

Ealing Learning Partnership

A unique opportunity to build on success through collaboration
2018-19





Ealing Learning Partnership

“No Learner Left Behind”

The Ealing Learning Partnership has grown out of significant consultation with schools in the period April 2016 to July 2017. The consultation has centred on determining the values and principles that should underpin a local education partnership that promotes educational excellence for all learners and directly serves the interests of children and young people. The partnership’s aims and priorities have been developed jointly between the local authority and school leaders and these reflect a strong desire for schools in Ealing to have a collective voice in shaping the development of services for all children and young people in the borough and particularly those that are the most vulnerable.

In the **first phase of development**, 2017 – 2018, the focus is on developing the leadership role of the new **Ealing Learning Partnership Board** and securing more direct involvement of schools in shaping the provision of support for school improvement and closely related services. The vast majority of schools agree that the power of ELP will be its role in facilitating school to school support “High Challenge: Low Threat” and in promoting collective ambition - building on the success of Ealing schools to date creating the future conditions for all schools to flourish.

The consultation with schools also revealed a strong desire for the new partnership board to have a more direct role in influencing the full range of interactions between the council and schools in relation to its statutory duties and its most vulnerable children. The board will therefore focus on the development of new relationships, roles and structures that will support the full range of functions in its **second phase of development** 2018-2020

The council has made a substantial financial commitment to the partnership of £571k, in addition to the £164K for its statutory duties, for school improvement and closely related services. This commitment, together with a matched investment from schools, will provide the foundations for a strong core offer with enough retained capacity to be responsive to the changing needs of schools.

The following pages set out the vision for the Ealing Learning Partnership, our educational priorities and the core offer to schools in 2018 – 2019.

ELP interim board
November 2017

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What Ealing Learning Partnership can deliver beyond statutory services for school effectiveness

Council statutory functions School Improvement All schools

- Desk-top monitoring of standards and risks to quality of education provided.
- Monitoring visits in the event of any school deemed to require improvement in relation to standards; safeguarding or leadership and management.
- KS1 & KS2 basic monitoring/moderation sample schools only.
- Basic administrative support for making the Instrument of Government.
- Liaison with Regional Schools Commissioner and DfE on structural changes to schools.
- SEND monitoring of provision – sample schools.

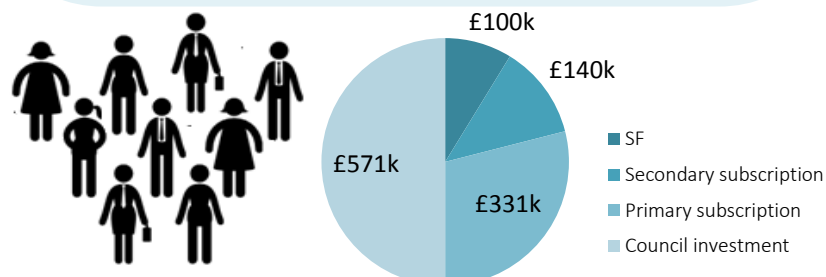
ELP core entitlement schools

ELP

- Direct links to all Children's Services and Council departments to support schools in meeting their statutory responsibilities and achieving value for money.
- ELP Clusters: every leader has access to regular, structured, facilitated peer review, support and challenge.
- Cluster leadership a single point of contact for partnership activities and support.
- Bespoke and personalised response to schools with risks - brokerage of support across partnership
- Leadership networks for headteachers and deputy headteachers
- Assessment support to build a continuous supply of lead moderators and materials
- Secondary specific collaborative link partner, subject leader networks and leadership programmes
- Data support including comprehensive analytical reports for schools, clusters and partnership
- Newly Qualified Teachers Appropriate Body : meeting your statutory responsibilities (primary/special)
- Progression to adulthood: pathways, careers/enterprise, Ealing ambitions strategy KS2 to KS5
- Governor support (enhanced): helping your GB to be as effective as they can be
- Leadership for SEND: SENCo network and leadership development
- Ealing Grid for Learning : central online web communications and resources
- Direct access to new initiatives on recruitment to reduce costs for schools

