention

### Aims: Attracting and retaining the very best workforce

- ❖ Expand the ELP brand and 'No learner left behind' ethos to attract, develop and retain the best teachers, leaders, and support staff to work in Ealing schools
- ❖ Support schools with transition to the Early Careers Framework for Early Careers Teachers (ECTs)
- ❖ Develop and promote ELP professional progression pathways to support staff induction, development, and growth
- ❖ With a focus on race equality, identify gaps, raise awareness, develop training and progression opportunities
- ❖ Explore opportunities to work collaboratively to provide attractive, flexible, and innovative opportunities for deploying staff across the partnership.

### Strengths

- ❖ [Recruitment website](#) continues to be well used with 588 adverts placed in 2021/22 (as of May 2022). Analysis shows an equal number of adverts placed for teaching and support staff with 25 leadership positions. 58% of ELP survey respondents had used /recruited via the site.
- ❖ For 2021/22, there were 179 **early career teachers** (ECTs). ECT numbers in Ealing remain constant with a slight increase in 21/22 overall, with a good level of retention. (See ECT Traded service report)
- ❖ **National professional qualification (NPQ)** programmes offered by TWL are available to all schools free of charge for two years. From September, training will include new literacy, early years, and coaching for early headship NPQ. Information and applications available on [EGfL](#) and [TWL](#) website sections
- ❖ 87 Ealing staff took part in various 2021/22 NPQ cohorts (32 leading teaching; 30 senior leadership; nine leading teacher development; nine behaviour and seven headship)
- ❖ A joint ELP/ TWL [leadership diversity programme](#) will start November 2022 – July 2023 aiming to increase the numbers of Black, Asian and minoritised leaders in Ealing schools. Costs £150 per person, programme is subsidised by ELP for 20 participants
- ❖ [Governance self-review tool: Focus on race equity and diversity](#) developed and included ELP's race equality toolkit
- ❖ 81% of ELP survey respondents said staff / governors had accessed ELP equalities and/ or diversifying governing boards training, Black contributions / curriculum training to support the school's equalities, diversity, and inclusivity priorities
- ❖ Filming for talking heads project starts in autumn 2022 and will focus on five leadership roles identified as hard to recruit to (HT, DHT, AHT, SENCo and SBM). The film clips will be used to promote Ealing as a great place to work and grow their career
- ❖ [Ealing staff wellbeing charter](#) working with the health improvement team and further to consultation the Charter launched, March 2022.

## For further focus

- ❖ Develop and progress use of social media to promote ELP recruitment and career development / opportunities in Ealing
- ❖ Ongoing ECF support for schools including transition to year two in collaboration with Teach West London
- ❖ Promote and monitor career development training and impact for schools via NPQs and other career development opportunities
- ❖ Professional development and progression routes to support retention
- ❖ Targeted training, networks, and career progression support for Black, Asian, other minoritised staff to leadership at all levels
- ❖ Recruitment website – annual monitoring of use and impact on supporting schools fill vacancies.
- ❖ ELP benefits working with the HR steering group to provide information on staff discounts and benefits scheme.

*“The partnership has begun some invaluable work in this area. The momentum must be sustained if there is to be any real change starting from recruitment with a focus on ensuring that all leaders buy into having a diverse work force at leadership level.”*

## Building sustainable schools

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

- ◆ Secure wide-ranging opportunities for schools to save money through joint-procurement arrangements
- ◆ Ensure that every school leader and every School Business Manager has access to a central knowledge hub for accessing resource management tools and models of best practice
- ◆ Secure high-quality resource management training for headteachers, business managers and governors
- ◆ Enable all schools to benefit from collective bids for external funding and sustainable approaches to income generation.

### Strengths

#### Cost savings through procurement activities

Schools surveyed rated that we have made some progress with securing procurement opportunities.

