Ealing Learning Partnership 2026 – 2029

Consultation January to March 2025

V170125

Section 1: Testing out aims and convictions

Aims

To sustain the deep connection between schools and the council, in driving ambition, educational excellence, inclusion and wellbeing for all our learners so that no learner is left behind; no school is left behind

- Ensures that every learner is supported to achieve the best possible experience, outcomes and pathways to adulthood **– no learner left behind**
- Responds to the needs of individual schools and communities of schools so that they can make the greatest difference to children and young people – **no school left behind**
- Grows, and maximises professional capacity and innovation across schools and services in pursuit of shared goals for children and young people.

Question 1: Do you agree with these core aims for 2026-2029?

Convictions

- **Children's experiences and outcomes at the centre -** capturing the direct experiences of the children and young people we serve must be at the heart of strategic direction-setting, leadership and evaluation going forwards.
- **Locality matters** – first and foremost, this partnership should serve the needs and ambitions of children and young people in the area
- **System-leadership –** the partnership should invest in system-leadership whereby leaders are supported to contribute to the partnership's priorities as well as those of their own organisation
- **Growth mind-set** – building a culture for high challenge, low threat professional learning within schools/settings and across the partnership will lead to greater resilience
- **Maximising resources -** maintaining and growing strong peer-to-peer accountability between settings and between the council and settings, helps us achieve best value out of limited resources
- **Co-governance and shared accountability –** arrangements which place school leaders at the heart of the partnership board and structures (alongside council leaders) are necessary in responding strategically to local priorities for children

Question 2: Do you agree that these convictions should shape the way the partnership develops for 2026-2029?

Section 2: Funding and ELP membership

Ealing schools' membership

Ealing Learning Partnership is a relatively small entity (86 member schools). The core offer is therefore constructed around activity that is deemed to be of highest value to most schools and the council in realising its mission.

The ELP board must now consider how the partnership will be funded from 2026 and the level of school contribution vs council contribution.

Central staffing and running costs are currently subsidised by the council (46%). The council also contributes in-kind benefits including additional leadership, premises, HR and IT support.

Schools currently contribute 54% of the total budget. School subscriptions are currently less than **0.3%** of each school's budget allocation and set as follows:

School type	Flat rate £	Per pupil rate £
Primary	4,461	5.77
Secondary	6,762	5.77
Special	4,681	0
PRU primary	2,060	0
PRU secondary	4,161	0

Schools are asked to consider the elements of the current/potential ELP offer and discuss the value attached to areas of delivery in conjunction with core mission/aims as below.

Question 3: Do you support the *principle* of retaining an Ealing core member subscription built around the partnerships aims and the support most valued by schools?

External membership

First and foremost, the partnership is designed to serve the needs and ambitions of children and young people in the area. However, the board has pledged to explore wider sources of income.

To help boost income and future-proof the partnership, a non-subsidised membership offers, created at **full market-rates** could be tested with non-Ealing schools.

Over time, income derived from external membership could then be used to off-set the costs for Ealing members.

Question 4: Do you support the creation of a non-subsidised external membership for non-Ealing schools?

Section 3: ELP 2026 – 2029 Core activity overview

This section sets out activity that could be funded by school and council contributions based on the current model.

Question 5: Are you happy that these activities are supported by core-funding? Please add comments and any new proposals for board consideration in the last section.

1. Learning and achievement Developing great teachers, inspiring great learners and securing strong leadership to maximise outcomes for all.	Comments
Non-statutory school improvement support – primary/special* • Access to high quality collaborative clusters and triads focused on high challenge: low threat principles of sector-led improvement • Training and development in the skills of peer enquiry and review to strengthen school self-evaluation and responsibility for follow-up support • Identifying and profiling excellent practices in schools for the benefit of all schools in the cluster and across the partnership • A single point of contact for every school via school-led learning clusters. • Structured networked learning that will support leaders planning and focus on learning, achievement and school Improvement. • Assessment training to develop school experts • Exemplification and planning materials for use in school to ensure teacher assessments are in line with national standards • Brokerage of bespoke support through Learning Cluster Leads	
School leadership development • Specialist school-leader support networks – new to headship; executive headship • Senior leader networks and professional development • Brokerage of school-to-school secondments • Generic subject leader training and development • Subject specific conferences	

