

# Ealing Learning Partnership evaluation report

Julie Lewis

Director - Learning, standards and school  
partnerships

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## Foreword

*Dear Colleagues,*

*I'm pleased to bring you the fifth annual evaluation report of the Ealing Learning Partnership.*

*Traditionally, wood is associated with fifth anniversaries as a symbol of strength and durability. Together we have created strong, deep roots that have strengthened our commitment to each other and that will support us to tackle the challenges to come.*

*As Chair of the Board (and member of ELP since its inception in 2018) I have seen, first-hand the commitment and determination that has enabled our partnership to flourish.*

*Thank you to everybody who has worked hard to help shape the partnership and to help us realise our vision and shared ambition:*

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

Louise Singleton

Chair – Ealing Learning Partnership Board



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## Introduction

This report provides concise information on the progress and impact of Ealing Learning Partnership in relation to its six key aims. This year's report concludes the 2021 – 2023 phase of partnership activity and business model. The report informs the development of activity for the next phase 2023 – 2026.

The report is in three 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, children and young people 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 2022 – 2023.

## Vision and shared ambition

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

Throughout 2022, the ELP board engaged in consultation activity with schools and partners to collate feedback and to shape the next stage of partnership development from 2023 – 2026.

A draft partnership proposal was published in Autumn 2022 setting out the proposed aims and activities. Extensive feedback was collated via *Mentimeter* and conference feedback. Feedback indicated strong agreement that the six priority areas should continue and there was a direct request from special schools for greater integration of ambition for children with SEND throughout the six priority areas.

In July 2023, 33 headteachers provided comprehensive feedback to the [ELP annual vision and ambition survey](#). Survey returns were lower than in previous years but provide valuable insight on a set of questions designed 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.

As in 2022, we asked schools to indicate the extent to which they had taken up the opportunities provided by the partnership. School participation in ELP-led conferences, networks and professional development remains very high and, in 2022 – 2023, 67% of schools took an active part in leadership for race equality seminars. The three highest participation networks/events were: *ELP leadership conference*, *Subject leader networks* in primary and secondary phase, the *Primary Curriculum Conference* and *Leadership for Race Equality* series.

### 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 very high levels of satisfaction and an increase in levels of satisfaction in areas 2-5.

- 1. Supporting pupil achievement and inclusion - no learner left behind**  
88% of respondents said that we were making progress with this ambition.
- 2. Support schools to access high quality networks and support**  
96% of respondents said that we were making progress with this ambition
- 3. Empowering schools to take leading roles**  
92% of respondents said that we were making progress with this ambition
- 4. Building trust between schools to support high challenge, low threat professional learning**  
100% of respondents said that we were making progress with this ambition
- 5. Using resources in the interests of pupils**  
92% of respondents, who felt able to answer, said that we were making progress with this ambition



## Celebrating success

Ealing Learning Partnership is recognised as one of the most successful education partnerships in the country and the only partnership to have mobilised such wide-ranging, direct commitment from schools.

100% of survey respondents say that ELP has built trust between schools to support high challenge, low threat professional learning.

85 schools are actively committed to the partnership and over 40 school leaders give their time to leading/shaping partnership activity.

Ealing's model of Primary Learning Clusters is recognised through an ISOS sponsored national pilot to be paving the way towards stronger models of professional accountability.

79% of schools have reviewed and adapted the curriculum to make it more inclusive in response to the findings of the Race Equality Commission.

98% of schools are judged to be good or outstanding by Ofsted.

Of the 27 schools inspected in 2022 – 2023, all were judged to be good or outstanding.

2023 academic outcomes remain well above the national across all key stages and that disadvantaged learners continue to achieve strong academic outcomes.

Ealing secondary schools achieved first place in the country in 2019 and 2022 for Progress 8 – the measure of pupils' progress from the end of KS2 to KS4.

Ealing Council remains in top 5 London authorities for securing participation in employment, education, and training for all 16–17-year-olds.

## What needs to improve?

Some schools feel that more needs to be done collectively to support ELP's ambition that no learner be left behind. There has been huge momentum around serving our Black Caribbean learners better following the Race Equality Commission's demands, but barriers remain in engaging and empowering parents as part of the transformation journey.

The pandemic has also brought about significant and enduring barriers for families and children. Children persistently absent from school increased to 19% overall and up to 30% for some of our key groups.

Schools and services struggle to meet the demand for specialist provision in meeting all children's needs. Requests for statutory assessment are rising.

Some special schools feel that they have received less direct benefit from partnership activity and there is a need for greater integration with mainstream school networks and programmes.

As well as delivering direct support for schools, ELP plays an essential role in driving collective ownership of system-wide challenges and in supporting new models of practice that promote both excellence and equity.

### In 2023 – 2024, we need to:

- ❖ Improve school attendance and strive for pre-pandemic levels with a special focus on pupils with SEND and Black Caribbean pupils
- ❖ Sustain high levels of commitment across all schools and services to improve outcomes and reduce exclusions of Black Caribbean and Somali children and young people
- ❖ Reach a shared understanding of responsibilities and area-wide commitment to Ealing's strategy for children with additional needs
- ❖ Profile and share the impact of the work schools are doing to secure great outcomes for children and young people with SEND

# 1. 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

**Performance highlights 2023 – (see Appendix 1 for data summary)**

Inspections: **27 primary, special and secondary schools** were inspected by Ofsted bringing the total percentage of **good and outstanding schools to 98% (vs 88% nationally)**

## Results - primary

- ❖ EYFS outcomes remain **above** the national average
- ❖ Phonics outcomes remain **well above** the national average:
- ❖ KS1 pupil outcomes remain **well above** the national average in all areas
- ❖ KS2 pupil outcomes remain **well above** the national average in all areas
- ❖ Pupil progress remains strong in reading, writing and mathematics

## Results – secondary (provisional)

- ❖ Provisional GCSE results are broadly in-line with, or slightly above, pre-pandemic 2019 figures and are likely to be **well above** the national even though 2023 outcomes were lower than in 2022
- ❖ 2022 Progress measure (Progress 8) was the highest in the country but there is variation across groups with the following groups making less progress
  - **Boys** vs girls
  - **Pupils with free school meals (FSM)** vs those without FSM
  - **Pupils with special educational needs (SEN)** vs those without SEND
  - **Black Caribbean** vs all other groups

**Post 16 results** remain broadly higher than the last **pre-Covid figures from 2019**

## Primary and special schools – activity and impact

- ◆ The 5 **primary learning clusters** supporting 65 schools, with 2 new learning cluster leads (who took up their posts mid-year), have been structured around a new approach, with a focus on collaborations and agreed priorities, and a new peer enquiry and review format
- ◆ Attendance at meetings has seen an increase from 2021-2022 and there is greater consistency across school experience
- ◆ The **new peer enquiry and review (PER) model** launched in September 2022, has been well received by headteachers and senior leaders, following regular feedback at learning cluster meetings. Many schools in 4/5 learning clusters completed a PER, an increase on last year. Feedback has shown that an increase in trust has enabled the PER process to be meaningful and evaluative
- ◆ In the ELP vision and shared ambition survey for learning and achievement, ‘maintaining strong systems to support high quality peer learning to promote continuous improvement’ gained an overall rating of 3.6/5
- ◆ The Peer Enquiry and Review model has been the subject of a national research pilot with the AEC (Area Education Committee), looking at **alternative forms of accountability**. There has been significant interest, from the other partnerships involved, in Ealing’s revised PER, the learning cluster model all set within a framework of continuous improvement
- ◆ Feedback from headteachers shows that schools value the subject leader networks and would now like more of them to be led by experts. This has been addressed for September 2023. This gained an overall average rating of 3.7/5 in the ELP vision and shared ambition survey, with 76% of respondents reporting clear, wide-ranging evidence of progress and 20% reporting some evidence of progress
- ◆ 22 primary schools began the **Voice 21 Oracy programme**, with very good feedback. Many schools will continue with year 2, which will be self-funded. The impact of oracy has been shared across every learning cluster, with schools hosting ‘Open school’ events and sharing their resources/successes. As a result, schools that were not part of the ELP subsidised cohort have signed up to start in September 2023.
- ◆ 50 delegates attended the **curriculum leads conference** on 22 February with Emma Turner, with very good and outstanding feedback

‘Probably the most useful I have attended over the last couple of years’.

