



HARINGEY
EDUCATION
PARTNERSHIP

Strategic Plan

2021-22



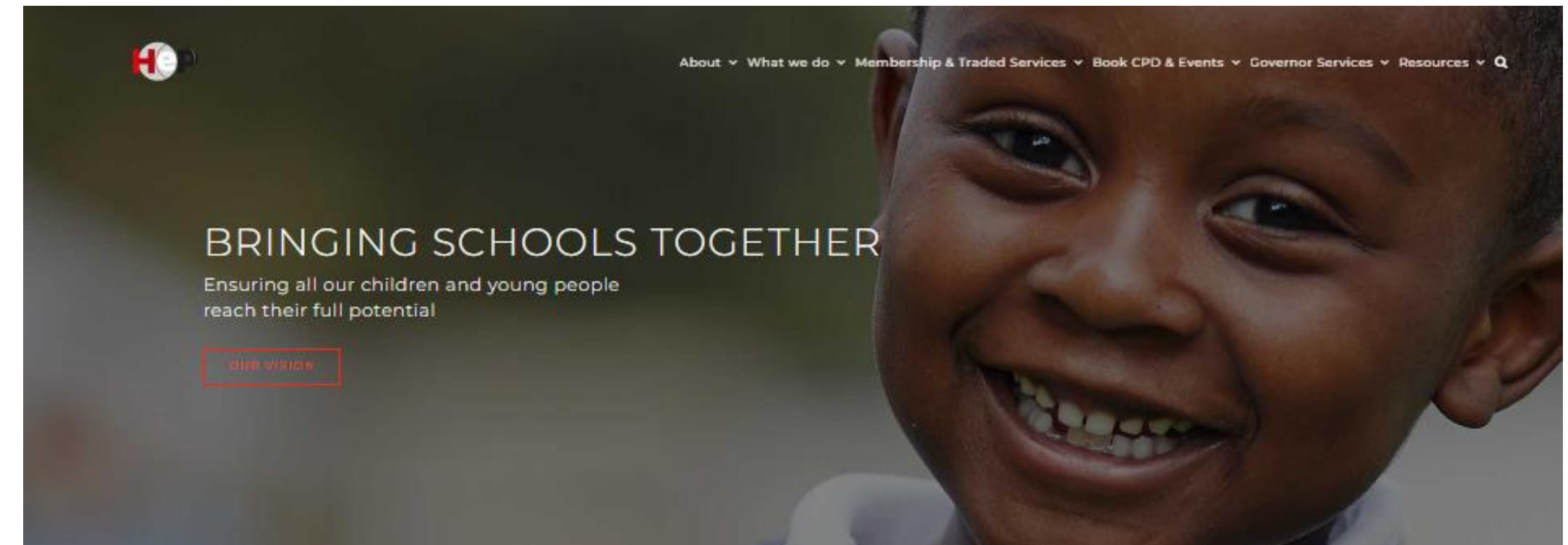


About us

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

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



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A FAMILY OF SCHOOLS

♥ 95
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 children. We are:

- Genuinely **schools led**, owned and governed by our schools
- A single tier **membership** organisation
- Focused solely on **school improvement** and what makes a difference to children
- 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
- Focused on compliance alone, internal politics or other constraints
- 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 in the business
- Expanding into other services to make money
- Being second best or 'good enough'



Membership offer



[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. We deliver a core membership offer which includes:

1. **Challenge and support** – dedicated Improvement Partner; Headteacher hotline support; governor support and advice
2. **Data analysis** – annual school profile; additional data analysis tailored to your school
3. **Curriculum** – Key Stage 2 science and humanities with Christine Counsell; Key Stage 3 with The Black Curriculum; subject networks
4. **Pedagogy** – Tom Sherrington’s WALKTHRU’s and dedicated CPD
5. **Professional development** – extensive CPD offer; Early Career Framework; NPQs; leadership development; annual conferences
6. **Strategic projects** – Black Caribbean and BAME achievement; parental engagement; remote learning
7. **SEND** – SENDCO network; policy updates; training; peer review and support; pupil and parent voice
8. **Safeguarding** – DSL networks; annual audit; policy updates; training and qualifications
9. **Collaboration** – school improvement networks and peer review; heads and senior leader forums; post-16 network
10. **Compliance** – SACRE; moderation and monitoring; website compliance checks
11. **Briefings** – weekly Headteacher and governor briefings with the latest guidance and resources
12. **Partnerships and innovation** – keeping our schools connected to the latest research, policy and innovation



