

AEPA ANNUAL CONFERENCE 2023

Education Partnership Business
Models

Andrew de Csilléry, CEO, HFL Education



HFL EDUCATION INTRODUCTION

- HFL Education is a leading national provider of school improvement and business support services, training, and resources, which enable schools, educational settings and multi-academy trusts to deliver a great education
- HFL Education (formerly Herts for Learning) was established in September 2013 following a long period of preparation within Hertfordshire County Council (HCC):
 - Effectively a spin-out of the School Improvement Service of HCC, operating and managed independently
- HFL Education works with 99% of Hertfordshire schools and c.3,000 schools and settings nationally, deploying c. 450 staff across all phases:
 - 75% of our revenue comes from services that schools and settings choose to buy from us, the remainder from our core contract with HCC

HFL EDUCATION INTRODUCTION

- HFL Education operates as a social enterprise:
 - Beyond maintaining sufficient reserves and financing long-term projects, any surplus funds are invested in the common good and the development of specific new services for our schools
 - We do not pay any dividends to shareholders.

COMPARING SEVEN WELL-ESTABLISHED PARTNERSHIPS

- Birmingham Education Partnership – BEP
- Camden Learning – CL
- Haringey Education Partnership – HEP
- HFL Education (Hertfordshire) – HFL
- Learn Sheffield – LS
- The Education People (Kent) – TEP
- THE Partnership (Tower Hamlets) – THE

STRUCTURE AND BUSINESS MODEL

	Partnership Structure	Business Model
BEP	Charity and limited company	Registered charity, not for profit, any surplus reinvested
CL	School Company (80% schools, 20% Borough of Camden)	Not for profit, target surplus of 5% to be reinvested
HEP	School Company (Equally Owned by all members)	Not for profit, any surplus reinvested
HFL	School Company (80% schools, 20% Hertfordshire County Council)	Social enterprise, target surplus of 2% reinvested
LS	School Company (80% schools, 20% Sheffield City Council)	Social enterprise
TEP	Company limited by guarantee, 100% owned by Kent County Council)	Social enterprise, target surplus of 5% returned to KCC
THE	Charity and School Company	Registered charity, not for profit

RANGE OF OFFER AND SIZE OF CUSTOMER BASE

	Range of Offer	Customer Base
BEP	100% Education Services (School Improvement and CPD)	455 schools in Birmingham, a few outside
CL	75% Education Services, 20% Health and Wellbeing, 5% Business Services	70 schools, trusts and educational settings
HEP	School improvement, CPD, Governance	108 member schools, 200 outside
HFL	45% Education Services, 55% Business Services	c. 3,000 schools, trusts and settings, of which c. 50% in Herts
LS	75% Education Services, 25% Business Services	181 schools and settings in Sheffield, 150 outside
TEP	Education Services, Business Services, Outdoor Centres	c. 2,800 schools, trusts and settings
THE	100% Education Services	90 member schools, 25 outside

FINANCIALS

	Annual Revenue	Sources	Revenue Outside	Target Reserves	Number of Staff
BEP	£2.4m	80% funded 20% traded	Minimal	3-6 months operating costs	36 permanent 71 consultants
CL	£4.5m	75% core contract 25% traded	1%	15% of annual revenue	46 permanent 30 consultants
HEP	£2.5m	40% membership, 20% core contract, 40% traded	25%	5 months of operating costs	12 core staff 50 consultants
HFL	£23m	25% core contract 75% traded	10%	12% of annual revenue	330 permanent 150 consultants
LS	£3.1m	22% LA contract, 41% funded, 36% traded	1%	8% of annual revenues	17 permanent 30 consultants
TEP	£23m	48% core contract 52% traded	12%	N/A – dividend paid to KCC	440 staff (300 FTE)
THE	£1.3m	33% membership, 29% LA contract, 38% traded	2%	25% of annual revenue	9 permanent 30 consultants

WHAT WE CAN LEARN

- Most partnerships have used the School Company model, The Education People is the outlier as it is wholly owned by KCC
- Most are social enterprises but BEP and THE are registered charities
- Most partnerships are focused on Education Services (school improvement, CPD, governance), only a few generate significant income from business services (finance, HR, IT)
- Most depend heavily on a core contract with the LA and/or membership fees, only HFL Education and The Education People have a majority of income that is traded

WHAT WE CAN LEARN (CONT.)