- ◆ 35 primary and secondary schools attended the ‘**Closing the writing gap**’ training with Alex Quigley, with excellent feedback

‘I was highly inspired by Alex and the various examples he has provided really opened the doors for everyone.’

- ◆ 25 primary heads and senior leaders attended the ‘**Growing great teachers**’ training with Chris Moyse, with excellent feedback

‘Excellent training. Really thought-provoking, great to have new ideas and concepts to try.’

- ◆ 76 leaders attended the **ELP Annual Leadership Conference in March 2023** with positive feedback provided across all elements and high value attached to networked learning.

‘Excellent presentations both new learning and consolidating known information/ research. Lovely to see other HT’s re-connect and learn together. Professional dialogue was good.’

## Secondary phase – activity and impact

- ❖ A new model of collaborative learning is in place with a focus on national best practice alongside current practices in Ealing schools
- ❖ Bespoke visits to all schools with a focus on agreed themes including, Literacy, SEN; sixth form, Computing/ICT, Race Equality and RE. Evaluations demonstrate that 100% of high schools feel that the feedback has a potential to make a difference in their schools
- ❖ Sharing of good practice has taken place at key network meetings which has included T levels; Talk for Writing; Race Equality and SEND provision
- ❖ 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 in June 2023 were attended by 145 participants from 15 schools. 96% of evaluations were excellent or good.

## Partnership with Teach West London – national professional qualification (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
- ❖ 154 leaders are currently engaged in NPQ programmes including: Leading Teaching (37) and Teacher Development (15); Leading Literacy (12) Behaviour and Culture (14); Senior Leadership (54) Headship (17) and Early Years (5). Feedback from participants on the programmes has been very positive
- ❖ 69 leaders have completed NPQ programmes including Leading Teaching (32) and Teacher Development (8); Behaviour and Culture (8); Senior Leadership (16) and Headship (5).

## For further focus

**Although the data for all pupils in primary schools presents a generally positive picture, this is not the case for all key groups and those in receipt of pupil premium**

- ❖ EYFS outcomes **down** for key ethnic groups – Black Caribbean pupils, White and Black Caribbean Pupils and Somali pupils
- ❖ Phonics outcomes **down** for key ethnic groups - Black Caribbean pupils, White and Black Caribbean Pupils
- ❖ KS1 pupil writing outcomes **down** for Black Caribbean pupils, Somali pupils
- ❖ PP performance has improved slightly at KS1 & KS2, but is **down** for Early Years GLD
- ❖ Reading was **down** nationally and in Ealing - a key area of focus this year.
- ❖ Black Caribbean pupils achieved better outcomes at KS2 than in 2022 but outcomes for mixed White and Black Caribbean and Somali pupils were **down**.



## Attendance

- ❖ **Primary:** Post pandemic attendance nationally and in Ealing is a **cause for concern** for all pupils, particularly pupils with SEN and Black Caribbean pupils
- ❖ **Secondary:** There is a similar pattern at secondary with the absence rates for Black Caribbean, White Black Caribbean and Somali groups increasing in 2022/23 compared to the previous year
- ❖ Persistent Absence (PA) rates at primary and secondary are of a **particular concern** for Black Caribbean pupils and White and Black Caribbean pupils.

## Next steps

- ❖ A new focus to support the development of teachers using 'Spirals of Enquiry' framework will be introduced alongside the PER and feed into the AEC research pilot. The model will be developed and shared with learning clusters in the autumn
- ❖ A focus on SEND provision and pupil progress within the learning cluster model and secondary collaborative
- ❖ Leadership to raise the achievement of Black Caribbean, White and Black Caribbean, Somali children, and those in receipt of pupil premium across phases will be strengthened through explicit integration with the learning and achievement committee
  - Explicit focus on the race equality key performance indicators (KPI) and progress made
  - Specific focus on Pupil premium, Black Caribbean, White and Black Caribbean and Somali pupils in the early years to address the significant decline in pupils achieving a Good Level of Development
  - Borough wide focus on supporting Writing at Key Stage 1, particularly for Black Caribbean and Somali pupils.
- ❖ Ealing's 6 Special schools are joining the primary learning clusters in September 2023, to strengthen area-wide approaches to inclusion and expectations for pupils with SEND
- ❖ Experts will be leading most networks in September 2023, with further support for Computer Science, Design and Technology and Religious Education Subject Leaders
- ❖ Termly informal teach-meets for all primary subject leaders in learning clusters
- ❖ ELP's Early Headship programme launches in September, with 5 sessions across the year
- ❖ HT research group launches in the autumn, to support ELP's 'improve not prove' model and system leadership and locality leadership approaches. ELP's Innovation hub launches as a mechanism to capture research projects and innovative practice across all ELP schools and share widely
- ❖ ELP's annual leadership conference will design more opportunities to profile innovation and leading practice in all local schools
- ❖ Embed the collaborative learning approach in secondary with a sharing of good practice conference on supporting struggling readers to access the curriculum.
- ❖ Strengthen primary and secondary links with literacy and reading as a focus
- ❖ Strengthen work to address pupil absence with a specific focus on pupils with SEND and Black Caribbean pupils.

## 2. SEN and inclusion

**Aims: 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 (see Appendix - Performance data summary highlights)**

- ◆ Early Years outcomes remain above the last known national average for SEN pupils
- ◆ Key Stage 1: more pupils with SEND achieved the expected standard or above in reading and writing in 2022 than in 2021
- ◆ Key Stage 2: pupils with SEND achieved above the national in the expected standard or above in reading, writing and maths
- ◆ Key Stage 4: pupils with SEND achieved above the national for level 4 English and mathematics.

**Strengths – ways of working**

- ◆ 70% of all schools have accessed all or part of the **ELP SEND and Inclusion offer** in 2022/23, this includes SENCo bite size sessions and teacher twilights
- ◆ 96% of schools have accessed the **SENCO consultation line**, receiving bespoke advice and guidance around a range of themes resulting in improved personalised support and children attending school for a longer period
- ◆ Greater engagement in the **SEND Bulletin**, which now includes information from a wider range of services including support available from the 3<sup>rd</sup> Sector. Schools now use this space to show case provision and practice that has led to improved pupil outcomes
- ◆ 32 primary and secondary schools accessed the **Lady Margaret literacy difficulties and dyslexia training offer**. Ealing's model featured in the British Dyslexia Association magazine
- ◆ **SENCO Networks** continue to be well attended; with a renewed focus on celebrating and sharing inclusive practice and strategies as well as partnership discussions and input from colleagues across Local Authority services
- ◆ 90% of SENCOs found the **Annual SENCo Conference** to be excellent or good, 45 schools attended with 99% saying they would recommend the conference to colleagues.

