

# Ealing Learning Partnership

Progress update Sept 2018



“ the best way to predict the future is to create it”

Abraham Lincoln

## What is ELP?

A partnership between schools and the council to promote educational excellence and well-being for all learners through collaboration and innovation

Towards greater collective responsibility for outcomes



## “No learner left behind; No school left behind”

- High challenge: Low threat – growth mind-set and innovation
- Responsive to the needs of schools so they can make the greatest difference to children and young people
- Working together to ensure value for money across all services for children and young people

## 5 year vision - sustainability

- **Community of schools:** from collaboration to shared responsibility
- **Successful schools:** great outcomes for young people – choice for residents
- **Strong partnerships:** better use of collective resources especially for our most vulnerable children
- **Creative solutions:** reduce risk of financial vulnerability
- **Recruitment and retention:** An attractive place to work - opportunities and support

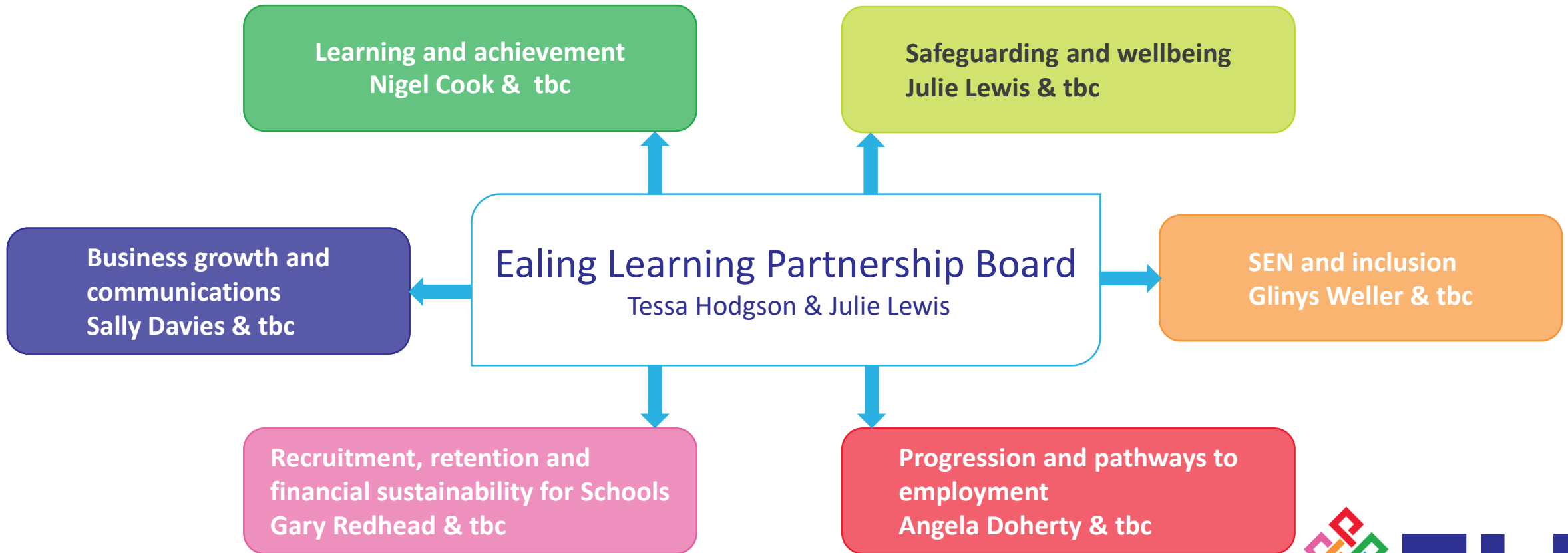
## In 5 years time

- An Ealing learning partnership where a community of schools take **shared responsibility** for their own development and success and for those of their colleagues using the skills in the community, and pedagogical research, to drive improvement.
- Trust is high in a supportive yet highly challenging partnership
- High quality professional dialogue drives improvement
- All schools are included and no learner or school is left behind.
- We are financially sustainable

## How are we getting on? Fb from schools July 2018

Successes	Risks or Even Better Ifs
Clear action plans, vision and ethos	Can structure be sustained?
Collegiality	Workload and manageability - committees
New opportunities have opened up for collaboration	Fuller integration of special schools
Clear structures for delivery – Board and Committees	It has got to deliver – value for money
Large number of schools participating	Has to focus on teaching and learning
Determination by LA to make ELP work	ELP behaviours have to be established
New primary Quality & Partnership Lead appointment	Time commitment required from heads
Balance between autonomy and partnership	Stronger communications to schools
Cluster design and potential	Longer financial commitment for security
Speed of design and implementation	Quality assurance and high expectations maintained

