



Hounslow  
Education  
Partnership

# ANNUAL REPORT 2020

# Ten Fast Facts:

1.

97%

The number of HEP schools that are good or outstanding has increased to 97%
2.

HP

Peer Challenge

Now in its 6th year, 90% of HEP Primary member schools participated in this year's Peer Challenge.
3.

100%

of HEP Secondary member schools committed to the Gold Package of Support for the most vulnerable students
4.

94%

The vast majority of our members attended three or more Partnership meetings.
5.

90%

of members positively support HEP's strategic priorities for 2020-23
6.

Over 200 teachers

attended the Primary Subject Leader training series and over 100 teachers attended the Develop Your A Level Teaching programme
7.

83%

During the pandemic users of the HEP website grew by 83% as a result of the introduction of the new Home Learning and Primary Curriculum sections
8.

70%

The HEP newsletter continues to be a key communication tool with 70% of users highly engaged, opening and clicking links
9.

HEP has been successful in winning bid funding for 5 new projects to support members
10.

HEP continues to be able to invest in supporting all members with effective financial management

*“Thank you for your support!”*

# Contents

Chair of the HEP Board - Introduction to the Annual Report	page 3
Partnership Director - Overview of 2019/20	page 4
Supporting You - HEP's Priorities for 20/23	page 5
Working with You – Case Studies of HEP Priorities into Actions	page 7
Listening to You - Member survey feedback	page 12
Financial Summary	page 13
HEP's Membership Offer	page 14
HEP Board and Directors	page 15

# Chair's introduction - Meeting the needs of our members

Dear Fellow Members,

I am pleased to introduce the 2019/2020 annual report for members of Hounslow Education Partnership (HEP) in the second year since we began our work together. HEP's purpose is to build the capacity of the school led system to support itself and respond to the needs of schools. In this exceptional year, connections, partnerships and sharing have been and continue to be vital. HEP's networks and channels of communication aim to ensure that no school is left alone to manage the unprecedented challenges we have all experienced. HEP schools are indeed "stronger together"!

The HEP Board is responsible for the strategic and financial oversight of the company and in the past year, with Cormac Bourne our Partnership Director, it has focussed on ensuring HEP's longer term sustainability through the development of our 3 year strategic business plan (2020 -2023). The plan builds on the excellent start HEP has made in meeting your needs and aims to ensure continued success. Its strategic priorities, as outlined in this report, reflect the moral purpose which drove the establishment of HEP and align with our partnership's shared promise to "deliver the best possible educational experiences and outcomes for all the children and young people of Hounslow". The Board will regularly monitor HEP's progress against its priorities in the coming year through a new HEP Dashboard which highlights member and customer feedback particularly.

The Board is also keen to ensure it has the knowledge, skills and capacity it needs for the future and so this year we have been pleased to welcome and benefit from the expertise of two new independent directors, Madeleine Storr and Prit Hanspal who come to us with significant experience in sales and marketing and risk management. We also know that the strength of the Partnership is in its ownership by schools and the commitment of members to engage fully

in shaping its direction. In listening to members, we recognise the ongoing challenge of ensuring that HEP's diverse and inclusive partnership creates opportunities for all to become involved and we will continue to look for ways to do this in the future. For example, this year we will be promoting a new "Shadow Director" programme for those interested in learning more about how HEP's governance works and consider becoming a HEP Director in the future.

On behalf of the Board, I would particularly like to thank Cormac for his hard work and commitment over the past two years. His focus and energy ensured that HEP partnerships work ever more effectively for our schools. He has both established and maintained the many and varied connections which enable HEP to succeed now and in the future. I look forward to working with you in the year ahead and seeing as many of you as possible at our Annual General Meeting on Thursday 1st October at The Lensbury.



