

Achieving Excellence Together

Impact evaluation report 2018

Julie Lewis

Director – Learning, standards and school partnerships



School effectiveness impact evaluation survey 2018

School improvement link officer and bespoke support ~ Primary

"The service is very effective as well as sensitive to our needs".

"Our link partner has always been very responsive to need and support. Buy back has been highly valued by school staff. Our link partner and the LA was also very supportive on a Governance issue".

"Looking forward to cluster reviews and learning communities"

97% rated service as good and outstanding

NQT monitoring induction programme

"... excellent support from Mirela who also contributes to the NQT programme by speaking at conferences and offering workshops.

"We have excellent NQTs finishing their training year and this means we have skilled teachers starting their career in the future ready to make a difference to our pupils."

100% rated service as good and outstanding

School improvement link officer and bespoke support ~ Secondary

"The quality of training and support is outstanding and reflects the expertise of the professionals tasked with delivery

"...the LA are very responsive and communication is strong..."

100% rated service as good or outstanding

Ealing Music Services

" Ukulele teacher outstanding..."

"Drip Drip Drop is excellent and the EMS membership is good value for money"

"SPARK is excellent value for money, and the EMS do a lot of bidding for money for Ealing"

100% rated service as good and outstanding

School workforce and development

"Responds quick ...gives valuable and sound advice...!"

"Networking with other colleagues is very beneficial".

"Current and up to date info delivered"

100% rated service as good or outstanding

KS1 and year 6 writing moderation

" I find the moderation activities really helpful. They give a clear indication of the standard we are achieving.

"We have taken advantage of the moderator selection training this year with our Y2 teacher being successful which has had a positive impact on the school."

"Cross school moderation has increased and this is a good thing to better share good practice and increase accuracy of judgements."

94% rated service as good and outstanding

Health improvement

" Preparation for health awards, PSHE, RSE and Daily Mile implementation were very good. The team are supportive and quick to respond to queries."

"The health conference was great. Contributors very powerful. It was well planned and delivered. Very relevant."

"Excellent level of service -real value for money. This small but highly effective team have been instrumental in supporting Healthy Schools awards and PSHE."

100% rated service as good and outstanding

Extended Services

"... service is extremely flexible and meets the needs of the school in a highly effective way. We have benefitted from website development for parent pages and parent reading workshops and access to career insight events".

"Building Positive Relationship with Parents' workshop has been good. Targeted parents have attended regularly and the lead staff member welcomed the opportunity to work alongside a nurse and be regularly supervised."

100% rated service as good and outstanding

Governor support

"I have only praise for the governance services."

"Having this service working so efficiently saves me as headteacher time that I can put towards teaching and learning - thanks."

"My fellow governors and I have attended training and briefing sessions and found them excellent"

"Clerks' Network briefings provide an extremely useful platform for sharing information and keeping up to date with procedures".

100% rated service as good and outstanding

Introduction

The purpose of this report is to provide concise information to stakeholders on the quality and impact of services and support for Ealing schools in achieving the key aims and milestones set out in our collaborative strategy document Achieving Excellence Together 2015-2018.

This impact evaluation is the final assessment of progress in relation to the ambitions set out in the strategy and will inform priority-setting for the Ealing Learning Partnership.

Aims 2015-18

1. Our aspiration is that every school in Ealing will be good or outstanding by 2018 – there will be minimal variation in the quality of education provided
2. Every school will have the highest expectations for the well-being, progress and achievement of all its learners - significantly reducing the achievement gaps between groups of children and their peers
3. Every school and provider will address the gaps in the quality of provision and progression pathways for children and young people with SEND to secure the very best inclusive practices
4. Ealing will be recognised as a leading local authority in promoting educational excellence through providing, brokering and commissioning high quality educational services, innovation and high quality leadership in partnership with its schools

Evidence base

In measuring the impact of services, strand leaders have drawn on a range of evidence including:

- ◇ Feedback from schools – training and network evaluations; annual surveys
- ◇ Pupil performance data and statistical neighbour/regional/national comparisons showing progress over time
- ◇ School performance data over time
- ◇ Statistical data related to wider measures i.e. health and well-being; attendance; exclusions
- ◇ External validation e.g. HMI; relevant sections from Ofsted reports – sections on LA support; Arts Council etc
- ◇ Levels of engagement in services and in new programmes designed for schools
- ◇ Impact of training, development, capacity building initiatives
- ◇ Levels of financial investment or resources secured from (and for) schools and wider partners.