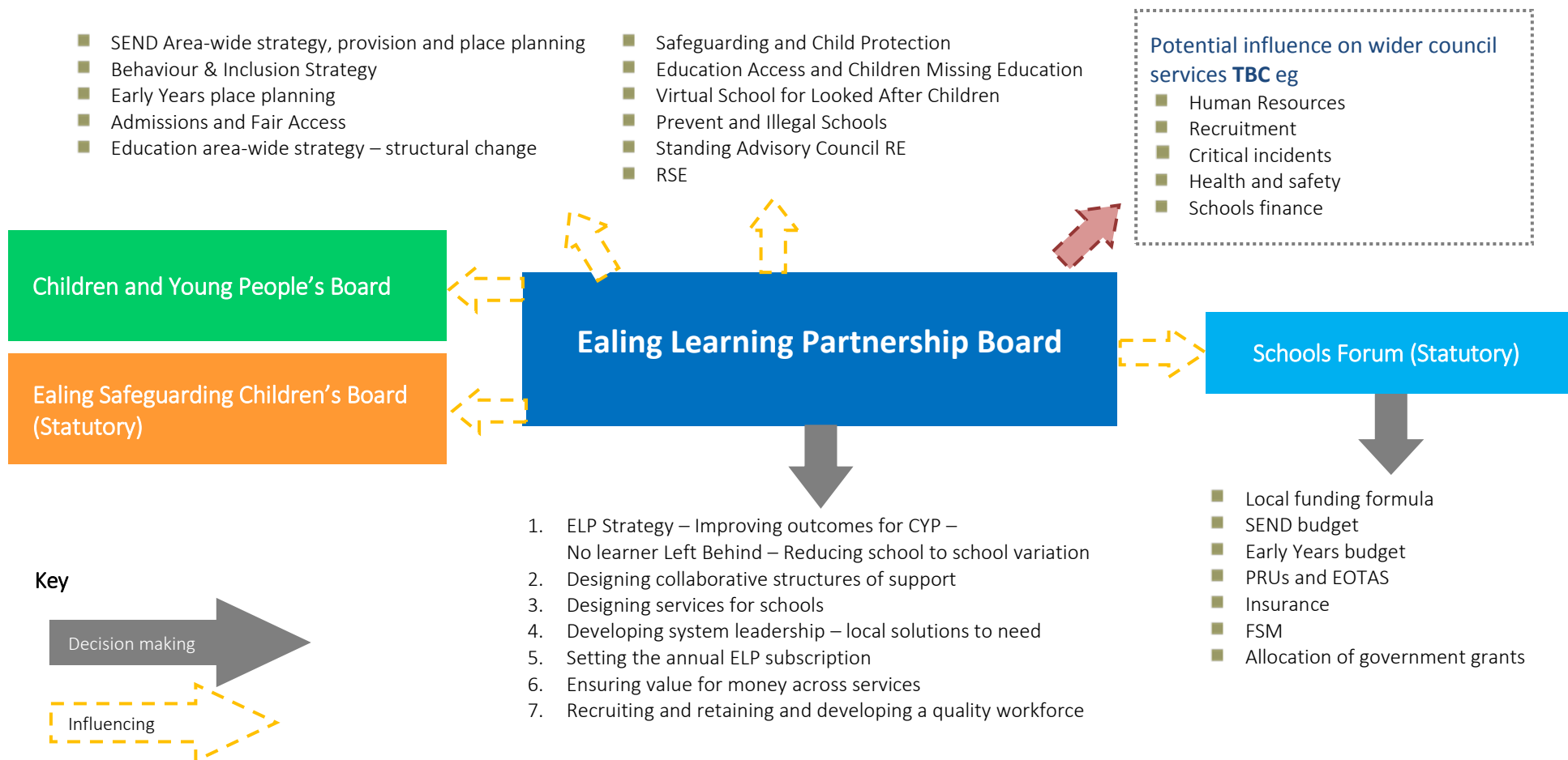
Indicative traded services TBC January 2018

