

**Proposals for the Development of the Brighton & Hove Education Partnership:
Achieving Excellence Together
Spring 2017**



Snowpup December 2016



Children's Parade May 2016

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Proposals for the development of the Brighton & Hove Educational Partnership

Introduction

The purpose of this document is to share with all education partners the rationale for and the initial design, structure and ways of working of the Brighton & Hove Education Partnership.

This document has been divided into three sections. The first section describes the current partnership arrangements in Brighton and Hove and the potential benefits of citywide partnership working. The second summarises the results of the engagement carried out in the summer. The third section sets out the proposed approach for the Brighton & Hove Education Partnership.

Background

In June 2016 the Children, Young People and Skills Committee agreed an engagement with stakeholders on the possibility of developing the Brighton & Hove Education Partnership. This began with an engagement phase with school leaders and governors from June to December 2016. This included an online portal for responses and a series of face to face meetings and discussions with individual education leaders, partnerships and larger groups.

This engagement period has confirmed that there is commitment to developing the Brighton & Hove Education Partnership further. This paper outlines the proposed approach and ways of working which has been developed from the outcomes from the engagement.

Reasons for Change

Nationally the education landscape is changing at rapid pace. There is a drive for the development of a self-improving schools led system, the growth of teaching schools and, in some parts of the country, significant structural change with free schools and multi academy trusts. The White Paper 'Educational Excellence Everywhere' (March 2016) proposed further changes in this area. However in May 2016 the government acknowledged that this approach was not appropriate for all and further legislation was not pursued that would force all schools to become academies. The statutory role of Local Authorities (LA) in relation to school improvement also remained and there was an acknowledgement that there would be a dual system operating with trusts and LAs responsible for schools in different areas.

There are also plans to introduce a national funding formula for schools and schools and education providers are under significant budget pressures. A National Audit Office report into the financial sustainability of schools has warned that mainstream schools will need to reduce spending by an average of 8 per cent per pupil by 2019-2020. Staff pay rises, higher employer contributions to national insurance and pension schemes are examples of rising industry costs. The Department for Education's overall budget is protected in real terms, but does not provide for funding per pupil to increase in line with inflation. Alongside this is the planned introduction of the National Funding Formula beginning in 2018-19, with full implementation in 2019-20. It is proposed that school budgets will be set using national factors, without the application of any local adjustments. This means some schools in Brighton and Hove gaining and others losing funding, possibly bringing into question the financial viability of some of the city's schools in their current form.

Population changes are also bringing about challenges to schools as pupil numbers in various areas of the city shift to reflect demographic changes. The needs of the pupils in the city are also changing, requiring changes in the provision of education for these pupils encapsulated by the SEND review, all of which further impacts on the challenges schools in the city are facing. Council budgets are also under pressure and there have been significant reductions to the Education Services Grant reducing LA capacity to provide education support in the same way as we have done previously.

There is strong education partnership working that has developed and improved over time in the city with a developing school led system, including effective school to school support. Teaching School Alliances (TSA) are a key part of the strategy for developing this system led approach. With the development of the Pavilion and Downs Teaching School Alliance, made up initially of five secondary schools, and a potential Teaching School Alliance based at Benfield, there are likely to be opportunities for the local TSA to contribute further and access funding for opportunities for school to develop practice together.

Brighton & Hove City Council is committed to working with partners and continuing to have a strong strategic role in education in the city as well as being a champion for children, young people and adults. There has been a positive acknowledgement that education can be a route out of poverty and as a result the Council is committed to maintaining a presence in education, whatever the national agenda. There are strong local views from the local education partnership and parent communities that structural change is not the only driver for school improvement.

The changes to the education landscape outlined above require education partners in Brighton and Hove to continue to work together collaboratively to address the challenges they face and to future proof our local education system. The further development of the Brighton & Hove Education Partnership is an opportunity to do this to further improve outcomes for children and young people in the City and to 'Achieve Excellence Together'. There are examples from across the country of education partnership approaches developing in this way and early indications from these areas is that this is a positive route to follow (appendix one).

