

Hillingdon Education Partnership Review

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Presentation to Headteacher Conference 15th September



Agenda for this session

1. Introduction and reminder of the aims of this review
2. Summary of the feedback received to date
3. Learning from other education partnerships – Portsmouth and Haringey
4. Lunch Break
5. Options for taking forward partnership working in Hillingdon
6. Developing a potential partnership offer and getting your feedback
7. Confirming next steps

Feedback from Heads identified a number of strengths to current partnership working

- **Secondary schools were positive about the support from HASH** especially the support pre-COVID such as peer reviews, senior leadership internships and HASH Collaborative.
- **Primary Heads were also positive about the opportunities to collaborate and support each other through Primary Forum** and some identified local networks and clusters where they were working with other primary schools as particularly helpful as well.
- **Recognition from some that LA capacity to support schools had increased** over the last year and positive feedback about the support provided from advisers to some schools.
- **Support from LLEs was also commented on positively by schools that have received support** with two thirds saying it had been very effective or effective.
- **Other strengths identified included:** EYFS Partnership, Collaborative working as the Deanery, Peer Review amongst Catholic Schools, Local Clusters, pre-pandemic use of other schools as alternative to exclusion, writing moderation.

We also heard a number of challenges about partnership working currently...

- **There was a lack of clarity about the role of Schools' Strategic Partnership Board**, its priorities and how it fits with other groups. Only 22% said they were very clear or clear.
- **There was broader confusion about partnership structures and where to go for support.** Confusion how SSPB, Schools Forum, SEND Board and Heads Groups all fitted together.
- **There were concerns about representation of Heads on different groups.** Desire to widen the range of schools involved in partnership work and to get below the level of Heads.
- **There was concern about the patchiness of the support offer and collaboration.** Too dependent on schools and concerns some Heads being left out or schools being isolated.
- **There were concerns about the support available to all schools to support improvement.** Lack of clarity about where support for good schools was coming from and little contact.
- **There were frustrations about the willingness of all schools to work in partnership** and the need for the Local Authority to confirm its commitment to the partnership.

Conditions to make partnership working more effective

- **Clear and simple set of agreed priorities** that drive work across the partnership
- **Partnership structures that engage a wider group of Heads in taking work forward.** This might involve time-limited task-and finish groups being asked to take work forward.
- **Independent leadership of the partnership and capacity to drive forward the work** would be helpful to establish clearly that this is a partnership between the LA and schools.
- **Funding to support the partnership from both the LA and schools.** This review a good example of sharing the costs and that principle should be applied moving forward.
- **Developing a more differentiated partnership offer** with a more basic offer to engage as many as possible and a more extensive offer for schools that were willing to pay more.
- **Sustaining and developing the capacity for more school-to-school support.** How to sustain the capacity and the roles that LLEs and SLEs could play moving forward?

We have looked at a number of other local education partnerships with the Steering Group and you are going to hear from two in more detail today...

Partnership	Structure	Scope and service offer	Funding
Bexley Education Partnership	Strategic Partnership Board	Broad range of priorities covered including school improvement, school places and planning, SEND, Inclusion, Workforce Development & Governance	LA funds coordinating capacity. Partnership has no dedicated funding but influences overall spending decisions
Camden Learning	Schools Led Company	Core school improvement offer plus additional services including Governing Body support, Camden Music Service, Camden Learning Centre, Early Career Teacher Programme	Schools pay - range of £850 to £13K for varied service levels LA commissions CL to deliver wide range of services
East Sussex	Strategic Partnership Board	School improvement with small number of core priorities across both Boards. At secondary also focused on inclusion and at primary Early Years.	LA funding supports board and locality structures
Haringey Education Partnership	Schools Led Company	School Improvement offer includes external challenge and support, CPD offer, support around statutory functions, governance, post-16	Schools pay £19 per pupil plus LA commissioned offer
Portsmouth Education Partnership	Strategic Partnership Board	Broad range of priorities covered including school improvement, safeguarding, emotional health and wellbeing, pupil place planning	LA funds set up costs and Chair/Co-Ordinating Capacity
SAfE (Surrey)	Schools Led Company	School Improvement including. statutory intervention commissioned by the LA & wider CPD and leadership development offer	Schools pay 89p per pupil plus LA commissioned offer

