



HARINGEY
EDUCATION
PARTNERSHIP

Strategic Plan

2022 / 23

ENFIELD
EDUCATION
PARTNERSHIP



About us

We exist to improve outcomes for children and young people through delivering the best school improvement available anywhere in the country

We support all types and phases of schools in Haringey and Enfield who want to work with us and our family of schools

Haringey Education Partnership is a not-for-profit, schools-led school improvement company established by Haringey and Enfield schools in partnership with Haringey Council in 2018



School Improvement with HEP

Inspiring our member schools to deliver their best for children and young people.



HARINGEY
EDUCATION
PARTNERSHIP

A Family of Schools

♥ 105
Schools

🌐 35000
School age children

👍 96%
Good or Outstanding



Vision and values

Membership of HEP is membership of a system that commits to working together to improve all of its parts and to ensuring all children achieve the very best outcomes

Our vision is to inspire our schools so every child and young person is able to thrive in a rapidly changing world

Our mission is to raise outcomes for all in HEP schools so achievement is as good as, or better than, anywhere in the country

Our values:

- Ceaseless **ambition** for what our children and young people can achieve and be
- Striving for **equity and inclusion** for all our children and young people
- **Working in partnership** across our schools and colleges to make the difference
- Taking **shared responsibility** for the communities we serve
- **Acting with integrity** and advocating on behalf of our children and young people and our schools



What we are – and what we are not

HEP is an education partnership focused on outcomes for young people. We are:

- **Schools-led**, owned and governed
- A single tier **membership** organisation
- Focused solely on **school improvement** and what makes a difference to young people
- Built on **knowing our schools** inside out
- High **challenge and support**: we do whatever it takes and want to win schools' respect
- The **glue in the system**: we bring schools together and foster collaboration
- Rooted in **place**: we are the schools and communities we serve
- Deeply committed and **the best** at what we do

HEP is different to other providers. We are **not** interested in:

- Selling a shopping list of services or a transactional relationship with no real responsibility for schools or children
- Being 'nice' or saying what schools want to hear
- Focusing on compliance alone
- Growth for its own sake: place matters
- Working with only a minority of schools, based on any type, phase, faith or specialism
- Making a profit that goes to shareholders or plugs a deficit elsewhere
- Expanding into other services
- Being second best or 'good enough'



Membership offer – overview

The core membership offer with HEP includes:

1. **Improvement Partners** – 4.5 days strategic input from a dedicated Improvement Partner, with access to the full team’s expertise
2. **Data analysis** – annual school profile, additional data analysis tailored to your school and borough / national level analysis
3. **Leadership and governance** – leadership coaching; headteacher hotline; resources, advice and support for governors
4. **Ofsted preparation** – training and resources to support leaders, teachers and governors; additional 2.5 days from your Improvement Partner
5. **Curriculum** – KS2 humanities and science resources; primary and secondary subject networks; The Black Curriculum and John Tomsett
6. **Pedagogy** – training for teachers with access to WalkThrus and bespoke support from Tom Sherrington
7. **SEND** - developing high quality, inclusive teaching for SEND, built on core standards with training and peer review
8. **Professional development** – core CPD sessions; enhanced ECF and NPQs with North East London TSH; moderation and monitoring
9. **Anti-racism** – working across our schools with training and resources to improve outcomes for students from all our communities
10. **Behaviour and inclusion** – partnering with Together Transforming Behaviour on a tailored full training programme
11. **School to school collaboration** – collaborative school improvement networks and peer review with £10k per annum for each network
12. **Keeping you ahead of the curve** – weekly briefings with all the latest guidance; keeping you connected to research, policy and innovation

Giving schools flexibility, the following additional services can be purchased in addition to your core membership:

1. **Improvement Partners** – additional bespoke support from Improvement Partners
2. **School reviews and subject consultancy** – bespoke school and subject reviews with Improvement Partners and Support Partners
3. **Professional development** – access to our extensive annual CPD programme and archive of recorded training
4. **Governor training** – access to our comprehensive annual governor training programme
5. **Clerking** – a governance professional to plan, advise and minute your Governing Body / Board and committee meetings
6. **Headteacher performance management** – working with Heads and governors to conduct a meaningful annual review and objective setting
7. **ECT Appropriate Body** – working with North East London TSH we provide a full AB service and support over both years for ECTs