**Victoria Eadie**  
Chair of HEP Board

# Partnership Director Overview of 2019/2020 A Year of Partnership and Growth

Dear Colleagues,

Building on the infrastructure established in its first year, HEP's second year has been one of growing and steady success with and for our members. We have highlighted a snapshot of some of those achievements in Ten Fast Facts. Our aim, during the challenging experiences of the past months and in the recovery year to come, is to maximise the benefits and strength of our partnership through practical joint problem solving, developing longer term sustainable solutions together and providing membership of a supportive community with shared values. An important part of my role is supporting the Board to deliver on its agreed strategic priorities and the HEP Promise. The priorities identified with you last year remain integral to the new 3 year strategic business plan as key principles of the way we work. This year's annual report also includes case studies of how HEP's activities promote and support our new shared priorities for the future.

One of the ways in which our partnership works best is when schools identify a shared issue together and HEP is able to respond quickly with a bespoke quality offer to meet that need. We have seen a number of very successful examples of this over the year in particular, the Develop your A Level Teaching and primary Foundation Subject Leaders CPD programmes which are described in more detail as case studies in the report. To ensure sustainable financial stability for HEP, we need robust business planning. The partnership continues to have a cost effective and flexible model of brokerage, commissioning, and sharing of expertise across schools. Last year's membership survey also identified the importance of identifying and bringing in additional external funding and I am very pleased to report that we successfully achieved this in relation to our work with vulnerable children and young people. The report highlights the new projects which schools and young people will benefit from in the coming year and this will continue to be a major focus for our work in

the future. We know that access to high quality training is a high priority for you and income from CPD is also an important funding stream for the company. In the recent changed circumstances, we have adapted rapidly and flexibly, wherever possible, to enable you to access training, resources and networks online. We will continue to build this offer over the coming year to ensure we continue to meet your needs.

I would like to thank the excellent work of the chairs and members of groups and networks who drive and facilitate HEP's day today activities. It is a pleasure working with you! I would encourage anyone who would like to be involved further to contact me as all are welcome.

And as we deal with the fall out and recovery from the time of Covid -19, we aim to ensure that all of our members are supported by HEP and benefit from practical partnerships led "by schools, with schools".



**Cormac Bourne**  
Partnership Director



# HEP Promise - HEP Vision

Our school-led school improvement partnership enables us to deliver the best possible educational experiences and outcomes for all the children and young people of Hounslow and drives our collective responsibility and ambition for their achievements.

Our approach is collaborative and inclusive of all Hounslow schools and promotes a rigorous culture of review, reflection, challenge and support drawing on the skills and expertise in our schools and beyond.

## Supporting You - HEP's Priorities



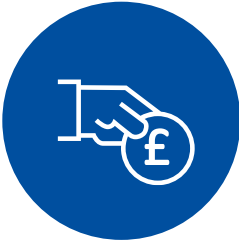
To raise standards through continued school improvement



By building and promoting beneficial connections and partnerships, within and outside HEP



Through identifying and meeting the needs of our most vulnerable children and young people



By investing in support for high quality teaching and inspirational school leadership



# Working with you:

## Case Studies of HEP Priorities in Action

The following case studies exemplify how HEP members work together on our shared priorities:

### Case study 1: Foundation subject leaders' CPD programme



- Raising standards and continued school improvement
- Building and promoting beneficial connections and partnerships
- Investing in support for teachers and leaders

Developed in response to needs identified through Peer Challenge in 2019, the new foundation subject leaders' CPD programme has had great success this year in providing support for this identified area of need and in building new networks for teachers and leaders. The programme has been run twice owing to popular demand, delivering support to over 200 participants and receiving 98% good or better approval ratings.

Recognising the increasing Ofsted focus on the role of middle leaders, this programme offers training in subject knowledge, curriculum and pedagogy for foundation subject leaders in primary schools. It combines face to face training, a step by step resource pack, individual feedback for participants on their curriculum planning and the development of new self-supporting networks of primary foundation subject leaders in Hounslow.



Owing to the Covid-19 restrictions, the summer term follow up for participants is now available as online training and all primary foundation subject curriculum guidance is available on the HEP website. As a result of the partnership with the LA through Peer Challenge, funding was made available through Joint Practice Development to ensure that all schools were able to access the training, resources and support.