- Target operating margin is typically 2-5% with any surplus reinvested
- Revenues are typically in the range £1-4m, with HFL Education and The Education People outliers with £23m
- Very few are managing to generate significant revenue outside of the partnership area (Haringey is the exception with 25%)
- Target reserve levels are not high (well below 6 months of operating costs)
- Most partnership rely heavily on consultants with permanent staff kept fairly low

QUESTIONS/THOUGHTS TO CONSIDER

- Is there a minimum size for a partnership to be viable?
- Does scale matter, for example, to reduce overheads or make investments in new services viable?
- What role should partnerships between partnerships play?
- Should partnerships be diversifying their offer (e.g. more Business Services)?
- What are the implications of a system where all schools are members of strong MATs?
- Are there other models that should be explored?



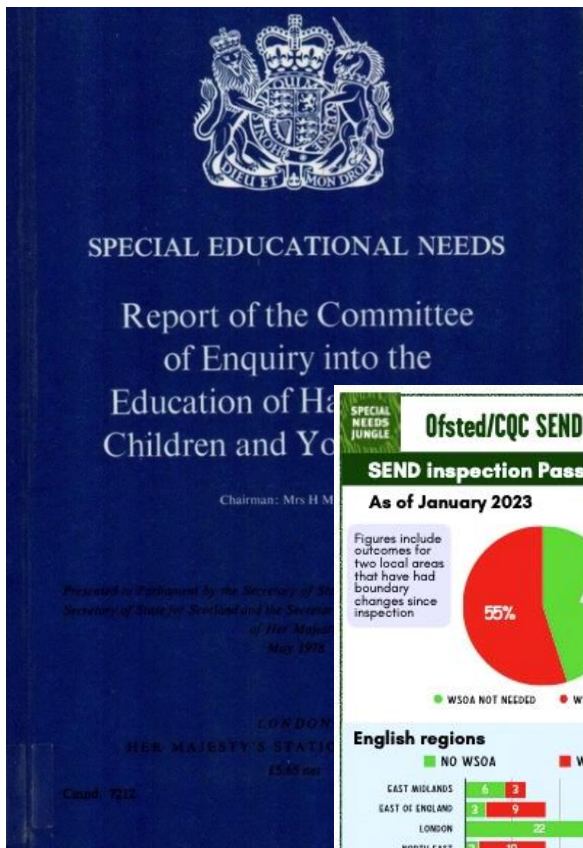
HFL Education is a leading national provider of school improvement and business support services, training, and resources, which enable schools, educational settings and multi-academy trusts to deliver a great education. We support those we work with to achieve successful long-term outcomes for their children. We believe that every young person, through access to a great education, should be able to realise their potential, regardless of where they live, their background or circumstances.

Learn more about us by visiting our [website](#)



AEPA Conference: Leading Education Locally
What is stopping schools from being more inclusive?

Nick Whittaker, Learn Sheffield



SEND Review:

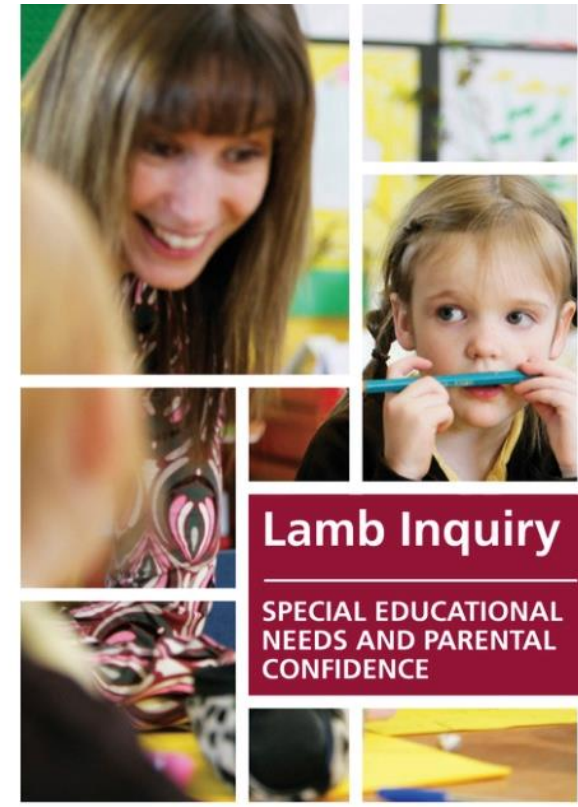
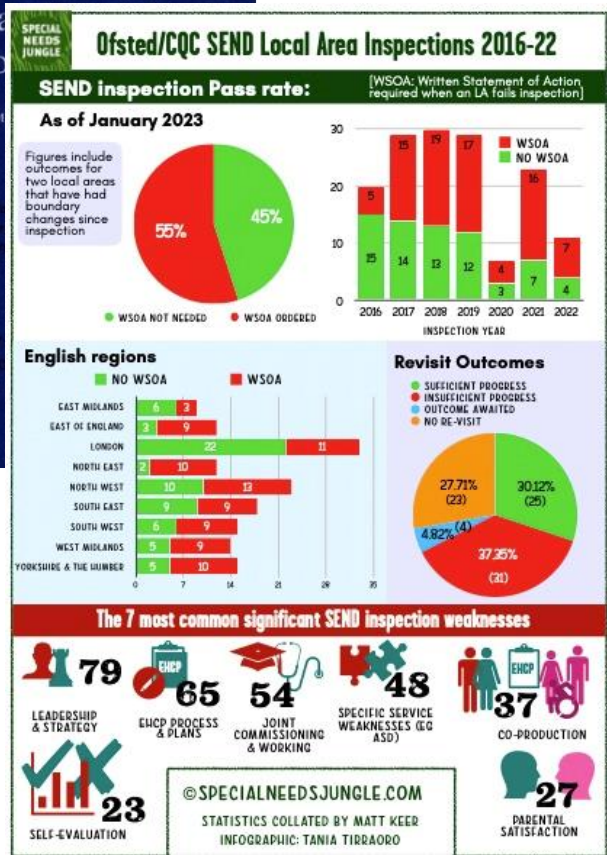
Right support
Right place
Right time



