



Hackney Education: 3 Year Improvement Plan

2022 to 2025

Working for every child

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Hackney Education's Mission


In order to maintain and build on Hackney's educational successes, Hackney Education will require a strong and effective education service that will work closely with schools to share outstanding and good practice across the borough, as well as to make sure no child is held back by provision that is less than good. To do this, Hackney Education has determined the following moral purpose, setting out our vision and ambition for Hackney:

To improve the life chances of every child, young person and learner in Hackney making Hackney the most forward looking education system in the UK, where schools, settings and partners provide an exciting environment which ensures safety, inclusion and success for everyone. We see our borough as being one of the best places in the country for young people to grow, learn, develop and achieve - and one of the best places for colleagues to work and thrive in our education system.

We will:

- Provide the best possible support for our schools and settings, our children, young people and families;
- Encourage and challenge all Hackney schools and settings, individually and collectively, to develop or sustain exceptional education for all our young people;
- Champion the safety, wellbeing and flourishing of all our Hackney children and young people, working with all partners;
- Promote our values in all aspects of our work.

More can be found out about Hackney Education's work in Educational Success: The Hackney Picture.

 education.hackney.gov.uk/educational-success



Hackney Education's Values

Derived from Hackney Councils' corporate values, our values describe our "approach" or the "way of working" and is also how we communicate the culture and expectations within the organisation. They set out how we approach our objectives in the specific context of Hackney and how this will make us successful.

Hackney Education expects all our staff to work in the following ways.

- 1** **Child and learner focused:** We keep their welfare and achievement at the centre of what we do.
- 2** **Ambitious:** We are aspirational. We are driven by positive measurable change and impact. We benchmark against the best.
- 3** **Inclusive:** We celebrate diversity. We respect, value and care for all.
- 4** **Proud:** We are proud of what we do and confident in our engagement with others.
- 5** **Pioneering:** We are innovative. We enable new solutions and ensure learning is at the centre of our work.
- 6** **Open:** We are honest and accountable. We listen, trust our partners and work together. We build strong relationships and empower our teams.
- 7** **Proactive:** We actively pursue opportunities and embrace all challenges with confidence and a positive attitude.



Our anti racism statement articulates our commitment:

Hackney's Children and Education Directorate is committed to eradicating systemic racism, discrimination, injustice, and making anti-racism a foundation of our practice.

We will be a voice and force for change, across our education system and with wider system partners, to recognise and address the impact of racism on children and families within our community. We will apply our antiracist principles in all of our interactions with, and decision-making about, children and determinedly and actively demand the same from our partners.

We are committed to calling out racism, discrimination, microaggressions and will ensure that this is addressed at all levels in the council, and work hard to ensure this happens in schools and settings, to ensure that children, their families and the workforce are supported and valued.

Across the Children and Education Directorate, we will work hard to ensure all children's experiences and backgrounds are reflected in schools' curriculum, and ensure our interactions and decision-making are actively anti-racist.

We acknowledge the harm and impact of racism on our children and families and that the experience of our Black staff, and those from other global majority groups, including those in our schools and settings, is not the same as that of our white staff. We are committed to ensuring that all voices are represented and heard at every level, providing support to staff who experience work-based racism and microaggressions. We will work towards our directorate and partners' workforce reflecting the community which we serve, especially at the senior leadership level.



PRIORITY (A)

We will act following the report into the experience of Child Q to make sure that all our schools, as far as possible, are and feel completely safe for children, and are on a positive journey to be free of racism for our children.



This work will build on strengths across our and other systems - and will tackle any weaknesses. We aim that all our black and global majority children achieve and are cared for in every way by our education system. The voices of children, parents/carers and staff play a key role in our work.

Led by Director of Education and Diversity and Inclusion Systems leader

Key indicator

The annual surveys of both children and parents/carers show high levels of trust and confidence in schools for inclusion, caring approaches and ambitious education. Exclusions drop significantly.

Manifesto commitments 62 and 63

Key quantitative success criteria

Exclusions (FTE and PEX) below national average for academic year 23/24 and close to this 22/23; no disproportionality. Surveys show significant improvements re trust and confidence year on year and/or are very high in confidence and trust.