Strategic priorities 2022/23 (1/2)



2022/23 focus	Why?	Actions	Outcomes
Anti-racism	<ul style="list-style-type: none"> Haringey has one of the largest gaps in the country between White British and Black Caribbean achievement at GCSE Black Caribbean, Turkish / Kurdish and Black African students are more likely to be excluded, in Alternative Provision and NEET This is a long-term priority for Haringey but extends to our members in Enfield as well as supporting others across the country to lead on anti-racism 	<ul style="list-style-type: none"> Leadership of Race Equity steering group in Haringey working across all agreed areas of activity Recruitment and development of Black teachers and leaders in school to increase diversity and representation Develop Nia Academy Saturday school for Black children, focused on literacy and cultural studies Develop behaviour champions with a focus on positive behaviour management and inclusion National Ambassador Scheme with The Black Curriculum Sustained CPD and annual conference 	<ul style="list-style-type: none"> Narrowing the gaps for Black Caribbean, Turkish / Kurdish and Black African students in primary and secondary in 22/23 and beyond Reduction in exclusions, AP and NEET for minority ethnic students Schools deliver on the racial equity pledge Diversification of workforce, including school leaders and governors
Curriculum and pedagogy	<ul style="list-style-type: none"> Teaching and learning are the single biggest lever to improve educational outcomes for children and young people Ofsted focuses heavily on the Quality of Education judgement, based on curriculum and pedagogy A rigorous, coherent and well sequenced curriculum enables schools to deliver the knowledge, skills, attitudes and values for CYP to thrive Focusing on pedagogy returns to the craft and professionalism of teachers in bringing the curriculum to life and, creating the changes to long term memory 	<ul style="list-style-type: none"> Continued rollout in HEP and nationally for KS2 humanities curriculum with Opening Worlds Continued rollout of KS2 science curriculum Develop curriculum champions network to lead across schools in HEP and nationally Develop Walkthrus trainers nationally, including HEP school leaders Tailored support for HEP schools with Tom Sherrington to implement Walkthrus effectively Vibrant primary and secondary subject networks Extend curriculum resources to more Key Stages 	<ul style="list-style-type: none"> Improved outcomes at KS2 in reading and writing at EXS and GDS Positive Quality of Education judgements Well attended subject networks in primary and secondary
SEND	<ul style="list-style-type: none"> Increasing numbers of pupils starting school with identified SEND and EHCPs in place, while school and High Needs budgets are stretched placing pressure on the support available Pupils with SEND are especially vulnerable without specialist practice to support their learning and development 	<ul style="list-style-type: none"> Build on Core Standards to improve SEND practice in mainstream schools, with a focus on secondary Recruit specialist SEND Support Partners to work with SEND Improvement Partner in schools Develop coaching and networks for SENDCos and support extensive CPD programme SEND link governor training and support Increase SEND pupil voice in planning and reflection 	<ul style="list-style-type: none"> Further improve attainment for pupils with SEN Support and EHCPs in KS2 RWM and Attainment 8 Improve destinations at post-16 for SEND pupils Reduction in NEETs for SEND All special schools to be rated Good or Outstanding SEND as a strength in Ofsted inspections of mainstream schools



Strategic priorities 2022/23 (2/2)