Inclusion: does it matter where pupils are taught?

Provision and outcomes in different settings for pupils with learning difficulties and disabilities

This report examines the factors that promote good outcomes across a range of different provision for pupils with learning difficulties and disabilities. It found effective provision was distributed equally between mainstream and special schools when certain factors were securely in place. However, more good or outstanding provision existed in resourced mainstream schools.



Lamb Inquiry

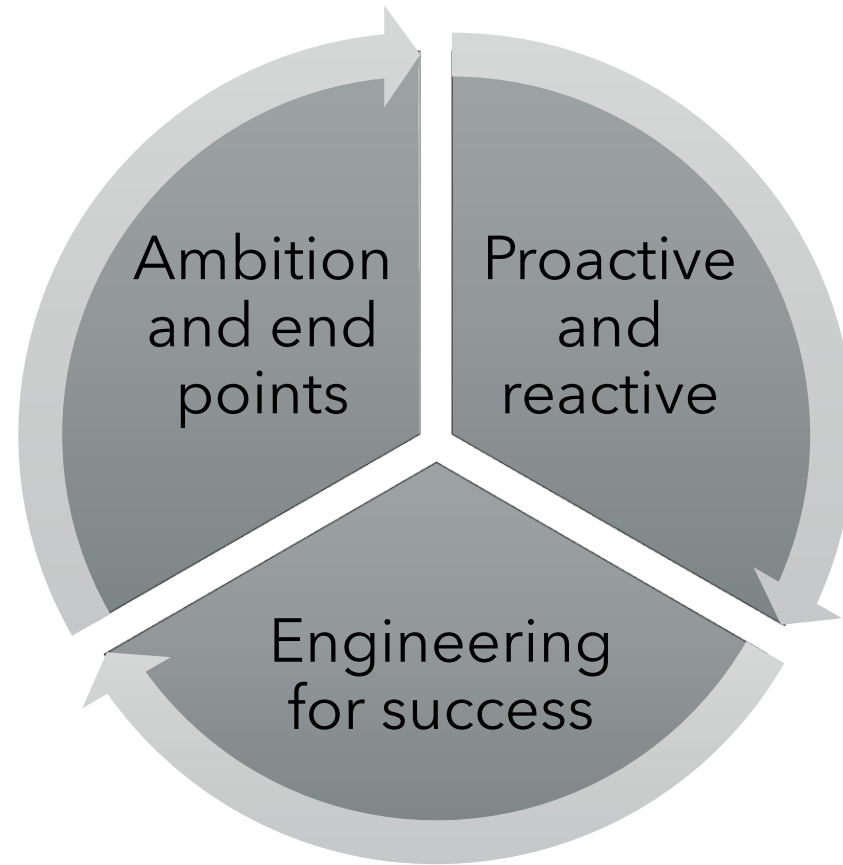
SPECIAL EDUCATIONAL NEEDS AND PARENTAL CONFIDENCE

What is stopping schools from being more inclusive?