The proposed timetable for development

The development of the Brighton & Hove Educational Partnership approach was discussed and debated at a meeting of education partners on 2 February 2017 and with governors at the Governor Strategic Partnership on 8 February 2017. As a result, changes have been made. The proposed approach and consultation process will be discussed at Children, Young People and Skills Committee on 6 March where we will seek formal agreement to progress the partnership. If this is agreed, we will begin a pilot structure and way of working in the summer term 2017. We will then consult on the final structure in 2018. Our approach will also be shared with other Local Authorities, the Ofsted link HMI and the Regional Schools Commissioner for comment.

We will write to parents, young people and other stakeholders to inform them about the Brighton & Hove Educational Partnership and there will be a dedicated email address to receive feedback.

Timescale

The timescale proposed for the Brighton & Hove Education Partnership is:

| | |
|----------------------|--|
| 6 March 2017 | a paper to Children, Young People and Skills Committee outlining the approach and seeking agreement to proceed |
| March and April 2017 | inform stakeholders of the Brighton & Hove Education Partnership pilot |
| April 2017 | form the pilot structure and agree ways of working |
| Summer 2017 | launch of the pilot Brighton & Hove Education Partnership approach |
| Summer 2018 | partnership board considers future form – including moving to a legal entity |
| Autumn 2018 | final proposals to Children, Young People and Skills Committee for the future form |
| January 2019 | the Brighton & Hove Education Partnership is formally created in the agreed structure / form |

Section One: Current partnership arrangements: the benefits of the Brighton & Hove Education Partnership

1 Current Partnership arrangements

1.1 There is a wide range of partnerships, both formal and informal in the city. All schools and colleges are working in partnership groups. There is a Primary Schools Phase Partnership, Secondary Schools Partnership, Special Schools Partnership and the College Accord. The Universities have positive partnerships and relationships with schools across the local area. There are eight Church of England schools, (in the Diocese of Chichester) who are in a partnership and seven Catholic schools (in the Diocese of Arundel and Brighton) in a partnership. There are several academy sponsors, including Aldridge Education and City College and free school sponsors including the Russell Education Trust, who have partnerships with schools and institutions nationally. There is also a stand-alone Bi-Lingual free school.

1.2 There is already strong and effective education partnership working in the city. This has contributed to improved and still rising outcomes for pupils at all key stages and a higher than national percentage of schools judged to be good or outstanding by Ofsted (December 2016). As a result Brighton & Hove is judged to be a 'light touch' Local Authority by Ofsted. All colleges and universities are also judged to be good or outstanding.

There is very effective leadership of schools and colleges and much high quality teaching, learning and assessment practice in classrooms. School to school support is growing, both informally and formally and there is a strong cadre of National Leaders of Education and National Leaders of Governance. There are some schools in the city that currently have partnerships in the city with Teaching school Alliances, such as the Woolstonbury Alliance, Inspire Alliance and Millais Alliance. With the development of the Pavilion and Downs Teaching School Alliance, made up initially of five secondary schools and a potential teaching school based at Benfield, there are likely to be opportunities for the local TSA to access funding for opportunities for schools to develop practice together.

1.3 The Local Authority leads its education work and fulfils its statutory duties through a number of partnership meetings and events such as the Primary Phase Headteacher meetings, Secondary and Continuing Education meetings, the Citywide School Improvement Board (made up of chairs from the clusters / partnerships), the Future of Learning Group, Primary Headteacher Meetings, School and College Leader Business meetings, Governor Strategic Partnership meetings and annual School and College Leaders Conference and a governors' conference. There are also statutory groups such as School Forum.