Strategic priorities 2021/22 (1/2)



2021/22 focus	Why?	Actions	Outcomes
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 (especially Black Caribbean, Turkish / Kurdish and Black African) are more likely to be excluded, in Alternative Provision 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"> Leadership on Black Caribbean and BAME achievement in all school Enhancing relationships and engagement with pupils and parents Developing a curriculum designed around multi-ethnic perspectives and with additional support for pupils Focus on positive behaviour management and inclusion Sustained CPD and an 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 21/22 and beyond Reduction in exclusions, AP and NEET for BAME students Schools deliver on the Black Caribbean and BAME Achievement pledge Diversification of workforce, including school leaders and governors
Curriculum and pedagogy	<ul style="list-style-type: none"> Ofsted focuses heavily on the curriculum in its Quality of Education judgement 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 and enhanced implementation of KS2 humanities curriculum with Opening Worlds Rollout and implementation of new KS2 science curriculum Support for school leaders to lead on curriculum and pedagogy Develop vibrant subject networks Reviewing KS3 curriculum with The Black Curriculum Sustained emphasis on Walkthrus to develop a common framework for developing pedagogy 	<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 current inspection framework Key Stage 2 reading results have dipped nationally and in HEP schools since 18/19 and are likely to be further impacted by partial school closures due to Covid “Reading tests are really knowledge tests in disguise” – comprehension reflects vocabulary and wider schemata 	<ul style="list-style-type: none"> Programme specific training EAL programme with Flash Academy and EAL Academy Subject network and support for subject leaders Extensive CPD in EYFS, KS1 and KS2 Subject reviews in reading, early reading and phonics Knowledge-rich humanities and science curriculum to support greater comprehension 	<ul style="list-style-type: none"> Improvement in KS2 Reading scores in 21/22 above national trend Schools confident embedding early reading and building comprehension Early reading identified as a strength in Ofsted inspections Support for vocabulary development embedded in curriculum development



Strategic priorities 2021/22 (2/2)



2021/22 focus	Why?	Actions	Outcomes
SEND	<ul style="list-style-type: none"> Increasing numbers of pupils starting school with identified SEND and EHCPs in place, while school 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"> Use specialist Improvement Partner and special schools to review and improve mainstream practice SENCO forum & developmental peer review process SEND link governor training and support Establish cross-borough special school network 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
Thriving beyond the classroom	<ul style="list-style-type: none"> 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 educational resources and extra-curricular activities is starkly different for disadvantaged families The academic and social pressures on young people have led to a widespread crisis in mental health COVID-19 has affected every school, family and community in the country exacerbating pre-existing challenges for young people growing up with social and emotional challenges 	<ul style="list-style-type: none"> Work with Parental Engagement Network to develop positive parenting support for learning Haringey Creates supports enhanced cultural and creative opportunities for self-expression and building cultural capital HEP charitable arm incorporated to provide greater access to extra-curricular activities and cultural experiences for disadvantaged pupils Positive cultural identity, additional support and greater inclusion for pupils through BAME achievement 	<ul style="list-style-type: none"> Narrowing the gaps in attainment for disadvantaged and BAME pupils at all key stages Greater access to 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
Professional development and leadership	<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 in practice 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"> Establish Teach HEP to deliver enhanced accredited qualifications for teachers and leaders, starting with the ECF Develop a wider leadership offer for Heads, senior and middle leaders Further develop CPD in leading for excellence in curriculum and pedagogy as well as equity Enhanced central governor training and collaborative networks to support excellent practice Established strong partnerships with exceptional training institutions 	<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



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 as well as continuing to receive excellent feedback on our work