Some questions to consider from this analysis

- **What should the focus of your partnership work be?** Significant variation in partnerships we looked at with half having a broad focus and the other half being more narrowly focused on school improvement.
- **How should you continue to connect and join up work across different areas?** In most cases the partnership structures continue to operate alongside other local authority structures such as Schools Forum and SEND/Inclusion Boards. Portsmouth is the clearest model where they have tried to map how the different structures and reporting work together. What would the equivalent diagram look like for Hillingdon?
- **How should the funding for the partnership work?** In examples we looked at they are all funded in different ways and combinations between the LA and schools. All of the models we looked at have a continuing role and contribution from the LA. For models where schools are paying for support there is big variation from 89p per pupil to £19 per pupil.
- **Where should the capacity to lead and run the partnership come from?** In examples we looked at all but one have independent chairs, in three cases the co-ordinating capacity is provided by or funded by the Local Authority and in one case the partnership provides funding to Heads to lead the work at a locality level. In the examples of schools-led companies they have full time Managing Directors and a small staff leading the work.

Our nine conditions for assessing effective local education partnerships...

Nine conditions to develop an effective local school improvement system

- 1. A clear and compelling vision for the local school improvement system**
- 2. Trust and high social capital between schools, the local authority, and partners**
- 3. Strong engagement from the majority of schools and academies**
- 4. Leadership from key system leaders**
- 5. A crucial empowering and facilitative role for the local authority**
- 6. Sufficient capacity for school-to-school support**
- 7. Effective links with regional partners**
- 8. Sufficient financial contributions (from schools and the local authority)**
- 9. Structures to enable partnership activity**

LEARNING FROM OTHER EDUCATION PARTNERSHIPS - PORTSMOUTH

LEARNING FROM OTHER EDUCATION PARTNERSHIPS - HARINGEY

OPTIONS FOR TAKING FORWARD PARTNERSHIP WORKING IN HILLINGDON

Questions for education partnerships to consider

- **Role of the Partnership** – should it look at health of whole system or just specific priorities? Should the focus be on school improvement or all areas of education?
- **Governance** – how should the partnership structures fit and sit alongside other local structures and groups leading work e.g. Schools Forum, SEND governance?
- **Leadership** – who will chair the partnership? LA, Heads, Rotating Chair, Independent?
- **Membership** – how will you decide who sits on the board and is involved in each group? Election by schools? Reps from HT Groups? Individual schools or MATs?
- **Capacity** – will the partnership need dedicated coordinating capacity? Where should that come from? How much time will be required? What will stop in return?
- **Funding** – where will funding come from? Who will hold the funds on behalf of the Partnership? How will funding be allocated to different priorities/groups?
- **Communications** – how will all schools be engaged and not just the usual suspects? How will the group link up with and join to work led by HT Groups?

Suggestions from the Steering Group discussions so far...

- **Simplify and streamline the partnership structures** – to retain oversight of all of the issues facing the education system but you don't want to try and manage them all through a single structure like SSPB but have more clear roles for individual Boards/groups
- **Focus on a smaller number of key priorities** – for each board or group leading work you want to identify a small number of priorities that can be taken forward with the LA and schools working in partnership to address them so can see progress being made
- **Build on and expand what is working well already** – for example extending the peer review model that has been used successfully at Secondary to Primary
- **Find a way of engaging more Heads and schools in partnership work** so we are drawing on the expertise, skills and knowledge that exists within Hillingdon's schools
- **Ensure funding for the partnership comes from both the local authority and schools** to recognize the shared interest in making this work, but there may need to be a more differentiated offer to engage all schools and offer more to those that want to buy more

There are a number of issues that currently sit under the remit of the SSPB – in this work we have primarily focused on the theme of school improvement...