The documents included in the full [2018 Impact Evaluation](#) for schools include:

- ◇ [A high level summary of performance against key measures showing a red, amber, green progress rating](#) (appendix 1)
- ◇ [Primary and high school attainment summary 2018](#) (appendix 2)
- ◇ 17 separate strand reports written by service leads
- ◇ Schools survey 2018.

Our aspiration is that every school in Ealing will be good or outstanding by 2018 – there will be minimal variation in the quality of education provided - commentary

A shared strategy for delivering sustained improvement with all schools, *Achieving Excellence Together 2015 – 2018*, was published in 2015. The strategy and supporting team plans clearly identify priorities based on robust tracking of standards in every phase, across schools and for different groups of pupils.

The overall quality of education provided by Ealing schools (judged by Ofsted inspections) indicates that 91% of all schools are providing a “good” or “outstanding” education for their pupils, a drop of 1% from 2017. At the end of the academic year 2018, Ealing schools were ranked at number 46 out of 163 Local Authority regions in England (Watchsted) on this measure, a fall of 13 places from 2017. The percentage of primary-aged pupils in good or outstanding provision is 90.5% and the percentage of secondary-aged pupil in good or outstanding provision is 93%.

In the academic year 2017-2018, 31 schools received either a Section 5 or Section 8 inspection by Ofsted (22 primary schools, 3 special schools and 6 secondary schools)

- ◆ 2 schools moved from good to outstanding (St Anns Special School, Cardinal Wiseman RC Secondary school)
- ◆ 2 schools retained a judgement of outstanding (Castlebar Special School, Drayton Manor High School)
- ◆ 28 out of 31 schools were judged to be either good or outstanding
- ◆ 2 schools moved to requires improvement and 1 school placed under special measures.

Our rigorous approach to early identification of risks meant that we could work closely with **14 schools** as part of the **Securing Good Programme in 2017-2018**. The programme has been differentiated to suit to a wide range of needs in these schools and continues to have a positive impact on capacity building and pupil outcomes.

Of the twelve primary schools in the programme, five schools were judged to be good by Ofsted in 2017-2018 and have left the programme. Two additional schools have left the programme following sustained improvements. In the remaining five schools identified in 2017, there is now clear evidence that leadership and management have been strengthened to make a positive impact on outcomes in 2019.

The local authority has worked effectively with school leaders, governors and the DfE to develop comprehensive short-term recovery and longer term structural improvement plans for three schools requiring special measures. Dormers Wells Junior school transferred as a sponsored academy under the Dormers Wells Trust in 2018 and Dormers Wells Infant school is scheduled to follow in 2019. Acton High school has successfully transferred as a sponsored academy as part of the Ark Multi-Academy Trust in September 2018. The local authority is confident that the quality of education provided will improve rapidly under new arrangements.

There are now 19 schools in Ealing judged to be providing an **outstanding education** for pupils. Many more schools have been put forward for a full inspection because the quality of education seen in their short inspection indicated that these schools would be judged to be outstanding.

Every school will have the highest expectations for the well-being, progress and achievement of all its learners - significantly reducing the achievement gaps between groups of children and their peers – commentary

The following summary sets out the current strengths of Ealing schools in achieving excellent outcomes for pupils and some key areas for consolidation and improvement through the Ealing Learning Partnership.

The full range of performance indicators are included in appendix 1 with the provisional pupil outcomes report 2018 included in appendix 2.

