

Hackney Learning Trust 3 Year Improvement Plan

April 2019 – March 2022

Control Sheet			
HLT 3 Year Improvement Plan 2019-2020			
Date produced:	26 April 2019	Status:	FINAL v1.0
Collated by:	HLT Officers		
Short description:	HLT's 3 Year Improvement Plan (3YIP) details the improvement required to deliver organisational priorities.		
Restrictions on use:	For internal HLT use		
Next version due:	For review every 12 months		
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1. Introduction

Hackney Learning Trust (HLT) provides a range of statutory and traded services to support the education of children & young people and their families in the borough. It is a division of the Children, Adults & Community Health directorate within the London Borough of Hackney.

Hackney's performance in its schools and settings has been good and we have consistently performed above the national average, placing us in the top quartile when ranked against all local authorities in England:

- In 2018, at Key Stage 2, Hackney is ranked 15th of all local authorities on the percentage of pupils reaching the expected standard in reading, writing and maths (71%) and 21st on percentage of pupils reaching a higher standard in reading, writing and maths (13%). Hackney is ranked 8th of all local authorities on the percentage of pupils achieving the expected standard in writing (84%) and 6th on the percentage of pupils working at greater depth in writing (28%). Hackney is above the national figure on all Key Stage 2 attainment measures.
- At Key Stage 4, Hackney schools have an overall Progress 8 figure of 0.31 in 2018, well above the national, London and Inner London levels. Hackney is ranked in the top quartile in five of the main seven GCSE indicators - "Progress 8 score (overall)", "Progress 8 score (English)", "Progress 8 score (Maths)", "Attainment 8 score" and "English Baccalaureate-Average points score".

Furthermore, as at 1 April 2019, 95% of Hackney schools have been judged good or better by Ofsted, placing 96.1% of pupils in the borough attending a good or better school.

In line with this performance, HLT is ambitious to support schools and work closely with them to ensure they continue to improve whilst increasing their resilience in a changing educational environment. To facilitate this, HLT has developed this 3 Year Improvement Plan. The strategic aims of this plan are to sustain continuous improvement and to ensure that all schools in Hackney are graded good or better with curricula that enable and promote lifelong learning.

In developing this plan, HLT has used "Why-How-What" to set out its mission, values and priorities. This works on the following premise:

- WHY:** Defines our moral purpose in the context of our vision and ambition for Hackney
- HOW:** Defines the way we do things in Hackney and is the approach that differentiates us from competitors and what will make us successful
- WHAT:** Defines what we do in practice to deliver the vision

2. HLT’s Mission

In order to maintain and build on Hackney’s educational successes, HLT 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, HLT 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 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 wellbeing and flourishing of all our Hackney children and young people, driving the shared work of all partners;
- promote our values in all aspects of our work.

3. HLT’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.

HLT expects all our staff to work in the following ways.



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

4. HLT's Priorities

In order to realise our mission, HLT's Senior Leadership Team undertook a Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis. This exercise identified key areas of strategic focus which aim to drive ongoing service improvement and the strong market position of our Services for Schools offer.

As a result of this exercise, the following priority areas which will be the focus for our work over the 3 years 2019 to 2022. In summary these are:

- i. Attainment & achievement
- ii. School / setting standards, inclusion & wellbeing
- iii. Exclusion from school
- iv. Special educational needs & disability
- v. Supporting the Council & Mayor's Manifesto priorities
- vi. Excellent workplaces for HLT, school and setting staff
- vii. HLT operations, service functions & traded services
- viii. Partnership working & Hackney Schools Group implementation

The following page describes these in more detail.

What our priorities will do to deliver our vision:

Attainment & Achievement

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.

School / Settings standards, Inclusion & Wellbeing

We will ensure a standard of care and education which is good, or better, for those who need it most. Our work with partners will ensure all children are included and well cared for; developing positive physical, emotional and mental health approaches through our school settings, standards and improvement work

Exclusions

We, with schools, will reduce exclusions to below national levels through:

- Excellent statutory and traded work supporting vulnerable children;
- Our work influencing schools and school systems; and
- Through our partnerships with parents / carers and with other services.