- Additional services** and **collaborative offers** may be available dependent on sufficient core investment and buy back. They may be offered at preferential rates for ELP subscribers. Any surplus generated from traded services would be used to reduce the annual ELP subscription
- Support for computing across the curriculum, social media, web sites and online safety
 - Central training programme and CPD Online
 - Ealing Education Centre
 - Additional bespoke services eg leadership, NQT induction, governance, workforce development, data
 - NQT Appropriate Body service for high schools
 - Health improvement personal development, behaviour and pupil welfare packages; safeguarding prevention
 - School business manager network
 - School partnerships and enrichment, mental health, vulnerable groups, well-being; parental engagement
 - Inspire, Aspire and Achieve KS2 Careers & Enterprise
 - Fundraising support for schools
 - Ealing music service



Note £571k is in addition to £164k for Council statutory duties

Span of influence of the Ealing Learning Partnership Board



Ealing Learning Partnership vision

No learner left behind

Our vision

A partnership to promote educational excellence for all learners through collaboration and innovation:

- Supporting every Ealing pupil to achieve the best possible outcomes and develop high aspirations for their future.
- Attracting, developing and retaining the very best education leaders and practitioners for Ealing schools and the partnership.
- Operating for the good of the community and interests of pupils.

Our commitment

A newly formed Ealing Learning Partnership Board comprising eight Ealing headteachers and four senior officers working together to ensure that collective resources are used for the direct benefit of Ealing's children and young people:

- Responsive to need- creating local solutions
- Transparent and accountable.
- Influencing and shaping the local authority's broader responsibilities for children and young people.
- Ensuring value for money and impact across services.
- Recruiting and retaining a high quality workforce.

Leadership and Delivery










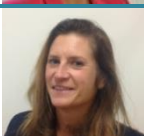


A small, dedicated, centrally-deployed team of leaders, directly accountable to the Partnership Board, will drive forward the strategic ambitions of ELP; secure effective working relationships with children's services to support schools in meeting their statutory responsibilities and support governors in planning for their schools' sustainability. ELP leaders will establish robust structures through which schools can collaborate and share expertise for the benefit of learners. They will commission school-led programmes, use the expertise of system leaders and coordinate wide ranging activities for the benefit of ELP schools in response to the needs and ambitions of the partnership.

We guarantee

- Regular analysis of your school's needs.
- Shared commitment to sharp analysis of attainment and progress data.
- Strategic deployment of services and support to schools.
- Recruitment and retention projects – active approaches to talent management.
- Governor support, recruitment and training.
- Support to secure high expectations across schools and reduce variation.
- High value services tailored to meet local demand
- Dynamic pool of experts (school-based and external) that schools can access and the growth of peer review across the partnership.
- Joint commissioning of training, innovative project work and professional development to support partnership priorities - maintaining choice without excessive duplication.
- Schools' direct influence on area-wide strategy for SEN, behaviour and inclusion, attendance, pupil place planning, children's social care and safeguarding.
- Access to collaborative bids for resources on behalf of groups of schools or specific communities served by local schools.
- Access to centralised communications – resources; guidance; toolkits; news; gatekeeping via Ealing Grid for Learning/dedicated platform.



Ealing interim partnership board members

	Tessa Hodgson Headteacher Oaklands Primary School	Ealing primary schools
	Branwen Hywel Headteacher John Perryn Primary School	Acton primary schools
	Nicola Forster Headteacher North Primary School	Southall primary schools
	Evelyn Ward Headteacher St Raphael's Catholic Primary School	Greenford, Northolt, Perivale primary schools
	Eliot Wong Headteacher Elthorne Park High School	High school
	Marion Budd Headteacher Northolt High School	High school
	Shelagh O'Shea Headteacher Belvue School	Special schools
	Tracie McNeil Headteacher Ealing Alternative Provision	Alternative provision
	Judith Finlay Executive Director Children Adults & Public Health	Officer
	Julie Lewis Assistant Director School Effectiveness	Officer
	Gary Redhead Assistant Director Planning /Resources	Officer
	Liz Chiles Director HR and OD	Officer

Priorities for consideration by Ealing Learning Partnership Board 2017-2018

Supporting schools to be securely good or outstanding

1. Continue upward trend of success in % of schools judged good or outstanding by Ofsted to be in line with top performing London regions by securing strong local and shared accountability for success.
2. Reduce school to school variation by identifying risks early across a full range of indicators, securing high quality support and challenge and measuring the impact of strong local support.
3. Build on and further improve pupil outcomes at the end of KS1 with a focus on the number of children reaching the higher standards in reading, writing and mathematics to be in line with/or above London average through universal and bespoke leadership development, consistent assessment practices and subject pedagogy.
4. Improve the number of pupils reaching the higher standard in KS2 particularly in reading through investment in high quality leadership and professional development.