Aim: Progress and outcomes in each phase are well above the national average

Strengths:

- ◇ Year 1 & 2 phonics outcomes have improved again in 2018 and remain above national and London average
- ◇ KS2 outcomes have improved by 3 points and remain well above the national average with 68% pupils achieving the expected standards in the combined measure for reading, writing and mathematics (64% NA) and 84% pupils achieving expected standards in grammar, punctuation and spelling (78% NA)
- ◇ The number of pupils reaching the higher standard in mathematics KS2 is well above the national average at 30% (24%NA)
- ◇ Progress in mathematics and in writing is above the national and now in line with the London average
- ◇ Strong and improving outcomes in English and mathematics in KS4 (4+) with 69% reaching the standard pass in both subjects – well above national average
- ◇ Outstanding outcomes in English and mathematics KS4 (5+) with 52% achieving a strong pass in both subject (top 20% nationally)
- ◇ The % pupils achieving Ebacc 4+ (with new English and mathematics measures included) has improved again in 2018 with 36% of pupils achieving the standard (23% NA 2017)
- ◇ Provisional Attainment 8 analysis shows a further improvement from 2017 and overall performance in the top 20%
- ◇ Strong performance in academic and vocational programmes Post 16 with the average point score at A level now B - and the Applied General average points remaining at Distinction.

For improvement:

- ◇ **Pupil outcomes at the end of KS1** have improved again in 2018 and are broadly in line with the national average with 65% reaching expected standard in reading, writing and mathematics combined. The percentage of pupils reaching the standard at **greater depth** has also improved in 2018. However, outcomes remain below the London average
- ◇ **Reading** has improved in KS2 including the percentage of pupils reaching the **higher standard**. **Progress and outcomes in reading** still lags behind mathematics and remains a focus
- ◇ Reducing cross-school variation in standards in primary schools with similar pupil profiles – particularly for schools with high numbers of **disadvantaged pupils**
- ◇ There are **15 primary schools** with fewer than 66% of learners reaching a good level of development in **EYFS** (NA 71.5%)
- ◇ There are **18 primary schools** with fewer than 60% of learners reaching age-related expectations in reading, writing and mathematics at **KS1** (NA 65.4%)
- ◇ There are 12 primary schools with fewer than 60% pupils reaching age-related expectations in reading, writing and mathematics at KS2. Of these schools, 7 schools had fewer than 54% pupils reaching age-related expectations. (NA 64%)
- ◇ There are **3 secondary schools** with **outcomes below FFT50** for 4-9 in English and Maths
- ◇ The percentage of learners achieving L2 with English and mathematics by 19 is 70.3% which is above the national and but below the London average and 7.4% below our highest performing statistical neighbour (2017 data)
- ◇ 88% of Ealing pupils stayed on in education or employment after 16-18 study which is the same but not better than the national average. The % in employment is below the national average and matches the priority to get more young people into appropriate training through internships and apprenticeships.

Aim: Specific groups of pupils are making better progress in Ealing than they are doing nationally

(Note: Data sets mostly based on 2017 outcomes)

Strengths:

Disadvantaged pupils achieve significantly more than their peers nationally at the end of KS2. The gap between these pupils and their peers for 4+ English and Maths has closed and is considerably narrower than the national by the end KS4 at 16% (vs national gap 27%).

Overall progress made by disadvantaged pupils from KS2 to KS4 remains a significant strength although there are specific cohorts for focused improvement work (see below)

For improvement:

- ◇ By Year 6 many schools have started to close the gaps between disadvantaged pupils and their peers especially in maths. However, disadvantaged pupils who do not reach age-related expectations in **reading and writing by Year 6**, find it very challenging to catch up with their peers by Year 11. The gap widens for significant numbers of these pupils from 11 to 16. **Most of these pupils are boys.**
- ◇ There is still **wide variation in primary schools** in the achievement of disadvantaged pupils and in the progress made by low attaining pupils and those with SEN although most schools achieved a progress score for pupils with SEND in line with or above the NA in 2017 than in 2016.
- ◇ Disadvantaged White British pupils and Black Caribbean boys* continue to make the least progress from KS2 to KS4
- ◇ **Black Caribbean pupils** achieve the lowest outcomes in 4+ English and mathematics of any ethnic group at 48% and variation between schools remains in both primary and secondary*
- ◇ **Traveller pupils'** attainment remains well below the national average across the key stages*
- ◇ **Too many pupils receiving SEN support are either permanently excluded or issued with fixed term exclusions.** The wide variation in practices across schools is a focus for further enquiry and exploration to ensure consistency in meeting pupils' needs.