Place Planning

SEND

Inclusion &
Vulnerable
Learners

School
Improvement

Focus on school improvement to include:

- External challenge and support quality assurance
- Peer Review
- School to school support
- LLE/SLE deployment
- Specific priorities e.g. Literacy/Post-16 Attainment/Early Years

A School Improvement Board/Partnership is the place where you could bring together the support across the local authority, HT groups and LLE group

School Improvement Partnership/Board

- Determines the overall strategy and priorities for school improvement
- Reviews the impact of all partners work to support achievement of priorities
- Reviews data and evidence of progress being made
- Oversees the use of all resources to meet identified priorities

Education Improvement & Partnerships Team

- Bi-Annual Adviser Health Check Visit
- Additional support to maintained schools
- Moderation support
- Early Years Quality support

HASH/Primary Forum

- Voice of schools feeding into board
- Runs Peer Reviews
- Runs HT Briefings and Conferences
- Moderation support

System Leadership LLE Group

- LLE/SLE accreditation and deployment
- Run Subject Networks
- CPD offer
- Leadership development

Task-and-finish groups could be set up to take forward work over the year and report on progress to the School Improvement Board/Partnership...

What would priority task and finish groups do?

- Identify the key issues and challenges facing Hillingdon schools in relation to this issue or priority by looking at data and talking to school leaders and practitioners about the issue
- Identifying where Hillingdon might already have effective practice it could learn from
- Researching evidence from elsewhere about what works in relation to identified issues
- Make recommendations for ongoing support to Hillingdon schools in relation to this priority e.g. identify CPD needed, further research that could be undertaken by schools

What might priority task and finish groups need to make them successful?

- Capacity from both the LA and schools to drive work forward
- Involvement of schools that have expertise or experience related to specific priority/issues
- An agreed action research approach to undertaking further work with schools
- Capacity from schools or system leaders (LLEs/SLEs) to support the implementation of recommendations and provide support to schools that want to action forward

Question: What else would it take to make these task and finish groups successful?

Developing a more differentiated partnership school improvement offer...

	Local Authority	HASH/Primary Forum	LLE and SLE Support
Core support offer	<ul style="list-style-type: none"> • Bi-annual health check adviser visit • Additional SI support for at-risk schools • Moderation support • Early Years support 	<ul style="list-style-type: none"> • Attendance at HASH and PF meetings • Regular updates and briefings on key topics • Representation of views to the local authority 	<ul style="list-style-type: none"> • Commissioned support for at-risk schools from LLEs and/or SLEs
Additional support	<ul style="list-style-type: none"> • Additional adviser visits or support • Pre-OSFTED support • Governor support including governance peer reviews • Additional support for back-office functions 	<ul style="list-style-type: none"> • Peer Reviews • Senior leadership internships 	<ul style="list-style-type: none"> • SLE led Subject and Curriculum Networks • Additional support from LLE or SLEs • CPD offer related to agreed priorities e.g. SEND in the classroom

Question: What else would you want to see as part of the core or additional offers?

What are the different options for how funding of the partnership could work?

- **Option 1 – Single Partnership fee paid by all schools** to cover the costs of core and additional support. Schools free to choose what support to access within this offer. Further additional support could be charged at a discounted rate. Rate could be differentiated by type of school and/or it could be calculated on a per pupil basis to reflect the size of the school.
- **Option 2 – Differentiated Membership fee to reflect the different needs of schools.** All schools asked to pay a basic membership fee to cover the core costs of the partnership. Additional support could then be charged at a differentiated level for those that were willing to pay more. Costs would depend on number of schools who sign up. Offer could be further differentiated e.g. basic, standard and advanced tiers of support.
- **Option 3 – Core Only. All additional support provided on an as needed basis.** Schools would only be asked to meet the core costs through their membership fee. All additional support would be purchased on an individual basis direct from whoever was providing that part of the offer e.g. LA, HASH/PF, LLE Network.

How might the partnership structures then fit together over time...

Schools Forum

SEND Board

Inclusion &
Vulnerable Learners
Board

School Improvement
Partnership/Board

Place Planning Board

Inclusion and Early
Intervention*
Sub-Group

Co-production
Sub-Group

Health and Social
Care Sub-Group

Transitions
Sub-Group

Place Planning
Sub-Group

The SI Board would focus on :

- External challenge and quality assurance
- Peer Review
- School to school support
- LLE/SLE deployment
- Specific improvement priorities e.g.
Literacy/Post-16
Attainment/Early Years

With a question over whether you would still need some form of overarching governance structure to replace the SSPB?