#### Feedback from participants includes:

*"This course was very useful and informative. It has given me a better start as in my subject leader role"*

*"Fantastic information to help break down the subjects"*

*"Very informative training. Relevant documents with guidance to support subject which will help workload. The trainer was very knowledgeable and friendly approachable manner"*



Peer Challenge was a cornerstone in the initial development of HEP. Designed with and for local Hounslow Headteachers, it is a partnership between schools that promotes collective responsibility and shared accountability for the educational outcomes of children and young people in Hounslow. This quality assured programme, now in its 6th year, has 45 schools actively involved in school improvement across the partnership. The sustained engagement of schools and leadership teams across Hounslow schools is a direct result of the positive outcomes and benefits that participating schools have experienced. Peer Challenge supports school improvement by using the outcomes of HEP School Peer Challenge Programme to:

- target school support where it is needed (commissioned and brokered by the LA and schools themselves)
  - enable Joint Practice Development, funded by Local Authority for all schools
  - facilitate school to school support
- The aims of the programme are to:

1. Foster and embed ambition, high aspiration and achievement for all the children and young people educated in Hounslow
2. Establish a distinctive and sustainable 'Hounslow' approach to support for school improvement, created, developed and owned by Hounslow schools, and founded on the principles of 'system leadership', in which school leaders contribute to school improvement beyond their own school
3. Adopt an approach to school improvement that supports and challenges all schools - not just those at risk - at whatever stage of their improvement journey

If you would like to learn more about Peer Challenge for your school, please email Cormac Bourne on [c.bourne@hounsloweducationpartnership.co.uk](mailto:c.bourne@hounsloweducationpartnership.co.uk)





# Working with you:

## Case Studies of HEP Priorities in Action

### Case study 2: Develop your A level Teaching



- Raising standards and continued school improvement
- Building and promoting beneficial connections and partnerships
- Investing in support for teachers and leaders

This structured forum aims to improve teaching and learning at A Level through sharing good practice and generating a network of teachers who feel empowered and enthused to challenge and learn from one another.

Driven by a shared acknowledgement of historic underachievement at post 16 across the borough despite impressive performance at KS4, the “Develop Your A Level Teaching” programme provides a forum for Hounslow teachers and leaders with a passion and responsibility for excellent provision at post-16 to share their expertise and champion best practice in their subject.

‘Develop your A level Teaching’ has had huge success in its first year; welcoming over 100 teachers across 13 HEP secondary schools and 13 subject areas, to participate in three high quality training sessions. Sequencing of the sessions was carefully considered; each meeting built upon the previous one and they were calendared to allow teachers time to put strategies and techniques into practice in between. Subsequent meetings were an opportunity to share, reflect and further enhance best practice. The final meeting was rated as ‘good’ or ‘excellent’ by 93.2% of delegates.

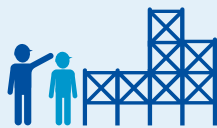
*‘At Gumley we recognised the importance of collaboration across HEP in order to promote sharing of best practice and ultimately improve*

*outcomes for our post 16 students. As such we ensured all of our A level teachers could attend. We have been impressed with the quality of the sessions delivered and the networks created. As a result we will be ensuring this CPD is available to all A level teachers during 2020/21 and are looking forward to participating again.’*

The foundation of the programme is derived from Barack Rosenshine’s ‘Principles of Instruction’, which distils the essence of truly effective teaching and learning into 4 key areas and which have been adopted as our 4 HEP principles -



**1. Introducing new knowledge:**  
small steps and questioning



**2. Application:**  
models and scaffolds



**3. Reviewing material:**  
daily, weekly and monthly



**4. Guided independent practice:**  
How to set it, monitor it and check it

The programme encourages collaboration, the sharing of best practice and the building of a sustainable network beyond the meetings. Participants were asked what they found most useful for their classroom practice from attending **Develop your A level Teaching**.