- ◆ [School supply staff service](#) 41% ELP schools have engaged / signed up and have used the service with 5000+ supply days placed this academic year. 70% of bookings are for long term cover and the service provision will work on building short term capacity and raising fill rates by increasing candidate pool numbers. Savings achieved for school are c7% (£67,000) from reduced agency fees and free temp to perm
- ◆ We increased SEN TA candidate numbers in the pool following a recruitment event. There are now 52 new candidates signed up ready to be deployed with aim to have 100 in the pool by September.
- ◆ Continued use of targeted social media aims to attract teachers and ensure that the service can meet demand
- ◆ The supply chain was reviewed to ensure positive engagement. It has been a challenging year to introduce an MSP due to issues with supply availability in London and unprecedented demand post Covid
- ◆ We negotiated three preferred school stationery supplier deals for ELP schools and secured new discounts of between 10-15% to reduce school spend. The negotiated deals eliminate the need for schools to engage in individual contracts
- ◆ We are in talks with the LA Lead on photocopying re-tender which will commence in Spring 2023.

#### Supporting knowledge through resources and training

- ◆ 59% of respondent schools surveyed said we made progress in delivering high quality resource management training
- ◆ 37% of respondent schools attended CPD training on Finance. A range of internal and external courses held for all leaders in finance. The ICFP (integrated curriculum financial planning) programme supported Headteachers, SBMs and Governors through understanding ICFP and the use of the metrics for strategic decision making
- ◆ The NAHT Finance for maintained schools was subsidised through ELP funds to give schools access to quality inhouse training
- ◆ Marketing sessions were commissioned with specialist ISBL professionals to assist schools with defining branding and core values; making the most of social media and school website to attract future parents, pupils, and staff.

## Knowledge Hubs

- ◆ Nearly 50% schools have engaged with the [SBM hub](#) for procurement deals through the signposting of CCS frameworks and LA procured deals
- ◆ 47% of school respondents said that they felt progress had been made in supporting access to central knowledge hub of resources and tools / model templates for all leaders
- ◆ Discussions via the committee on low nursery/pupil numbers with the early years team resulted in additional training / briefings tools for schools on nursery sustainability under “supporting knowledge through resources and training” available on EGfL
- ◆ The support available for SBMs has been reviewed and a new mentoring programme for SBMs will be launched in September, with the aim to support the quality of SBM knowledge and skills via mentoring from experienced SBM practitioners.

## Income generation

FundEd provided schools with database of potential bids available and provided information termly on fundraising/income generation ideas to 16 schools who registered. The committee will investigate opportunities for signposting grants /bid to share with schools to further support this area.

## For further focus

- ◆ Creation of model templates (vetted by legal) to share between schools for role sharing SBMs/site staff
- ◆ Case studies from what has been learnt from schools using ICFP model
- ◆ Knowledge hub - Sharing best practice and knowledge effectively
- ◆ Work with other external organisation on income generation/ securing bids.

I attended the ICFP training which was really useful. Have since recommended to both my schools and actively using it in budget setting decisions

## Part 3 Ealing Grid for Learning and financial overview

Ealing Grid for Learning is currently supported by the ELP budget. We recognise that the platform serves a much wider purpose in linking council services and schools. The board will be reviewing how EGfL should be funded going forwards recognising its broader importance and value.

