

Ealing Learning Partnership

Consultation Paper February 2018 V2

Learning and Achievement Model

Building momentum for a sustainable, scalable, cost-effective partnership

No learner left behind: No school left behind

A fresh, strategic, area-wide approach to connect every school to the ambitions of ELP through active participation in peer review and collaborative learning to reduce the variability in provision and improve the capacity and performance of all schools.

ETHOS

- High challenge: Low threat - creating the right conditions to challenge each other to pursue the very best for every child, teacher and leader
- Building trust across the partnership so that all schools can grow

1. ELP Peer review and collaborative clusters (funded from ELP core)

PURPOSE

- To provide every school with external validation and collaborative opportunities to support improvement
- To identify strengths and areas for development to inform work of partnership
- To focus attention on themes across the partnership in addition to individual school priorities e.g. progress and outcomes of disadvantaged pupils; reading and writing at greater depth

DELIVERY

- Strategic clusters of 12 schools led by a dedicated **Cluster Lead/Facilitator**
- Clusters are created from across geographical areas with a balance of similarities and differences in pupil demographic; current performance and experience.
- Schools form **triads** within the cluster and work with their triad for a year
- All participating schools are trained in a peer review model (that reflects the ELP ethos) so that all are confident to host and lead /co-lead reviews - all schools host one review and participate in two reviews during the Autumn/Spring term
- Reviews are structured around key lines of enquiry presented by the host school and including consideration of ELP priorities
- Cluster network meetings are coordinated three **times a year** to support collaborative learning arising from the reviews; evaluate the model and support partnership improvement
- Cluster lead schools will receive funding to support their role

PEER REVIEW REPORTS

- Participating schools will receive at least one peer review in the year. The reports are not retained by the board or LA* except for QA purposes
- Host schools will collate the information gleaned from the review with their peer reviewers on the day and will write a summary that peers agree reflects their evaluation
- The reports will be in an agreed format and contain clear evaluation and recommendations
- A summary cluster report is produced for the ELP Lead to inform CPD commissioning and other development activity

**schools may choose to send the LA their peer review report to support the LA's discussion with a lead inspector during Ofsted*

CLUSTER LEADS/FACILITATORS

- Set up the conditions for collaborative learning and peer review – expectations and protocols
- Promote intelligent use of data to inform collaborative learning
- Develop an understanding of the needs of each school in cluster
- Develop and embed quality assured peer review as a routine tool for validating and growing practice
- Invite schools to submit reviews and collate information to inform the development of “learning communities” and leadership programmes
- Share learning from the model with ELP Quality & Partnership lead to inform future models
- Support ELP Lead with ideas for external bids on behalf of their cluster schools

CLUSTER LEADS/FACILITATOR – PERSON SPECIFICATION

- Fully committed to aims and values of ELP maintaining a focus on pedagogy and leadership
- Experienced leader, committed to leading by example
- Evidence of providing support to other schools, building trust and collaboration
- Evidence of deploying a range of leadership approaches to lead improvement
- Highly regarded by peers
- Have full support of GB to dedicate up to 12 days to ELP
- Have a deputy ready to take on additional responsibility resulting from the headteacher's cluster work
- Have school-based support to administer the cluster

2. ELP Learning Communities (funded from ELP core)

ELP Learning Communities are designed to bring schools together around common identified themes and innovation. Any ELP school has access to the communities irrespective of whether they join clusters in 2018-2019. Leading schools will play a key role in setting up the communities and developing collaborative learning through action-research, training and joint-practice development.

All ELP schools will be invited to join learning communities (comprising leaders from across the partnership) and schools will be expected to commit to 6 sessions over the year including gap tasks and dissemination of learning. Participating schools will determine which leaders are best placed to join the communities.

Learning Community lead schools will receive funding to support their role.

LEARNING COMMUNITY LEAD SCHOOLS

- Establish the focus and expectations for their community
- Combine research and practice to stimulate and grow pedagogical leadership
- Set up gap tasks and secure the commitment of participating schools over 6 sessions
- Evaluate professional learning and the impact in participating schools

CRITERIA FOR LEADERSHIP

- Strong track record in thematic area with depth of leadership and embedded approaches in combining research and practice
- Track record of working with other schools to improve leadership, learning and achievement

Questions and responses from previous consultation

What is the link between the clusters and the local authority's statutory duties to assess risks and monitor school performance?