*These improvement priorities mirror those highlighted in the Mayor of London's annual education report 2017

Every school and provider will address the gaps in the quality of provision and progression pathways for children and young people with SEND to secure the very best inclusive practices (2016 data)

The overall picture of inclusion in Ealing schools for low attaining groups and those with SEN is good although there is significant variation in the progress made by pupils with SEN across schools (2017/18 data).

Strengths:

- ◆ The percentage of pupils with **SEN support** achieving a **good level of development in EYFS** increased to 36% in 2018 (above NA)
- ◆ 29% of pupils on **SEN support** achieved **expected standard in reading, writing and mathematics at KS2** (8 points above NA 2017) (quartile A).
- ◆ 35% of pupils on **SEN support** achieved **4+ in English and mathematics at GCSE** in 2017 (5 points above the NA)
- ◆ Overall **progress 8** for pupils on **SEN support** -0.3 (quartile B)
- ◆ 43% of 19-year olds **with SEN support** qualified to **level 2 including English and maths** (6 points above NA) (quartile B 2017)
- ◆ Pupils with **education health and care (EHC) plans** do well at **Level 2 English and mathematics by 19** with 23.5% achieving this level putting Ealing at the top of its 11 statistical neighbours
- ◆ Pupils with **EHC plans** completing **Level 3** courses also do well against statistical neighbours
- ◆ The proportion of young people who have **SEND who are NEET** is low, particularly for those who have an EHC plan
- ◆ The achievement gap between **disadvantaged pupils with SEN** and their peers is smaller than the national gap by 16.

For improvement:

- ◆ The amount of **progress** made by pupils with SEN from **EYFS to KS1 and from KS1 to KS2** is inconsistent across primary schools and between subjects with pupils making least progress in writing
- ◆ The amount of **progress** made by pupils with SEN from **KS2 to KS4** is inconsistent across secondary schools
- ◆ 87% of **KS4 pupils with SEN support** were in **education, employment and training** at 17 (1 points below NA) (quartile C) and down from 90% in previous year.
- ◆ **Attendance** rates of **pupils with SEND** are lower than their peers in both primary and secondary phase
- ◆ The **quality, range and breadth of technical pathways** for learners not able to access level 3 academic routes is an area for improvement in the borough.

Ealing will be recognised as a leading local authority in promoting educational excellence through providing, brokering and commissioning high quality educational services, innovation and high quality leadership in partnership with its schools

Schools' survey 2018

73 schools (60 primary, 4 special and 9 secondary) completed the annual school effectiveness survey in 2018.

Schools were asked to rate individual services using a 4-point scale including:

- ◇ Service quality
- ◇ Customer focus
- ◇ Value for money
- ◇ Making a difference.

Schools were also invited to provide qualitative commentary to support ongoing service improvements.

Overall, feedback from schools continues to show very high levels of satisfaction with bespoke services, leadership networks, support, advice and guidance from the school effectiveness team.

The services in the table below demonstrate sustained high performance and/or improvements over the last 4 years. The table shows the percentage of schools rating services **good or outstanding** for quality where there were 10 or more responses. For reports on all areas visit www.egfl.org.uk/impact.

Service area (% of respondents rating service quality good or outstanding)	2015	2016	2017	2018
Secondary link officer/bespoke support	100	100	90	100
Secondary briefings and networks	100	100	100	100
Primary and special link officer/bespoke support	92	92	88	97
Primary and special briefings/networks	91	97	90	91
School workforce services	100	100	82	100
Governor services	96	97	100	100
Extended services/School partnerships enrichment	100	100	100	96
Health improvement services	90	97	96	100
ICT support service	100	100	100	100
Central training programme	90	95	96	98
SEN training and support EPTSA	-	86	95	98*
Ealing music service	72	90	81	100
NQT monitoring and induction	46	96	96	100
KS1 and Y6 moderation	84	93	82	94

*EPTSA report July 2018

Collaborations and the development of new ways of working

In 2017-2018 eighteen headteachers directly contributed as **system-leaders** to the development of the **Ealing Learning Partnership** and new approaches to school improvement. Eight headteachers represented their quadrants and phases as members of the **Ealing Learning Partnership Board**, actively shaping its vision and engaging schools through a programme of dedicated events and meetings. The board successfully shaped a new core ELP service offer to schools 2018-2019 and secured the annual subscription of all but 3 primary schools and 1 secondary schools in the borough.