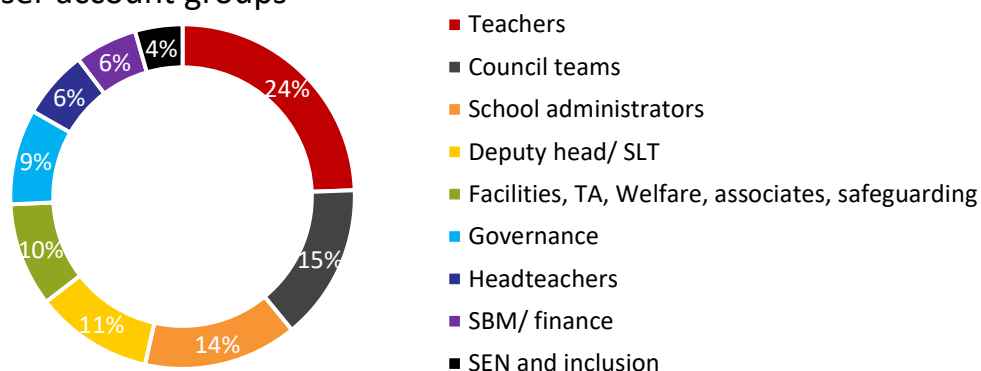
### Aims

- ❖ Continue to 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.
- ❖ Streamline the content on EGfL using analytics to develop and refine published information.

### Strengths

- ❖ **Responsive** – 94 per cent of respondents said the quality of our communications including the responsiveness to requests is good or outstanding.
- ❖ 94 per cent of respondents said EGfL is **making a difference** to the work of their school in promoting better outcomes for children and young people.
- ❖ 91% respondents said EGfL represented good or outstanding **value for money**
- ❖ **Engaged** – 432,958 active users over last 12 months accessing EGfL via these devices:
- ❖ Well valued and well-used asset with over 1693 registered users accessing over 90 services