1.4 There are seven schools partnerships which are largely geographical, although some schools have chosen to join partnerships in different areas. Full details of membership are in Appendix 6. These partnerships fulfil a range of functions including some school improvement, including headteachers working in 'triads' to support and challenge each other, subject networks, family support. Each partnership has its own vision and aims.

- City Partnership
- Deans Partnership
- Hove Partnership
- Partnership for Leading and Learning
- Portslade Partnership
- Preston and Patcham Partnership
- Unity Partnership (formerly known as the Moulsecoomb Cluster)

There are phase specific partnerships which include:

- Primary Phase Group
- The Primary NLE Team for school to school support
- Special Schools Partnership
- Infant Schools Partnership
- Junior Schools Partnership
- The Brighton and Hove Colleges Accord (consisting of the City's three FE Sector Colleges)
- Deanery Partnerships (the Catholic and Church of England schools)

Case Study example: The Primary NLE Team for school to school support.

There are currently three primary National Leaders of Education in the city. They have formed a group, with the Head of Standards and Achievement, to ensure that there is support for schools in challenging circumstances. The group has now invited headteachers from across the city to become Brighton and Hove Leaders of Education and this team will work with all primary leaders to ensure that all schools have the support and challenge they require to improve.

There are also networks of groups which collaborate on key issues including:

- 16-19 Curriculum & Quality Group
- 11-16 Curriculum Deputies
- IAG (information advice and guidance)
- Strategic Data Group
- Assessment Group
- Joint meetings are planned on Y11 destinations for the 11-16 and 16-19 groups
- Curriculum reform and assessment for the 11-16
- Strategic data leads group (secondary)
- Behaviour and Attendance Partnerships
- Special Educational Needs Forum
-

These partnerships have many strengths and are making good progress in their areas of development. However the breadth of the ongoing work and the impact of this working is not always shared more widely, which can mean duplication and fragmentation, for example if a partnership has had success in tackling attendance, other partnerships could learn from what they have done. There is a need to more effectively create a 'golden thread' from our overall vision and aims through the work of these groups so that everyone is focussed on the agreed challenge and so there is better consistency in ways of working and sharing of best practice across the partnership. Sometimes schools are not engaged and become isolated and we want to make sure that the future partnership achieves its goal of no school left behind.

2. Why have an Educational Partnership? How can it add value?

There are a number of reasons why we believe that the further development of an education partnership approach, including all educational partners in the city coming together, is the best way to proceed. At the heart of this model is the aim of all partners to improve outcomes for children, young people and adults with a partnership approach better than before, that makes the most of the resources available and addresses the challenges we face together.

2.1 Identify and address citywide priorities in the most effective way, with everyone playing a part:

A strategic group made up of members from the different partnerships will meet regularly to identify and address the enduring challenges, or 'wicked issues' that face the city, such as the underachievement of the most vulnerable and transition between different phases of education and oversee the work done on these. This will enable joint working on citywide issues and a joining up of activity.

2.2 Strengthen the 'whole city family' of education in the city:

This approach will not only be a means for deepening existing commitment to collaboration for school improvement and wider education issues, but will also cement existing ties and ways of partnership working. It will bring everyone together whether a community, faith, free school or academy or a wider education partner and make sure that no school / setting is left behind.

2.3 Recruitment, development and retention of educational professionals:

Working together we can ensure that Brighton & Hove is an attractive place to train, to teach, to lead. A strategic approach to recruitment would be one aspect of this, with the partnership considering options to bring quality staff into the city. Retention of staff is also key and this could be achieved through the development of a leadership continuum, giving staff opportunities for development in different ways through talent spotting, offering development both as school to school support, and shadowing and secondments. This would build a strong and committed workforce. Teaching schools have a vital part to play in this area and would be the bedrock of one of the Ongoing Development Groups outlined in the structure.

2.4 Develop strategic leadership and their 'voice' for education:

The partnership will give education leaders a stronger, strategic citywide voice in the development of education and learning in the city and further develop a partnership model where leaders are developing education in the city together and leading the way regionally and nationally.