*Thank you for providing an informative event with guest speakers sharing their voice and lived experiences. This allowed me to reflect, learn and develop my thinking further in my role as a not only a SENCO but as a change maker. It was very authentic and inspiring.*

- ❖ 18 primary schools received **bespoke SENCO partnership visits**, resulting in the sharing of good practice at network meetings
- ❖ **SENCO leadership development opportunities** have increased during 2022/23 with an aspiring and new to role induction training package on offer
- ❖ To support schools with recruitment pressures we partnered with Reed Recruitment Agency, hosting specific **SEND recruitment fairs**, offering an insight into the role and access to training. 39 SEND TA's roles were filled last academic year
- ❖ Greater join up between SEND and Inclusion Lead and L&A primary and secondary leads has **raised the profile of SEND and Inclusion** across subject and senior leaders' networks, supporting the message that 'SEND is everyone's business'
- ❖ 29 schools completed **Therapeutic Thinking** training this has the potential to support 23,661 pupils.

Just amazing. Thank you so much - it has been some of the most influential professional development I have experienced in my career. We will now review our existing behaviour policy in order to share the vocabulary learnt across our setting.

### For further focus

- ❖ To strengthen join up and focus of SEND across committees
- ❖ The SEN and Inclusion committee will focus its direct resources and strategy on developing training, advice, and guidance to professionals in schools, mobilising effective school to school support and addressing longer term recruitment strategies.
- ❖ Committee members will continue to play a role in influencing and supporting area-wide strategy to meet the needs of pupils with additional needs
- ❖ A focus on SEND provision within the learning cluster model, using the 'Collaborative Enquiry' process above alongside a self-evaluation tool
- ❖ Develop a steering group to explore data and experiences of Black Caribbean and Somali pupils with SEND. Support senior leaders in their systematic review of behaviour and wellbeing data for these groups
- ❖ To work with LA to develop and refine the outreach and SEND early support offer
- ❖ To work with the LA to develop pre – ERSA funding model
- ❖ To update and re-launch the Ealing SEND expectations document (ordinarily available provision)
- ❖ To increase opportunities for SENCOs to be involved in shaping LA processes such as outcomes on plans and ERSA process.

### 3. 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.

#### Strengths

The safeguarding and wellbeing committee drives system-wide policy, guidance and direct support to schools to ensure that children and young people's safety and wellbeing is at the heart of culture and practice.

- ❖ A team approach to managing safeguarding of pupils in Ealing schools is becoming more commonplace. Three-quarters of schools have two or more, and 58% have three or more Designated Safeguarding Leads (DSL)
- ❖ Self-assessment of safeguarding by schools is becoming standard practice with 66% of schools electing to use an internal audit process this year, up from 50% in 2021

Ensuring the availability of guidance, advice, and training to support excellent whole school mental health strategies and strengthen access to external support has evolved this year following the appointment of a new Mental Health Improvement Officer:

- ❖ Over half of Ealing schools have successfully applied for the DfE mental health training grant, undertaken the training and have a qualified senior mental health lead equipped to lead their whole school mental health transformation

Strengthening and securing high-quality partnership working between schools and social care in meeting the needs of pupils and families has continued to be an area of focus this year:

- ❖ Attendance by DSLs at the new monthly Safeguarding Conversations Hub has increased over the year and of those who have attended, 61% confirmed their issue has been resolved. This in part is due to regular and consistent attendance from social care and early help professionals

The range and quality of guidance, advice and training has improved this year according to feedback from DSLs and senior leaders:

- ❖ Access to high quality advice, guidance and training is valued highly and utilised by most schools with 84% reporting strong evidence of progress in this area compared to 38% in 2019
- ❖ Attendance remains high at network meetings and at the new weekly briefing sessions and feedback is consistently positive about content, length and location

- ◆ The 2-day youth mental health first aid training was rated 'Very Helpful' by 100% of those who attended
- ◆ There is consistently high praise from participants attending the statutory safeguarding training, with 99% of the 141 DSL that attended training last year reporting how they would 'recommend the training' to all DSLs.

'It really helped give me an overview of the responsibilities of the DSL'

'I was so impressed. (The tutor) made me feel comfortable in a way I haven't felt in such an event and I have come away with plenty of things to check and prioritise for when I deliver my next staff training on safeguarding'

The creation of a Governor's handbook to complement the harmful sexual behaviour self-assessment tool introduced to DSLs in 21/22 has prompted an increase in the number of schools focusing on this area of practice, policy and training and a high proportion of those who attended the joint DSLs and safeguarding Governor's network rated it highly and would recommend others to attend.

Improvements in social care responsiveness and visibility are noted throughout the feedback from head teachers and DSLs this year. This is especially encouraging as there was a consistent message in the 2019 regarding a '*lack of working together*', the need to '*improve the relationship between education and social care*' and several head teachers requesting '*a more consistent approach to sharing information*' with social care colleagues.

- ◆ Work to increase consistency of attendance by key social care staff at DSL networks and briefings, building opportunities for addressing common safeguarding concerns together, and acquainting organisations and professionals such as Mental Health Support Teams (MHST), Police, EHAP workers, Educational Psychologists, Anna Freud MHS (part of SAFE) with school has had a **positive impact on attendance** at the DSL networks, hubs and trainings on offer
- ◆ The Safeguarding Conversations Hub, a new monthly forum inviting DSLs to bring safeguarding concerns and receive **direct help and support from other professionals** as well as **exchange ideas with peers**, has been popular with 65% of DSLs having attended one or more hub this year, and **61% confirming their issues was resolved**. Connecting DSLs with colleagues who can offer immediate advice and support appears to be the main reason for the increase in attendance at these monthly sessions.

'I have attended (the monthly Safeguarding Conversations Hub) and they are excellent'

'The support on offer is very comprehensive and regular – thank you'



Other work with and in schools to support improvements in universal safeguarding practice has included:

- ◆ A re-branding of the 'Escalation Pathway' has replaced the under used version following feedback from DSLs
- ◆ Regularly updated social care contact information has been circulated to all DSLs, along with Safer Police Officer details
- ◆ Every school now has access, via EGFL, to the details of children in their school who have a social worker
- ◆ Operation Encompass, the Police and School partnership to support pupils experiencing domestic abuse, was re-launched in April 2023 extending the reach to 96% of all schools.

## For further focus

### Earlier intervention

Some schools want to involve parents earlier and more frequently, especially to avoid delays in acquiring important contextual information and to initiate parent support and parenting programmes.

"Knowing the mum's diagnosis earlier could have provided important context for the case, so engaging more fully with family sooner could have helped make a difference to the outcome for this child"

"The pastoral lead still feels that the MHST could have been a good option for this family, so perhaps making a stronger case for this referral to be followed through at the time would have been helpful- although parental choice is ultimately paramount"

Parents experience barriers to early intervention, with parents of Black Caribbean pupils reporting how they feel their voices and opinions are not heard or sought. (Ealing Race Equality Toolkit 2022). We will look to support and guide schools to create authentic systems and practices that foster positive relationships and trust for all parents.


### Influencing multi-agency communication processes and practice

Schools request all services share information and communicate with them about a child/family directly and consistently. Feedback from designated safeguarding leads and mental health leads suggests children and adolescent mental health service (CAMHS) and social care do not readily or automatically share important information about pupils that attend their school even when interventions cease, or cases are closed.

Positive engagement with CAMHS further enabled:

- ◆ A SALT assessment
- ◆ Support for the ERSA assessment
- ◆ An adult mental health referral for a pupil's mother

"The CAMHS process and communication being clearer would certainly help the situation as we could have progressed things quicker had we had known sooner the case was rejected by CAMHS"



**Parenting support** Designated safeguarding leads (DSLs) highlighted a need for universal training on 'trauma' because of its positive impact on building relationships that foster connection and engender trust between adults and pupils.