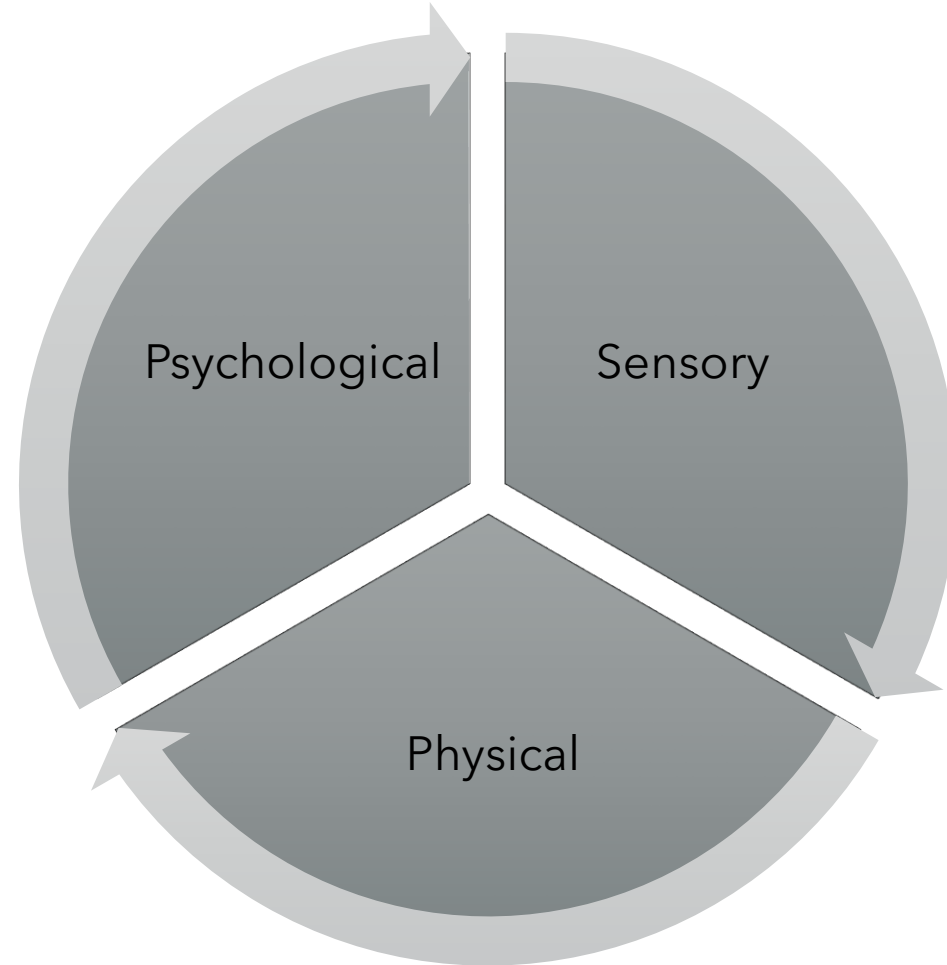
- Curriculum, teaching and assessment
- The school environment
- How accountabilities work
- Understanding intersectionality
- Capacity and practice