# ELP Board and six committees co-led with school leaders





# Ealing Learning Partnership Board

- Sets the vision and priorities for the ELP business plan and 6 committees
- Evaluates the work of the committees in achieving the aims and priorities of the ELP Strategic Plan
- Secures the engagement of schools and their commitment to subscription model
- Makes recommendations in respect of the shape and nature of services to be provided or commissioned by ELP
- Contributes to and influences other services for children/schools to achieve maximum impact for CYP

# Ealing Learning Partnership Board 2018 - 19

**Tessa Hodgson** Primary Headteacher

**Nicola Forster** Primary Headteacher

**Kerry Shilling** Primary Headteacher

**Aruna Sharma** Secondary Headteacher

**Rachel Kruger** Secondary Headteacher

**Shelagh O'Shea** Special school Headteacher

**Venessa Nichols** Primary Headteacher

**Vacancy** West London College Principal

**Julie Lewis** Director Learning, Standards, School Partnerships

**Judith Finlay** Exec Director, Children, Adults, PH

**Gary Redhead** AD Planning, Resources, SEN

**Charles Barnard** AD SAFE Early Years

**Philip Young** - Governor

# Ealing Learning Partnership Committees

- Leading officers and nominated educational leaders
- Shaping activities to drive ELP ambitions and agreed priorities for children and young people
- Reviewing the impact of activities and value for money
- Reporting to the ELP Board

# Learning and achievement

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

- Develop and embed robust school improvement and self-evaluation across all schools through **collaborative clusters** and **peer review**
- Drive **innovative improvements in pedagogy** through cross-school Learning Communities focused on local priorities and action research— Disadvantaged learners; Learners with SEND; Black Caribbean learners
- Secure strong systems for **early support and challenge**
- Drive **equality of access** – curriculum; music and arts; high quality early years provision; parental engagement

# Safeguarding and wellbeing

## 2. Anticipating and responding intelligently to safeguarding needs through strong collaboration between schools and services

- High expectations across professions - shared commitment of partners
- Joined-up working schools & children's social care/safeguarding
- Collective focus on local priorities – **CSE**; community integration; **mental health**; early help
- Pioneering and showcasing practices that make the biggest difference to children's lives – using the influence of schools

## SEN and inclusion

### 3. Improve educational attainment and life chances for our most vulnerable children and young people including those with SEND

- **Consistent expectations** of all schools and settings
- Drive high standards and attainment for pupils in all schools and settings through peer review, **sharing excellent practice and CPD**
- Highly effective and **well-understood processes** for the delivery of SEND services and their impact – excellent partnership working between schools and ESCAN
- Transparent and effective use of resources – **High Needs Block** – fairness in distribution of funding and accountability for impact
- Commission effective **school-led specialist support**

# Progression and pathways to employment

## 4. Ensuring that every young person is on a pathway to sustainable employment

- Commitment between council, schools, college, alternative providers and employers to secure the **right pathways** to education and employment for **all** young people
- **Joined-up action** on priority groups: those at risk of exclusion/NEET; SEND; Black Caribbean; most disadvantaged
- Development of **new opportunities** alongside employers - supported internships; apprenticeships
- Route planning for **London careers** – e.g. Digital and Construction industries – careers and enterprise from primary years onwards

## Financially sustainable schools

### 5. Supporting schools to spend well for less – efficiency through creative solutions

- Creative opportunities – **recruitment and retention**
- Collective purchasing and joint procurement – **economies of scale**
- Sharing specialist staff to **improve efficiencies** across schools
- Alternative structural futures – **viable partnerships**



## Business growth and communications

### 6. A visible, agile partnership that attracts investment and talent through its core purpose and success

- Cost effective and **high value services**
- **Expanding the offer** to neighbouring boroughs
- Branding and marketing – **attracting business and talent**
- **Lean and efficient** business support
- **Attracting investment** through external bids
- New partners – **new opportunities**

## Links to committee information on EGfL [www.egfl.org.uk/ELP](http://www.egfl.org.uk/ELP)

- [ELP board terms of reference](#)
- [Business growth and communications committee](#)
- [Learning and achievement committee](#)
- [Progression and pathways to employment committee](#)
- [Recruitment, retention and financial sustainability for schools committee](#)
- [Safeguarding and wellbeing committee](#)
- [SEND and inclusion committee](#)