Overarching Governance Arrangements?

Schools Forum

SEND Board

Inclusion &
Vulnerable Learners
Board

School Improvement
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Place Planning Board

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Potential timeline and next steps for taking this work forward...

Year 1
(Sept 21 to July 22)

- Set up new Governance structures and start operating
- Advertise and appoint new Independent Chair (consider whether interim solution is available)
- Identify and agree priorities for task and finish groups
- Continue to develop the detail of potential partnership service offer. Undertake further testing with schools
- Ask schools to sign up to new offer and pay membership fees (ahead of new financial year)

Year 2
(Sept 22 to July 23)

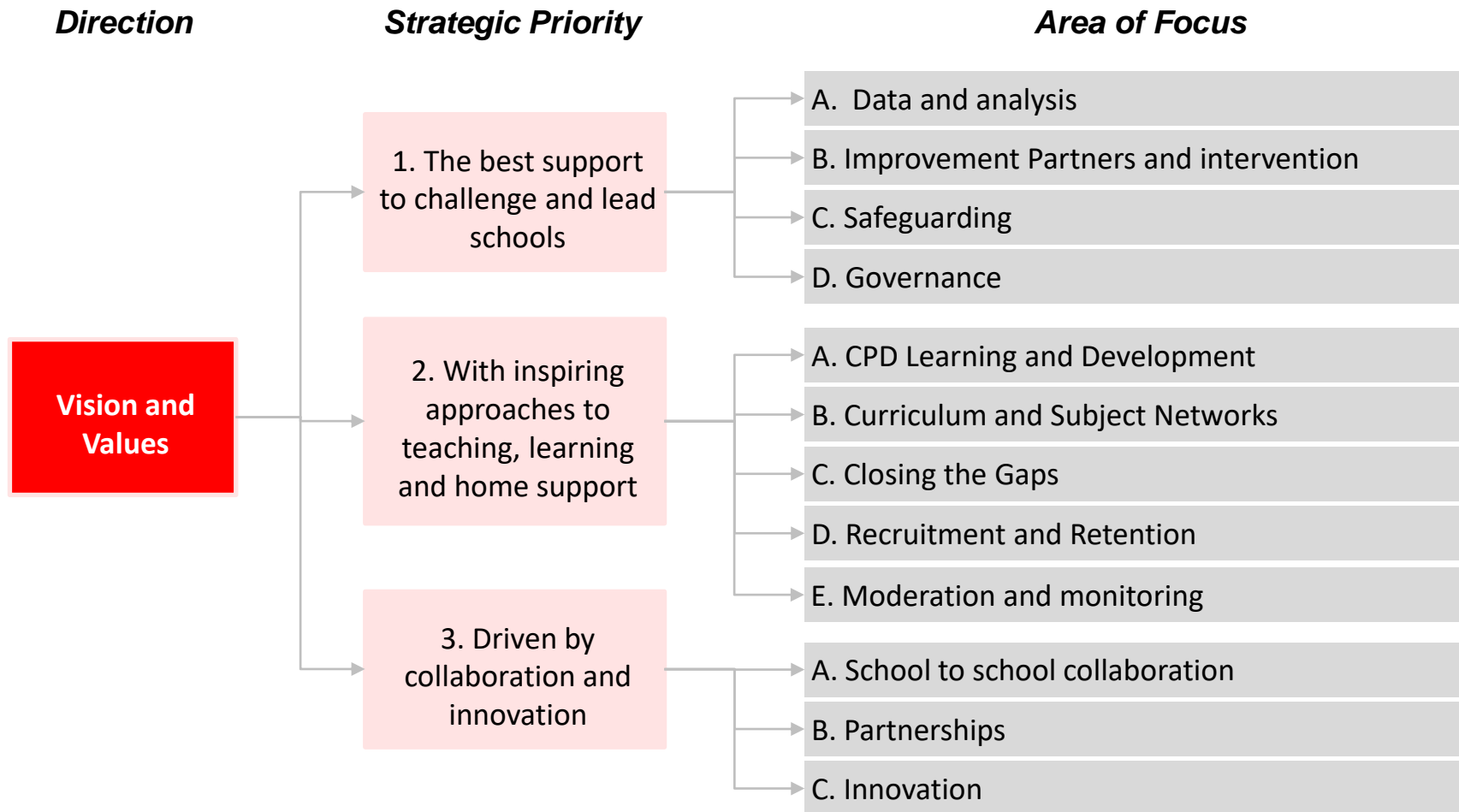
- Start delivering new offer as agreed by schools
- Continue with new Governance arrangements and use to review progress in implementation
- Refine and develop the detail of the partnership offer based on feedback from schools
- Review the impact of the work of task and finish groups in Year 1 and whether they continue or establish new task and finish groups for Year 2