A new cluster-based school improvement model was developed with primary headteachers following detailed consultation. Five cluster leads were appointed in the summer term to lead and facilitate peer review for **57 schools** in clusters starting in September 2018. A comprehensive peer review handbook has been developed with cluster leads and a full training programme for peer review put in place for September 2018.

Five new learning communities have been established in the primary phase. Lead schools have been identified and recruited to develop action research in the areas of:

- ◆ Quality first teaching for pupils with SEN
- ◆ Improving the teaching of reading
- ◆ Embedding whole-school approaches to developing metacognition and learning strategies
- ◆ Developing approaches to improving assessment and reducing workload.

2018 marked the third year of the new assessment arrangements for primary-aged pupils. Ealing has been particularly successful in developing a **school-based team of accredited moderators in KS1 and KS2** with over 300 teachers participating in assessment networks to strengthen practices in non-statutory years. 95% of schools evaluated the quality of assessment support as good or outstanding in 2017-2018.

The success of the **SEND commission** led by **Ealing Primary Teaching School Alliance (EPTSA)** has led to a third year of investment supporting SENCO development; specialist training and support and peer review development. 14 delegates participated in the four-part SENCO induction programme and all rated the quality of induction and training as good or outstanding. SENCOs feel very well supported and 98% rated networks as good or excellent. SEND peer review continues to be highly valued with 35 schools having now participated since the programme began. Peer reviews have been of significant value in identifying area-wide development needs and profiling exceptional practices in schools. The annual SEN Conference was attended by 68 delegates and received exceptional reviews. EPTSA has expanded its training programme delivering AET training to 330 delegates in 18-19 with huge success.

Over **400 days of LA bespoke school improvement** support were purchased by primary and special schools to support headteacher appraisal, recruitment, external reviews, self-evaluation and planning, assessment, governance and preparation for Ofsted. 97% of schools evaluated bespoke support purchased in 2017-2018 as good or better.

The leadership commission supported many school-led activities in 2017-2018 including the **annual headteacher conference** in January 2018, led and coordinated by **West London Teaching Alliance (WLTA)**. This proved to be a great success, including headteachers from all phases - an important rallying point for schools' commitment to Ealing Learning Partnership. Similar conferences for deputy and assistant headteachers have led to the development of quadrant-based support led by serving headteachers and deputies from across the partnership. 11 schools participated in the **Enhancing Leadership Programme** and the **Good to Outstanding Programme** in 2017-2018 and, notably, all schools improved attainment and progress in 2018!

In the secondary phase, schools continue to invest in collaborative professional development in partnership with the council and **Ealing Teaching School Alliance** (ETSA) to fund leadership networks across a wide-range of subjects. Subject leader networks continue to be well-attended and evaluations demonstrate their success with 98% of participants rating networks as good or better. Subject conferences were held in spring and these were highly rated by schools. Several schools have participated in subject peer reviews including SEN peer review triads led through the SENCO network. Nationally accredited leadership programmes such as NPQSL, NPQML and Leadership Diversity programmes continue to be coordinated centrally with over 40 teachers participating in 2017-2018 with a significant number gaining promotion or secondment to senior roles.

Governor services

Ealing continues to prioritise governor development to support the increasing demands and accountabilities of school governing boards. 100% of schools that responded to the schools' survey on governor support services rated support as good or outstanding in 2017-2018. 300 governors attended centralised training courses and these were highly rated. Attendance at the termly network meeting for chairs remains steady with 38 schools attending and we aim to improve this aspect in 2018-2019.

15 new, current and aspiring chairs successfully completed the national college chairs development programme.

Governance remains a key focus for schools in the securing good programme and seven schools received dedicated reviews and support for governance in 2017-18. Our governor associates continue to provide excellent support to schools with specific challenges and effective use of local and national leaders has been an instrumental part of the securing good programme.