"More parenting support and support for parents in understanding trauma would be hugely beneficial if this were readily available"

Use Autumn 2023 data from Warwick Edinburgh Mental Wellbeing Score (sWEMWBS) to set local priorities over the next 3 years.

"I really value the feedback from the health related behaviour survey. It provides an invaluable insight into the lives of our pupils and helps us plan to best meet their needs"

Other future work with the safeguarding and wellbeing committee members, DSLs and MH leads to support improvements in universal safeguarding practice includes:

- ❖ Completing and launching Ealing's new co-produced PSHE scheme of work including lessons that explore pupil emotional wellbeing, ways of staying safe, as well as how to create and sustain life-long healthy relationships
- ❖ Introducing a peer to peer learning and cluster model with and between schools to support the implementation of a whole systems approach to safeguarding and wellbeing that has therapeutic thinking at its centre
- ❖ Continuing the development and use of an explicit cycle of communication between committee representatives from schools, all head teachers and DSLs, and other committee members to ensure consistency of safeguarding practice across Ealing schools
- ❖ Continuing to increase the visibility of the ELP safeguarding and wellbeing committee and its work with Ealing Safeguarding Children's Partnership
- ❖ Developing the Ealing Therapeutic Thinking approach with all schools, and with a particular focus on reducing disproportionate levels of EBSA, exclusion and address any current barriers for our Black Caribbean students.

## 4. Progression and pathways to employment

**Aims: Ensuring that every young person is on a pathway to sustainable employment.**

- ❖ 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.

### Strengths

#### Pupils achieving Level 2 and Level 3 accreditation by age 19 (2022)

- ❖ There have been improvements in actual outcomes across all measures for both level 2 and level 3 by 19 for pupils with free school meals in Ealing
- ❖ For level 2 by 19, including English and Maths free school meals, Ealing was ranked 8<sup>th</sup> in London and 9<sup>th</sup> nationally
- ❖ For level 3 by 19, (free school meals), Ealing was ranked 6<sup>th</sup> in London and 8<sup>th</sup> nationally
- ❖ For level 3 by 19 (all pupils), Ealing was ranked 6<sup>th</sup> in London and 9<sup>th</sup> nationally
- ❖ The % of students gaining level 2 English and Maths (4+) by 19 (who did not achieve it at 16) improved in 2022 to 43.5% from 36.1% in 2020-21. Ealing performance is **above** the London and national average
- ❖ The % achieving level 2 English and Maths by 19 increased in 2022. Ealing performance is **above** the London and national averages
- ❖ The % of Ealing pupils achieving grades 4+ and 5+ in GCSE English and Maths has improved in 2022 compared to 2019 and is **above** the national.

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

- ❖ Ealing continues to perform strongly and is **well above the London and national averages**
- ❖ The strong participation and low Not in Education, Employment or Training (NEET) figures put **Ealing 5<sup>th</sup> in London.**

#### Careers Leaders Network and Gatsby benchmarks

- ❖ Schools are well supported by the Careers Leaders network which meets each half term and invites speakers from a range of organisations that can support schools and colleges with their careers programmes
- ❖ The network also advises of training and events that can benefit careers leaders in schools in Ealing
- ❖ The most important change for Careers leaders this academic year has been the introduction of the updated provider access legislation (PAL) which was introduced on 1 January 2023. It specifies that schools must provide at least 6 encounters with approved providers of

apprenticeships and technical education for all their students. The careers leaders network and the careers hub have supported schools to meet the requirements of the new legislation

- ◆ The Careers Hub in Ealing has had impact in supporting schools to evaluate all aspects of careers provision and employer engagement against the Gatsby Benchmarks (GB)
- ◆ 18 mainstream schools and 4 special schools and 1 AP are supported by the Careers hub
- ◆ Ealing schools score highly on the % achievement of all Gatsby benchmarks. The highest at 92% is for Gatsby Benchmark (GB2) (addresses learning from careers and labour market information) and GB5 (addresses encounters with employers and employees). The lowest is 80% for GB6 which addresses experiences of the workplace which has been difficult during post-covid where normal working practices have not resumed
- ◆ The Ealing percentages are higher than the London average for all Gatsby Benchmarks and nationally 50% of the benchmark scores are higher in Ealing.

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

26 Black heritage students from 7 high schools are participating in the *Insight to University* [With Insight \(withinsighted.org\)](https://www.withinsighted.org) linking students to designated university mentors. This programme is going well.

#### Level 2 and Level 3 curriculum reform

- ◆ Schools have been well supported in preparation for technical (T) levels through designated networks, communications
- ◆ Working in partnership, West London College has refined its 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](#)
- ◆ Supported Internship Fair organised annually by the West London Alliance was very well attended this year
- ◆ 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 2022/23, 23 young people accessed Supported Internships in with 96% successfully completed the programme
- ◆ 8 pilot projects linking Post 16 SEND pupils to employers has launched. Funding has been secured for the second year of the programme led by Business Education Events (BEE). [Preparation for Adulthood, Careers and Guidance](#)
- ◆ Vocational profiling training was delivered to a limited number of special and mainstream schools this year
- ◆ SEND Employment Forum has been established and is well attended. The SEND Employment action plan has been drafted.

## For further focus

**Gatsby benchmarks** Focus on Gatsby benchmark 6 to increase students experiences of the workplace

**Black Caribbean progression to higher education (HE)** All high schools to have baseline data on Black Caribbean progression to school sixth forms and high tariff HE institutions

**High quality post 16 provision** Monitor the proposals for qualifications at level 2 and below and share with schools when available. Monitor proposals to offer technical (T) levels locally and sharing of practice.

**Careers advice – special education needs and disability (SEND) support** Going forward, the Careers leaders' network will have a particular focus on SEN support students with greater focus on how parents can be involved in next steps preparation into employment and improving knowledge of post 16/18 pathways for SEN in mainstream schools.

### SEND students into employment

- ❖ Co-produce guidance to be used across the local area to shape conversations about SEND employment pathways so that there is consistency in the information provided to young people and their families
- ❖ Deliver training on best practice in supported employment for staff responsible for sharing information, advice, and guidance and those with line management responsibility, across local schools (mainstream and special)
- ❖ Raise awareness among wider education, health, and social care staff and services regarding SEND employment through targeted engagement activity.




## 5. Recruitment and retention

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

- ❖ Expand the Ealing Learning Partnership (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 (ECF) for Early Careers Teachers (ECTs)
- ❖ Develop and promote ELP professional progression pathways to support the induction, development, and growth of all staff
- ❖ 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