2.5 Develop a self-improving school improvement system:

The Local Authority has statutory duties to: promote high standards, know schools well and to intervene in schools causing concern. We would want the partnership to work with the LA to ensure the system for school improvement is in line with best practice and research, challenging and fit for purpose going forward and this is likely to be one of the Ongoing Development Groups.

2.6 Encourage and support research and innovation:

bringing together partners, having confidence to work in new ways and try new things will support the development of a research community. The partnership will look nationally and internationally at the very best, researching what will be best for our children and young people and developing new knowledge. The university communities will be active partners in this aspect of the partnership.

2.7 Sharing good innovative and developing practice.

This will enable all members of the partnership to know what is happening across the city and share projects, outcomes, research

and practice. This has the potential to improve the pace of learning because institutions / partnerships will not be working alone.

2.8 Celebrate learning and the education of the ‘whole person’: There are already citywide events that promote and celebrate the arts and sport, such as the Children’s’ Parade and Let’s Dance. The partnership could build on and develop opportunities for spiritual, moral, .social, cultural, physical and creative development to celebrate all aspects of education.

2.9 Take advantage of funding opportunities and economies of scale: the Brighton & Hove Education Partnership will have the breadth and capacity to bid for funding for the city as a collective group. From discussions with the Regional Schools Commissioner we are already aware of the greater opportunities we may have to access funding as a city partnership from the 140 million pounds that will be available nationally for school improvement. There will also be benefits to pool funding and resource focussing on the opportunities the economies of scale will bring. We are increasingly being seen as a city with good practice across all phases of education with expertise to offer beyond Brighton & Hove. With strategic leadership from the Brighton & Hove Education Partnership this has the potential to bring further funds into the city to reinvest locally. Where a range of partners are looking for similar services, the numbers can enable potentially lower costs – for example negotiating positive rates through joint procurement, which one local partnership has just done successfully with supply teaching costs.

2.10 Provide a more dynamic and strategic vehicle for the changing educational and political landscape: The creation of a partnership could enable schools to adapt and take advantage of the changing landscape – to hold on to their beliefs about what is good learning, to lead education in line with their principles and to shape the future of education in the city.

2.11 Address the wider challenges in the city: the partnership would have the opportunity to address the wider challenges in the city such as poverty, housing social emotional and mental health – to provide a strong educational voice to work across partnerships to improve life chances for children and young people.

Section Two: Outcomes from the engagement phase: summer and autumn 2016

2.1 Introduction

The Local Authority conducted an informal engagement to seek the views of key stakeholders in Brighton & Hove. This ran from July 2016 to 16th December 2016. The full report is in appendix 2 and this provides information about the process of consultation, summarising the feedback on the proposals gathered during that period.

The engagement process began in July 2016, following agreement from the Children Young People and Skills Committee to the process and timeline for this stage. It included:

- A consultation portal used to gain the views of headteachers & governors
- Meetings with existing school partnerships and individual headteachers, principals and leaders
- Meetings with governors
- Meetings with universities and colleges
- Meetings with unions
- A bespoke email address for open responses
- Gaining learning from other areas of the country.

2.2 The online portal

There were five questions in the online portal, designed to seek the view of participants on the following areas and an opportunity for open comment:

- The idea of a more formal partnership model
- The principles of a new partnership model
- The most important elements of the partnership
- Initial thoughts on some of the suggested models
- Initial thoughts on membership and governance representation

2.2.1 40 responses were submitted via the online portal and the quantitative data in this report reflects these responses. 67% of respondents either agreed or strongly agreed with the principle of investigating a new, more formal partnership model.

There were several comments which identified that the proposals:

- Needed more clarification on exactly what the partnership would be
- Should retain the strengths of existing models
- Use examples from other successful partnerships nationally
- Allow schools to maintain their individuality.