SLT LEADER PRIORITIES

- Call to action for all schools on safeguarding first approach
- Introduce and develop Hackney safe and inclusive schools charter
- Secondary schools work collaboratively on safeguarding and inclusion
- Rapid action on police in schools
- Sustained action on anti-racism in schools. Sustained work on professional development of work to support staff in schools being anti-racist
- Sustained action on the voice of the child across the borough
- Sustained action on the voice of the parents across the borough
- Work to ensure the voices of all staff colleagues are heard and that we, as a service and as schools, are on a journey towards our staff reflecting the communities we serve

PRIORITY 1

Working with schools and settings to enable the best possible achievement for every child; closing gaps in achievement with a focus on pupils receiving pupil premium, Turkish Kurdish Cypriot pupils, Caribbean pupils (boys) and Orthodox Jewish pupils.



Led by Assistant Director: School Improvement and Performance

Key indicator

We will ensure that the achievement of all groups of young people, age 0 to 25, is at the forefront of what we do: through our school standards and improvement work, shared accountability and best practice, and through innovative developmental work. There will be a focus on improving standards for those groups who may have underachieved in the past. We will be focussed on our aim to close gaps in attainment between disadvantaged groups and their peers, using our School Improvement service, as well as targeted approaches through our anti-racist work and other initiatives. We will use data to inform our approach and ensure we are learning from best practice in the borough and from other areas.

Manifesto commitments 57 and 59, 97

Key quantitative success criteria

100 % of maintained schools and settings are good or outstanding by July 2024; 30 % of schools and settings are outstanding by July 24 ; KS2 and KS4 core outcomes at standard/strong, expected/ greater depth are 5 % above national by 2024 (all noted groups including BCRB, TKC, PPG are above all national averages for all pupils by 2024).

SLT LEADER PRIORITIES

- Oversee and evaluate how well curriculum, leadership, staffing and governance structures in settings and schools promote equitable and culturally responsive opportunities for all: Representation - Belonging - Diversity - Inclusion
- Ensure that all children and pupils go to a good or better setting or school
- Support and challenge for schools and settings where provision is at risk of being less than good
- Use data and contextual information to identify and enable strategies where significant groups of pupils are falling behind, or gaps are not closing
- Ensure that provision for SEND pupils meets needs, is inclusive in ethos, and results in good levels of achievement
- Professional development draws on best practice in schools and settings in Hackney and from across the country or internationally
- Work alongside schools to create a collaborative model for continued success
- Work with schools to minimise issues created by low and falling pupil rolls, including re-organisation of provision where appropriate
- Ensure that the value added by Hackney Education is understood and visible

PRIORITY 2

Working with schools, settings and partners in promoting safeguarding, wellbeing and inclusion for every child (including provision for children with SEND in mainstream schools, reducing exclusions, anti-racism and recovery from Covid).



Led by Director of Education - with subgroup

Key indicator

All children in our schools and settings will feel included and that they belong, and through our work on wellbeing and mental health, we will ensure that their wellbeing is a priority in everything we do. Through our work on reducing exclusions and the recovery post-Covid, all groups will receive the support that they need, at the right time so that they can realise their potential through an early identification of need and intervention.

Manifesto commitments 42, 61, 64, 82, 83, 85, 306

Key quantitative success criteria

Exclusions decline and are below national average FTE and PEX from 2022/23; any group analysis of exclusions indicates exclusions are proportional to population of group; CAMHS referrals reduce. A reduction on all levels in referrals into the statutory systems.

SLT LEADER PRIORITIES

- Continue the recovery in schools and settings from COVID; using WAMHS in schools; promote positive mental and physical health at all opportunities
- Continue and strengthen reducing exclusions work, including meeting recommendations from the scrutiny report
- Articulate clearly transition support at each transition stage of education
- Implement our anti-racist plan
- Promote an ethos of belonging and inclusion, working closely with schools where further development may be required
- Support schools in their development of a staff highly skilled in teaching and supporting children with SEND
- Develop an increased Early Help Offer for children and young people. This should be integrated with our existing offer and with the emerging parenting approach and early help hub
- Ensure our children and young people with SEND have good systems and services available to them and their families; ensure our schools and settings have good systems in place and good services available to them

PRIORITY 3

Providing quality places for every child 0-19 - implementing the school place strategy (including SEND and OJ) and supporting our schools through change; leading on a post 16 strategy; transforming children centres.