Special Educational Needs & Disability

We, with schools, will provide excellent provision for SEND young people through:

- Excellent statutory and traded work supporting vulnerable children;
- Our work influencing schools and school systems; and
- Through our partnerships with parents / carers and with other services.

Council & Mayor’s Manifesto Priorities

We will work positively to support council and manifesto priorities: to significantly improve outcomes for black boys & young black men and to promote effective engagement with private, voluntary & independent schools & settings in the Orthodox Jewish Community

Excellent Workplaces

We will ensure our schools/settings and HLT are excellent workplaces where staff flourish, develop and stay. HLT will ensure professional development is a key part of this. We will celebrate success and spread excellent practice, through championing and communicating what we do. We will build on and commission research

Operations, Service Functions & Traded Services

We will support our goals through highly effective and efficient operations, data and service functions. We will provide a full range of services to schools and settings through traded services, commercial development and making the most of opportunities for HLT and for schools, both inside and outside Hackney

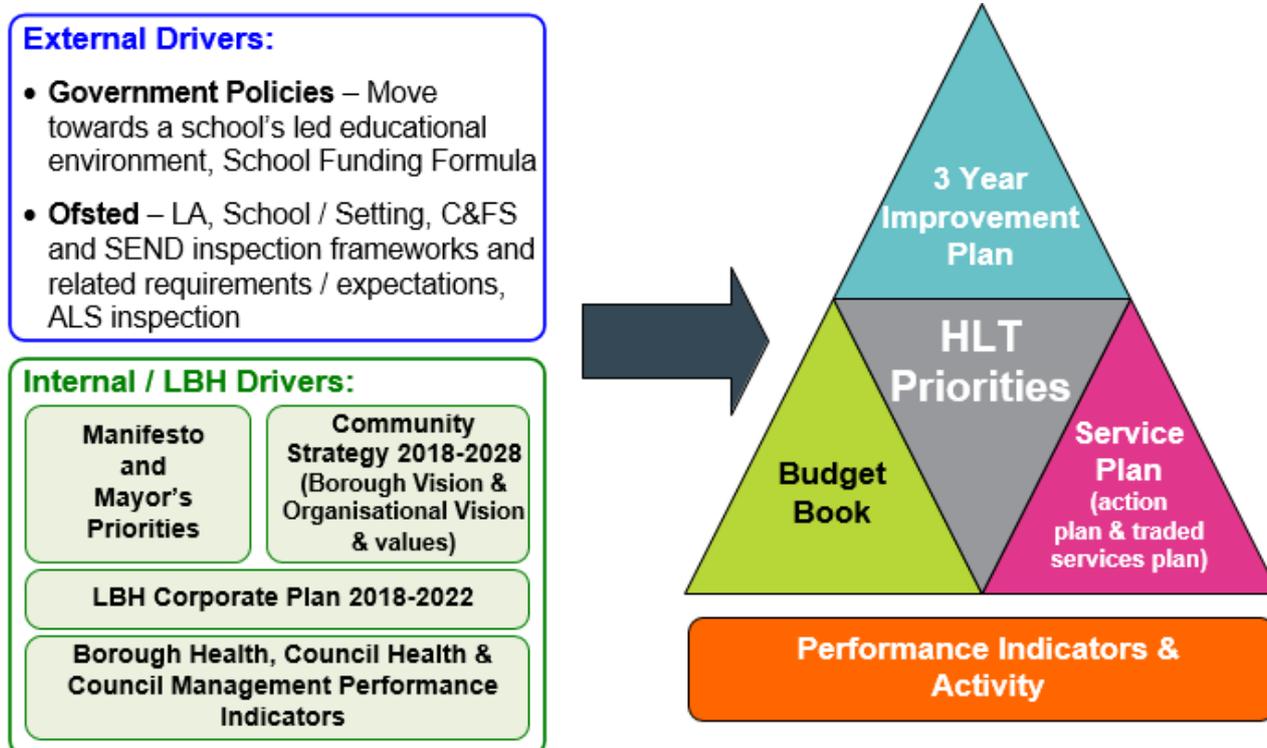
Partnership Working & Hackney Schools Group