Questions to Heads

- **Do you agree with the proposal to focus on the school improvement partnership first?** Should we move to this new structure immediately in this way over this academic year?
- **Do you agree with the proposal to establish priority focused task and finish groups?** What priorities would you suggest? What else might help to make these groups effective?
- **What else would you want to see as part of the core or additional school improvement offer?** How might this offer be developed further with schools?
- **Which of the funding models do you think would work best?** A single partnership wide offer that all schools buy-into, a differentiated offer or should schools be able to purchase any additional support from individual partners on an as needed basis?
- **Would schools be willing to contribute now to the core costs of the new partnership?** Or should we wait for the development of the offer to ask for sign up?
- **Do you agree with the proposed timeline and next steps for taking this forward?**

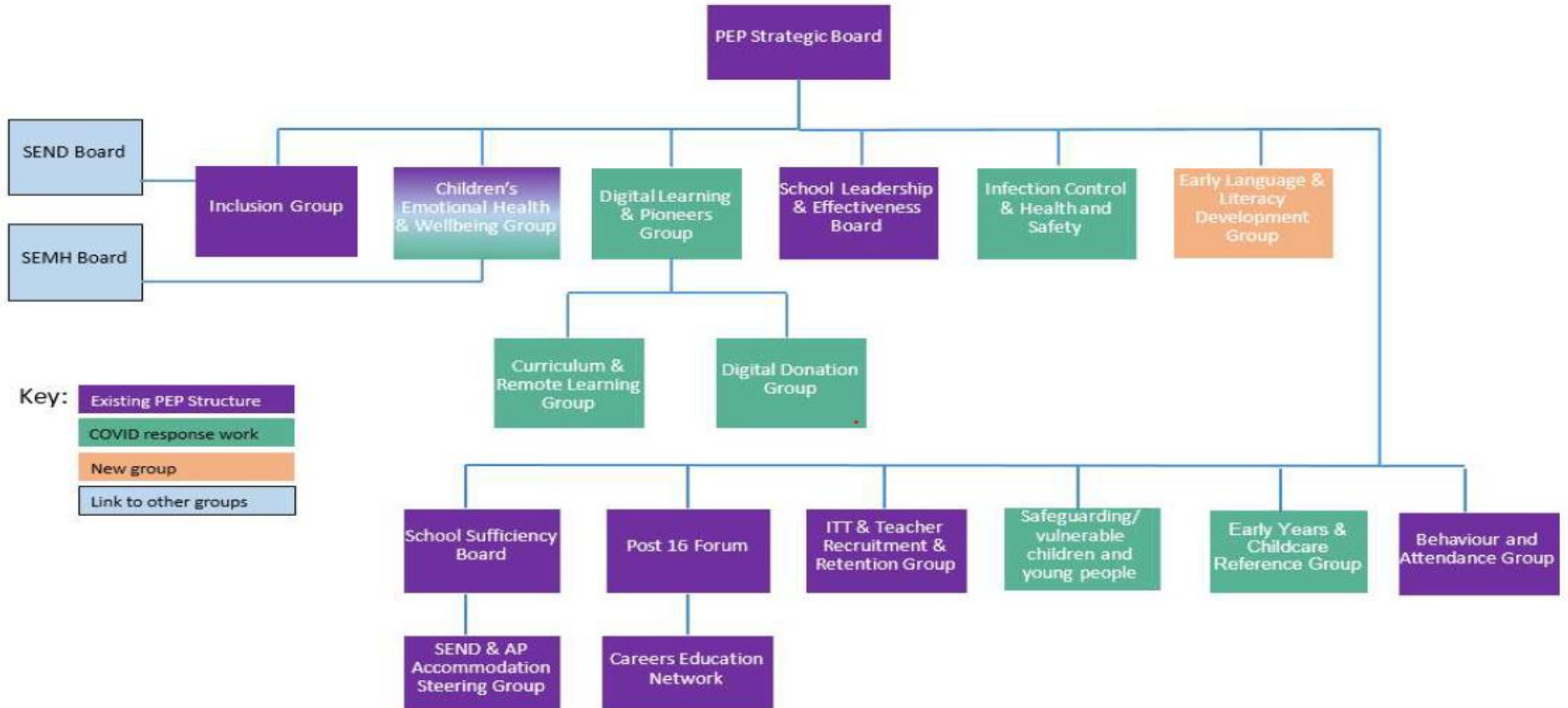
ADDITIONAL SLIDES IF NEEDED

Haringey Education Partnership – summary of their partnership offer



Portsmouth Education Partnership has organized its structure around the agreed priorities from its shared partnership 2020-23 Education strategy

PEP Structure including COVID recovery working groups



Harrow Education Partnership and Harrow Learning Collegiate

Context

- Mixed system with a local authority led education partnership which co-ordinates and supports the development of school-to-school support through local hubs combined with a wide-ranging offer from a Teaching School Alliance

How does it work in practice?

- Harrow Education Partnership is led by the local authority but under the direction of the HEP Board and supported by a HEP Ambassador and provides a platform for school clusters, teaching schools and the LA to work together.
- Key element of the work of HEP is co-ordinating school-led CPD and school-to-school support through Learning Hubs and SLEs – they offer a range of support in areas such as Curriculum, Assessment, Leadership, Outdoor Learning, EAL, Behaviour for Learning, Safeguarding, Autism support, Leadership and Management
