

# **Appendix A**

## **Tower Hamlets Education Partnership (THE Partnership)**

**DRAFT BUSINESS PLAN**

**October 2016**

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## 1. Introduction

- 1.1 Longstanding collaboration between schools and the local authority has been a huge strength of education in Tower Hamlets. Given the national policy context over the past few years, local schools decided to establish THE Partnership to promote and extend joint working so that the successful collaboration – between schools themselves, and between the schools collectively and the local authority and other key partners – could be developed further for the good of children and young people.
- 1.2 THE Partnership is genuinely schools-led and founded in a deep understanding of the local context in which schools operate. THE Partnership is establishing detailed knowledge of both need and expertise in all local schools and educational settings, and over the next three years it will develop capacity and broker the delivery of a range of school improvement programmes, both targeted and universal. THE Partnership has established ambitious goals for outcomes that will demonstrate sustained and continuous educational excellence in all types of schools and other settings in Tower Hamlets.
- 1.3 THE Partnership’s **vision** is that our schools and other educational settings should build on and further develop an existing culture of collaborative working — initially focused on school improvement — to enable all the borough’s children and young people to experience the best possible educational opportunities, outcomes and life chances.
- 1.4 The schools and other partners who make up THE Partnership are explicitly committed to a set of **core values** which will underpin all aspects of the development and operation of THE Partnership’s work. These are:
- Aspiration*
- Promoting and striving for excellent outcomes for all children
  - Continuous improvement in the quality of teaching and learning
  - Developing best practice
  - At the forefront of school improvement, both nationally and internationally
- Trust and support*
- Collegiality and mutual support as part of a family of schools
  - Investing in collaborative working within THE Partnership
  - A voice for all members
  - Supporting one another as critical friends to improve teaching and learning and outcomes for children and young people
  - Innovation through working together
- Equality and inclusion*
- Equal opportunities
  - Fairness in operation and decision-making
  - Fair admissions and fair access policies
  - Promoting and supporting cohesion and integration
  - A voice and involvement for parents, for children and young people, for school staff and for the wider community

### *Transparency and accountability*

- Open and transparent partnership governance and decision-making
- Welcoming challenge from each other, local people and elected representatives

## **2. THE Business Plan priorities**

2.1 The Business Plan for the first years of THE Partnership's life is built around three priorities. These are:

- I. Delivering a sustainable and effective school improvement programme.
- II. Effective engagement with members, associate members, partners and communities.
- III. Establishing a financially sound and sustainable organisation.

These are reflected in the following sections

### **2.2 School-led services**

2.2.1 THE Partnership's offer to schools will be focused on school improvement, with the aim of contributing to improved educational experiences and outcomes for all children and young people in Tower Hamlets.

2.2.2 It is envisaged that services provided directly by THE Partnership itself will be minimal. Rather, THE Partnership will work with schools to develop improvement solutions and will broker access to appropriate provision. This will mainly be through using the skills and expertise of local schools, most particularly THE Partnership's Teaching School Alliances, but also through the commissioning of key associates, approved contractors and associate organisations to provide agreed services. There will also be a strong focus on developing capacity within schools such that the model of schools helping each other can be sustained beyond the first three years.

2.2.3 Improvement resources that could be accessed directly through THE Partnership's members would include support from:

- SLEs
- NLEs
- LLEs
- NLGs
- Expertise in Tower Hamlets schools and from TH teachers and other staff
- Alternative provision
- Associate members