System-leadership development and commissions

- Partnership leadership secondments to improve educational progress and outcomes of underachieving groups of pupils
- School-led commissions focused on scaling up outstanding practice

Non-statutory school improvement support - secondary*

- Access to high quality collaborative network opportunities focused on high challenge: low threat principles of sector-led improvement.
- Thematic school visits to support contextual priorities and themes for collaboration e.g. Literacy
- Secondary Spirals of enquiry – schools work jointly in spiral of enquiry model to investigate and refine practice using student voice as core reason for change.
- Structured networked learning that will support leaders' planning and focus on learning, achievement and school Improvement. School improvement and inclusion networks e.g. school improvement; inclusion and Post 16 network
- Central coordination and quality assurance of subject leader networks and collaborative conferences
- Coordination and facilitation of commissioned programmes based on local needs e.g. Ofsted visits
- Working collaboratively in finding solutions to common concerns that arise which may include curriculum development; SEND provision; staff wellbeing.

*N.B statutory school improvement support for maintained schools sits outside ELP activity

2. SEND and inclusion	Comments
Equipping our schools and settings workforce to have the knowledge, skills and confidence to support ALL learners. Re-train, retain and recruit	

Workforce development

- Access to a range of training programmes designed to enhance the knowledge, skills, and confidence of leaders, teachers, and teaching assistants.

- Collaborative SENDCo Clusters facilitating school-to-school, enquiry-based learning and leadership development.

- Bespoke coaching, advice, and signposting for school leaders to relevant services and professionals through the SEND Consultation Line

- SENDCo networks to ensure professionals stay informed about local and national policies.

- A Directory of Best Practice offering opportunities for professionals to observe and learn from live examples of effective SEND and Inclusion practices.

- Participation in Bi-Annual Secondary SENDCo and Inclusion Leads Seminars and the Annual SENDCo Conference.

- Forums to explore current challenges, such as developing alternative models in mainstream schools, personalising curriculums, and managing interventions creatively to improve provision for all learners.

- Grow Our Own initiatives, including targeted SEND-focused TA apprenticeships, aspiring SENDCo networks, and TA clusters to develop a skilled workforce.

- Innovative approaches to expanding the SEND workforce through in-school work experience for students, partnerships with agencies, and participation in the ELP Recruitment Fair.

Guidance for leaders and governors

- Bespoke SEND and Inclusion Leadership Visits to support school leadership teams in reflecting on practices and fostering a culture where "SEND is everyone's business."

• Targeted training to enhance governors' understanding of SEND resourcing, legal duties, and oversight responsibilities. • Access to materials such as the SEND Leadership Handbook to support Headteachers and Deputy Headteachers in fulfilling their SEND responsibilities effectively. • Monthly SEND Bulletin providing regular updates on national and local challenges, policy developments, and opportunities to keep professionals informed.	
Family school partnerships SEND Family Schools Partnership Award programme to strengthen relationships and communication between schools and families of children and young people with additional needs.	
3. Safeguarding and wellbeing Working together to place children and young people's safety and wellbeing at the heart of culture and practice	Comments
Training and development • Peer to peer safeguarding review and growth tools, training and coordination • High quality safeguarding professional development opportunities for new and experienced designated safeguarding leads in school and annual conference • Regular briefings that provide safeguarding advice and guidance and access to training, communications, and updates • Termly joint networks for child protection governors and DSLs to promote best practice leadership • Regular collaboration workshops for DSLs, PSHE leads, and Behaviour and Inclusion leads in themed areas e.g., harmful sexual behaviours, contextual safeguarding, peer on peer abuse • Conferences and platforms for sharing best practice and that every school is networked to build staff resilience and wellbeing	
Supporting effective partnership working • Half-termly safeguarding conversations hub for designated safeguarding leads (DSLs) and	

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attendance by multi-agency professionals to promote best practice and guide decision making • Half-termly DSL networks to include opportunities for safeguarding case study discussions and drop-in surgeries with EHAP advisers • Collaborate with Ealing schools and social care forum links with Ealing Mental Health Support Teams (Trailblazer teams) to ensure the universal availability of guidance, advice, and training. • Support with whole-school mental health strategy	
4. Progression and pathways Every young person on a pathway to sustainable employment/fulfilling life	Comments
• Careers networks and employer links • Access to careers networks and links between curriculum and employment pathways for all pupils from primary years upwards • Support development of secondary work experience opportunities, focusing on improving Gatsby benchmarks related to labour market and employment opportunities • Annual careers fair to showcase various pathways which includes apprenticeship offerings.	
Supporting effective partnership working with a focus on underserved groups • Develop a curriculum offer tailored to our locality's needs. • Liaison between council, local FE providers and schools to secure high-quality post-16 provision for all young people particularly for those working at Level 2 or below and those on technical pathways • Further strengthen partnerships with local colleges and collaborate with Connexions to reduce NEET (Not in Education, Employment, or Training) figures. • Support and guidance in preparing learners with SEND for the transition to a purposeful adulthood with opportunities for education, training and meaningful employment.	