SLT LEADER PRIORITIES

- Ensure that there is a joined up strategy in Education Estates Strategy which has an oversight of the place planning priorities in the next 5 years
- Support schools through changes and communicate changes effectively
- Ensure that HE has a strategic plan to mitigate the risk to schools caused by the number of children and young people on roll in Hackney decreasing
- Ensure that there is an increased local SEND provision offer
- Ensure that the SEND Partnership works highly effectively and that the local area partnership is positively evaluated
- Ensure that the local needs of the Orthodox Jewish community are understood, quantified and included in our strategic place planning
- Ensure a post 16 strategy which supports success and high quality local places for every child is in place

Led by Head of High Needs and School places

Key indicator

The standard of education in all of our schools settings will be good or better, so that every child has access to quality provision. We will support our family of schools, as a local authority, through changes borough wide. We will take a strategic view of education planning and provision over the next three years, providing a sustainable footing for the borough's school system.

Manifesto commitments 77 and 84 (support 75)

Key quantitative success criteria

All schools are able to sustain good or better quality of education; over 150 additional SEND places are added by Sept 2023; surplus places below 10% from Sept 2023; 300 additional SEND places are added by Sept 2025. Local area SEND inspection affirms good judgement.

PRIORITY 4

Ensure that the education system in Hackney remains strong, sustainable, local and responsive, and that this enables high performance in all settings and schools.



Led by Head of Education Operations

Key indicator

We will continue to champion and promote the education system in Hackney to all schools and settings, as well as key stakeholders, ensuring all are aware of the value that a locally-run education system brings. We will work with Communications and external stakeholders to develop a consistent message. We will enable and support colleagues to use data and have a single view of the child through system development. We will further develop and embed collaborative approaches across the system with schools and settings.

Manifesto commitments 307, 66, 68, 69, 70 and support for 126-128

Key quantitative success criteria

an increased number of out of borough pupils attend Hackney schools; Hackney Education traded services achieve a greater income vs expenditure margin; education communications are clear and well regarded by all stakeholders.

SLT LEADER PRIORITIES

- Review and development of our services for schools and our traded offer
- Develop the public profile of Hackney Education and Hackney schools
- Review and consolidate our targeted schools communications ensuring continuity of style, content and agenda
- Establish an agreed strategic partnership framework with Corporate Communications
- Ensure the development of a sound Organisational development plan that empowers others and cultivates effective leadership
- Enabling a system of collaboration between school and setting professionals

PRIORITY 5

Supporting parenting and engaging parents/carers.



SLT LEADER PRIORITIES

- Linked to all areas of Priorities A and 1-4: raising achievement; promoting inclusion and wellbeing; school estate; promoting Hackney education
- Specific activity to ensure parents, who have not had positive or successful outcomes in UK education or been education abroad, are well supported at all stages
- Specific activity to ensure parents experiencing difficulty at a stage in their children's education (e.g. around an exclusion, SEND diagnosis, persistent absence) have support routes
- Extending engagement of parents/carers in their children's education at secondary level
- Develop cross borough parents' forums to discuss with Hackney Education system wide sessions

Led by Head of Early Years, Early Help and Wellbeing with subgroup

Key indicator

Parents and carers will feel supported, engaged, and valued in Hackney. Through meaningful engagement, such as through events and consultation, we will ensure that Hackney's parents and carers feel that their views are heard. We will work closely with schools and settings to understand parents and carers more closely, and develop innovative ways to connect with them.

Manifesto commitments 65, 73 and 74

Key quantitative success criteria

Qualitative feedback confirms improvement; reduction in complaints; achievement gaps close for key groups.

 **Please contact the senior leaders for each section for more information.**

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