

# Ealing Learning Partnership Q & A

## from heads and governors briefings November 2017

Question	Responses
Re Peer review triads: it is difficult to ask more of our teachers – capacity – re sharing/supporting other schools?	ELP supports/facilitates schools working together and governors are encouraged to support high quality CPD for headteachers as well as other staff. Heads welcome the opportunity for further training in peer review.
Why is ELP only for one year?	The commitment from the council and from schools is for one year in the first instance. If it works well and the partnership is fully supported by schools, it will be extended. However, the longer term aim of ELP is to build a financially sustainable model for schools and the council. Investment in building strong bridges between schools through the cluster model strengthens the commitment of schools to each other. It also gives school leaders the opportunity to facilitate the growth of schools other than their own.
What if too few schools buy into ELP? Won't it cost too much for the remaining schools?	ELP is designed to meet the needs of the vast majority of schools – high need, high value support that they may find difficult to obtain from elsewhere. Schools will want to encourage each other to commit to ELP to reduce costs.
How do you create the conditions for high challenge/low threat?	This is captured in the “cluster model” and relies on greater commitment from headteachers to supporting improvements in other schools and finding new ways of tackling some of our collective priorities like the achievement of disadvantaged children and young people.
Is it all or nothing?	Yes. Schools need to decide if they subscribe to the values and guiding principles of ELP and not just think of it as a service. ELP will evolve and grow alongside the commitment of its members and strong leadership from the board. What is of most value to schools has been carefully considered and put into the core
How will you know if it has ‘worked’?	The model incorporates external quality assurance and impact evaluation.
The cluster model – what if schools don't want to go with that? Not all schools will be ‘in the same place’ for this model?  Will it be more of the same / obvious groupings?  Schools already work together how will it be different?	We intend to pilot the cluster model in 2018-19 and share learning with all heads. Schools that do not wish to be included in the pilot but who wish to subscribe to ELP will receive one full day link partner visit and report. It will not be based on traditional groupings but on mixed groupings to ensure balance of experience, expertise, similarities and differences. Bidding for grants could be more strategic if coming from the clusters It will facilitate more formal / sustainable model of working together and is supported by core funding. Belonging to a high quality cluster should not be left to chance or peer selection.
How much will schools save by using the core services if they already get those elsewhere?	ELP guarantees excellent value for money for the core services and will provide a more holistic service than buying in from external suppliers. It is difficult to place financial value on the learning that arises from strong learning communities. However, we are confident that schools will not find better value from the open market for concrete elements like governor support; NQT appropriate body support; assessment support; data support services etc  As schools are looking for greater efficiencies they will reap significant benefits from collective purchasing and collaborative resource planning that comes from working closely with other schools. Isolation is likely to bring significant challenge for heads.
If we care about our children – isolation is not in their best interests.	Partnership within phases, cross-phases, mixed groupings/sharing – will be in the interest of all children and young people and of all schools in many different ways Big initiatives – ELP will help facilitate and share the benefits/involvement  There are amazing regeneration opportunities coming in Ealing – we have an opportunity to think and act collectively for the interests of our young people – using the ELP brand to forge stronger links between schools and business – between education and the economy. A digital skills strategy linked with local employers from KS2 to KS5 is one ambition that can be better realised through partnership.  ELP will be ambitious for all learners. Our education priorities are a clear commitment to closing the gaps between learners and between schools providing for those learners
Are nurseries in or out?	We have not consulted fully with nurseries yet so please tell us what you want from the partnership as a group

**Ealing Learning Partnership**  
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