- Harrow Collegiate is a Teaching School Alliance with 12 schools as members who have developed a wide-ranging support offer including:
 - Teaching and learning programmes including Developing Great Teaching, Literacy, SEND in the classroom etc
 - Specific subject networks led by a lead practitioner
 - A range of leadership development programmes for middle leaders, aspiring senior leaders and new Heads
 - Headteacher conferences
 - A range of reviews including School to School reviews, VI Form, Safeguarding, Pupil Premium focused reviews

How does the funding work?

- Unclear what schools pay to be a member of HEP but access to resources and support through learning hubs is dependent on schools contributing to the admin, finance and strategic running of the partnership
- The Collegiate offers a subscription model that charges secondary schools £4,200, primary £2,100 and special £1050. Schools not paying the subscription can buy individual support but at a higher rate.

What might the potential costs of this partnership offer look like?

	Partnership offer	Assumptions	Potential Costs
Core Support Offer	Independent Chair and Co-Ordinating Capacity	20 days at £600 a day for Independent Chair and 50 days of co-ordinating capacity at £350 a day.	£29,500
	Capacity to support work of Task and Finish Groups	10 days of LLE time or equivalent system leader at £500 and 15 days of SLE time at £350 = £10,250 per group	£20,500
	Capacity to support schools leading school to school support	Support to schools for co-ordinating and managing school to school support offer e.g. accreditation of LLEs/SLEs, managing deployment. Assume 5K per school leading this work. 2 Secondary. 2 Primary.	£20,000
Additional Support	Peer Review offer	Secondary £1600 for 1.5 day review. Primary model needs to be designed but assumed 1 day review at £1,000. Total cost depends on take up – assume 12 secondary and 30 primary	£49,200
	School-to-School Support offer	SLE subject and curriculum networks – 10 networks with 10 days per SLE at £350 = cost of £3,500 per network Additional LLE/SLE support to schools. Assume 1 day LLE and 3 days SLE additional support per school = £1050 per school. Take up 12 Secondary and 30 Primary.	£35,000 £44,100