No learner left behind

5. Improve the progress and attainment of disadvantaged learners in every key stage and by 19 through structured training; peer review and leadership development.
6. Improve the progress and attainment of Black Caribbean learners at every key stage and by 19 through research; peer review and leadership development.
7. Further improve the percentage of learners achieving English and mathematics standard pass by 19.
8. Improve attendance, progress and achievement of learners with SEND at each education phase through greater leadership challenge, peer review and leadership development.
9. Continue to close the gap between pupil premium, LAC and their peers.

10. Build on the success of, and significantly grow, the Family School Partnership Award by engaging parents and carers in areas of high need.
11. Promote and maintain the highest standards in safeguarding and pupil well-being building on the success of the Healthy School Award programme; mental health support and the success of PHSE curriculum framework.
12. Significantly increase the number of schools committed to offering access to high quality music, arts and sports programmes; participation and access to high profile events.

The Ealing Guarantee – participation and progression to adulthood and employment

13. Improve outcomes at Level 3 for disadvantaged young people and under- represented groups.
14. Develop effective Applied General provision in schools and technical education pathways with the college.
15. Get more young people into appropriate employment and training through internships and apprenticeships especially those with SEND.
16. Improve careers guidance and engagement with the world of work from the primary years to better prepare parents and young people for the world of work.



ELP core entitlement

Affordable – Practical – Scalable

We are proud to introduce an offer/entitlement for every type of school wishing to work in partnership with Ealing Council. Together we can achieve value for money services and high value support based around a collegiate approach. We hope that every school in Ealing will invest in the core offer.

The core offer to schools is made possible through the financial commitment of the council (beyond its statutory functions) together with the subscription from schools. By investing in ELP, subscribing schools:

- directly benefit from an additional council contribution of £571K (in addition to £164 for statutory functions)
- enable us to continually develop the quality and range of services whilst protecting the unique characteristics and autonomy of our schools
- gain important and long-lasting benefits from a partnership board that will increasingly drive value from all council services in supporting schools to meet their statutory responsibilities
- help the board to drive forward innovation and scale-up local projects for the benefit of members so that its revenue streams can be re-invested in yearly subscriptions.

<p>ELP Clusters</p> <p>Primary schools will be invited to participate in an ELP cluster of nine or ten schools led by highly credible school improvement specialists including serving headteachers. Schools will be expected to share their data and their improvement priorities in a climate of collegiality and reciprocity. Peer review models will be developed within and across clusters. Every school will have access to peer review to advance their learning and support the learning of others.</p> <p>ELP clusters are designed on a “high challenge – low threat” principle ensuring that headteachers have termly structured opportunities to review their priorities alongside colleagues; to support each other in leading solutions and use their cluster lead to work on behalf of their collective interests.</p>	<ul style="list-style-type: none"> ■ Better use of centralised resources for impact – after initial investment and set up - reduces overall costs for schools/LA year on year. ■ Develops the conditions and structures for greater school-led transformation via rapid professional development and support. ■ Strengthens the commitment of schools to each other’s growth and to the partnership’s aims. ■ Clear and sustainable opportunities for headteachers to work beyond their own schools.
<p>Cluster leads</p> <p>Primary schools will be linked to a dedicated cluster lead that will facilitate learning through the cluster model.</p>	<p>Each school will have a single point of contact to all partnership activity and services, individual support and important partnership links.</p>
<p>Support for schools at times of need</p> <p>In addition to ELP clusters and peer review, schools experiencing significant challenges will receive support in brokering tailored packages from across the partnership. Schools will be expected to use their clusters to generate support from their peers.</p>	<p>Personalised and tailored support for schools – particularly at times where change or other factors put the school at risk or in need.</p>
<p>Leadership networks</p> <p>Schools will have access to termly/half-termly leadership network meetings for headteachers and deputy headteachers</p>	<p>Focused on collective response to local priorities; notification of special initiatives and opportunities; shared learning from clusters; briefings on national policy changes, Ofsted and assessment guidance.</p>
<p>Assessment support</p> <p>Primary schools will have access to</p> <ul style="list-style-type: none"> ■ High quality lead moderator and moderator training ■ High quality professional dialogue ■ Develop school experts ■ Clarity on standards and expectations ■ LA model for assessment ■ Exemplification and planning materials for use in school ■ Support for ongoing dialogue across schools. 	<ul style="list-style-type: none"> ■ Ensures teachers’ assessments are in line with national standards and expectations. ■ Ensures consistency of approaches and best practice. ■ Enables accurate judgements which are shared in school. ■ Reduces issues of poor practice or maladministration. ■ Improves quality of teaching and learning. ■ Ensures better outcomes for all children.