### 3. THE Partnership's work

3.1 In the initial 3 years, THE Partnership's work will focus on the following areas:

<b>PRIORITY 1</b>	
<b>Delivering a sustainable and effective school improvement programme</b>	
<b>AREA OF WORK</b>	<b>FOCUS</b>
<b>Successful information gathering</b>	<ul style="list-style-type: none"> <li>• Audit and rigorous analysis of information about local schools</li> <li>• Identification of need and risk</li> <li>• Emerging local issues</li> <li>• Identification of capability, expertise and support available from schools and other educational settings</li> <li>• Feedback from schools</li> <li>• Local and national horizon scanning</li> </ul>
<b>Successful brokerage</b>	<ul style="list-style-type: none"> <li>• Getting the right people to do the right things</li> <li>• Different models for different purposes</li> </ul>
<b>Core school improvement support for schools in greatest need</b>	<ul style="list-style-type: none"> <li>• Customised improvement programmes using school to school support and close monitoring of interventions</li> </ul>
<b>Developing good practice in teaching</b>	<ul style="list-style-type: none"> <li>• Brokerage of peer observations and exchange</li> <li>• Improving teaching programmes (ITP) and Outstanding Teaching Programmes (OTP)</li> <li>• Development of centres of excellence</li> <li>• 'Excellence' visits</li> <li>• Trialling joint practice initiatives</li> <li>• TeachMeets</li> <li>• Improving management of behaviour and attendance</li> <li>• Good practice in assessment</li> <li>• Steps for Learning hubs / strategic workshops for senior leaders</li> <li>• Other CPD opportunities</li> <li>• Support for Ofsted inspection</li> </ul>

<b>School development work</b>	<ul style="list-style-type: none"> <li>• A range of school development programmes, some customised or highly focused</li> <li>• Development initiatives e.g. Improving Oracy</li> <li>• School-based ITT</li> </ul>
<b>Developing leadership CPD</b>	<ul style="list-style-type: none"> <li>• Preparing for headship programmes</li> <li>• Preparing for executive headship programme</li> <li>• Mentoring for new headteachers</li> <li>• Support for headteacher appointment panels</li> <li>• Support for governor appointment panels</li> <li>• Steps for local subject, phase and leader accreditation</li> <li>• Support for governance</li> <li>• Learning new skills for governors, with accreditation programmes for local leads in governance</li> <li>• Training for governing bodies on data analysis and on critiquing each other's results</li> <li>• Support for chairs of governing bodies</li> <li>• High profile termly leadership 'events'</li> </ul>
<b>New ways of working</b>	<ul style="list-style-type: none"> <li>• Trialling, analysis and assessment of different models of peer review and peer development</li> <li>• 'Kite-marking' – providing up-to-date member ratings of consultancies and contractors</li> </ul>
<b>Research, development and evaluation</b>	<ul style="list-style-type: none"> <li>• Funding for research and intervention on key local issues and the production of research reports</li> <li>• Support for grant applications</li> </ul>
<b>Working with parents and carers</b>	<ul style="list-style-type: none"> <li>• Liaison with the Parent &amp; Carer Council to establish initiatives</li> </ul>

<b>Working with children</b>	<ul style="list-style-type: none"> <li>Supporting, promoting and facilitating events of celebration and competition for local children and young people</li> </ul>
<b>PRIORITY 2</b>	
<b>Effective engagement with members, associate members, partners and communities</b>	
<b>AREA OF WORK</b>	<b>FOCUS</b>
<b>Building and developing relationships</b>	<ul style="list-style-type: none"> <li>Member schools</li> <li>Teaching schools</li> <li>Multi-academy trusts</li> <li>Governance (Advisory Council etc.)</li> <li>School governors</li> <li>Associates</li> <li>Council</li> <li>Other partnerships</li> <li>National College</li> <li>Relevant third sector and community groups</li> <li>RSC</li> <li>Ofsted</li> </ul>
<b>Communications and networks</b>	<ul style="list-style-type: none"> <li>Interactive website</li> <li>News and e-Bulletin</li> <li>Social media</li> <li>Head teacher forum</li> <li>Governor forum</li> <li>Council networks</li> </ul>

3.2 Opportunities to establish or develop other improvement services will be explored from the outset.

3.3 THE Partnership is firmly committed to improving outcomes for children and young people and will measure how well its services contribute to that goal through rigorous **performance management**, involving the monitoring, review and evaluation of progress, and achievements against specified outcomes. These are set out in Appendix 1.