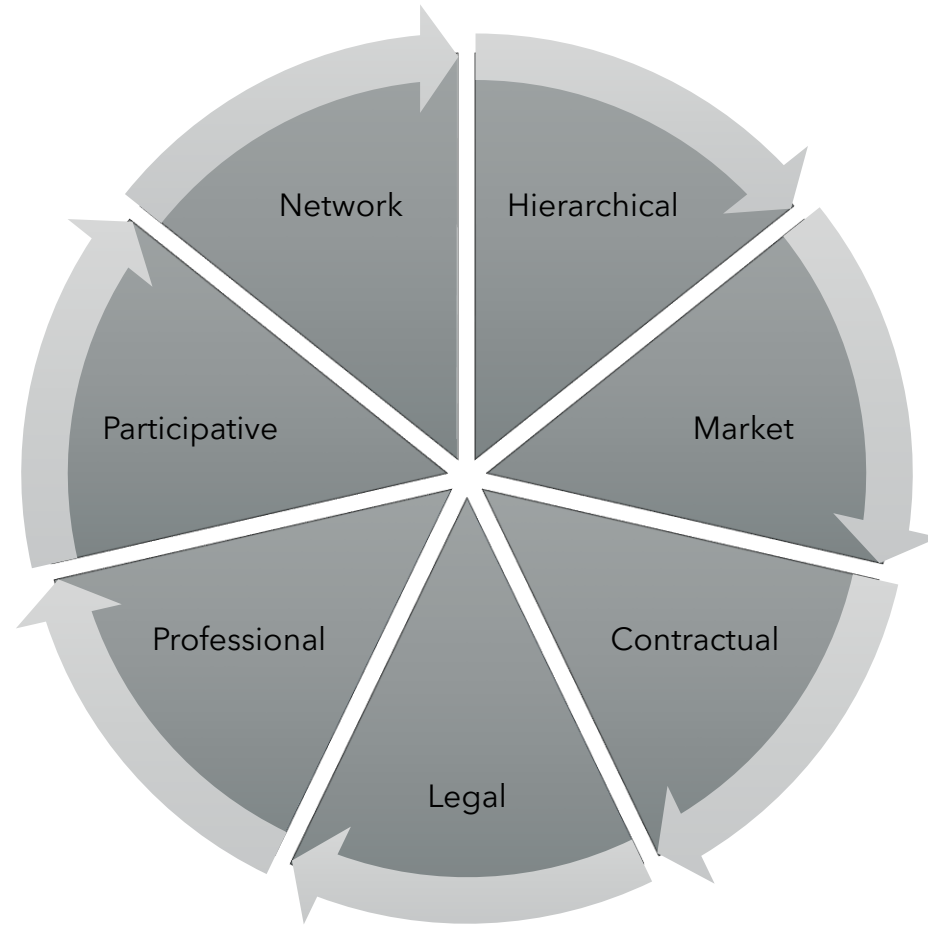
Curriculum, teaching and assessment:



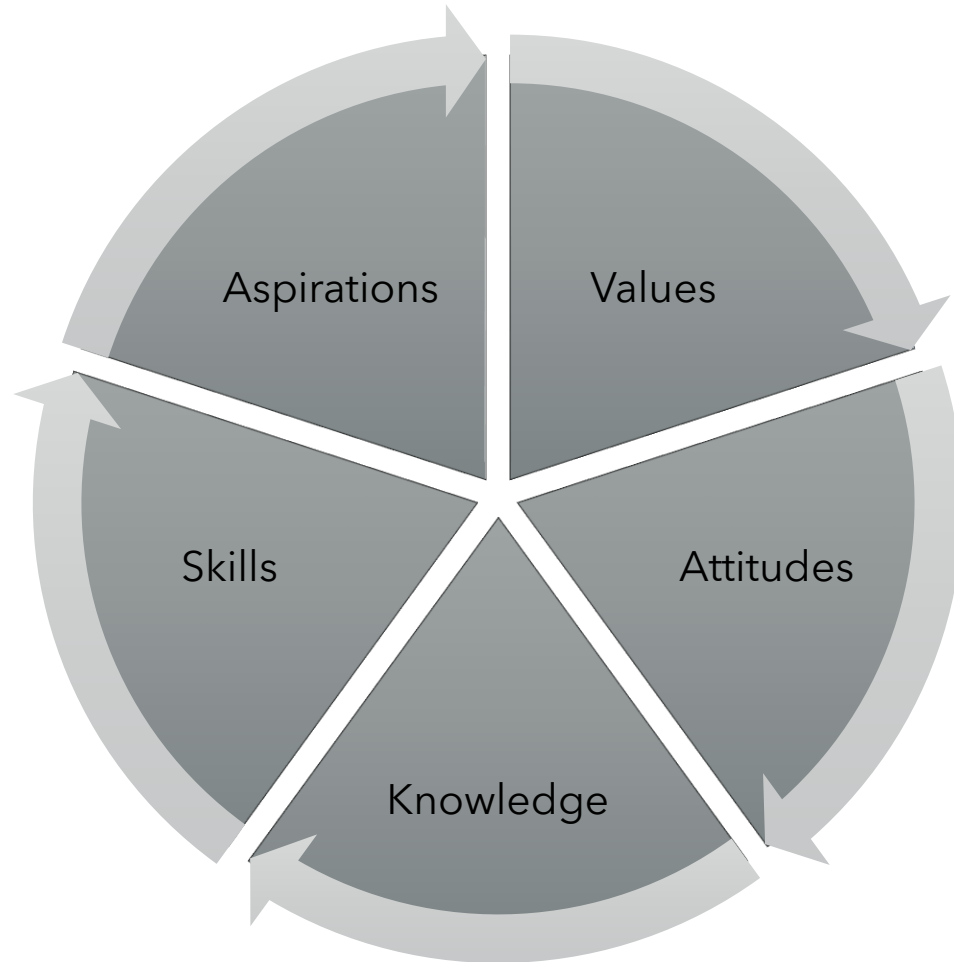
The school environment:



How accountabilities work:



Capacity and practice:



Understanding intersectionality:



Innovation and capacity for transformation:



innovation

Working laterally:
how innovation networks
make an education epidemic

David H Hargreaves

teachers transforming teaching

DFES

In partnership with **NCSL** National College for School Leadership

The complex block features a red header with the word "innovation" in white. Below it, the title "Working laterally: how innovation networks make an education epidemic" is written in white, followed by the author's name "David H Hargreaves" and the subtitle "teachers transforming teaching" in italics. A small white box with the letters "DFES" is in the top right corner. The main body of the block is a black and white photograph of a young girl with glasses, focused on writing in a notebook at a desk. In the bottom right corner of the photo, there is a logo for "NCSL National College for School Leadership" with the text "In partnership with" to its left.

Questions:

- Are these the right factors? What is missing from this analysis?
- Are some factors more important than others? Which ones? Why?
- Is the thinking about innovation networks relevant to the work of local partnerships?
- How can we work together to build capacity and develop practice?
- Will the Green Paper proposals help or get in the way?

Area Based Partnerships: Identity, place and working with Local Authorities

A tale of two partnerships

How different are we in different places?
What determines our identity and sustainability?





- 456 schools
- 301 primary; 89 secondary ; 27 special ; 27 nursery
- 86 academy trusts
- 12 national MATs
- 456 members of BEP, 220 of which pay
- Total DSG £1.4 billion
- 43% child poverty



- 92 schools
- 65 primary; 16 secondary; 6 special; 2 PRU; 2 nursery
- 3 very small academy trusts
- 1 national MAT
- 86 members of ELP
- Total DSG £375 million
- 28% pupils eligible for deprivation pupil premium but 17% of all children in most deprived category (IDACI)



- **Pupil outcomes** - above core city average in all key measures and ranked first among core cities for Attainment 8
- **Ofsted School performance** 85% good or outstanding
- **Ofsted CQC Local Area SEND inspection 2018 & 21** - ineffective requiring Written Statement of Action & DfE Commissioner
- **Ofsted Birmingham Children's Trust 2018** – Requires Improvement (after many years of being inadequate)



- **Pupil outcomes** - above national average on all measures and top in country for Progress 8
- **Ofsted School performance** 95% good or outstanding
- **Ofsted CQC Local Area SEND inspection 2019** - effective
- **Ofsted Children's Social care 2019** – Requires Improvement (expected to be judged good in 2023)

How did education partnerships begin?

(Christine Gilbert - 2017)