In order to achieve our goals we will describe and implement a structure which encompasses our family of schools/ settings (HSG) and our role as part of the council. We will play a leading role in the work of the Children and Adults Services division, ensuring we liaise effectively at all times and often lead

5. Hackney Learning Trust’s planning & performance management environment

HLT’s 3 Year Improvement Plan is driven by both national and local developments and initiatives.

Figure 1 below demonstrates where HLT’s key documents fit within the local planning and performance management framework.



As set out above, LBH’s Corporate Plan draws priorities from the Mayor’s manifesto and the Community Strategy 2018-2028. Alongside this, HLT has identified its key priorities which drive this 3 Year Improvement Plan, how resources are allocated (as set out in our annual budget), as well as the actions that individual services / teams will undertake to meet our priorities (as set out in their service / team plans).

6. The performance methodologies on which the Improvement Plan is based

To shape its methodology and approach to developing effective educational support and services, HLT draws on the McKinsey research, “**How the world’s most improved school systems keep getting better**”¹. This research concluded that the quality of an education system cannot exceed the quality of its teachers. We believe that this finding is as relevant today for schools & settings (as well as those overseeing education services) as it was when the report was first written.

The notion of individual improvement journeys alongside the use data to benchmark performance and diagnose strengths & areas for development (at both school and local authority level) is at the heart of our approach. This benchmarking sets high levels of ambition and excellence from all HLT service areas by measuring performance relative to the best in the country in terms of the outcomes for children and young people and the quality and success of services provided by HLT.

Given this, our improvement plan is focussed on delivering outcomes and customer satisfaction. In turn, this sets high ambitions for improvement as reflected in the challenging targets that have been

¹ "How the world’s most improved school systems keep getting better”, November 2010
https://www.mckinsey.com/~media/mckinsey/industries/social%20sector/our%20insights/how%20the%20worlds%20most%20improved%20school%20systems%20keep%20getting%20better/how_the_worlds_most_improved_school_systems_keep_getting_better.ashx

set, tied to appropriate benchmarks where they exist and requiring the identification of key activity to ensure that HLT is able to meet our ambition.

Figure 2 below illustrates this methodology in the “*HLT Performance Touchstone*”, which epitomises the different improvement journeys

McKinsey improvement method	Poor to Fair	Fair to Good	Good to Great	Great to Excellent
Roadmap				
Main McKinsey themes	Achieving the basics	Getting the foundations in place	Shaping the professional	Innovation & pushing boundaries – partners and collaborations
Related to Ofsted setting judgements	Inadequate	Requires improvement	Good	Outstanding
How do we perform relative to national LA performance	Bottom 25% of LAs	Bottom 50% of LAs	Top 50% of LAs	Top 25% of LAs
Does HLT have the method, capacity, expertise & quality of service performance to:	Fulfil basic needs & respond with skills, materials, systems. Share capacity of best settings, intervene	Give guidance, support, training & self-evaluation, problem solve	Give development expertise & specialist input, coaching & facilitation, problem solve & be enabling	Work collaboratively giving challenge & high value expertise, influence, broker, engender innovation, inspire
Touchstone RAG rating used in performance grids	RED	AMBER	LIGHT GREEN	DARK GREEN

7. Market Plan & Approaches

Hackney Learning Trust’s traded services approach has been designed to retain expertise and capacity in the borough, rather than to provide a singularly commercial operation.

Our traded services approach is underpinned by the development of products and services that:

- Deliver customer value;
- Are differentiated from our competitors; and
- Meet a specific need.

In this way, we have been able to maintain a range of services that support and inform our mission and priorities, whilst keeping a focus on our core services and directing energy and resources to the most relevant services.