We continue to have huge success working alongside Governors for Schools (formerly SGOSS) to recruit high quality governors in our schools generating 45 applications in 2017 – 18.

NQT Appropriate Body support

The quality of Ealing's Appropriate Body support to newly qualified teachers is our most improved service area since 2015. 78 schools used Ealing as their Appropriate Body for NQT induction and monitoring in 2017-18. The service now has excellent reviews with 100% of respondents rating quality, communication and impact as good or outstanding and 98% schools stating that the service made a difference to achieving pupil outcomes.

The quality assurance process has supported the development of excellent practices in schools with 100% of schools judged to be providing good/better induction. A wide range of professional development for NQTs has been delivered in partnership with West London Teaching Alliance and sessions have been highly rated. Mentors have been well supported through a dedicated network and conference and it is significant that increasing numbers of NQTs (89%) are continuing their teaching careers in Ealing.

Workforce and school business manager support

This service continues to be high successful. 53 schools accessed workforce support in 2017-18 with 100% rating the service as good or better. 45 schools purchased school business manager membership and this network continues to provide highly effective support and resources to professionals.

The annual conference attracts wide participation from schools across London. The network of business managers has been formally recognised by the Institute of School Business Leaders in accessing chartered career pathways for members. Working with the Ealing primary teaching school alliance has been instrumental in developing Specialist Leader SBMs and expanding more career pathways for graduates including Level 7 qualifications.

Investment in communities

School partnerships and enrichment (formerly extended services)

The school partnerships and enrichment service is now entirely funded through external grants and school buy-back so its focus has changed accordingly. Of the schools that received bespoke services in 2017-18, 96% rated support as good or outstanding. The family-school partnership award has been rolled out to 14 schools in Ealing and 13 schools in Harrow following a successful grant funding bid with John Lyons charity. Round one of the award demonstrated positive impacts in schools and the need to focus activity on the most vulnerable learners.

22 schools have participated in the Aspire network focused on connecting primary-aged pupils to the world of careers through focused engagement events with employers. 3600 pupils in KS1 and KS2 have participated in a wide range of enterprise activities in 2017-18. 670 secondary-aged pupils from 5 schools benefited from focused links with Connexions and over 80 employers. The School Partnerships and Enrichment team have been successful in drawing down external grant funding to extend the careers-focused work in the primary phase and this offers exciting opportunities to raise aspirations for some of our persistently underachieving groups of learners.

Health improvement/Safeguarding prevention services

The coordination of exemplary health improvement and wellbeing support services to schools is evidenced in the engagement of so many schools with national accreditation schemes and local priorities. 69 schools received a health-in-school visit. 328 staff attended a wide range of workshops in 2017-18 and 127 delegates attended the annual conference. 100% of respondents to the annual survey rated the service as good or outstanding.

High quality resources and toolkits spanning PSHE; RSE; Food and nutrition and mental health have been very well received by schools. 12 parent workshops were delivered to over 100 parents to support health improvement and safeguarding. Significantly, Ealing now has the second highest number of schools with gold, silver or bronze Healthy Schools accreditation in London (2nd out of 32 London boroughs).

Over half of Ealing schools purchased Health Improvement/safeguarding support packages in 2017-18 with 91% rating support as excellent. The PSHE network meetings for primary and secondary schools have been very well attended and over 50 schools now have a registered mental health lead in post. Engagement of secondary schools in developing the role of the mental health lead has been excellent.

Gypsy Roma Traveller achievement service

Following a re-location of the team and better integration with children's services 2016-17, school leaders were invited to work with the GRT team to agree key lines of research and core activity to achieve greater impact for a group that continues to be over-represented in the tail of underachievement in London. In 2017-18, stronger systems have been developed to track and monitor the progress of GRT children using the PEP approach from the virtual school for Looked After Children. Although in its early stages, this has shown promise in identifying and addressing barriers to learning. Establishing full commitment to this approach within existing resources is an area for development in 2018-2019.

A focused action-research project designed to surface the key obstacles to those GRT learners with good attendance revealed a pattern of speech and language difficulties not previously identified by schools for further exploration. It is timely to set out common expectations of schools with GRT pupils; to review the council's oversight of most vulnerable learners and to publish examples of school-based practices that have the most significant impact.

