

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
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Report of Children’s Services – Learning and Skills division

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PROGRESS ON DEVELOPING A STRONG EXCELLENCE IN PARTNERSHIP (EIP) NETWORK ACROSS OUR SCHOOLS

1. PURPOSE

- 1.1 The purpose of this report is to inform the Committee of a thriving Peterborough partnership that currently includes fifty primary, secondary and special schools. The purpose of the EiP network is to improve educational and inclusion outcomes for children and young people in our city. This partnership adds value to the day-to-day work of Children’s Services, especially the Learning and Skills division. The partnership is led by schools but sponsored and supported by the Local Authority.

2. RECOMMENDATIONS

- 2.1 That the Committee considers the content of the presentation on EiP and makes any appropriate recommendations.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT

- 3.1 One of the priorities contained within the Sustainable Community Strategy is Creating Opportunities and Tackling Inequalities. Improving skills and education is a key ambition within this priority.

4. BACKGROUND

- 4.1 Excellence in Partnership is a strong network of Peterborough schools, working together to drive up education outcomes across the city. EiP is led by a Peterborough Primary Headteacher (2 days a week), supported by an EiP Executive Board and sponsored by the LA. Membership currently consists of 42 primaries, 3 secondaries, 1 Nursery and the LA School Improvement Team. This figure is set to increase further in the oncoming months. The number of partners has grown significantly from 26 primaries in September 2009.

Any school however can attend any partnership event and ‘buy in’ EIP expertise; this is now cross-phase and cross-city.

DEVELOPMENT PLANS 2009-2011

There are 3 strands of work led by EiP, community cohesion and partnership working is a common driver through each of the 3 strands. This partnership extends to outside agencies and indeed local and national organisations and representatives. A critical element of provision is the sharing of effective practice. Partnership schools have a ‘menu of opportunities’ from which they can select.

Strand 1 - Leadership for Learning:

- Community Cohesion is part of the Best Practice Leadership programme. An event took place in March 2010, using the key facilitator model, industrial/education models and the sharing of good practice.
- Increasing the number of adult learners, using EiP lead officer for Able, Gifted and Talented learners (A, G&T). Parents are to be included in A, G&T events from Spring 2010.
- Focussing on Pupils As Leaders (PALs): enabling pupils to **make a positive contribution** to their own school community. Following a Continuing Professional Development (CPD) programme in Autumn 2009, 7 Pupil Leadership Forums now exist in EIP primaries. A further 20 schools attended the PALs CPD in Spring 2010.
- Pupils as Facilitators of Learning (PAFLs): Pupils have accessed quality CPD as FACILITATORS for their school .i.e. with a responsibility to cascade this knowledge to the rest of the pupils in their school. The Lane Clark conference in November 2009 used this model. Pupils then presented to their schools, via assemblies, reports and also via the school council system. Children re-grouped and began to challenge learning in their schools, questioning their learning opportunities as a direct result of this programme.

Strand 2 - Optimal Inclusion:

- Focuses on the use of Learning Mentors (LMs) to remove Barriers to Learning. Barriers are identified that are pertinent to each individual context and thus refined, but within an existing Learning Mentor (LM) framework. Identified barriers to learning include:
 1. Attendance
 2. Social skills
 3. Academic achievement
 4. Friendship skills
 5. Behavioural issues
 6. Language difficulties (MENA)
 7. Gifted and Talented (Am I Normal?)
 8. Domestic Abuse
 9. Children in Need
 10. Child Protection issues
 11. Bereavement and Loss

This list is by no means exhaustive. Children are brought together within a school to work alongside other children experiencing similar problems. LMs work actively with parents and key members of communities to help bring down these barriers to learning.

- LMs have had the opportunity to complete **Basic Counselling** courses (levels 1 and 2) to support quickly when intervention is needed, rather than wait for a lengthy referral to CAMHS.
- LMs have also had training for Webster Stratton **Parenting Support Programmes**.
- EIP works in partnership with Toby Wood (**lead for Social and Emotional Aspects of Learning - SEAL**) who is a member of the EIP executive.
- EIP schools have a **Lead Behaviour Professional**. These LBPs complete audits of behaviour 'hot spots' and ensure all stakeholders are aware of behavioural issues within a school.
- EIP schools have regular CPD regarding **Emotional Intelligence** with a view that this creates healthy students and staff, parents and carers. Part of the 'Are you in the right mind for learning' philosophy?
- **Attendance**: EIP has an attendance protocol. Attendance within the original 14 Excellence in Clusters Schools (a forerunner to EiP) improved rapidly until 2008 when it became EIP. Documentation, support and advice is shared and distributed across the partnership regarding outstanding attendance strategies and practice.

- **Seclusion:** seclusion is used effectively by all EIP schools. The threshold has been reduced due to the success of previous years' work. Hence now approximately 33% of seclusion capacity being utilised, a comprehensive respite programme is used, assisting children most at risk of permanent exclusion. **Seclusion facilities may be used by ANY Peterborough school.**

Strand 3 - Learning and Innovation:

- **A, G&T learners:** are identified as a potentially vulnerable group of children. Specific work is done for teachers, teaching assistants and for the children themselves to ensure that pupils are challenged and do not become disaffected or disruptive.
- **Booster provision:** sharing of good practice is undertaken regularly by partners. For example at the recent Festival of Learning in March 2010 all schools brought 'quick fix' materials to help support Year 2 and Year 6 children prior to SATS. Professional dialogue is an important and regular part of EIP strand meetings.
- **Innovation:** high quality CPD and research and development opportunities are provided for all membership schools as well as other schools in Peterborough and beyond. CPD is provided for **children and all adults** in EIP schools. This provides a much deeper understanding of how individuals learn, thus supporting an inclusive, yet challenging, curriculum for all young learners.
- **Menu of Opportunities:** Support from the Learning & Innovation Consultant is offered in the form of 1-1 sessions in schools for Lead Teachers of A, G & T; networked group meetings; 'surgeries' in schools with provision for specific individualised context and EIP-wide/Peterborough-wide development sessions.

5. BACKGROUND DOCUMENTS

None. Please note children will be present for this item and there will be a series of background photographs shown to support this item.

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