



HARINGEY
EDUCATION
PARTNERSHIP

Strategic Plan

2020-21





Introduction: who we are

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

We aim to deliver the best school improvement available anywhere in the country from early years through to post-16

We support all types and phases of schools in Haringey and beyond who want to work with us and our family of schools to give every child and young person the opportunity to thrive

Building on success:

- ✓ **Designed by schools for schools**
- ✓ **Owned, governed and led by member schools**
- ✓ **92 HEP schools and colleges with 35,000 children**
- ✓ **96% HEP schools Good / Outstanding**
- ✓ **Exceptional team to work with your school**
- ✓ **A family of schools to share and draw upon outstanding practice**
- ✓ **Keeping your school ahead of the curve and connected to the most exciting thinking**



Vision

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

HEP exists to improve outcomes for children and young people so they have the knowledge, skills, attitudes and values to thrive in a rapidly changing world

To achieve this, we will deliver:

- The best support and challenge to lead schools...
- With inspiring approaches to teaching, learning and home support...
- Driven by collaboration and innovation



Values



Membership of HEP is membership of a system that commits to the following values:

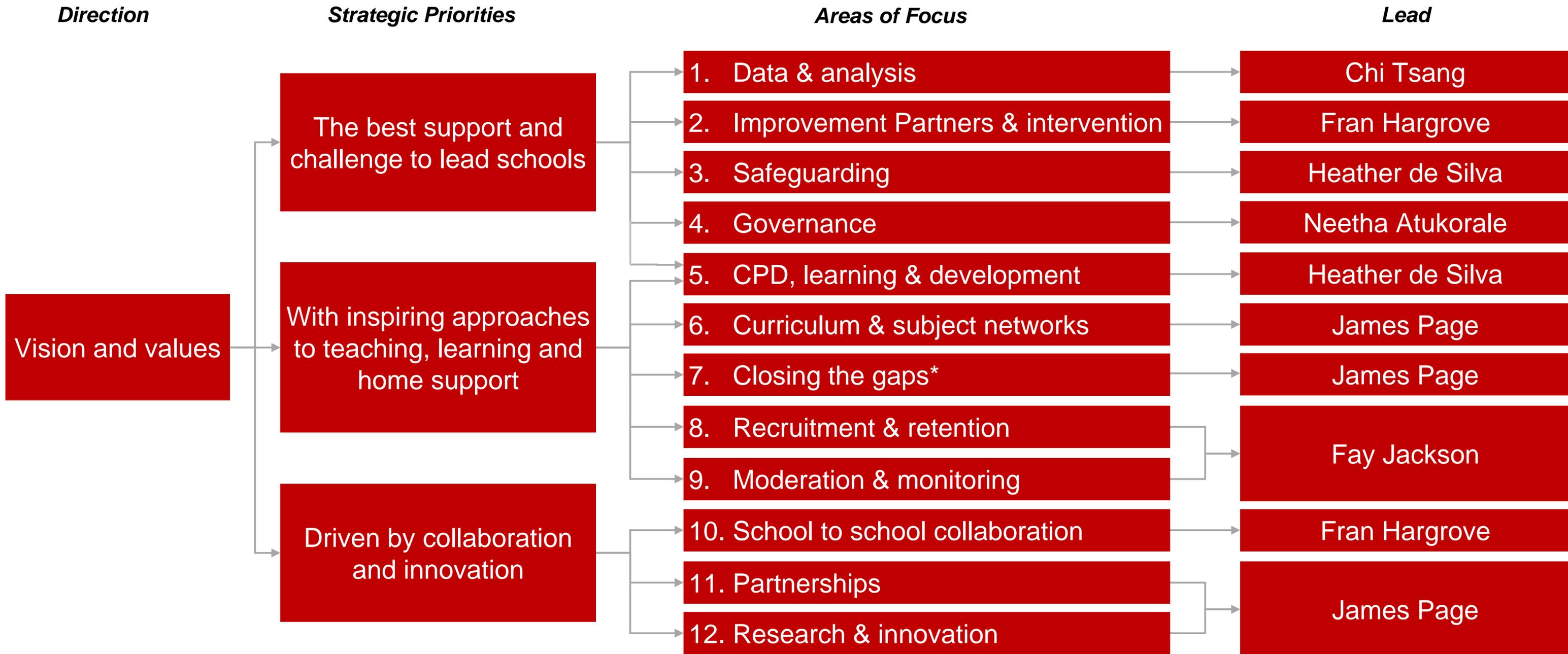
- Ceaseless **ambition** for what our children and young people can achieve and be
- Striving for **equity and inclusion** for all our children and young people
- **Working in partnership** across our schools and colleges to make the difference
- Taking **shared responsibility** for the communities we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

We always want our schools to feel we:

- **Are schools led**
- **Deliver excellence in everything we do**
- **Constantly source new ideas, innovation and partnerships**
- **Bring together our family of schools**
- **Offer value for money**