2.2.2 67% of respondents either agreed or strongly agreed with the identified principles

The comments identified that the proposed principles:

- Required more information about the proposed partnership
- Wanted to build on the principles to create a shared vision for the new partnership.
- Were too generic to all educational providers
- Missed outcomes and that aspect needed to be stronger
- Overall the principles should be more ambitious.

2.2.3 Question 3 asked about the important elements of a proposed partnership and there was a clear message about not creating a costly, bureaucratic structure.

2.2.4 Question 4 asked about the possible models and this did not result in a clear preferred model. Headteachers and governors wanted to know more about the different models. Four respondents identified Limited Company by guarantee as a model to explore, but most of the comments required more information to make an informed choice

2.2.5 Question 5 which asked about membership and governance showed that the vast majority of respondents felt that:

- All schools, colleges and universities in the city should be given the opportunity to become members
- Their rights and responsibilities would be set out in the Articles of Association and membership rules
- Each member school and the LA would be voting members
- School representatives would be major members of the steering group.

67% of respondents agreed that other schools, colleges and educational establishments outside Brighton & Hove could join the partnership at an agreed future date.

2.3 Meetings – face to face engagement

2.3.1 As part of the engagement, alongside the online portal the Senior Adviser, Education Partnerships attended over forty meetings with partnerships, governors and individual headteachers. This was approximately 150 people overall. A full list of these meetings and an analysis is in appendix 3. The themes that emerged through these more informal meetings were that:

- There is a strong interest in keeping the ‘education family’ together and a commitment to partnership working
- Headteachers and governors would like to see a model on which to comment
- The model should be based around improved outcomes for pupils
- It should provide added value to headteachers and not duplicate what is already happening.
- It should build on successful existing partnership work
- The principles were the right ones
- All Brighton & Hove schools should be able to join in their current form.

2.3.2 There was not a great of interest in developing a formal entity. Respondents did not feel that there is a place for this at the moment, but a significant number said this was because they did not know enough about it and they would welcome more information.

2.4 Summary

The face to face engagement phase gave strong messages of support from headteachers and governors about our proposal to further develop the Brighton & Hove Education Partnership and these have been incorporated into the outlined approach that we will trial from the summer term 2017.

Section Three: – the proposed approach to the development of the Brighton & Hove Education Partnership:

The Brighton & Hove Education Partnership: ‘Achieving Excellence Together’

3.1 Introduction

Brighton & Hove City Council, Children, Families and Learning is seeking to further develop partnership working in Brighton & Hove, through establishing the Brighton & Hove Education Partnership. This will include all education partners in the city. This is in order to:

- Improve outcomes and achievement for children and young people across the city: to be the best
- Cement and build upon the strong moral purpose and partnership working that already exists
- Achieve excellence by using the expertise and energy of all to address key priorities for children and young people
- Maintain and develop the ‘whole city family’ of education and learning through an excellent communication system / platform to enable partners to access information and find out about practice that they may wish to explore or engage with.

3.2 The Brighton & Hove Education Partnership will work to improve outcomes in the city through:

- The identification and addressing of agreed citywide priorities: where there are areas that everyone is seeking to improve, partners can work together to achieve more.
- A focus on a schools-led school improvement system: ensuring every school is on track for success through an early intervention and preventative system, a strong improvement focus and school to school support.
- Supporting and facilitating further develop partnership work through communicating, sharing and brokering best and innovative practice.
- Opportunities to trade within the partnership and potentially beyond. Either through the contribution of time or with agreed cost structure, partners will be able to access services from other partners to address their identified needs.

3.2.1 Outcomes to be achieved

- We want to improve the way we work together within and across phase to enable our young people, aged 0 – 25, to have a high quality relevant pathway that meets their needs, is dynamic, exciting and challenging.
- Improve the performance of children and young people from vulnerable groups – diminishing the differences
- Reduced exclusions and improved attendance
- We will benchmark our performance against our statistical neighbours, the region and other significant groups, seeking to be in the top quartile for all areas.
- We will continue to aim for every institution to be judged at least good and increase the percentage of outstanding to be in the top three LAs as judged in HMCI’s Annual regional report.
- We will develop areas of excellence in the city for all areas of education: whilst league tables are important, we value the ‘whole child’ and acknowledge the importance of the broader curriculum, participation in events such as ‘Let’s Dance’, Children’s Parade etc.