<p>Secondary collaborative</p> <p>Secondary schools will also have access to</p> <ul style="list-style-type: none"> ■ A link partner ■ Headteacher appraisal ■ Updates on national and local developments ■ School-based subject leader networks ■ Leadership programmes ■ Focused collaborative improvement projects ■ Data sharing and analysis at link partner meetings and networks. 	<ul style="list-style-type: none"> ■ Personalised support to meet school needs ■ Benchmarking and focus on specific groups/areas for improvement ■ Data and evidence informed school improvement strategies ■ Sharing of innovation and effective strategies ■ Support for effective self-evaluations.
<p>Data support</p> <p>Schools will be provided with</p> <ul style="list-style-type: none"> ■ High quality comprehensive data analysis and reports - including detailed local comparative data - which precede and supplement national data sources. ■ Comprehensive data collection guidance and support. ■ Transition support for high schools including coordinated, timely, early information about new intakes. ■ Extensive high quality data and guidance for each cluster lead to support cluster work and peer review. ■ Signposting to national data releases / deadlines / changes. ■ Support in understanding and analysis of changing national developments and requirements. 	<ul style="list-style-type: none"> ■ Helps schools to gain a detailed understanding of their context and outcomes, the progress of different pupil groups to target interventions and inform gap closing strategies. ■ Saves time and duplication of effort. ■ Informs networks and link partner meetings. ■ Keeps schools up to date with evolving national developments and requirements. ■ Helps schools meet statutory requirements. ■ Avoids data quality issues which could affect funding and accuracy of published figures.
<p>New initiatives to reduce costs and influence wider council services</p> <p>For example, teacher recruitment - potential to improve and drive more traffic to school staff vacancies area on Ealing Council website.</p>	<p>Value for money advertising for staff which could reduce high costs elsewhere.</p>
<p>Newly Qualified Teachers</p> <p>Primary and special schools will have full access to Ealing's Appropriate Body NQT support. Secondary schools will pay by subscription. We will:</p> <ul style="list-style-type: none"> ■ Register NQTs with the NCTL and keep schools informed of issues ■ Maintain records and quality assure statutory assessment reports ■ Make final decisions on induction outcomes and inform the NCTL ■ Provide NQT mentor/tutor conferences, network meetings, newsletters, updates and online resources ■ NQT welcome to Ealing event. 	<ul style="list-style-type: none"> ■ Total quality assured support for the induction year ■ Secure, NCTL linked, online platform 'NQT Manager' ■ In-built alerts, reminders and processes that give schools confidence they are meeting statutory responsibilities and deadlines ■ Support for schools to develop NQTs to full potential ■ Access to a high quality local programme of training for NQTs and RQTs.
<p>Governor support</p> <p>Schools will have full access to an enhanced (additional to the basic statutory requirement) service of support, advice and training to enable governors to understand and meet their statutory responsibilities. Ealing will:</p> <ul style="list-style-type: none"> ■ Make the Instrument of Government ■ Nominate local authority governors ■ Provide information and training on key governance issues www.ealingcpd.org.uk ■ Set up temporary governing boards for new maintained schools ■ Maintain and quality assure governor/clerks membership database and vacancies ■ Support governing boards of schools at risk or in a category ■ Provide a governor and clerk helpline and regular network. 	<ul style="list-style-type: none"> ■ Support to ensure school's performance on governance is evaluated as at least good as part of the Ofsted judgement on the effectiveness of leadership and management. ■ A strong well led and informed governing board is critical to the success of any school. ■ Facilitated networks enable sharing of local and national developments, issues and solutions.
<p>Leadership for SEND</p> <ul style="list-style-type: none"> ■ Inclusion leader networks ■ SENCo induction ■ SENCo professional development and support network ■ Subsidised annual SEND Conference. 	<p>Ongoing investment in the development of leadership for SEND and Inclusion to support schools in developing common expectations and consistent approaches to inclusion.</p>