## **4. PRIORITY 3: Establishing a financially sound and sustainable organisation – revenue streams, growth and costs**

### **4.1 Revenue streams**

#### **4.1.1 Income will be from the following sources:**

- THE Partnership Member fees – these would represent an investment in the vision and future of THE Partnership as well as entitlement to a range of value for money services and access to free membership events.
- LA seed funding for three years;
- Events and conferences
- A range of improvement initiatives and services for schools
- Bespoke school development programmes
- Council commissions
- Future potential grant income streams; and
- The possibility of some traded services (including currently de-delegated services) from the 2017-18 academic year.

### **4.2 Future Direction and Growth**

4.2.1 THE Partnership will need to be flexible, adaptable and proactive, and to evolve and develop over time, both as a result of local innovation and response to the national and local context, including the Education Act 2016, the Educational Excellence Everywhere White Paper, 'Schools that Work for Everyone' and the National Funding Formula proposals. The strategic direction this development takes will be steered by the Board, guided by the Advisory Council and implemented in agreement with Members of the Partnership.

4.2.2 Opportunities to establish other services – including both existing services offered by the council and new services – in order to further the goals of THE Partnership will be explored as it develops. Evidence shows that social enterprises, mutual and other not for profit companies that failed to adopt a strong strategy for growth have been less successful than those that have embraced growth as an essential strand of developing their business.

- 4.2.3 'Not for profit' does not mean *no surplus*. The health of the business will depend on its ability to invest in new products and services, in improving and developing current products and services, in our staff; and to build reserves to enable us to mitigate risks. Our priority is to ensure that funding intended to improve outcomes for children does exactly that and any surplus is reinvested to that end.
- 4.2.4 Our five-year growth will focus on;
- Retaining founding schools
  - Attracting new schools
  - Attracting new associate members as partners
  - Improving current support services
  - Developing and introducing new services and support
  - Marketing our services
- 4.2.5 Continuing commitment to our underpinning vision and values is essential to ensuring that we retain strong support from our founding schools and expand our services and support to others.
- 4.2.6 The proposed changes to the National Funding Formula and, more clearly, the *Educational Excellence Everywhere* White Paper, and *Schools that Work for Everyone* make it clear that the shift away from local authority-led to schools-led services will continue and accelerate. THE Partnership will therefore explore the need, impact and value placed on the Council's existing schools-focused traded and de-delegated services for delivery.
- 4.2.7 The *Educational Excellence Everywhere* White Paper (DfE, March 2016) emphasised the changing responsibilities of local authorities: *'Local authorities play an important role in the education system: ensuring every child has a school place, that the needs of all pupils are met and championing parents and families. They will step back from running schools and school improvement.'*
- 4.2.8 *Schools that Work for Everyone* (DfE, September 2016) has more recently made it clear that the shift away from local authority-led to schools-led services will continue and accelerate. At the same time, there has been no move by the government to begin the legislative process of removing statutory responsibilities for school improvement that had been signalled for September 2017. During this period of uncertainty, THE Partnership and the LA will work closely together to ensure schools continue to be supported effectively. This will entail delivering some improvement services in parallel though the intention is that the management will be seamless and from the schools' perspective, the operation will be coherent and efficient.



### 4.3 Financial Summary (Figures are based on financial year 1 April – 31 March)

4.3.1 The table below shows a summary of the expected revenue and costs over the five-year period. The detailed figures and assumptions on which this summary is based are set out in Appendix 2.