3.2.2 The Principles for the partnership were proposed and agreed by leaders with the central aim of achieving the best outcomes for all young people:

- Ensure that the diverse nature of the city is reflected
- Be ambitious and aspirational for all pupils to achieve well
- Be inclusive: No child should be left behind
- Be collegiate: No setting / partner should be isolated and the partnership should work for the good of all
- Be flexible and have a structure / arrangement that works for all
- Be outward facing, so we look beyond the city
- Have challenge and rigour
- Have a shared and open culture based on trust, honesty and transparency
- Be not for profit – any profit should go back into the system
- Be innovative and not afraid to take risks
- Be democratic - everyone should have a voice
- Enable all members to retain their own identity

3.3 Proposals for the Structure of the Brighton & Hove Education Partnership: How it will work

3.3.1 Membership

It is proposed that all members of the education community in Brighton & Hove will be members of the partnership. Membership will be through the signing of the Memorandum of Understanding. A draft MOU will be discussed and agreed by the pilot board that will be formed in April 2017.

3.3.2 Governance

The Brighton & Hove Education Partnership will not create extra layers of bureaucracy. There will be a review of existing groups and meetings and some will be disbanded and realigned. There will be one strategic board, made up of members from across the education family. It will meet regularly to discuss strategic direction, identify / agree citywide priorities using the data from the city and suggestions from partnership members and to receive reports about the impact of activity from different partnership initiatives. It is proposed that there will be a 'rotating chair' for the group.

The proposal is that this board consists of educational representatives from across the city.

3.3.3 Priority Task and Finish groups will be convened to lead on the priorities, made up of representatives of the relevant partners. They will draw up plans to address the priorities. This will give economies of scale for development opportunities and a wide pool of people to share and develop them together. These groups will meet approximately half termly to review progress and keep the priority plans on track.

3.3.4 Ongoing Development Groups will be in place to focus on and grow aspects of the partnership such as professional development, assessment, communication, school improvement and others that will be decided.

3.3.5 A recurring theme in the engagement period has been the need for better and shared communication between groups. One of the first aims of the Brighton & Hove Education Partnership will be to set up an easy to access intranet / communication system that will enable good communication and information sharing. The intention is to create a shared online space where ideas, initiatives, resources and case studies can be uploaded to a portal. There are a range of partnerships of schools in the city, and this portal could support both information and knowledge exchange, from these groups such as the IAG group, curriculum groups and cluster groups,

promoting opportunities and events. To be successful, this would need to be user generated, and relevant to educators, and a way of keeping everyone informed about policy and educational reforms. Sussex Learning Network has offered to support the development of this approach and a group of headteachers are working with them to make it relevant and user friendly.

3.3.6 How is this different from existing practice?

One of the themes of the engagement has been for the consultation to outline how this is different to what we already do in the city. We believe that this model will support and enhance the existing partnership through bringing groups together for:

- A central strategic discussion
- Shared thinking
- Citywide agenda
- An excellent communications system / intranet that all can access

3.3.7 Task and Finish Groups for priorities

Once the priorities are agreed there will be an invitation for membership of task and finish groups. These groups will steer and lead the identified priorities. Membership of these groups will be interested partners. Examples of these groups could be Diminishing Differences , Transition, Leadership in the City.

3.3.8 Ongoing Development Groups

There are elements of the partnership that will be continually developing and improving. These will be identified by members. Membership will be interested parties and they will steer and lead the groups. Examples of these would be the Primary School Improvement Group and Chairs of Partnerships.