**THE GLUE IN A DIVERSE
AND POTENTIALLY
FRAGMENTED SYSTEM**



**A FORCE TO DRIVE
IMPROVEMENT AND
INNOVATION BY
ENGAGING TEACHERS,
LEADERS AND SCHOOLS
TO BUILD EXPERTISE**



**A FOCUS FOR
INVOLVING THE
LOCAL COMMUNITY
AND BUSINESS IN
EDUCATION**



**AN OPPORTUNITY
FOR EFFICIENCIES OF
SCALE**

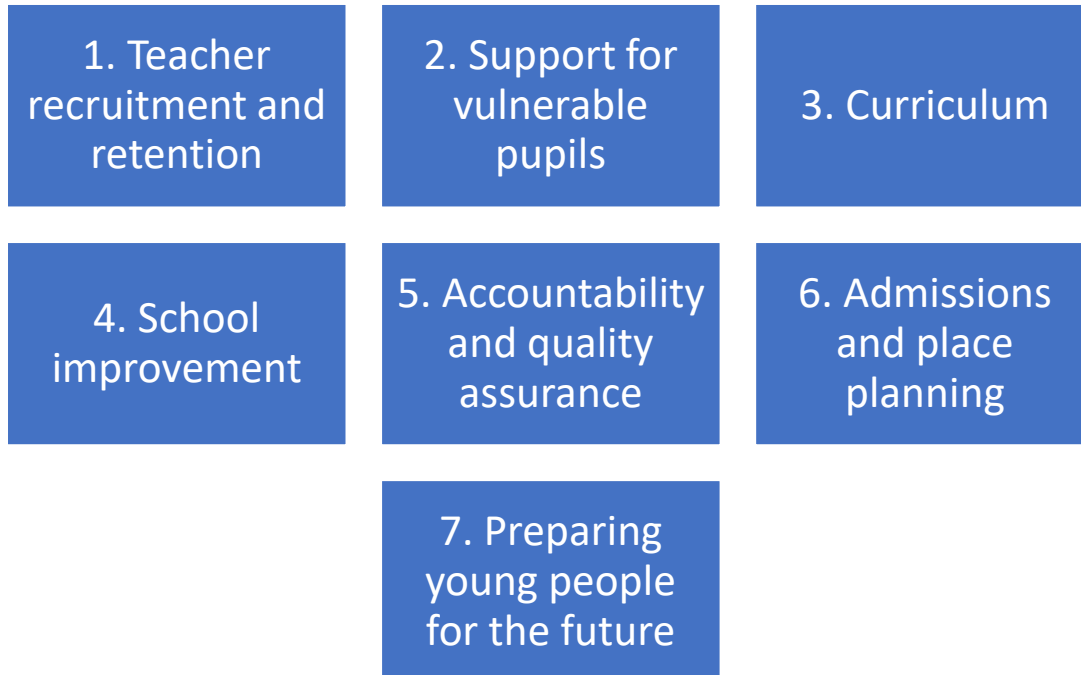


**A SPACE TO BUILD
CHILDREN'S SOCIAL,
EMOTIONAL AND
CULTURAL CAPITAL**

What functions are best orchestrated locally?

(Jonathan Crossley-Holland 2021) *Developing a new locality model for English schools*

- Neither top down nor bottom up systems result in system-improvement
- There must be a coordinating mechanism across a locality or region



Recommendations

Strengthen the middle tier – clearly defined roles

Collaborative decision making between centre, localities and schools

Better coordination of services across an area

LA specific - pupil admissions; Fair Access; place planning; coordination of support for vulnerable pupils



BEP Board
 Estelle Morris
 50% school reps
 No LA rep



System Leadership Heads
 16 + 7 + 1 + 1 + 1 + 1



BIPL

MAT CEOs

BEP Provides:

BEP for Schools **Traded**

BEP Services /Contracts

BEP Connections

BEP for schools

Access / Connectivity / S.I.

PAYGo

Membership

- HT Recruitment
- OfSTED
- Early Years
- Peer Review
- Attendance

- Leadership Dvt
- Coaching
- Curriculum Support
- Pedagogy Dvt
- Inclusion/SEND

- **BCC School Improvement**
- **Mental Health x 2**
- Birmingham Arts School
- KiVA
- **Careers (CEC)**
- **BCC SEND**
- Early Help (Birm Children’s Trust)

- Partnerships e.g. LCEP
- Building / serving school groups
- BIPL
- The Hub
- Mental health well being groups
- AEPA

Improved outcomes and life chances for children – Social Value Impact

Ealing Learning Partnership



- A council-run partnership shaped by school and council leaders
- Match-funded principle established in 2017
- 60% costs met by schools: 40% by council 2022
- Manifesto pledges situates the partnership as the vehicle to help tackle inequality and improve children's life chances

We will fight against any attempt by the government to force our schools to become academies, and instead bring our local authority schools closer together, through our learning partnership alongside pupils, parents, teachers and the local community.

“It Takes a Town”, bringing the entire borough together ensuring every child from whatever background, by the time they have left education has had the opportunity to expand their horizons and experience new social, cultural, and learning opportunities

Ealing Learning Partnership



- Promotes educational excellence, inclusion and wellbeing for all children and young people in the borough because **locality matters**
- Ensures that every learner is supported to achieve the best possible experience, outcomes and pathways to adulthood – **no learner left behind**
- Responds to the needs of individual schools and communities of schools so that they can make the greatest difference to children and young people – **no school left behind**
- Grows, and make better use of, **professional capacity** across organisations in pursuit of shared goals for children and young people



Six key aims

The partnership drives its ambitions through six committees co-led with schools



Learning and achievement

Developing great teachers, inspiring great learners, and securing strong leadership to maximise outcomes for all learners



SEND and inclusion

Working together to improve outcomes for children with additional needs



Safeguarding and wellbeing

Building the capacity of schools and the resilience of children and young



Progression and pathways

Every young person on a pathway to sustainable employment/a fulfilling life



Recruitment and retention

Attracting, developing, and retaining the best workforce



Business sustainability for schools

Supporting schools to spend well for less – efficiency through creative solutions