*“Very useful ideas in subject breakout sessions. We have created a page on Google Classroom so that we can keep in touch afterwards”*

*“Made me really think about how I teach A level. Applying the HEP principles will hopefully support my teaching hopefully with good outcomes”.*

*“Great sharing ideas - always learning”*

*“Having the time to discuss how as schools we are doing things the same or differently.”*  
*“Sharing ideas. It was a productive session”.*

*“The keynote speakers and break out sessions provided effective new techniques and “take aways” to bring back to class”*

*“Really pleased with everything, as part of a small A level department at my school I appreciate the opportunity to meet with other subject specialists”*

Emma Pett, HEP secondary project manager, says *“As a result of Covid-19 restrictions, year 2 of ‘Develop your A level Teaching’ will begin delivery online in the Autumn Term with the aim of moving to face to face meetings later in the year. We are totally committed to maintaining the quality of the programme and increasing the participation rate across HEP schools. Students deserve the best possible learning experience given the recent months of disruption to their education when they begin or continue their post 16 studies in September”*

If you would like to join the forum please contact Emma Pett:  
[e.pett@hounsloweducationpartnership.co.uk](mailto:e.pett@hounsloweducationpartnership.co.uk)



# Working with you:

## Case Studies of HEP Priorities in Action

### Case study 3: Meeting the needs of our most vulnerable children and young people is a priority at the heart of HEP.



This year, HEP, in partnership with the local authority, has secured additional funding to support the most vulnerable in our schools in particular helping to develop future career opportunities for young people and providing high quality training and CPD for staff in schools. All additional funding has been secured this year either through direct commissioning from the local authority or through identifying a range of alternative external funding sources.

Although, as a result of COVID 19, some of the programme launches have been delayed. The following HEP projects will be available for schools in the coming academic year -

#### Stepping Stones –

summer term 2020

This school-based, targeted intervention is aimed at vulnerable pupils who are considered to be at risk during the transition from primary (Year 6) to secondary school (Year 7). A two year pilot programme is currently running in one HEP Secondary school and its 4 key primary schools.

#### HEP Transition programme -

summer term 2021

Building on the work and outcomes from **Stepping Stones**, this primary to secondary transition programme will aim to work with children who have been identified as likely to have vulnerabilities during transition and aims to prevent their disengagement and potential exclusion from school.

Taking a holistic, early help approach to understanding and tackling the risk factors in young people’s environment, the **HEP Transition** programme will aim to give young people the resilience, determination and confidence to succeed at secondary school. The programme focusses on increasing the safety and wellbeing of young people and reducing their likelihood of exclusion.

#### Reducing Exclusions & Violence Project –

Summer term 2020 and ongoing through 2020/21 Working with young people at high risk of exclusion, this project provides an intensive wraparound package of support at the critical point before a young person meets the exclusion threshold. It aims, wherever possible, to keep them in the school environment through mentoring, advocacy, mediation and safety planning and thereby preventing them being drawn into serious violence. The project works directly with young people, their family, friends, peers and communities to identify and address the root causes of their vulnerabilities and aims to provide safe places, networks and activities .

#### Dealing with Domestic Abuse -

school to school best practice mentoring programme – Autumn term 2020

This programme will offer training grants to schools to enable them to create school to school peer mentoring programmes. The mentor programme for 10 schools will support the development of best practice in schools in dealing with Domestic Abuse and aims to embed a sustainable approach to dealing with disclosures of Domestic Abuse and a school based response for children affected by Domestic Abuse.

#### Career Cluster Project -

Autumn term 2020

The LB Hounslow 14-19 Service, in collaboration with HEP and Spark!, has successfully won a GLA-funded Careers Cluster Project for schools in Hounslow. This 3-year project will develop new approaches to working with local employers, parents and teachers to support vulnerable young people in fourteen HEP secondary schools and West Thames College to enable them to understand and prepare for the exciting, emerging career opportunities in our local labour market.