Other services to schools

Behaviour support services to schools

A separate report/impact evaluation on the Behaviour Support Service to schools will follow.

Music services

Ealing Music Service continues to provide schools with excellent access to high quality support. 66 schools access one or more of the four core music services subsidised by the Arts Council grant to Ealing. 97% of respondents rated services as good or outstanding in 2018. The first access programme, that supports all primary-aged pupils in learning a musical instrument, has been further developed and resources made available to support schools' confidence in making provision available to all pupils. There are still not enough primary schools making full use of the music offer and governors are encouraged to look at music provision as part a rich curriculum offer.

A varied programme of enrichment opportunities supporting young musicians of all ages to collaborate across schools including: Mozart 250; Ealing Youth Orchestra Roadshow; World Music Festival; Drip, Drip, Drop and Ealing2Broadway have been particularly successful. Many scholarships and bursaries have been secured through partner organisations to support and nature talent. The music service remains focused on securing equity of access to musical education for all children and to developing its profile as a leading partner in offering inclusive ensembles and collaborative opportunities for all schools.

ICT/computing

ICT and computing support was well received by schools with 100% of respondents rating service quality as good or outstanding. However, it was not possible to sustain this service as part of the ELP offer to schools from 2018. Alternative arrangements have been made with another provider and communicated to schools.

Central training programme and Ealing Education Centre

In 2017-2018, a high quality programme was developed in consultation with Ealing's three Teaching Schools and was promoted on Ealing CPD online, gatekeeping and EGfL. The central programme includes coordinated courses for every key stage and every category of staff working with children/young people with a wide and varied group of council-based, school-based and external providers.

Nearly 2,000 evaluation forms were collated from courses delivered centrally with exceptionally high levels of satisfaction with course delivery and administration. 98% of schools responding to the survey rated the programme as good or outstanding. Further improvements to the online evaluation function are in hand to improve feedback loops. The new ELP Committees will be ensuring that the totality of professional development support offered to ELP schools through the central programme and Teaching Schools is balanced and offers excellent value for money.

Ealing Education Centre remains a busy central venue with a 21% increase in footfall in 2017-18. The centre is used by schools, adult learning, early years practitioners and children's services and remains a viable facility. Staffing efficiencies necessitated through the ELP restructure have led to a leaner EEC team focused on delivering the highest quality customer service.

Web communications and business support

The web and business teams have been restructured as part of the Ealing Learning Partnership restructure 2018. Schools remain highly satisfied with the responsiveness of business support teams who continue to process £2.8M of traded services each year across 24 separate services for schools. New ELP pages have been developed alongside new branding for the partnership ready for the work of the six dedicated committees in 2018 – 2019. Schools will have access to all partnership developments through the new one-stop-shop dedicated ELP area from September 2018.

Conclusion

Strong partnership working between the council and its schools (and between schools) continues to impact positively on outcomes for Ealing's children and young people. The development of the Ealing Learning Partnership launched in 2018 is testimony to the impact that working together has had on addressing area-wide priorities.

Ealing Learning Partnership has put school leaders at the heart of shaping and implementing strategies that will realise the ambitions of the partnership. This concluding report should influence the work of the six new ELP committees in driving forward the priorities articulated by the ELP Board for 2018 – 2019 and beyond.

The **ELP Strategic Plan 2018 – 2021** will be published later in the Autumn term 2018 setting out the activities that will sit under the following overarching priorities:

1. **Learning and Achievement** – securing consistency high standards to achieve outcomes amongst best in London
2. **Safeguarding and Wellbeing** – Anticipating and responding to safeguarding needs through strong collaboration between schools and services
3. **SEN and Inclusion** – improve outcomes and life chances for our most vulnerable CYP
4. **Progression and pathways** – ensuring every young person is on a pathway to sustainable employment
5. **Financially sustainable schools** – supporting schools to spend well for less
6. **Business growth** – visible partnership that attracts investment and talent.

For more information about ELP committees visit www.egfl.org.uk/ELP

Ealing Learning Partnership
Perceval House
14-16 Uxbridge Road
Ealing W5 2HL

www.egfl.org.uk/ELP