Where services are traded, service managers are given traded targets as part of their budget which are monitored through the monthly budget process, as well as being reported to the Senior Leadership Team through quarterly performance management reports and quarterly traded services reports.

Support to develop & deliver the traded offer and to meet traded targets is provided by HLT's Traded Service Team who manage the business development & operations side of trading. In addition, the Marketing and Web teams promote our services in and out of borough and ensure the traded services website is engaging and easy to use to maximise the conversion of interest into sales.

8. How we manage our performance

Service managers are required to adopt a broad performance management approach through ongoing challenge of the services delivered by their teams (processes and systems) as well as monitoring of performance against relevant (and, where appropriate) benchmarked performance indicators and analysis of risk.

The key performance management approaches used are summarised below.

- i. **Performance Indicator Suite** – each service area reports quarterly against a suite of performance indicators allowing SLT to track HLT's progress towards and take action towards achieving its Mission and Priorities. These indicators fall within the following 2 aspects:
 - **Critical Success Indicators (Strategic)** – a subset of our overall indicator suite which reflect the essential areas of our work where we must succeed consistently to achieve our mission and priorities. They ultimately demonstrate how successfully we are performing as an organisation as a whole rather than year to year priorities. These are summarised in Appendix A below.
 - **Service Indicators** – these are reported against the divisional areas, Business Services, School Performance & Improvement (including early years, primary, secondary and post 16) and Education Services (including SEND, wellbeing & education safeguarding and adult education). They describe our operational, commercial and quality performance. Where possible, performance is benchmarked using national performance data to determine where our performance lies relative to other Local Authorities. Performance indicators are reported in line with HLT's organisational structure. The full indicator suite is available internally on HLT's intranet, Aspire.
- ii. **HLT Service Area Annual Planning Exercise** – The success of HLT's 3 Year Improvement Plan depends upon each service area making a specific contribution to HLT's priorities. Service managers are, therefore, required to develop service / team plans for the year which identify the service / team's core functions & priorities and how resources will be used in the year ahead to meet HLT's priorities as well as local service or team improvement priorities.

Team plans are working documents which are reviewed on a quarterly basis.

In addition to the service / team plans, HLT's Senior Leadership Team has also drafted a team action plan identifying high level actions to support delivery of the 8 priorities. This plan is set out at appendix B.

- iii. **Internal Service Performance Evaluation** – this is a wider approach to performance management asking services to challenge the services (processes & systems) delivered by their teams through internal and peer reviews.
- iv. **Performance of Schools & Settings** – In depth reports reviewing Hackney's Key Stage 1, Key Stage 2, GCSE and post 16 performance are considered by Senior Leadership Team on an annual basis.
- v. **Hackney's Corporate Performance Indicators** – The CACH Director (in liaison with the Lead Member for Children's Services) agrees annual targets against a set of Council Health, Council Management and Service Management corporate indicators. Within these, education reports against indicators linked to exclusions, absence, attainment at Early Years' Foundation Stages and Key Stages 2, 4 & 5, as well as attainment of looked after children. These are reported to Council on an annual basis.

Service / team expectations in relation to reporting against the performance indicator suite, team planning and internal service performance evaluation is set out in HLT's Service Performance Management Policy. This is available internally on HLT's intranet, Aspire.

Appendix A: Critical Success Indicators:

Service Area	Indicator
EY Service	Achievement of a good level of development at end of EYFS
Primary	% Primary schools graded good or better by Ofsted – Overall Effectiveness
Key stage 2	% of pupils at KS2 reaching the expected standard in reading, writing and maths
Secondary	% Secondary schools graded good or better by Ofsted – Overall Effectiveness
Key stage 5	KS5 A Level Students - APS per entry
Key stage 4	% Pupils achieving English and maths GCSEs (9-4 pass)
Additional Needs	% Education, Health & Care Plans (with and without exception cases) completed within 20 weeks – All (new cases) (cumulative PI)
Admissions & Benefits	% of parents who are offered a place at one of their first three preferences at Secondary transfer (in or out of borough)
Attendance, Exclusions & Safeguarding	% Primary school overall absence - Autumn term [DESCENDING TARGET]
Attendance, Exclusions & Safeguarding	% Permanent Exclusions: secondary [DESCENDING TARGET]
Business Development & Sales	Total value of orders placed on Sage [cumulative YTD] (£)