Participation and Progression to adulthood and employment - pathways, careers and enterprise

Strategic leadership and partnership planning local pathways, provision and progression routes for all learners.

- Secondary schools will be supported in maximising opportunities and curriculum pathways through leadership networks and conferences focused on developing the curriculum offer; Post 16 network.
- Strategic planning for most vulnerable students and strategic collaboration to improve pathways to adulthood and employment for learners with SEND.
- Primary schools will have the opportunity to join conferences focused on the development of local opportunities and exposure to the world of work.
- A separate KS2 Careers and Enterprise collaborative offer will be open to ELP subscribing schools. Careers guidance and engagement with the world of work at Key Stage.

Ealing Grid for Learning / web, communications, business support www.egfl.org.uk and education information on www.ealing.gov.uk

- central online communications
- services for schools online catalogue and order form
- resources, guidance and toolkits; news; alerts
- school safe and other online communications and business support.

ELP schools only will have unlimited access to the single portal which hosts:

- more than 1,500 content pages
- 6,000 downloadable resources
- 10,000 school data reports
- weekly gatekeeping and other online newsletters
- school safe rapid online communications network
- school's data reports LA policy and guidance
- contact directories,
- events calendar
- critical incidents manual
- toolkits and Council service information.

There are currently 1,200 registered users and 800 subscribers to gatekeeping.

111 school safe alerts were distributed during 2016 between 300 email addresses on the distribution list.

- One stop portal for information, resources and service offers for 80 council services.
- Single online order form and invoice or annual buy back of services.
- Responsive and rapid communications, school safe and critical incident alerts, gatekeeping news.
- Communications from the LA and between schools.
- Keeping schools informed of deadlines and requirements for statutory and other compliance.
- Direct links with CPD Online.



School Contributions to the Ealing Learning Partnership 2018 – 2019

This note sets out in detail how we propose to move from the current funding model to the new one.

Additional delegation of primary school effectiveness funding

In the current year the Schools Forum agreed a total slice towards school effectiveness services of £500k. This agreement ends on 31 March 2018 and the £500k funding will be added into school budgets. To ensure that all primary schools receive a share of this funding, which can be used for subscriptions to ELP, we will adjust the minimum funding guarantee (MFG) of each primary school by £16 per pupil.

Additional funding from the council

The Council has agreed, above and beyond its basic school improvement allocation of £164k from the DfE, to contribute £571k towards Ealing Learning Partnership. Based on 74 primary and high schools (41,500 pupils) subscribing to the partnership, this equates to a contribution of £13.76 per pupil. This means schools are accessing £1,142,000 of investment in school improvement for half the cost.

De-delegation of additional school improvement services

In the first year of ELP, the Schools forum will be asked to de-delegate from maintained primary schools a total of £100,000 towards school improvement services that it will not be possible to exclude from non-subscribers - in particular, the substantial information for schools on the Ealing Grid for Learning. The level of de-delegation will be reviewed in a year's time as the Forum has to agree any de-delegation on an annual basis.