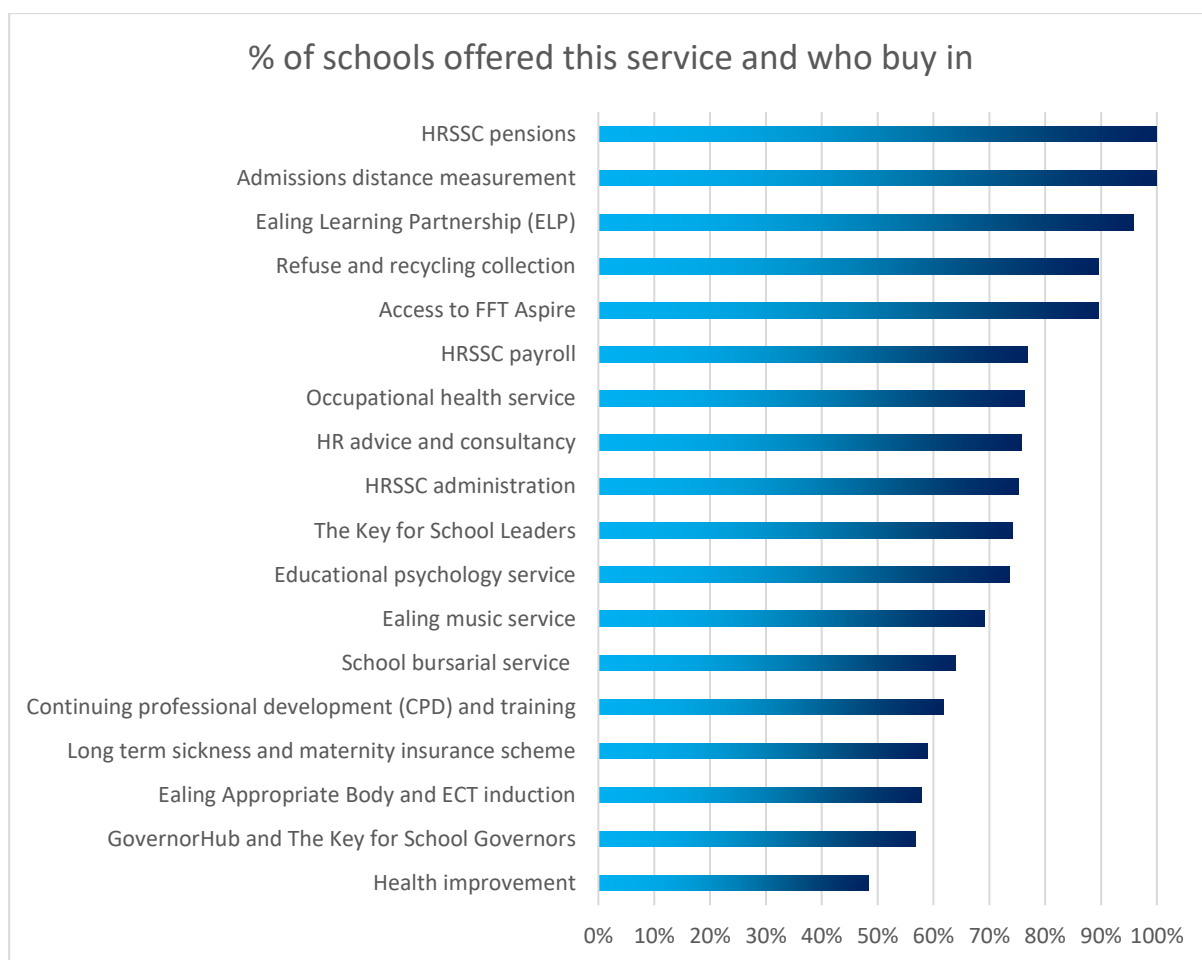
EGfL user account groups



- ❖ **Gatekeeping** continues to be valued by schools as an efficient communication tool with 1,100 news items published in 2021-22.
- ❖ Social channel **@EalingLearning** Twitter established in 2019 with nearly 438 followers. 88% high schools and 71% primary, 67% special schools on Twitter
- ❖ **100% of schools** submit their services for schools' orders online. Schools access 28 services at one time saving school managers time and resources. In February schools placed orders of £3.67M worth of services.



Graph showing the percentage of schools that buy in to services



#### For further focus

- ❖ Maximise interaction with schools including additional channels/features and smarter direct control for contributors
- ❖ Use regular analytics in the development of content for users
- ❖ Adapt all website content for accessibility
- ❖ Streamline published information
- ❖ 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
- ❖ Develop a social media strategy
- ❖ Develop/refresh ELP pages and user access to support committees with a particular focus on SEN and school staff recruitment

“Gatekeeping is an invaluable service”

“Gatekeeping once a week is the perfect frequency. Website is regularly updated.”

“I’d love it if Twitter was more active, and I think that would bring younger teachers into Ealing”

## Financial summary

In 2021 - 2022, the first year of a two-year funding commitment from schools and the council supported the set-up and delivery of ELP “core activity” set out below

Income 2021-2022	
School subscription	£591,666
Council contribution	£603,500
Total	<b>£1,195,166</b>

ELP core expenditure by area	
Learning and achievement	£370,821
SEN & inclusion	£109,500
Safeguarding and wellbeing	£20,000
Progression and pathways	£68,968
Recruitment and retention	£26,912
Sustainable schools	£18,413
Data support services	£96,585
Business & communications support	£184,110
Governor Services (non-statutory)	£68,989
ELP board Chair and Director	£78,500
ELP non-staffing and contingency costs costs (including EGfL one-off website upgrade £33K)	£45,000
Ealing Grid for Learning (EGfL)	£104,783
Total	<b>£1,192,581</b>
Balance	£2,585

## Breakdown of ELP expenditure

### ELP salaries by area

Salaries	Costs
Learning and Achievement	£190,361
SEN and Inclusion	£72,000
Safeguarding and wellbeing	£ 20,000
Progression and pathways	£63,468
Recruitment and retention	£23,912
Sustainable schools	£15,413
Data support services	£ 96,585
Business and communications support	£183,110
Governor services (non-statutory)	£63,989
ELP service director	£72,500
Non-staffing costs and contingency	-
Ealing Grid for Learning	£85,783
<b>Total</b>	<b>£887,121</b>