Appendix B - HLT’s Senior Leadership Team Action Plan 2019/2020

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities				
Linked HLT priority (1):Attainment & Achievement 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.				
SLT leader priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
Ensure the school linked work ‘Good to Great’ is highly effective	<ul style="list-style-type: none"> Refresh Good to Great policy and ensure school engagement with this. Devise a cost-effective and future facing School Improvement Service, positioned to play a role in a school-led system. 	<ul style="list-style-type: none"> School improvement approach is clearly articulated and shared with the HSG. HLT continues to be able to intervene quickly where appropriate to support schools experiencing difficult and as such schools continue to be good or better Schools are able to share best practice and learn from the best. 	AD School Standards & Improvement	Dec 19 (or in line with HSG schedule)
Professional development , including action research, programme is highly effective and well used	<ul style="list-style-type: none"> CPD approach reviewed following survey of Heads views CPD approach launched Sept 19 Identify offer from HLT and pathways for other CPD Liaise with teaching schools 	<ul style="list-style-type: none"> Sustainable model of CPD developed Clear offer from HLT and pathways for other CPD in place HLT continues to have a strong reputation for high quality professional development provision Schools engage with CPD offer 	Principal Primary Adviser	April 19 (launched Sept 19)
Ensure we are a strong voice across HLT, Hackney and other groups for disadvantaged children and their best possible education	<ul style="list-style-type: none"> Engagement with HSG Engagement with Council Wide initiatives (YBW, WAMHS) Engagement and liaison with CSC and other council services 	<ul style="list-style-type: none"> Attainment gaps narrow SEND pupils achieve well from their starting points 	Principal Primary Adviser / Principal Secondary Adviser	Annual review

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities				
Linked HLT priority (1): Attainment & Achievement				
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.				
SLT leader priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
Primary/Secondary School Improvement Teams	<ul style="list-style-type: none"> ▪ Track vulnerable groups, use underachievement fund and disseminate best practice: <ul style="list-style-type: none"> ○ PPG, ○ SEND ○ YBM 	<ul style="list-style-type: none"> ▪ Improvement in the achievement of vulnerable groups 	Principal Primary Adviser / Principal Secondary Adviser	July 2019

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities				
Linked HLT priority (2): School / Setting standards, safeguarding, inclusion & mental health				
We will ensure a standard of care and education which is good, or better, for those who need it most. Our work with partners will ensure all children are included and well cared for, developing positive physical, emotional and mental health approaches through our school, settings and improvement work				
SLT leader priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
We will ensure a standard of care and education which is good, or better, for those who need it most. Our work with partners will ensure all children are included and well cared for, developing positive physical, emotional and mental health approaches through our school, settings and improvement work	<ul style="list-style-type: none"> ▪ Develop attachment aware trauma informed schools and settings across all phases. ▪ Actively build on Integrated Commissioning opportunities to link health, care and education. 	<ul style="list-style-type: none"> ▪ Solihull Approach trained practitioners ▪ Solihull Approach implemented in work with children & families and schools ▪ Adverse Childhood Experiences (ACE) awareness training for practitioners, schools and settings ▪ HLT strong partner in IC activity. 	Head of Early Years – EY, Virtual School, Wellbeing & Safeguarding Team, ACE workstream	July 2021