Interdependence



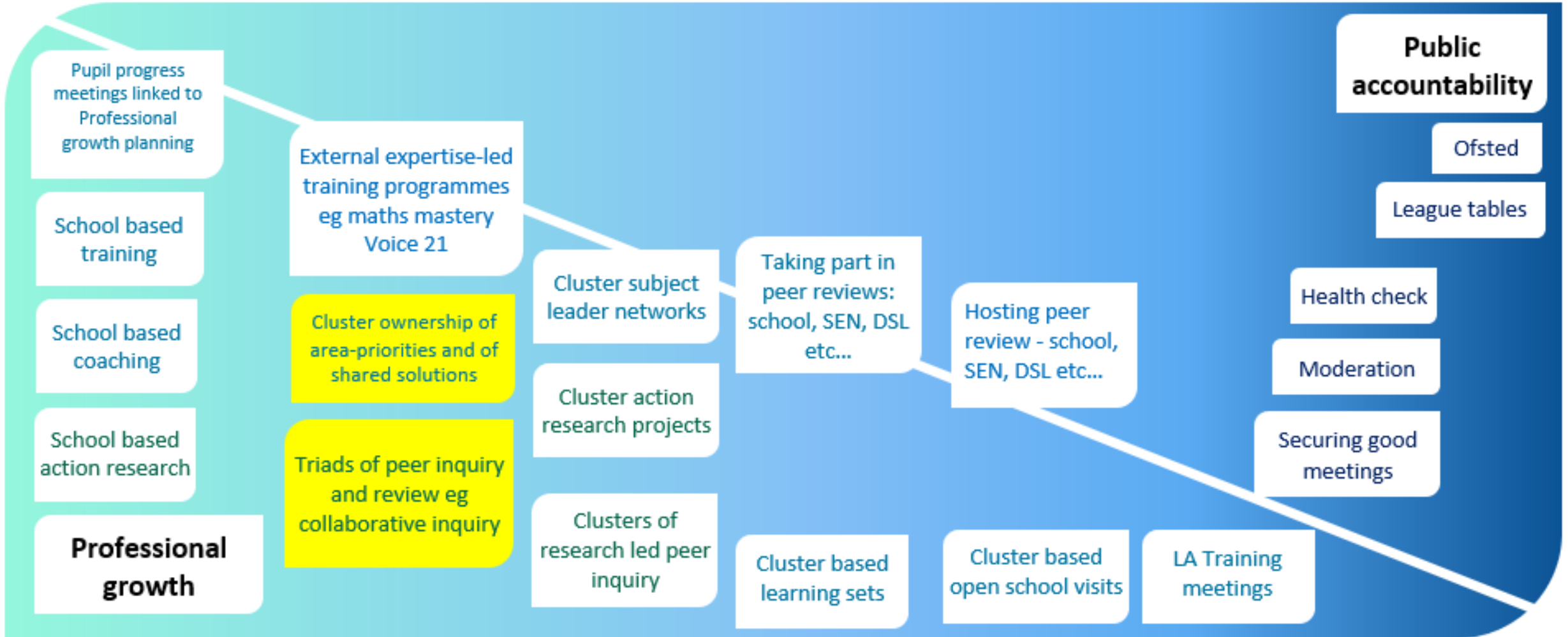
- Political ambitions cannot be met without the partnership
- Council cannot meet its statutory duties without the partnership
- Schools need strong statutory services and inter-agency partnerships to tackle local challenges
- Balance between school autonomy **and** commitment to shared values and goals for the locality
- Schools are too isolated/disconnected without the partnership
- Schools care about the locality - they want to make a difference to all children and young people
- Schools need to belong to a large entity to access cost effective central services and professional networks

Locality-based accountability – what high performing systems do

(Jonathan Crossley-Holland 2022)

- Lower the stakes that create the unsustainable pressure on schools
 - Focus on both excellence and equity
 - Build architectures that release capacity
 - Build trust in teachers and retain teachers
 - Cultivate collaboration to tackle localised challenges
 - Quick, cost-effective actions that have an impact
 - Accountable to children and families
- 

How can we create a school system with a better balance between professional growth and accountability? LocalEd pilot



Individual	Schools	Learning cluster	LA/Academy chain	National
Innovation	Sharing practice/collaboration			Compliance
"Improve"/ formative accountability			"Prove"/summative	

Interconnectedness of the Learning Cluster model