School subscriptions

We have modelled the 2 scenarios of subscription from schools based on matching the Council's contribution of £571k. The total contribution is split £331k (ie after the £100k de-delegation) for primary and £140k high schools. These reflect that there is substantially more school improvement activity within the primary sector due to the large number of schools.

Scenario 1

60 primary and 14 high schools subscribe (a total primary pupil count of approximately 27,100). This gives the following subscription rates:

- Primary £4k per school and £3.36 per pupil
- Secondary £6.5k per school and £3.40 per pupil
- Special £4.5k per school

Scenario 2

50 primary and 14 high schools subscribe (a total primary pupil count of approximately 21,500). These give the following subscription rates:

- Primary £4k per school and £6.11 per pupil
- Secondary £6.5k per school and £3.40 per pupil
- Special £5k per school

Summary of funding and costs

Table of funding and subscription rates for primary schools

	Primary school roll			
	1 FE	2 FE	3 FE	4 FE
	210	420	630	840
School funding				
School effectiveness £16 per pupil added to MFG	£3,360	£6,720	£10,080	£13,440
Notional share of council funding ELP members £13.76 per pupil	£2,890	£5,779	£8,669	£11,558
Total new funding	£6,250	£12,499	£18,749	£24,998
De-delegation of additional school improvement services				
Primary £100,000 de-delegation equates to £3.49 per pupil				
Maintained Primaries	£733	£1,466	£2,199	£2,932
School subscriptions				
Scenario 1: £4,000 per school and £3.36 per pupil	£4,706	£5,411	£6,117	£6,822
Scenario 2: £4,000 per school and £6.11 per pupil	£5,283	£6,566	£7,849	£9,132
Net position: New funding less de-delegation and subscriptions				
Scenario 1	£811	£5,622	£10,433	£15,244
Scenario 2	£234	£4,467	£8,701	£12,934

Ealing Learning Partnership

A new way of working

What is ELP?

An opportunity for Ealing schools to work in a new partnership with the Council for the benefit of children and young people in Ealing

What will it offer?

The core offer will add significant value over and above the Council's statutory duties to schools and will provide a range of essential school improvement support

How will it work?

Schools and the Councils will jointly fund the ELP. The ELP Board, comprising 60% headteachers, 40% Council representatives, will consult with schools to develop and shape the offer and build a sustainable model for the future

I'm an academy school. Why would I join?

The ELP core offer, and additional services that may be offered, will be appropriate for all schools and phases. We believe the services are competitively priced and will be focused on local needs and priorities

I'm in a special school. Why would I join?

Much of the support contained within the core offer is of direct benefit to special schools although we recognise that there is a need to think differently about what special schools might gain from the cluster model in view of their differences and the size of the group. The ELP board would like further feedback from special schools in order to meet their needs.

How is this different from before?

The new ELP Board, with 60% school representation, is directly mandated by schools to ensure that the services provided meet the current needs of schools and that the offer is responsive and flexible to local and national changes. As it develops, the ELP will build on its external sources of revenue and reinvest profit in the partnership- a 'John Lewis' philosophy and approach.

I'm an outstanding school. What would I get out of it?

Being outward facing and working with other schools is recognised as being central within a self-improving school system. It is recognised that at times, and in different areas of provision, schools will be both givers and receivers of support. ELP will provide opportunities for outstanding schools to take a lead in shaping the model and contribute to traded services as the partnership develops.

I'm in a teaching school alliance already, how will it help me?

ELP will provide support for a wide range of school improvement services, some of which may be commissioned from Teaching School Alliances. ELP will also enable links to wider council services required by schools to meet statutory duties and other priorities. Through the ELP Board, schools will have a more direct voice in influencing the development of those services.

We don't have any budget, how would we pay for it?

The ELP Board is working to ensure that the subscription provides value for money and that the model developed will be sustainable. Leaders and governors have the responsibility to allocate resources to staff development and school improvement to ensure that every pupil is receiving a good standard of education. Playing an active, participatory role in a well-led partnership also brings about other important opportunities to share costs through collective purchasing. Governors are encouraged to see ELP as an investment – securing the support their school needs now and in the future.

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For more information see:
www.egfl.org.uk/ELP

Ealing Learning Partnership
No learner left behind