- The clusters are designed to bring about school improvement through the active engagement of leaders in validating their own and other practices - shining a light on areas that could be improved and developing solutions through collaboration
- The local authority is part of the Ealing Learning Partnership. Its duties in relation to promoting educational excellence and monitoring maintained schools remain but **there will be separate processes for assessing risks and engaging with leaders to address these**. This is not the role of the cluster. **(Funded by DfE)**
- Desk-top monitoring of progress and outcomes will continue alongside wider identification of risks including finance; governance; safeguarding and inclusion. The local authority will make direct contact with schools where one or more significant risks are evident and seek further assurance that the school is on top of addressing any risks. Local authority officers would make initial contact by telephone and follow up the call with a half-day visit to the school in the first instance. **(Funded by DfE)**
- Where appropriate, these schools will receive termly monitoring visits by a designated link partner to assess progress in addressing areas identified. The current **educational excellence policy** will not significantly change although we are looking at stronger mechanisms for deploying school to school support quickly. The **ELP Quality and**

Partnerships Lead will play an important role in securing school to school support for schools in the **Securing Good Programme. (Funded by ELP core)**

Do we need a Headteacher lead? Is this a top-down model again?

- Structured collaborative learning and systematic peer review requires leadership to set expectations, cultivate commitment and build relationships
- The model is not constructed to be top-down and Cluster Leads are facilitators – leading by example and sharing their experience of peer review

Outstanding schools may give more than they get back

- While this may be a quick assumption, it has proved not to be the case in triadic reviews made up of outstanding, good and RI schools in other areas. Headteachers in outstanding schools have been impressed with the smart short-term action planning in RI schools and the pockets of excellence that exist even when overall provision may require improvement. There are outstanding leaders in RI schools.
- Outstanding schools and outstanding leaders are expected to play a significant part in improving the “system”. ELP Clusters and Learning Communities provide leaders at all levels with the opportunity to do just that.

How are triads decided?

- In going back to ELP’s strapline “No Learner Left Behind.....No School Left Behind” the principle of inclusion must operate for the benefit of all schools.
- Once we understand which schools want to join the pilot – a small team of people (probably officers and link partners who know those schools well) will suggest possible cluster/triad groups. Proposals will be sent out to schools and headteachers will have the opportunity to raise any serious concerns. Otherwise, we would expect professionalism, courtesy and openness to prevail alongside clear protocols for conduct of review teams.

Will the reviewers make judgements?

- We would expect a strong peer review evaluation framework to be supported by a rubric for writing that links what is seen and heard to the impact on pupils’ learning and well-being. A peer review is not an inspection and so high stakes judgements are not appropriate. **The experience must support the school in its own journey and leaders should feel in a stronger place after the review than they did before.**
- The principle of noting and focusing on behaviours and actions that are having the most direct impact on learning should be central to an inquiry-led approach
- The triad reviews are designed to focus on two **learning and achievement** areas – including an area of strength and an ELP priority area

What information is shared with the board and why?

- The role of the ELP Board is to set strategic priorities and cultivate partnership behaviours that support ELP aims and priorities. The board will expect ELP Quality and Partnership leaders to produce annual reports on the effectiveness of approaches to improvement including the cluster model.

- Cluster leads will meet with designated ELP lead to share their **collated summary** report for their cluster and this is likely to contain a summary of developmental needs to inform CPD and to highlight practices that could be scaled up for the benefit of the partnership.
- The impact and effectiveness of the Ealing Learning Community work will be evaluated and shared with the board to inform decision-making on further development work

Will the model meet the expectations of governors?

- Governors should actively be seeking external validation and challenge in their strategic capacity in driving improvement alongside the headteacher. Governors will want to know that peer reviews are robust and support their leaders in ongoing improvement. They will want to be involved in dissemination of learning from peer reviews.
- Governors in schools due for inspection also have the opportunity to purchase full Ofsted health checks from trained ELP School Improvement associates. These health checks will cover the full Ofsted framework and highlight what the school needs to do to be fully Ofsted ready.
- Governors may wish to purchase additional services to support their school's development including safeguarding reviews; governance reviews; pupil premium reviews etc.

PREPARATION AND TIMELINE

Dates	Activity
21 st – 28 th February	Final consultation 2018-2019 model
1 st – 12 th March	Schools invited to sign up for peer review clusters and cluster lead role*
15 th – 26 th March	Organisation of clusters and opportunity for schools to respond with any concerns
27 th March	Communication to schools
Summer term	Cluster peer review training for all participating schools
	Invitation for Learning Community Lead schools
	Cluster lead development network
	Learning Community Lead network

** The board wants to encourage all ELP schools to participate in the cluster peer review model but if a school does not wish to participate in 18-19, we will allocate one link partner visit to that school funded by the core. These schools will still have full access the learning communities and all other core ELP support set out in the brochure. Any school can purchase bespoke link partner support in addition to the model described above.*

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For more information see:

www.egfl.org.uk/ELP

Ealing Learning Partnership
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