## Feedback from members

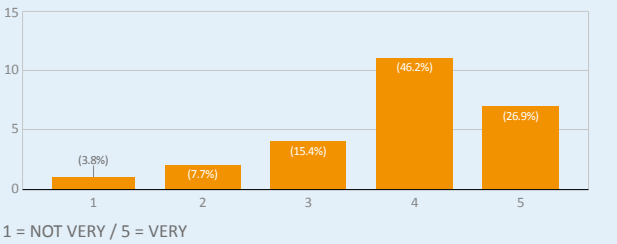
Regular member feedback informs everything we do and as part of HEP’s annual review process, members are asked in the summer term to provide feedback through an online survey. Overall again this year the results are very positive.



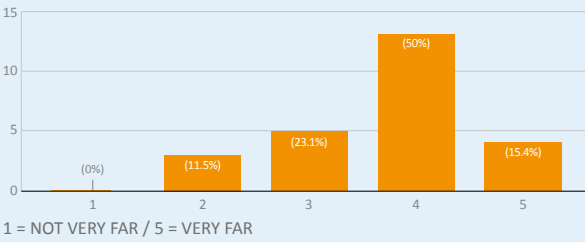
It is pleasing to see that the vast majority of members feel that HEP is achieving its vision and Partnership promise and that members feel well informed about the services available to them. In addition, members are very much in agreement with the priorities identified to drive HEP’s work over the next three years.

There remain challenges for us in ensuring the widest possible involvement of members in HEP’s development and decision making but this will have a renewed focus in the coming year. Given the importance of communications in engaging our members, the success of the weekly newsletter is very positive. We will look further at whether partnership meetings, HEP’s successful “engine room” of activities, could engage and involve members even further in the future.

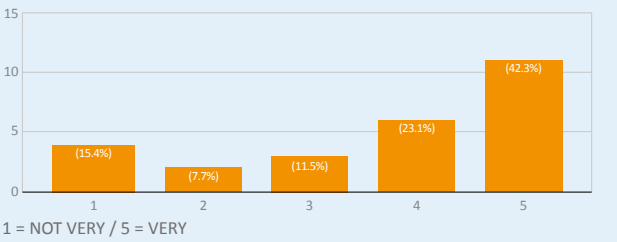
### How well informed do you feel you are about HEP and its services?



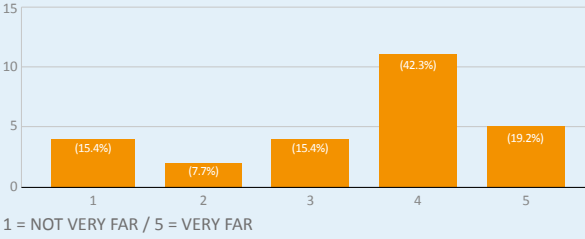
### In its second year of operation, how far do you feel HEP is achieving its vision and partnership promise as detailed above?



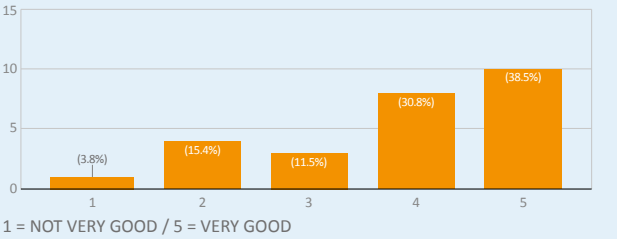
### During the COVID 19 pandemic how valuable has the partnership been to you, to stay connected to colleagues?