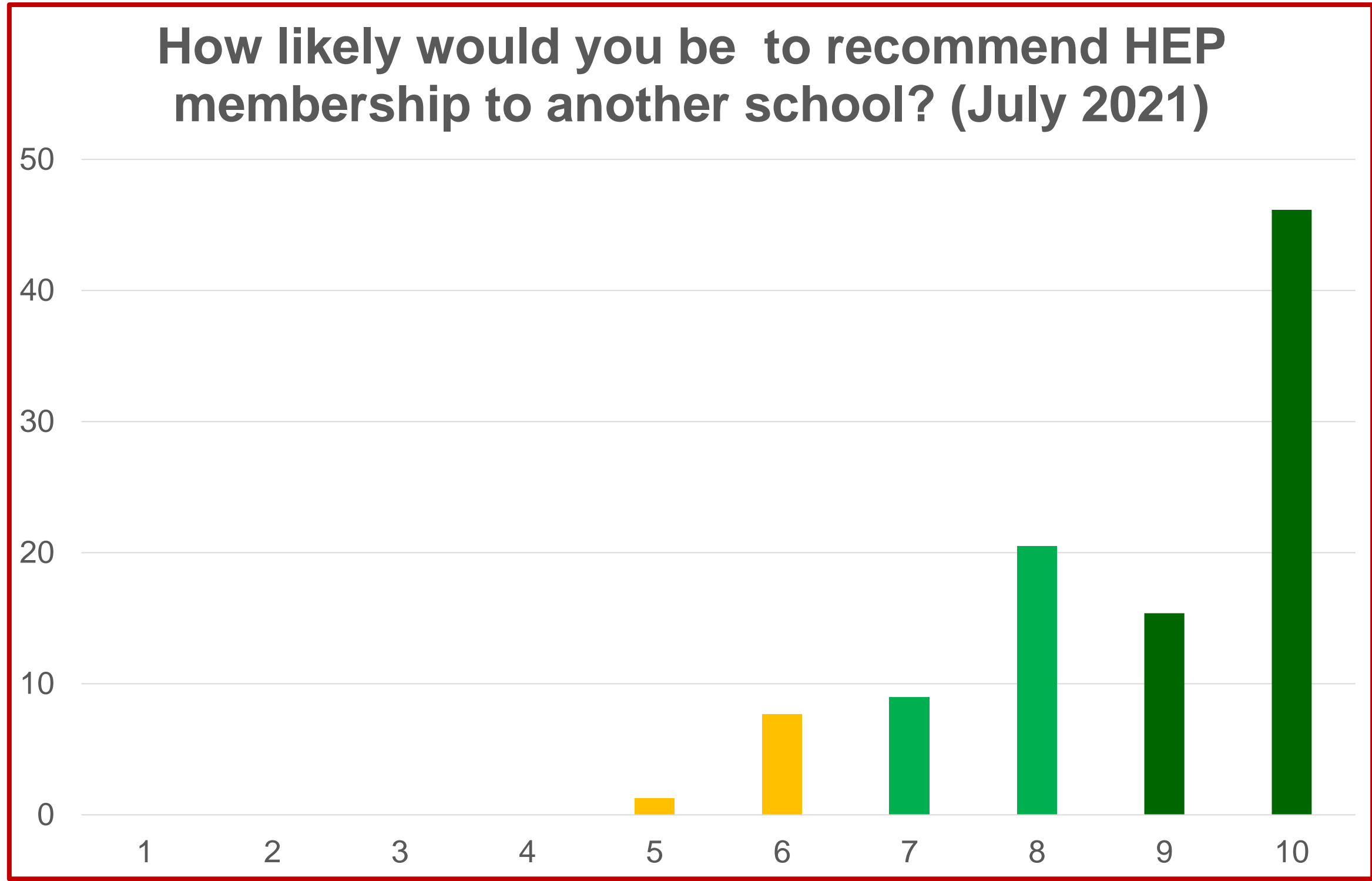
Progress is constantly monitored by the HEP Board of Directors

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



What our member schools say about us



“ I am a proud member of HEP. HEP has empowered me to take Mulberry Primary School on an exciting journey of school improvement. HEP has provided opportunities to support our pupils, improve teaching and learning and arranged the very best training and support for our staff. Working collaboratively with HEP and other Headteachers ensures we collectively make a sustained difference to the lives of all our pupils and staff

Headteacher, Mulberry Primary School

Strong moral purpose is evident from all those involved in HEP. The collaborative and supportive approach ensures that their work has an impact for all our pupils in Haringey and beyond

It is a lifeline for collaboration and support between schools

HEP curriculum training has been amazing and given us a clear way forward in adapting our own school curriculum. Staff have benefited from the training and in turn the pupils

Having a full school review carried out by a team of people with real skills and experience as HT and inspectors was very useful

The impact of the new curriculum as well as CPD alongside the comprehensive range of CPD is clear in staff subject knowledge, pedagogy and confidence

The aim is to be the best Education Partnership in the whole world. Would highly recommend being part of this!



We look forward to working with you



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