- ❖ For 2022/23, there were 319 ECTs in Ealing schools. 101 in their second year and 218 in the first year. ECT numbers in Ealing remain constant and have slightly increased throughout 22/23 overall. There is a very slight drop in the level of ECT retention –
- ❖ Schools continued to receive high quality support to ensure a good or better ECT induction. This also included a range of support strategies to help them prepare for transition to the new Appropriate Body arrangements (coming into force in September 2023)
- ❖ **National professional qualifications (NPQs) 2022/23** - currently 106 teachers undertaking NPQs via Teach West London (TWL). Leading teaching and senior leadership most popular. 2021/22 cohorts now completed with 99% success. Results from the ELP vision and shared ambition survey points to wider promotion of TWL offer possibly needed. NPQs will continue to be offered free of charge during 2023/24 with [Teach West London](#)
- ❖ **Diversity in leadership programme** – 20 future leaders graduated from the programme (12 secondary and eight primary). Three participants have already been successful in gaining an assistant head post (two Ealing and one south London). ELP funding for a second cohort has been secured
- ❖ **An introduction to coaching** – this new four-part programme will be provided as part of the Ealing 2023/24 CPD offer
- ❖ **School vacancies website** continues to be well used since its launch in November 2020. For 2022/23 of the 653 adverts placed (as of 1 May 2023), 5% were adverts for leadership positions, 38% teachers and 57% support staff. Whilst there has been a small increase in the number of adverts placed (588 in 2021/22) the breakdown is broadly similar
- ❖ **Apprenticeships in schools** updated info agreed with HR steering group now on EGF and sent via email to all schools. Working with Ealing Council's apprenticeship team, we are looking into the possibility of running a pilot provide a service to support schools with recruiting apprenticeships and providing support during training. If successful, pilot could then become an option as part of Ealing's Services to Schools offer. It would also support the council's manifesto to secure new diverse apprenticeships
- ❖ **Leadership film clips** – we have commissioned 'Heydays' to film eight leaders across six schools (all phases) in the summer term. The focus will be on career development / retention



with the aim of using the film clips to support with recruitment to Ealing schools, and retention highlighting ELP support for career progression and development. The aim is for the film clips to be completed for early autumn

- ◆ [Explore teaching and learning in a special school](#) - a taster morning session was held at Castlebar school with the aim of seeking to recruit for special schools and raise awareness of working with SEND children.

### For further focus

- ◆ Supporting schools / ECTs with the changes instructed by the DfE, that is, moving the Appropriate Body from the LA to Teach West London by September 2024
- ◆ Accredited coaching programme – researching providers for an ILM accredited programme for 2024
- ◆ Diversity in leadership – responding to candidate feedback, revise some aspects of the current programme, develop termly networks for cohort one and a secure site for schools to contact graduates from this programme looking for leadership positions
- ◆ Use of social media to support with recruitment and retention – schedule for social and other media campaigns to be developed using ELP recruitment and retention film clips
- ◆ Apprenticeship support – working with the Council on a possible pilot scheme for schools to increase apprenticeships in schools and access the levy to support with the council priority: *Secure 2000 new diverse apprenticeships, supporting more alternative routes into good, well-paid work for residents*
- ◆ Explore how ELP committees can work in partnership to design strategy around long-term specific training and development of SEND workforce and shorter-term quick wins
- ◆ R & R committee membership –filling Ealing and Acton quadrant vacancies.

## 6. 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
- ◆ 52% of respondent schools surveyed rated that we have made progress with securing procurement opportunities.

### Ealing School Supply Staffing Service

- ◆ [School supply staffing service](#)
- ◆ 20 ELP schools are using /used the service and 4000+ supply days have been placed this academic year. The split between primary and secondary usage is 60/40.
- ◆ 58% of respondent schools successfully used and gained quality staff via the supply staffing service.
- ◆ 72% of bookings are for long term cover and the requirement for SEN teaching assistant's booking is 1.5 times higher than the previous year.
- ◆ Classroom teachers and teaching assistants equate to 78% of bookings, 22 % of bookings are for office/site staff.
- ◆ Savings achieved for Schools this year equates to overall saving of £45,000.
- ◆ There have been 10 temporary to permanent placements made free of fee charges.
- ◆ The contract continues to pay real Living Wage rates for support as minimum and pay teachers above agency London market rate to ensure fair pay for quality staff (supports the Council agenda of fair pay for jobs for Ealing residents).
- ◆ The agency portal link on the Ealing council jobs page has ensured a steady flow of applicants wanting to register for temporary work in our schools
- ◆ The supply pool currently has a high number of T's and other staff available for immediate deployment September onwards.

### Other procurement opportunities

- ◆ School stationery supplies continues to be a high spend area in 2023 and ELP Schools benefited from up to 15% discounts from GLS/ YPO and Consortium. All ELP Schools can access the deals.
- ◆ LA Lead that manages Council utilities contracts (Laser) contract due to renew in 2024, promote deals through gatekeeping directly to school and updated information is circulated through the Business Committee web pages.

- ◆ LA Lead on Council photocopying re-tender has engaged with Schools via the Business Committee and there is an option for Schools to opt into the contract provision for 2024 onwards.

### *Supporting knowledge through resources and training*

- ◆ 52% of respondent schools surveyed rated that we have made progress in delivering high quality resource management training across all leadership roles
- ◆ Finance training this academic year has focused on senior leaders, new to headship finance knowledge, SBM monitoring /managing the budget and Governor finance to support financial acumen. Training has been through internal training sessions utilising internal expertise or experienced trainers to run inhouse sessions.
- ◆ Finance handbook and productions of various tools/ templates to support school financial systems were reviewed and updated on EGfL. Annual financial calendar and termly key financial events summary can be accessed on the EGfL webpage.
- ◆ 68% of respondent schools believe that there has been progress in developing professional growth pathways of all staff.
- ◆ Training on income generation and marketing has been delivered by ISBL trainer that have been available to all Schools.

### **Knowledge Hubs**

- ◆ 72 % of survey respondents have accessed Knowledge Hubs
- ◆ Schools have engaged widely with the SBM Hub Support for information on CCS frameworks and LA procured deals via [School business manager \(SBM\) hub](#) to help support schools with navigating purchasing via a compliant route to market and ensuring that they can benchmark pricing deals.
- ◆ 64% of respondent schools said that they felt progress had been made in supporting access to central knowledge hub of resources and tools / model templates for all Leaders.
- ◆ SBM outreach has supported some schools who needed an experienced SBM to support short term or longer term. The aim is to increase the potential to share roles between schools. A working party next term will look at details of contracts and supporting staff members who undertake working across multiple schools. A directory of experienced staff information to share more widely with Schools will be developed.

### **For further focus**

- ◆ Supporting schools to be sustainable - developing further SBM role sharing opportunities
- ◆ Focus on Race equalities, reducing inequalities across the work we do
- ◆ Exploring further joint procurement opportunities.
- ◆ Supporting career pathway opportunities for office staff to become SBMs/ finance officers 'growing our own'
- ◆ Training (Finance) securing skill / knowledge to support schools in dealing with challenging budgets
- ◆ Developing knowledge hub - Sharing best practice and knowledge more effectively.

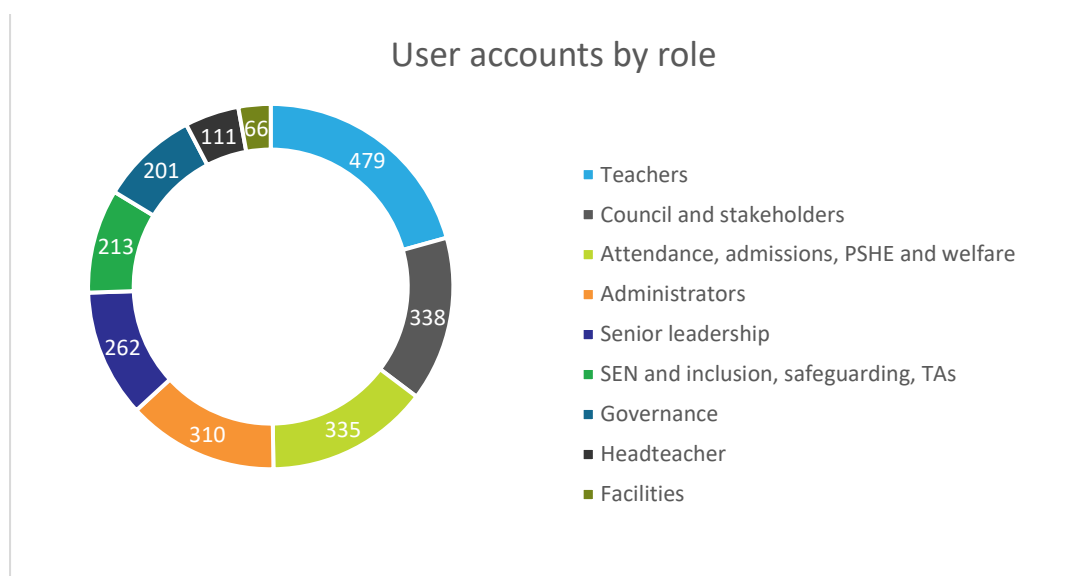
## Ealing Grid for Learning

### Income

We have processed £3.55M of traded services across 28 separate services for schools using Ealing Grid for Learning's online order form.