2022/23 focus	Why?	Actions	Outcomes
<p>Children and young people thriving in school and beyond</p>	<ul style="list-style-type: none"> • Giving young people a voice to empower them and share their perspective in school and beyond • Reinforcing positive behaviour for learning and attitudes towards fellow students • Parents are children’s ‘first educators’ and play a fundamental role in supporting them to succeed through aspiration, positive attitudes to education, reading and cultural capital • Access to cultural activities and extra-curricular activities is starkly different for disadvantaged families 	<ul style="list-style-type: none"> • Enhance pupil voice in school through Improvement Partners • Behaviour and inclusion with Behaviour Champions • Develop positive parenting support for learning, including pilot with Learning With Parents • Haringey Creates supports enhanced cultural and creative opportunities for self-expression, building cultural capital and advice for careers in the arts • Horizons gives young people a platform and access to extra-curricular activities for disadvantaged, minority ethnic, SEND and excluded pupils 	<ul style="list-style-type: none"> • Young people have a platform in school and more broadly through Horizons to express their views and priorities • Greater access to cultural activities and extra-curricular opportunities, especially for disadvantaged children and young people • Personal development recognised as a key strength in HEP schools in Ofsted inspections • Exploring if / how to survey children and young people to understand their wellbeing
<p>Professional development and leadership</p>	<ul style="list-style-type: none"> • Recruiting, developing and retaining the best teachers and leaders in HEP schools is fundamental to the education of our children and young people • The teaching profession deserves greater respect and autonomy with a rigorous focus on codifying and spreading excellence • Headteachers and senior leaders require dedicated support both to develop their craft of leadership and to address their wellbeing in response to the pressures • Teaching School Hubs and the DfE strategy for teacher development have created an opportunity to develop an enhanced accredited pathway in HEP 	<ul style="list-style-type: none"> • Develop Teach HEP to deliver enhanced accredited qualifications for teachers and leaders, starting with the ECF and HEP leadership offer • Develop practical opportunities for professional development through Support Partners and networks of curriculum and behaviour champions • National-level reputation and buy-in for HEP CPD • Enhanced central governor training and collaborative networks to support excellent practice • Pilot School Surveys with TeacherTapp to understand teachers’ and leaders’ wellbeing 	<ul style="list-style-type: none"> • Recruiting large numbers of ECTs with high completion of the programme and wanting to develop their career in HEP schools • Strong engagement and positive feedback on the leadership offer across HEP schools • Increased engagement in governor training, briefings and collaborative networks • Exploring available wellbeing metrics and consider if / how to survey wellbeing among staff in HEP schools
<p>Maintaining a strong local system</p>	<ul style="list-style-type: none"> • The White Paper and Schools Bill have reinforced DfE’s intention for all schools to academise by 2030 • HEP is agnostic and works with schools in trusts as well as community schools, so we will need to develop and tailor our offer • Further academisation carries a risk of fragmenting the school system – we will work across schools and trusts to maintain a coherent and collaborative school system 	<ul style="list-style-type: none"> • Enhance HEP’s offer for MATs whose schools are HEP members • HEP establishes a package of support and resources for leaders and governors actively considering future options • HEP plays an active role in supporting open and transparent conversations with schools in Haringey and Enfield to maintain a cohesive school system 	<ul style="list-style-type: none"> • MATs in HEP are supported to strengthen their overall leadership and capacity across their schools • Maintained schools actively considering future options are supported to make the best decisions for their school • The school system in Haringey and Enfield remains strongly collegiate and collaborative with no significant fragmentation



Measuring success

We will measure success based on KPIs including:

- Improving attainment and progress at all levels with the aim of reaching at least the London average across the board
- Narrowing the gap on racial equity and for materially disadvantaged students
- All our schools to be rated at least Good by Ofsted within 18 months of joining HEP
- As a business, HEP also aims to increase membership and buy-in to our wider offer

And we always seek feedback from our member schools:

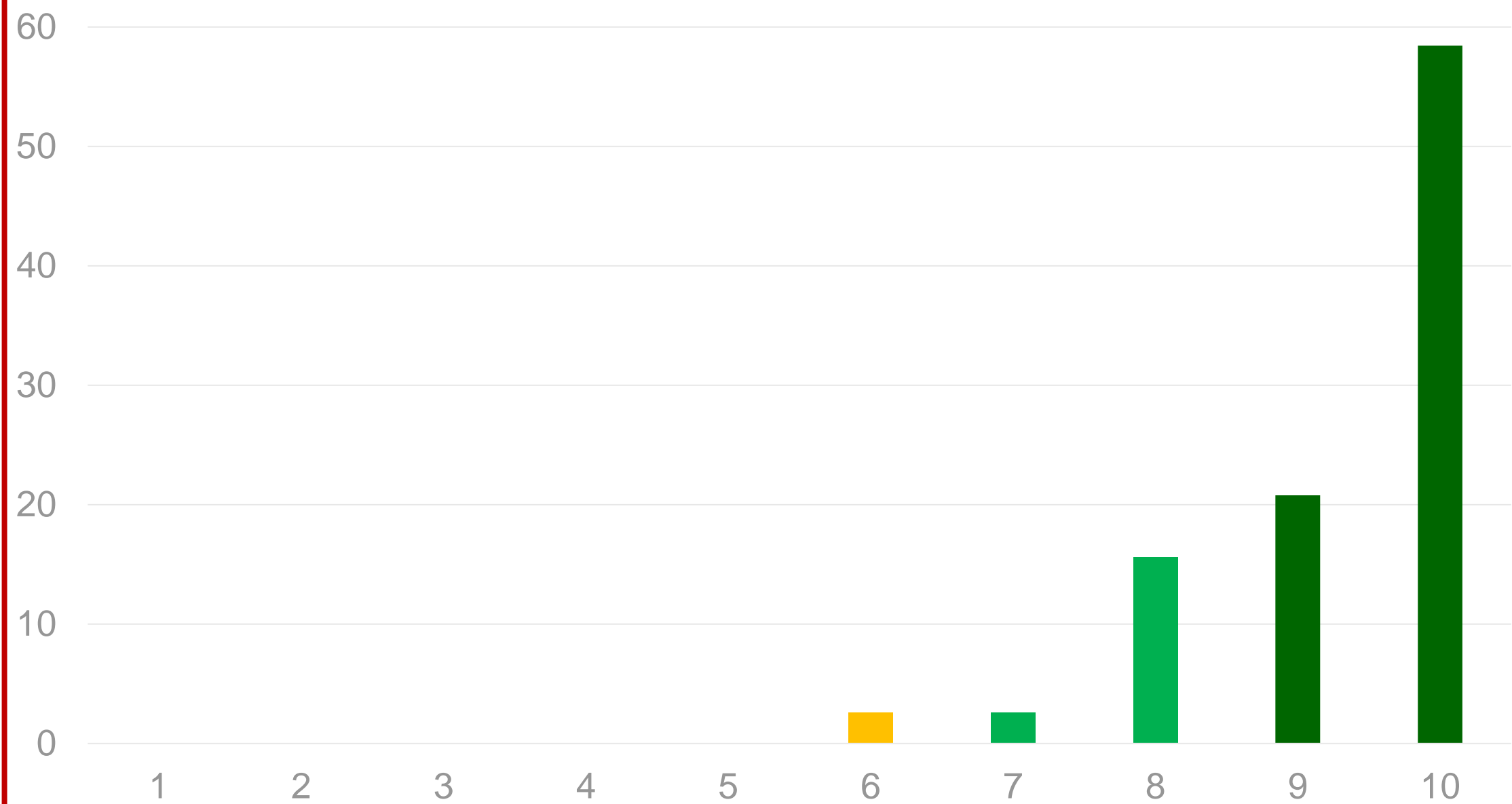
- Our Board includes 8 Headteachers and Chairs of Governors as HEP directors
- Hosting open invitation forums for schools to continually improve every aspect of what we do
- Annual feedback on HEP's work from all our member schools
- Feedback on all training sessions we deliver
- Constant close communication with our schools, particularly through Improvement Partners