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities				
Linked HLT priority (2): School / Setting standards, safeguarding, inclusion & mental health				
We will ensure a standard of care and education which is good, or better, for those who need it most. Our work with partners will ensure all children are included and well cared for, developing positive physical, emotional and mental health approaches through our school, settings and improvement work				
SLT leader priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
We will ensure a standard of care and education which is good, or better, for those who need it most.	<ul style="list-style-type: none"> Disadvantaged 2 year olds supported to access their free 15hrs nursery entitlement 	<ul style="list-style-type: none"> 75% take up 80% take up 	Head of Early Years – EY, Children’s Centres, Health Visiting	July 2020 July 2021
	<ul style="list-style-type: none"> Maintain portfolio of good or better settings, managing the disproportionality 	<ul style="list-style-type: none"> 90% settings judged good or better by Ofsted 	Head of Early Years with Early Years Strategy Manager	July 2020
Our work with partners will ensure all children are included and well cared for, developing positive physical, emotional and mental health approaches through our school, settings and improvement work	<ul style="list-style-type: none"> Early help is actively understood and available across all phases 	<ul style="list-style-type: none"> Clear offer which is transparent to users and providers. 	Head of Early Years with Director of Education and Children & Families Service	July 2020
We will ensure a standard of care and education which is good, or better, for those who need it most.	<ul style="list-style-type: none"> Improved speech, language and communication outcomes in all phases. 	<ul style="list-style-type: none"> EYFSP performance equal to national & London average Measures for older children to be determined Summer 2019 	Head of Early Years	Oct 2020

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities - AG				
Linked HLT priority (3): Exclusions We, with schools, will reduce exclusions to below national levels through. <ul style="list-style-type: none"> • Excellent statutory and traded work supporting vulnerable children; • Our work influencing schools and school systems; and • Through our partnerships with parents / carers and with other services. 				
Team / Service priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
Maintain a high profile for the Reducing Exclusion agenda via the Reducing Exclusions Steering group; Keep discussions child and young person focused: keeping their welfare and achievement at the centre of what we do	<ul style="list-style-type: none"> • Ensure young person’s experience, welfare and achievement is central • Encourage and pursue full attendance and participation of all agencies • Ensure progress monitoring of action plan 	<ul style="list-style-type: none"> ▪ Reducing Exclusions Steering group is seen as a key forum by all partners where experiences are shared and issues raised and addressed. 	Director of Education / AD Education Services / Head of Wellbeing & Education Safeguarding	July2020
Encourage schools to be self-reflective and analytical of their data, attitudes and processes; Keep discussions child and young person focused: keeping their welfare and achievement at the centre of what we do	<ul style="list-style-type: none"> • Regularly review exclusions data with pastoral leads • Encourage schools to share practice – build capacity through training 	<ul style="list-style-type: none"> ▪ 30% Fewer students with an exclusion on their record 	AD Education Services with Director of Education and Reducing Exclusions Team	July 2020
Evaluate and develop reporting and placement practices	<ul style="list-style-type: none"> • Evaluate practices in other borough where exclusions are low eg direct referrals to PRU; develop LBH practice as appropriate 	<ul style="list-style-type: none"> ▪ 30% fewer students with an exclusion on their record 	AD Education Services	Dec 2019

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities - AG

Linked HLT priority (4): Special Educational Needs & Disability

We, with schools, will provide excellent provision for SEND young people through.

- Excellent statutory and traded work supporting vulnerable children;
- Our work influencing schools and school systems; and
- Through our partnerships with parents / carers and with other services.