### HEP is owned by its members. How far do you feel involved with HEP’s development and decision making?



### Taking everything into account you think is important, what is your overall impression of HEP?



# Financial Summary

## HEP’s business targets will support our schools and by 2023 we aim to:

- Work with all schools in Hounslow, evaluating the impact of everything we do
- Grow our services in response to schools emerging needs, introducing at least two new programmes each year
- Consistently be the partner of choice for our schools, resulting in an increase in the value of school to school services and support
- Maintain a minimum annual surplus which can be reinvested on behalf of our schools



Our total income for 2019/20 was £587k, £18k below the original budget. This included income from schools of £495k and LA income of £92k. In addition to membership fees and School Improvement Grant totalling £229k, income from schools comprised the following work streams: £106k Fair Access, £30k Peer Challenge, £42k HEP training and CPD, £41k John Yates training, £27k subject network funding and £21k secondary 14-19 facilitation fees. LA income comprised £35k for primary joint practice development, £21k for reducing exclusions and violence projects, £13k priming grant, £13k for the Stepping Stones programme and £11k to support children affected by domestic abuse projects. Costs of sale were £444k, comprising staff costs of £144k and £300k that is directly attributable to specific income streams. This was a saving of £120k against budget, with a number of projects severely impacted by the lockdown. There was also a £24k saving against staffing costs due to the decision not to appoint a new project manager, and a £23k saving on partnership meeting costs due to the cancellation of meetings since the lockdown.

General overheads were £62k, £6k below the budget due to some unspent contingency.. Net income was £81k, against a budgeted deficit of £26k. This was largely the result of lockdown, with unspent balances of £70k held as ring-fenced funds within the overall carry forward of £237k. These include priming grant, domestic abuse project funding, communities of interest, joint practice development and subject network funds, which we plan to spend on relevant projects over the next 3 years. The majority of HEP income streams are exempt from corporation tax and we do not expect to incur a tax liability for 2019/20.

A summary of our income and expenditure for 2019/20 is presented in the chart above. These figures are based on those to be included in the full, audited accounts for the period ended 31 August 2020. The full Annual Report and Accounts will be made available in the members area at [www.hounsloweducationpartnership.co.uk](http://www.hounsloweducationpartnership.co.uk)

# HEP’s Membership Offer



- In 2020/21, HEP will continue to deliver its core offer to Members through the following Partnership meetings:
- Special School Partnership
  - Primary Partnership
  - Secondary Partnership
  - SLIGS, SLIPS, VSSG
  - LA Liaison
  - Fair Access Panel
  - Primary Peer Challenge and Secondary Peer Review
  - Primary and Secondary Subject Network



- It will also continue to maintain the identified ongoing School Improvement projects:
- Primary foundation subject leaders’ programme
  - Joint Practice Development – new primary priorities each year resulting from Peer Challenge
  - Develop your A level Teaching programme
  - Subject Leader development - primary
  - Knife and violent crime programme - cross phase
  - Student Wellbeing network – cross phase
  - Senior Business Professional network – cross phase
  - Attendance Officer network – cross phase



- In addition, in 2020/21 there will be a number of new projects focussed on support for vulnerable pupils:
- Stepping Stones
  - HEP Transition Programme
  - Reducing Exclusions and Violence project
  - Career Cluster project
  - Your life you choose - Met police Y7 programme partnership
  - Future life - Met police Y6 programme partnership

For further details please contact Cormac Bourne [c.bourne@hounsloweducationpartnership.co.uk](mailto:c.bourne@hounsloweducationpartnership.co.uk)



## HEP Board of Directors

**Cormac Bourne** -  
Partnership Director

**Victoria Eadie (Chair)** -  
CEO, Tudor Park Education Trust

**Prit Hanspal** -  
Independent Director

**Clare Longhurst** -  
Headteacher, Lindon Bennett

**Caroline McKay** -  
Headteacher, Ivybridge Primary

**John Norton** -  
Headteacher, Alexandra Primary

**Madeleine Storr** -  
Independent Director

**Ed Vainker** -  
Executive Principal, Reach Academy

**Helen Willis** -  
Headteacher, Fairholme Primary



Hounslow  
Education  
Partnership

Cormac Bourne  
Partnership Director  
email: [c.bourne@hounsloweducationpartnership.co.uk](mailto:c.bourne@hounsloweducationpartnership.co.uk)