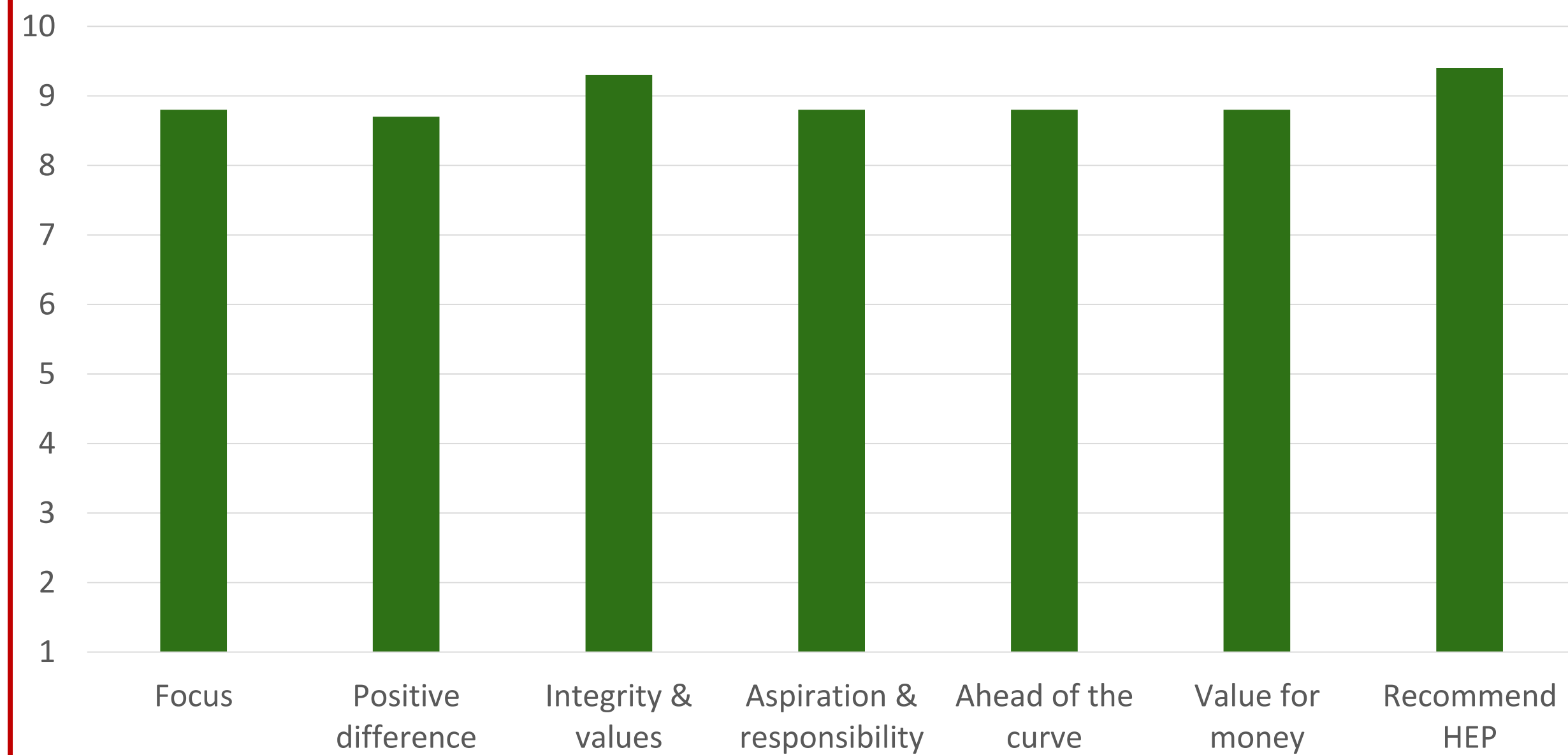
What our schools say about us



How likely would you be to recommend HEP membership to another school?



HEP member survey – July 2022



“I have always felt that HEP has the children at the heart of everything it does. We are genuinely proud to be a HEP member school”

“I would recommend! I see what other governors get in terms of local support (almost none) on governance forums I am on and I wonder how they do it!”

“The work HEP does has aligned perfectly with our school ethos and pedagogy and so all the CPD available for all staff and the programme for our ECTs alongside school led training has resulted in lots of really positive impact”

“Involvement with the HEP humanities curriculum and being part of creating training materials has been invaluable. Having a full school review carried out by a team of people with real skills and experience as HT and inspectors was very useful”

“We have been delighted with the support that we have received and have found that our every need was met”

“HEP provides a wealth of experiences, resources and training to support schools to audit their provision, identify and share strengths and to strive for continuous improvement”



We look forward to working with you

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