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5. School recruitment and staff development Attracting and retaining the very best workforce	Comments
Campaigning • Local and targeted campaigns to promote local schools - attract, develop and retain the best staff to work in Ealing schools • Targeted workforce campaigns e.g. SEND workforce • Partnership strategy - hard to recruit to roles in schools	
Staff development programmes • Programme of accredited qualification /apprenticeship routes to support inclusion workforce development. Develop, promote and signpost ELP / professional pathways, and support to grow, develop and retain staff in schools.	
6. Strategic leadership and governance	Comments
• Strategic planning across council and schools to align ELP vision and implementation with locality priorities • Operational and business modelling, staffing and planning • Oversight of performance, monitoring and impact evaluation processes • Review of impact, priority-setting and value for money • Stakeholder consultation and communication • Strategic and operational links to wider services for children and Children's Services leadership • Strategic London and national links / publicity • Delegated leadership and governance across identified workstreams	

7. Business support, Ealing Grid for Learning, EEC premises	Comments
Ealing Education Centre – use as ELP hub premises	
EGFL (Ealing Grid for Learning) • Website www.egfl.org.uk containing information, guidance, model policies, procedures relating to education, school effectiveness, facilities, finance and data, HR, Services for children SEND, attendance, CME, CLA • **Gatekeeping**: Weekly newsletter covering school effectiveness, facilities, finance and data, HR, and services for children • Distribution lists for all school phases, SENCos, Safeguarding leads • **SEND bulletin**: Specifically, for SEND audiences, professionals, format and distribute, share information with schools and families • **ELP initiatives/innovations**: e.g. Spirals of enquiry, peer enquiry review, race equality support, SBM hub • **Social media**: For promoting and for stakeholders to share/repost X (Twitter) @EalingLearning, LinkedIn @EGfL, YouTube channel • **Safeguarding**: School safe alerts, distribution lists by quadrant, DSL list, emergency contacts out of hours list, safeguarding briefing recordings • **ELP core communications and branding**: Surveys, reports, design, conference materials, etc. • **Services to schools**: Annual buy back online orders • **School vacancies**: Ealing Council website updates	
Business support • ELP board/ELP committees: • ELP commissioning: Contracts, allocation of resources, monitoring • ELP Budget monitoring/finance: Budget projections, suppliers; income PAYG • ELP events programme and conferences: Business/finance support, publicity, comms • ELP Headteacher briefings/meetings • ELP Subject lead networks	

8. Data support for schools and partnership	
• 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 on intakes • Thematic data analysis and insight to support partnership priorities e.g. Race Equality focus • Support in understanding and analysis of changing national developments and requirements • Signposting to national data releases, deadlines and changes	

9. Governors' support	Comments
• Online, telephone and email advice/ support on governance issues Regular governance communications including half termly Directors' Gatekeeping Report to governors / trustees, communicating local and national educational items • Dedicated governance /clerk section on EGfL www.egfl.org.uk/governors including guidance templates and toolkits • Termly ELP networks/ briefings for governors, chairs, clerks, and Somali governors and in addition joint SENCOs and SEND governors, DSLs and safeguarding governors and Race equality school and governor leads networks • Induction resources for new governors, chairs, and clerks • Peer to peer governor development models • Governance development in school partnership models	

10. Main meetings, conferences, events	
Meetings, conferences, key events • Headteacher meetings • ELP headteachers annual conference (2 days) • ELP deputy heads annual conference (2 days) • Annual Festival of Learning • SBM conference • Subject best practice conferences • Health improvement in schools annual conference • Thematic conferences and cross-phase conferences on agreed themes • Progression and pathways careers fair • SENDCo conference	
11. New activities Add activities you would like to see as part of ELP core activity 2026 – 2029	Comments

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