### Engagement

We support 2,270 site users and 7,500 pages of guidance and support for schools.



We continue to work with over 80+ council teams to ensure information and guidance provided is up to date with central government, national directives, and local offer around HR, facilities, finance and services for children.

38 editions of Gatekeeping were distributed, that included 334 news items to 535 subscribers.

### Impact

**90%** rated as good and outstanding for **service quality** and **making a difference**

EGfL is a good repository of information but needs slimming down and become more agile/user friendly

**100%** rated as good and outstanding **customer service**

I have always had a prompt reply to my query and have felt supported and understood.

### Strengths

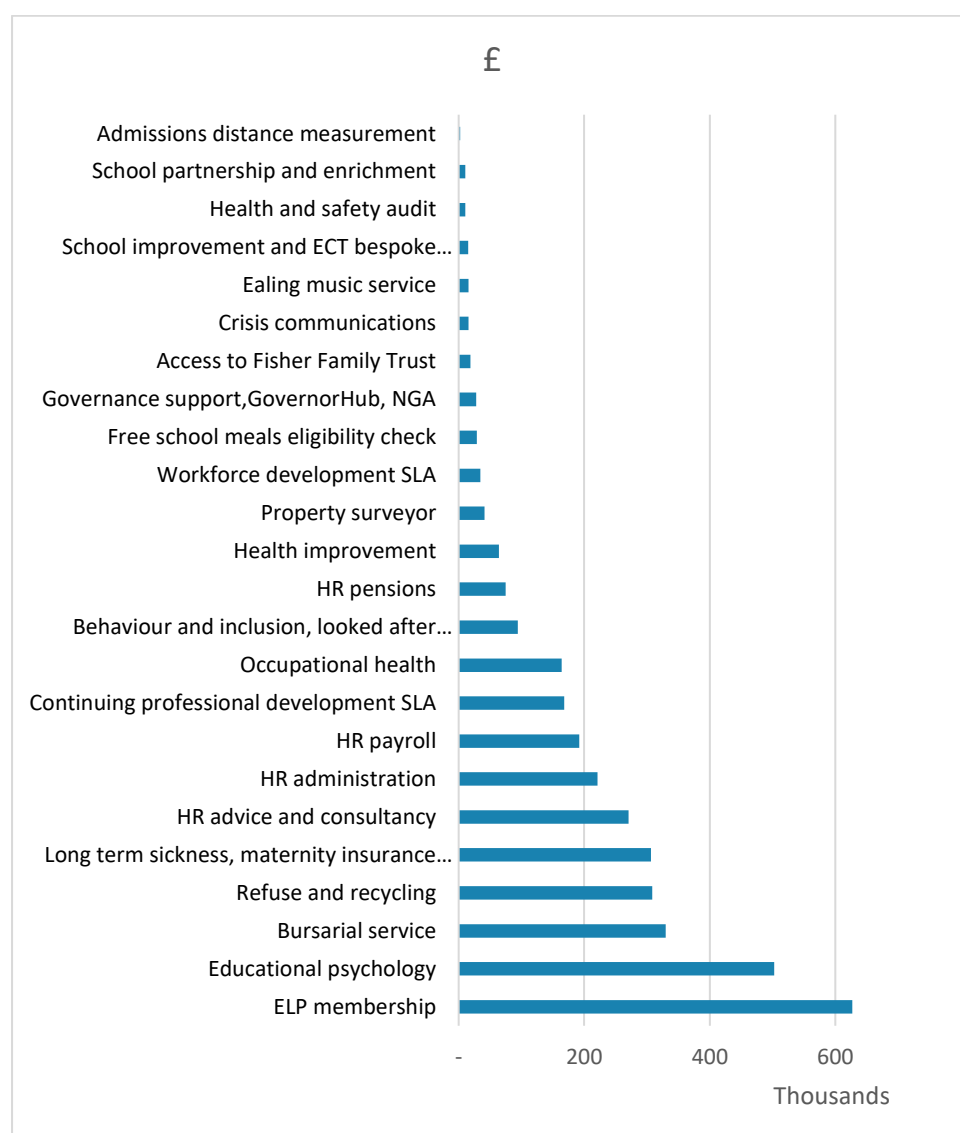
100% of schools submit their services for schools orders online.

The system allows schools to place orders efficiently, saving headteachers and school business managers time and resources.

One invoice is issued to cover the range of services ordered, saving administrative costs and time for schools and council teams.



## Breakdown of services for schools orders placed for 2023/24



### Further focus

- ◆ Work with council teams and stakeholders to ensure information is up to date and relevant
- ◆ Work with developers to improve accessibility of the website and its content.

## Financial summary

In 2022 - 2023, the second 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

### Total income and expenditure Income 2022- 2023

#### Income

ELP school subscriptions	£591,666
Council contribution	£555,336
C/f unspent commission funds 2021-2022	£20,000
<b>Total ELP income</b>	<b>£1,167,002</b>
<b>Total expenditure</b>	<b>£1,162,347</b>
<b>Balance</b>	<b>£4,655</b>

### ELP core expenditure by area

#### Spend

Learning and achievement	£414,358
SEN and inclusion	£106,820
Safeguarding and wellbeing	£20,000
Progression and pathways	£41,468
Recruitment and retention	£25,664
Sustainable schools	£18,516
Data support services	£97,485
Business and communications support	£148,248
Governor services (non-statutory)	£65,419
ELP board chair and director contributions	£84,336
ELP non-staffing and contingency costs	£30,000
Ealing Grid for Learning (EGfL)	£110,033
<b>Total</b>	<b>£1,162,347</b>

### ELP licenses, subscriptions, and non-staffing costs

#### Spend

Learning and achievement	£14,300
Data support services	£11,116
Business support	£1,000
Governor Services	£4,725
Non-staffing costs and contingency	£30,000
EGfL maintenance/development	£15,650
<b>Total</b>	<b>£76,791</b>

## ELP salaries by area

Salaries	Costs
Learning and Achievement	£221,408
SEN and Inclusion	£86,820
Safeguarding and wellbeing	£ 20,000
Progression and pathways	£41,468
Recruitment and retention	£25,664
Sustainable schools	£18,516
Data support services	£ 86,369
Business and communications support	£148,248
Governor services (non-statutory)	£60,694
ELP service director contribution	£84,336
Non-staffing costs and contingency	-
Ealing Grid for Learning	£94,383
<b>Total</b>	<b>£886,906</b>

## ELP commissions by committee area

C/f of unspent commission funds of £20,000	Spend
<b>Learning and achievement</b>	
1. Leadership development	£10,000
2. Curriculum development	£24,400
3. Learning primary clusters	£60,350
4. Literacy (primary)	£6,600
5. Voice 21	£24,000
6. Secondary collaborative	£53,300
<b>Total</b>	<b>£178,650</b>
<b>SEN and inclusion</b>	
7. SEN training for senior leaders	£9,000
8. SENCo networks and inclusion conference	£5,000
9. Additional training and support for school practitioners	£6,000
<b>Total</b>	<b>£20,000</b>
<b>Total commission spend 2022-2023</b>	<b>£198,650</b>

## Appendix - Performance data summary highlights 2023

### Inspections overview 2022 – 2023

- ◆ In 2022 – 2023, 27 nursery, primary, special and secondary schools were inspected by Ofsted bringing the total percentage of good and outstanding schools to 98% (vs 88% nationally)
- ◆ Of the 21 primary schools inspected, 3 were graded outstanding, 2 were graded good+ and the remainder were all judged to be good
- ◆ Of the 3 secondary schools inspected, 1 was graded outstanding and 2 were graded good.
- ◆ One special school was inspected and graded outstanding
- ◆ Two nursery schools were inspected, graded outstanding and requires improvement.