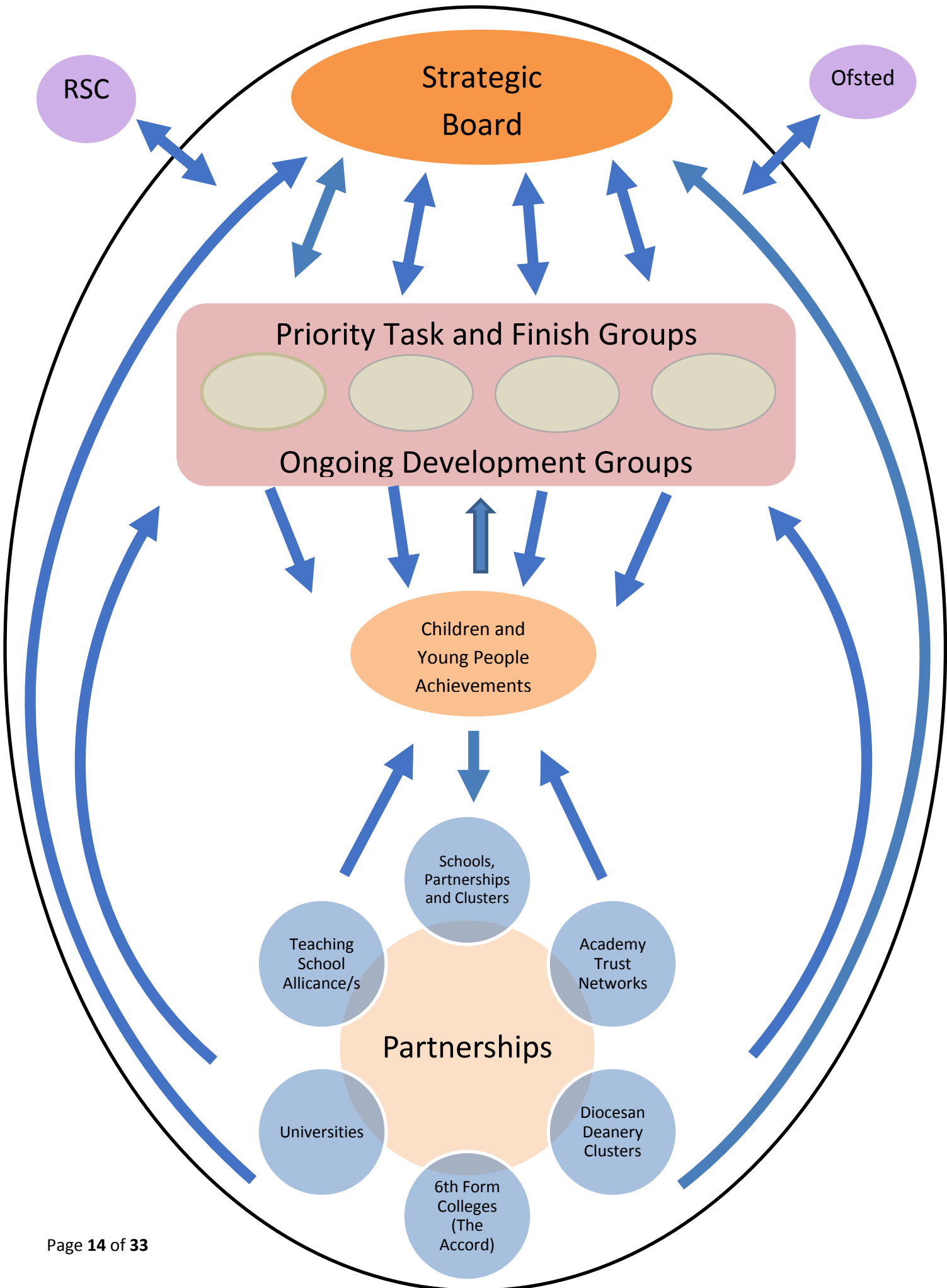
3.3.9 Membership reports

There will also be work in partnerships and institutions that is not part of current citywide priorities, but that is important and could influence future priorities. These will be shared with the Strategic Board and posted on the intranet.