Income & Expenditure	1	2	3	4	5
	Year ended				
	31/03/2017	31/03/2018	31/03/2019	31/03/2020	31/03/2021
Subscriptions	-	153,360	164,314	227,848	280,429
Council seed funding	300,000	300,000	300,000	-	-
Commission income	-	100,000	100,000	170,000	170,000
Event income	-	10,000	15,000	50,000	50,000
<b>Total income</b>	<b>300,000</b>	<b>563,360</b>	<b>579,314</b>	<b>447,848</b>	<b>500,429</b>
Staff costs	89,582	295,100	295,100	295,100	295,100
Fixed costs	99,070	126,120	126,120	103,120	103,120
Variable costs	111,000	138,840	151,974	46,408	87,029
<b>Total costs</b>	<b>299,653</b>	<b>560,060</b>	<b>573,194</b>	<b>444,628</b>	<b>485,249</b>
<b>Surplus/(deficit)</b>	<b>347</b>	<b>3,300</b>	<b>6,120</b>	<b>7,620</b>	<b>7,620</b>
<b>Cumulative surplus/(deficit)</b>	<b>347</b>	<b>3,647</b>	<b>9,767</b>	<b>12,987</b>	<b>28,167</b>

#### 4.3.2 Key assumptions include:

- Subscription income from 70% of the potential membership increasing to 80% over three years;
- Increases in subscription fees in Years 4 and 5;
- Council seed funding of £300,000 per annum for 2016/17 to 2018/19 inclusive;
- Commission income brokered services increasing in value over three years;
- Income from events increasing in value over three years
- The secondment or employment of an Executive Director and an Administrative Assistant supplemented by additional school improvement posts. These will spend their time running the Partnership and, over time, providing some of the Partnership's core service;

- The provision of other services by third party contractors, including teaching schools. In the first three years the Partnership will invest in developing the services it will provide in future years;
- No account has been taken of potential grant income nor of the costs of providing or developing the initiatives covered by the grants.

#### **4.4 Risks and opportunities**

4.4.1 As well as exploring the opportunities for development set out above, THE Partnership will take steps to mitigate the main risks to its success and sustainability. These include;

- Uncertainty about Government funding streams
- National policy changes
- Reduction in schools' budgets, with associated reduction in spending power
- Recruitment and retention of high quality staff
- Insufficient capacity to deliver
- Future staff transfer costs
- Future traded services process
- Competition from other providers
- Changing leadership in individual member schools
- Schools (Academy chains, Teaching Schools and Dioceses) don't buy into THE Partnership strategy and model
- Failure to identify and comply with legal and financial requirements
- THE Partnership becomes remote from schools and / or is not effective
- Failure to develop and nurture strategic partnerships (e.g. LA, Education Business Partnership, RSCs, DfE, health and social care)
- Failure to develop and nurture support from other stakeholders (e.g. governors, unions, parents)
- Failure to plan effectively for growth and succession
- Failure to achieve its outcome targets.

## Appendix 1 – Tower Hamlets Education Partnership

Outcomes to be achieved	measured by:
All schools in THE Partnership at least 'good', and proportion of 'outstanding' schools among the highest in the country	Ofsted
Overall attainment and progress levels among member schools and other educational settings at all stages of education (from nursery <sup>1</sup> through primary to secondary and including special schools and alternative provision) among the best in the country	Benchmarked attainment levels
Improved outcomes and progress for different groups of children and young people, with evidence of attainment and opportunity gaps being identified and addressed (including for children and young people with special educational needs and disabilities; post- 16; young people not in education, employment or training)	Benchmarked attainment levels
Attendance figures in member schools among the best in the country	Benchmarked performance
Exclusions figures in member schools among the lowest in the country	Benchmarked performance
A reputation for excellence at national and international levels	Examples of accreditation, feedback, press reports, conference invitations etc. Recruitment and retention
A year-on-year increase in THE Partnership membership	Membership levels
High levels of member participation and satisfaction	Number of schools making use of THE Partnership additional services
	Satisfaction levels
Strong staff motivation and commitment in member schools	Recruitment and retention figures
	Staff surveys
Strong leadership development in member schools at all levels, including governance	Number of staff moving into leadership positions
	Examples of strength of leadership
Effective development of innovative practice	Examples of innovative partnership working
High levels of satisfaction among local communities	Feedback from parents and pupils
	Feedback from local Councillors
	Feedback from partners
	Demand for places in member schools

### Appendix 2 – Assumptions underpinning Financial Summary in 4.3

**[Stephen's spreadsheet]**