Settings	Outstanding	Good	Requires Improvement	Inadequate	% Good or Outstanding
<b>Primary</b> 65 schools	<b>13 (20%)</b>	<b>50 (77%)</b>	<b>2 (3%)</b>	<b>0</b>	<b>97%</b> 7% above national
<b>Secondary</b> 16 schools	<b>9 (56%)</b>	<b>7 (44%)</b>	<b>0</b>	<b>0</b>	<b>100%</b> 19.6% above national
<b>Special</b> 6 schools	<b>3 (50%)</b>	<b>3 (50%)</b>	<b>0</b>	<b>0</b>	<b>100%</b> 11% above national)
<b>Nursery</b> 4 nurseries	<b>3 (75%)</b>	<b>0</b>	<b>1 (25%)</b>	<b>0</b>	<b>75%</b>
<b>PRU</b> 2 PRUs	<b>0</b>	<b>2 (100%)</b>	<b>0</b>	<b>0</b>	<b>100%</b>

### Health checks – statutory school improvement

11 primary schools received full health checks leading to 4 schools being identified for additional support. 13 schools engaged in the Securing Good programme; 7 exited the programme due to improvements and positive inspection outcomes.

### Primary - pupil outcomes 2023

#### EYFS outcomes remain **above** the national average:

The percentage of pupils achieving a Good Level of Development (all prime learning goals + maths and literacy goals) for Ealing is **68.7%**, which is slightly up on last year's figure of 67.9% and **above** national average at 67.3%

#### Phonics outcomes remain **well above** the national average:

- ◆ **84.5%** of Ealing pupils received a pass in **Year 1 Phonics** test, greater than last year's figure of 82% and **well above** the emerging national figure of 79%, and London figure of 81%.
- ◆ Ealing's average Phonics score of 34.5 is also above the national and London figures.
- ◆ End of KS1 phonics outcomes is an increase on last year at 89.9% and 1% above national.

#### In KS1 pupil outcomes remain **well above** the national average in all areas:

The % of KS1 pupils in Ealing working at **expected standard for reading, writing and maths** is **61%**, is greater than last year's final figure of 58% and **well above** the emerging 2023 national figure of 56%.

In KS2 pupil outcomes remain **well above** the national average in all areas:

- ❖ **Combined reading, writing and maths is 67%**, a slight increase on last year (65.5%) but **well above** the national average of 59%
- ❖ **77.5%** of Ealing pupils achieved the expected standard or above in **reading**, this is below last year's final figure of 79% but **well above** the provisional national average for 2023 of 73%
- ❖ **77.6%** of Ealing pupils achieved the expected standard or above in **writing**, this is **above** last year's final figure of 75%, and **above** the provisional national average for 2023 of 71%
- ❖ **80.5%** of Ealing pupils achieved the expected standard or above in **maths**, this is **slightly above** last year's final figure of 79.7%, and **well above** the provisional national average for 2023 of 73%.
- ❖ Pupil progress remains strong +1.0 for Reading, +1.6 for Writing, and +1.9 for Mathematics.
- ❖ Of the key ethnic pupil groups, the 2023 **Black Caribbean** cohort (size = 111) improved RWM performance by **16%**. (The RWM figure for the Mixed **White & Black Caribbean** and **Somali** groups **decreased** by **5%** and **3%** respectively)
- ❖ Going against the national trend for reading, the performance of Ealing's **Black Caribbean** group increased by **3%**. However, both the Mixed **White & Black Caribbean** pupil group and the **Somali** pupil group experienced a decrease in performance that was greater than the Ealing, London and National drop.
- ❖ **Black Caribbean** pupils achieved better outcomes in Writing in 2023 with the percentage achieving the expected standard **increasing** by **11%**. However, the Mixed **White & Black Caribbean** group **decreased** by **9%**. There was no change in **Somali** group performance
- ❖ **Black Caribbean** pupils achieved better outcomes in mathematics in 2023 with performance increasing by **11%**. **Somali** performance dropped by **8%**, whilst Mixed **White & Black Caribbean** performance was stable.

### For further analysis and focus

- ❖ EYFS outcomes went **down** for **key ethnic groups**
- ❖ The percentage of **Black Caribbean** pupils achieving Good Level of Development (GLD) was 57%, compared to 62% last year. 58% of **White & Black Caribbean** pupils achieved GLD, compared to 65% last year and 60% of **Somali** pupils, compared to 62% last year. By comparison, there was no change to the total Ealing borough figure, whilst both the London and National figures are provisionally showing as small increases.
- ❖ For pupils in receipt of pupil premium the GLD was 56% which is **down** from 59% in 2022.
- ❖ Phonics outcomes **down** for key ethnic groups
- ❖ The percentage of both the **Black Caribbean** and **White & Black Caribbean** pupils who received a pass dropped in 2023. The largest decrease was seen for **Black Caribbean** pupils, down to 78% from 86% last year and for the **White & Black Caribbean** pupils down to 80% from 82% previously.
- ❖ For pupils in receipt of pupil premium reaching the expected standards in phonics there was a very **slight increase** from 77% in 2022 to 78%.
- ❖ At Key Stage 1, the percentage of **Black Caribbean** pupils achieving the expected standard in Reading, Writing and Maths (RWM) dropped by 4% to 42% and by 3% for **Somali pupils** to



46%. This trend was not reflected at Ealing or National level – with both figures increasing slightly in 2023.

- ◆ At Key Stage 1 the performance of **White & Black Caribbean** increased by 7% for RWM, from 55% last year to 62% in 2023.
- ◆ At Key Stage 1, outcomes in writing were of most concern with the percentage of **Black Caribbean** pupils achieving the expected standard dropping by 7% compared to 2022, whilst the performance of **Somali** pupils in Writing dropped by 2%.
- ◆ However, outcomes in writing for **White & Black Caribbean** pupils were 8% higher than in 2022, taking this cohort's performance above Ealing and National averages. The percentage of **White & Black Caribbean** pupils achieving the expected standard in reading increased by **14** percentage points to **81%**, which was higher than the Ealing average and the percentage of pupils achieving the expected standard in Maths increased by 3%

### Attendance 2022-2023

Post pandemic attendance nationally and in Ealing is a cause for concern for all pupils and particularly pupils with SEN.

- ◆ Absence was 6.3% in Ealing primary schools, **above** last year's (2021/22) two-term figure of 5.8% and **slightly higher than** the last comparable national average (6.2%, Autumn 21 - Spring 22).
- ◆ **19.3% (4,992) of primary pupils were persistently absent** (10% of sessions or more), **above** last year's (2021/22) two-term figure of 17.8% and **higher than** the last comparable national average (18.2%, Autumn 21 - Spring 22).
- ◆ 1.1% (278) of primary pupils were severely absent (50% of sessions or more), **above** last year's (2021/22) two-term figure of 0.9% and **above** the last comparable national average (0.6%, Autumn 21 - Spring 22).