### ELP commissions by committee area

C/f of unspent commission funds of £60,000	Breakdown of spend
<b>Learning and achievement</b>	
1. Leadership development	£10,000
2. Curriculum development	£20,000
3. Learning primary clusters	£32,500
4. Reading (primary)	£6,500
5. Contingency fund (coaching and professional growth)	£20,000
6. Secondary collaborative	£56,660
7. No learner left behind - Pilot Black Caribbean pupils	£21,600
<b>Total</b>	<b>£167,260</b>
<b>SEN and inclusion</b>	
8. No learner left behind - community resilience programme	£12,000
9. SENCo conference, professional development, Lead SENCo	£25,500
<b>Total</b>	<b>£37,500</b>
<b>Progression and pathways</b>	
10. Conference and events	£5,500
<b>Recruitment and retention</b>	
11. Recruitment, website, and communications	£3,000
<b>Sustainable schools</b>	
12. MSP management group and seed funding	£3,000
13. ELP board chair	£6,000
<b>Total</b>	<b>£222,260</b>

## Part 4 Conclusion and next steps

Last year, we said that we would:

**Focus** on reinstating and developing ELP's collaborative structures and system architecture to mobilise support, new knowledge and expertise developed over the course of the pandemic to promote full recovery.

**Promote** school improvement as a continuous journey – investing in people – deep leadership and professional growth models.

**Respond** to the short term and longer-term consequences of the pandemic - rebuilding the resilience of children, families, and communities.

**Support** schools in tackling race equality and place higher value on diversity in leadership development

In 2021 – 2022, despite the continuing pressures on schools arising from the pandemic, leaders have re-engaged in all core ELP activity. We have sustained a concerted focus on the areas above through our implementation plans, our conference programme and through our commissions.

Strong partnership working between the council and schools and between schools continues to impact positively on outcomes for children and young people. This year has cemented schools' commitment to addressing the persistent achievement gaps between our Black Caribbean pupils and all learners by tackling systemic racism and disproportionality head on.

The annual ELP conference hosted in March and the Race equality conference in June, demonstrated powerful collective intent to re-examine policies and systems to change the destiny of our Black Caribbean learners.

A collective focus on “improving not proving,” reflected through a re-emphasis on peer-to-peer learning models, growing individuals, and teams, has been universally welcomed by schools. ELP's selection to join a national pilot to explore deeper accountability - peer to peer - teacher to learner – leaders to parents, can be viewed as a real opportunity to play a part in national research and policy making.

## Planning for the future

In the ELP vision and ambition survey, we asked schools to state their support for the following key priorities in shaping the next phase of the partnership:

- 1. Collaborative professionalism:** Developing a system of professional responsibility operates at the level of individual teacher, each school and across the partnership of schools to cultivate professional aspiration, improve knowledge and practice so that children are better supported in their learning  
82% of respondents said they fully supported this priority. 15% said they partly supported it.
- 2. Curriculum and progression:** Build expertise and innovation across the partnership and through expanding external partnerships to transform the learning experience and extend progression pathways for all children and young people  
78% of respondents said that fully supported this priority. 17% said they partly supported it.
- 3. Inclusion, equity, and excellence:** Invest in whole school, partnership, and systems leadership to transform the experience and outcomes of children who are less well served and with a particular focus on understanding and tackling disproportionality  
87% of respondents said that they fully supported this priority. 7% said that they partly supported it.
- 4. Attracting, developing, and retaining the best workforce:** Place higher value on diversity, career development and on expanding professional development opportunities across the partnership to help retain talent  
78% of respondents said that they fully supported this priority. 17% said they partly supported it.
- 5. Building sustainable schools:** Support governors and school leaders to think creatively about maximising resources and talent to sustain quality of provision through a range of cost sharing models with other schools  
78% of respondents said that they fully supported this priority. 20% said that they partly supported it

In Autumn 2022, ELP will engage with school and council leaders to explore these propositions fully and to set out the ELP Offer for 2023 – 2026.



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