Team / Service priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
SEND Partnership Board is working effectively ; Keep discussions child and young person focused: keeping their welfare and achievement at the centre of what we do	<ul style="list-style-type: none"> • Encourage and pursue full attendance and participation of all agencies • Ensure progress monitoring of action plan • Publish annual report 	<ul style="list-style-type: none"> • SEND Partnership is seen as a key forum by all partners where experiences are shared, issues raised and addressed and improvements are developed 	AD Education Services with Head of SEND	July 2020 Evaluate progress July 2019
Establish a coproduced revised SEND funding arrangement	<ul style="list-style-type: none"> • Diarise monthly co-design workshop meetings with stakeholders and ensure adherence to Terms of Reference 	<ul style="list-style-type: none"> • An agreed revised or alternative EHCP funding model is in place 	AD Education Services with Head of SEND	February 2020
Ensure EHCP process and team are working and able to work optimally Reduce the number of queries complaints and Tribunals within EHCP	<ul style="list-style-type: none"> • Team build and develop • Review categories of complaints and address trends identified • Inform stakeholders of 20 week timeframe at initiation of process and ensure compliance • Undertake regular quality assurance monitoring of EHCPs 	<ul style="list-style-type: none"> • Positive morale in team • Less officer time diverted to responding to complaints and Tribunals • Adherence to 20 week timeframe • Increased parental confidence and satisfaction with EHCP process 	Head of SEND with Head of EHC Planning	July2020

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities -

Linked HLT priority (5): Council & Manifesto commitments – Young Black Men and Orthodox Jewish young people

We will work positively to support council and manifesto priorities: to significantly improve outcomes for black boys & young black men and to promote effective engagement with private, voluntary & independent schools & settings in the Orthodox Jewish Community

Team / Service priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
To improve school based attachment, engagement, aspiration and achievement strategies for young black men	<ul style="list-style-type: none"> • Training for school staff and HLT staff emphasises key approaches and strategies • Customised work by the YBM lead with schools leads to improvements for the young people 	<ul style="list-style-type: none"> • Black Caribbean boys achievement gap to Hackney average basics and Progress 8 gap narrows by 33% over two years. • Disproportionality in exclusions drops by 33% over two years. 	YBM Programme – System Lead/ Principal Secondary Adviser Education Services and Schools Standards & Improvement Team.	Summer 2021
To promote effective engagement with private, voluntary & independent schools & settings in the Orthodox Jewish Community	<ul style="list-style-type: none"> • To affirm an HLT strategy, aligned with council strategy, for positive engagement with the PVI schools and settings, and the community re education • To provide appropriate training as identified • To positively address issues around elective home education responsibilities 	<ul style="list-style-type: none"> • EYFS outcomes for PVI meet Council targets • Strategy agreed Autumn 2019 • Training plan in place for Jan 2020-Dec 2021. • Clear strategies, coproduced where possible, articulated to all stakeholders 	Director of Education / AD Education Services / Head of Early Years / Early Years Strategy Manager / Head of Wellbeing & Education Safeguarding Education Services / Early Years & Early Help / Schools Standards & Improvement Team	December 2021

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities - OC/JL

Linked HLT priority (6): Excellent Work Places (HLT & Schools)

We will ensure our schools/settings and HLT are excellent workplaces where staff flourish, develop and stay. HLT will ensure professional development is a key part of this. We will celebrate success and spread excellent practice, through championing and communicating what we do. We will build on and commission research.

Team / Service priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
Hackney Learning Trust SLT supports high performance by addressing both organisational and individual needs. Inclusion is promoted.	<ul style="list-style-type: none"> • Ensure building professional capital and learning is at the forefront of discussions and planning. • Review the employee journey from recruitment to induction, staff development and exit (questionnaire). 	<ul style="list-style-type: none"> • Increased levels of employee engagement. Indicators: <ul style="list-style-type: none"> ○ Staff survey results ○ Exit interviews positive. ○ PDR returns (analysis of) 	Director of Education / Head of Human Resources – Deputy Head of HR , OD Business Partner	Dec 2019 and ongoing
HR/HLT leadership practice is compliant with values, regulations and policy (eg: GDPR)	<ul style="list-style-type: none"> • Ensure all team leaders are trained in values, regulations and policy. 	<ul style="list-style-type: none"> • Annual programme of training in leadership and management in place and actively taken up. • All policies (school and trust) are up-to-date 	Head of Human Resources – Deputy Head of HR , OD Business Partner	April 2019 and ongoing
New HSGB structure (HLT staff) is operational. Clear lines of communication in place across HLT.	<ul style="list-style-type: none"> • Appropriate use of the organisational change policy • Develop leadership programme, in conjunction with LBH) to support transition. 	<ul style="list-style-type: none"> • New structure in place • Successful Change Programme (change management) 	Head of Human Resources – Deputy Head of HR	April 2020