### Group variation

**Absence rates are higher among pupils with SEN** at primary and secondary schools in Ealing, as seen nationally.

#### Key ethnic groups absence


Absence rates at **primary** are also higher among Black Caribbean, White and Black Caribbean and Somali pupils compared to all pupils.

- ◆ In 2022/23 the primary absence rate increased for Black Caribbean (+1%) and Somali (+0.9%) pupils compared to the previous year
- ◆ The absence rates for Black Caribbean pupils were 8.3%, White and Black Caribbean pupils 7.9% and Somali pupils 6.9% compared to a borough average of 6.3%

There is a similar pattern at **secondary** with the absence rates for all three groups increasing in 2022/23 compared to the previous year.

The absence rates for Black Caribbean pupils were 9.7%, White and Black Caribbean pupils 10.7% and Somali pupils 6.1% compared to a borough average of 6.8%

**Persistent Absence (PA) rates at primary and secondary are of a particular concern for Black Caribbean pupils and White and Black Caribbean pupils.** The rates for both groups increased in 2022-23 compared to the previous year.

- 
- ◆ At primary, Black Caribbean pupils PA increased from 25% to 29.2% and White and Black Caribbean pupils PA increased from 29.5% to 33.3% compared to a borough average of 19.3%
  - ◆ At secondary, Black Caribbean pupils PA increased from 29.4% to 29.5% and White and Black Caribbean pupils PA increased from 30.3% to 33.3% compared to a borough average of 19.4% in 2022/23

The persistent absence rates for Somali pupils were by contrast lower, although the rates did increase in 2022/23 compared to 2021/22.

- ◆ At primary, Somali pupils' persistent absence increased from 18.3% to 19.9%
- ◆ At secondary, Somali pupils persistent absence increased from 15.7% to 16.1%

## Secondary pupil outcomes 2023 (provisional)

Overall results at GCSE have dropped from 2022, and achievement is much lower than in the COVID-19 non-exam years. However, provisional results are broadly in-line, or slightly above, pre-pandemic 2019 figures.

- ◆ The proportion of children achieving a standard pass (4+) in English and maths is provisionally 71% of pupils achieved a 4 (standard pass) in both English & Maths is **down 5%** from 2022.
- ◆ 82% of Ealing pupils achieved a 4+ in English and 77% of pupils achieved a 4+ in Maths. These figures are both significantly **ahead** of the current provisional national figures available from Ofqual (64% for English and 61% for Maths respectively).
- ◆ 72% of Ealing pupils achieved a 5+ in English and 62% of pupils achieved a 5+ in Maths. These figures are both significantly **ahead** of the current provisional national figures available from Ofqual (61% for English and 43% for Maths respectively).
- ◆ The proportion of children achieving a **strong pass (5+) in English and maths** is provisionally **55%**, which **down 6%** from 2022.
- ◆ The **EBACC average point score** is 4.8 down 0.2 on 2022.
- ◆ Our **Attainment 8** score is **provisionally 52.1** which is **down 1.6** on 2022
- ◆ Ealing remains well **ahead** of the reported London and National figures for both English & Maths (as individual subject measures, not combined)

## Pupil progress 2022 and group variation

Overall Progress Score for Ealing in 2022 was +0.53 (highest in country):

- ◆ **Boys** underperformed with a score of + 0.39 compared to girls at +0.69.
- ◆ **Pupils with FSM** underperformed with progress score of +0.09 compared to non-FSM at +0.67.
- ◆ **Pupils with SEN** scored -0.13 and pupils with EHCP -0.83 compared with +0.68 (pupils without SEND)
- ◆ **Black Caribbean** pupils scored -0.43 with boys performing significantly below at -0.55 compared to girls at -0.31.
- ◆ Somali pupils achieved a positive Progress 8 score of 0.41 in 2022, which was also a slight improvement on their 2019 score of 0.39.

## P16 results

- ◆ The average point score (APS) across all academic entries is provisionally 36.1 which is down 1.9 from 2022, equivalent to a B-
- ◆ The percentage of A level grades at A\*-B provisionally are 55% which is above national figure of 29%.
- ◆ The percentage of A level grades at A\*-A provisionally are 28% which is above national figure of 26%.
- ◆ The average point score for applied general entries is provisionally 33.7 which is in line with 2022.
- ◆ Despite the decrease from 2022, results remain broadly higher than the last **pre-Covid figures from 2019**

## Pupils with SEND

### Early Years in 2023

19.7% of pupils with SEN achieved a good level of development in Ealing schools, this was a slight decrease on the previous year (21.5%, 2022) but remains above the last known national average for SEN pupils (18.8% achieving GLD in 2022).

### Key Stage 1 in 2023

22.0% of pupils with SEN achieved the expected standard or above in reading, writing and maths in Ealing schools. This was an increase on the last comparable year (18.6%, 2022)

### Key Stage 2 in 2022

25% of pupils with SEN achieved the expected standard or above in reading, writing and maths in Ealing schools. This was a slight decrease on the last comparable year (27.3%, 2019) but remained above the national average for SEN pupils (18.1% in 2022).

### Key Stage 4 in 2022

40.6% of pupils with SEN achieved a level 4 or above in both English and Maths at GCSE in Ealing schools. This was an increase on the last comparable year (32.3%, 2019) and was above the national average for SEN pupils (32.2% in 2022)

**Pupils with SEN** scored -0.13 and pupils with EHCP -0.83 compared with +0.68 (pupils without SEND).


### Level 2 and Level 3 by 19 (2022)

- ◆ There have been improvements in actual outcomes in all measures for both L2 and L3 by 19 free school meals (FSM) in Ealing
- ◆ For L2 by 19 including English and Maths (EM) free school meals (FSM), Ealing was ranked 8<sup>th</sup> in London and 9<sup>th</sup> nationally
- ◆ **For L3 by 19 FSM, Ealing was ranked 6<sup>th</sup> in London and 8<sup>th</sup> nationally.** For L3 by 19 All, Ealing was ranked 6<sup>th</sup> in London and 9<sup>th</sup> nationally
- ◆ The % of students gaining L2 EM (4+) by 19 (who did not achieve it at 16) rose in 2022 to 43.5% from 36.1% in 2020-21. Ealing performance is above the London and national averages
- ◆ The % achieving L2 EM by 19 increased in 2022 **from 76.5% in 20/21 to 81.2% in 21/22.** Ealing performance is above the London and national averages.
- ◆ The % of Ealing pupils achieving grades 4+ and 5+ in GCSE English & Maths has improved in 2022 compared to 2019 from 72% to 76.7% at Grade 4+ and from 53.6% to 61.4% Grade 5+
- ◆ Performance on both measures in Ealing in was better than national in 2019 and 2022. Grade 4 was better by 7.7% and Grade 5+ was 11.4% better.

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

Ealing continues to perform strongly and is **well above the London and national averages.** For participation, although Ealing slightly fell to 7<sup>th</sup> nationally, they continued to be 5<sup>th</sup> in London for 2023 as compared to previous years 5<sup>th</sup> – 2020, 4<sup>th</sup> - 2021 and 3<sup>rd</sup> in 2022. For 2023 Ealing were only 0.1 from being 3<sup>rd</sup> and 0.9 from being 1<sup>st</sup> nationally.

The strong participation and low Not in Education, Employment or Training (NEET) figures put Ealing 5<sup>th</sup> in London. This success against London and national figures is evidence of the quality of careers education, advice and guidance 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.



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)