How we deliver school improvement



*Includes: BAME achievement; SEND; STEM; Post-16



Key priorities for 2020/21



2020/21 focus	Why?	Actions	Outcomes
COVID-19 response	<ul style="list-style-type: none"> The global pandemic has affected every school, family and community in the country with a major impact on learning, health and wider wellbeing The impact has also been unequal with a greater impact on disadvantaged and BAME communities COVID-19 has required new approaches to learning, including remote learning, and questioning the 'system' 	<ul style="list-style-type: none"> Supporting schools to lead through the pandemic with guidance and practical support Support for remote learning through isolation / lockdowns and improve how online learning can support on-site learning Focused support for the most vulnerable learners Future thinking to encourage new ways of working 	<ul style="list-style-type: none"> Resilience in schools to manage the practical challenges of keeping children, young people and staff safe and well Schools are able to deliver the best quality of education on-site and through remote learning Targeted support for disadvantaged and BAME students
Black Caribbean and BAME Achievement	<ul style="list-style-type: none"> Haringey has the largest gap in the country between White British and Black Caribbean achievement at KS4 BAME students are more likely to be excluded, in AP and NEET The murder of George Floyd and Black Lives Matter have added further to the urgent need for justice and tackling bias and institutional racism 	<ul style="list-style-type: none"> Add teeth to existing resources Support leaders to have difficult conversations CPD and governor training Annual conference Saturday school and enhanced opportunities Curriculum resources Parent and community engagement 	<ul style="list-style-type: none"> Narrowing the gaps for Black Caribbean and BAME groups in primary and secondary in 19/20 Initial reduction in exclusions and AP for BAME students Schools embed improving BAME achievement in school life
Curriculum and subject networks	<ul style="list-style-type: none"> Ofsted has focused on the curriculum in the new Quality of Education judgement The curriculum enables schools to deliver the knowledge, skills, attitudes and values to enable CYP to thrive Subject networks support CPD and teacher development 	<ul style="list-style-type: none"> KS2 humanities curriculum map, teaching resources and expert training Develop vibrant subject networks Develop KS2 science curriculum Link to KS3 curriculum on BAME achievement 	<ul style="list-style-type: none"> Improved outcomes at KS2 in reading and writing at EXS and GDS Positive Quality of Education judgements Vibrant subject networks in primary and secondary
Reading (Primary)	<ul style="list-style-type: none"> Early reading is a key focus for Ofsted in the new inspection framework Key Stage 2 reading results dipped nationally and in HEP schools in 18/19 "Reading tests are really knowledge tests in disguise" 	<ul style="list-style-type: none"> Supporting schools to have a robust early reading strategy Audit of reading approaches in Primary Engage experts to develop effective practice Knowledge curriculum to support comprehension 	<ul style="list-style-type: none"> Improvement in KS2 Reading scores in 20/21 above national trend Best practice resources for HEP schools Schools confident on embedding early reading and building proficiency Support for reading comprehension embedded in curriculum development
Post-16	<ul style="list-style-type: none"> Whilst attainment at Key Stage 5 is above average, progress is below average in Haringey The Haringey offer does not support the full range of learners in the borough and we export most learners at 16 Outcomes for vocational learners are very low NEETs and unknowns are very high in Haringey 	<ul style="list-style-type: none"> Working with 6th form providers across Haringey to review the offer to reflect learner needs Additional focus on the quality of A-level and vocational provision Earlier identification and tracking to reduce NEETs Focus on careers advice and guidance 	<ul style="list-style-type: none"> Focus on increasing progress as well as attainment Review of Haringey offer with increased retention Reducing NEETs and particularly unknowns Enhanced careers advice with more exceeding the Gatsby benchmark
Remote learning and parental engagement	<ul style="list-style-type: none"> The importance of the environment and support for learning at home have come into sharp focus through COVID-19 and tackling inequalities in BAME achievement The potential exists not just to manage through restricted on-site learning during COVID-19 but to make a fundamental to change to the learning process 	<ul style="list-style-type: none"> Remote learning project for schools to develop their online offer and provide access for children and young people to access the curriculum at home and additional learning opportunities Creating a universal and targeted of parental and community engagement to support learning 	<ul style="list-style-type: none"> Schools able to provide a strong remote learning offer through any restrictions to on-site provision Improving digital access and greater engagement with the opportunities afforded by online learning Parents more engaged in their children's learning Community support to drive positive engagement



KPIs and feedback

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 within 5 years
- Narrowing the gap for BAME and disadvantaged students year on year so success is shared by all
- All our schools to be rated at least Good by Ofsted within 18 months of joining HEP and an increasing proportion of schools rated Outstanding

As a business, HEP also aims to: increase membership and buy-in to our traded services (especially CPD and governor services) as well as continuing to receive excellent feedback on our work

And we always seek feedback from our 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



We look forward to working with you



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