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities				
Linked HLT priority (7): Operations, Service Functions & Traded Services				
We will support our goals through highly effective and efficient operations, data and service functions. We will provide a full range of services to schools and settings through traded services, commercial development and making the most of opportunities for HLT and for schools, both inside and outside Hackney.				
SLT leader priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
Business services and operational practices develop to match the HLT service model and support the function of HSG.	<ul style="list-style-type: none"> • Organisation design principles and lean / digital operating processes are implemented. • Information management provision including EMIS / synergy is implemented. • G-Suite or equivalent is implemented. 	<ul style="list-style-type: none"> • Service teams are high performing, efficient and the interface with clients shows excellent customer service. • Method and approach, including policy and practice is understood and followed, especially for new systems. • Effective co-ordination and working with CACH and Council functions; ensure effective communication with all schools and settings at all times. 	Head of Business Services Business Operations teams inc. IT, HR, MISA etc. Head of Business Services / Senior Leadership Team links.	April 2020
The structure of the HLT organisation is clear and fit for purpose. It fits the requirements of HSG Board, HLT priorities and closer working with the council.	<ul style="list-style-type: none"> • Structure, capacity and expertise combined to match HLT priorities and regulatory responsibilities. • HLT budget strategy and approach developed to support the HLT service model and HSG function. 	<ul style="list-style-type: none"> • Viable and sustainable HLT service model. • Funds and resources aligned to priorities and scope for investment. • Full range of services to schools. 	Head of Business Services + Senior Leadership Team Business Operations teams inc. Finance, HR, etc. Senior Leadership Team links.	April 2020
Promote and model HLT values throughout Business Services	<ul style="list-style-type: none"> • Promote and model HLT values via own and team professional development 	<ul style="list-style-type: none"> • Staff survey indicates values well embedded across Business Services and HLT. 	Head of Business Services Senior Leadership Team	April 2020

Action Plan 2019-2020 – how the SLT leads drive forward HLT priorities - AG

Linked HLT priority (8): Partnership Working & Hackney Schools Group

In order to achieve our goals we will describe and implement a structure which encompasses our family of schools / settings (Hackney Schools Group) and our role as part of the council. We will play a leading role in the work of the Children and Adults Services division, ensuring we liaise effectively at all times and often lead

Team / Service priority	Action / s	Outcome / success criteria	Responsible officer & linked Services	Completion by
Promote and model HLT values	<ul style="list-style-type: none"> Promote and model HLT values at all times, including via own and team professional development 	<ul style="list-style-type: none"> Staff survey indicates values well embedded across service and HLT. 	Director of Education / Wider Leadership Group	Annual survey
Hackney Schools Group Board is set up and functioning effectively	<ul style="list-style-type: none"> Drive forward the implementation of the group. Lead on early communication with stakeholders 	<ul style="list-style-type: none"> Hackney Schools Group Board is in place. Performance indicators are met for first year. 	Director of Education / AD School Standards & Improvement / Head of Business Services	July 2020
Cross stakeholder vision and view of education in Hackney is communicated to all	<ul style="list-style-type: none"> Drive forward development of the vision with councillors, Hackney Council, HSGB, CACH, school leaders and community. 	<ul style="list-style-type: none"> Succinct high level vision communicated to all Feb 2020 	Director of Education / Senior Leadership Team	Feb 2020
Hackney Learning Trust structure fit for priorities and purpose.	<ul style="list-style-type: none"> Lead on positive implementation of agreed changes via shadow structure etc. 	<ul style="list-style-type: none"> Agreed structure in line with workstream principles (agreed with TS) is in place April 2020. Staff are positive about structure. Links with Hackney Council work effectively at all times. 	Director of Education with Head of Business Services and Head of Human Resources	April 2020