3.3.10 The diagram on the next page shows how the Brighton & Hove Education Partnership will operate.

It represents how the different groups will work together and how the system will link to achieve its aims.

Starting to work with this structure in a pilot phase will enable the groups to review the effectiveness of the different elements and make sure it is fit for purpose. Any amendments and developments can be made before coming to consultation in 2018.



3.4. Finance and costs to members

- 3.4.1 A real concern arising from the engagement was the potential cost of the partnership. It is proposed that there will be no costs to members to join the partnership. The LA will contribute continued advice, coordination and facilitation through the Senior Advisor Education Partnership and clerking and administration. We will also endeavour where appropriate to direct any council funding that is available linked to the agreed priorities with an expectation there is match funding or resource provided from the partnership. Financial arrangements will be reported to Schools Forum and considered by the Schools Block Working Group.
- 3.4.2 To make the partnership sustainable members may wish to contribute a number of days to the partnership and the projects. This would enable schools to work together on projects without any monetary costs, other than release time.
- 3.4.3 Where there are citywide priorities, or where a group of members want to work together on one aspect of development, they may agree to put funding into the area they wish to develop. These projects will have costed action plans and the group will report on progress to the Strategic group for information.
- 3.4.4 The partnership could bid for funding for citywide projects and where numbers of members wish to purchase similar goods or services there could be economies of scale.
- 3.4.5 The funding for the partnership will be kept under review by a small group. It is recommended that in the first instance this is the sub group of the Schools Forum.

3.5 A legal entity?

- 3.5.1 There was not a high level of enthusiasm to develop the partnership as a formal legal entity. This is therefore not proposed as this stage, but more information will be given over the next year and the proposal is to review this in 2018.
- 3.5.2 Other areas in the country have created a legal entity and they have found this helpful. Reasons for considering a legal entity are at Appendix 5 and will be discussed by the Strategic Board during the first year to decide whether this might be a positive way forward. If this in the case it will be included in the final consultation.

Appendix 1: The development of Educational Partnerships nationally

Introduction

As part of the engagement process, we have researched what is happening across the country. There are many examples of different areas in the country working to develop partnership – system led and some examples are outlined below, with references for those who wish to read further.

1. Camden Learning: limited company

In 2014 there was a co-design of the schools' led system by heads, officers and chairs – where expertise is systematically grown and distributed.

In 2015 The System went live with smaller council resource, growing school & teaching school resource and management and governance systems.

In 2016 they consulted and established *Camden Learning* as a Schools Co. Ltd. by guarantee where each school and the Council is a member.

In 2017 they will consider options going forward with the possibility of developing an umbrella over a mixed ecology of LA/VA schools and feds, academies & MATs.

The vision

Enable every Camden child to achieve the best possible educational outcomes in all areas of their lives, to develop growth mindsets, high aspirations and the ability to work independently and with others

Help every Camden child to have the best start in life and let no child get left behind

Ensure that throughout their education learners are provided with inspiration for their adult lives and opportunities to translate high expectations into the best possible study and work destinations

Attract and **develop** and **retain** the very best education leaders and practitioners for our schools and services

Operate for the good of the community and in the interests of pupils, teachers, parents, leaders, governors and partners

Empower the Camden family of schools to continue to work together collectively to secure sustained educational improvement

Enable the Council to provide strong civic governance in order to secure the best outcomes

Costs to join

This partnership is for schools. There are three levels of membership that come with increasing number of services. Level 1 has no cost, Level 2 costs £6000 and Level 3 costs £11,000

<http://schoolsupportservices.camden.gov.uk/catalogue/52/camden-learning-membership/>

2. Portsmouth Education Partnership Pulling Together: Achieving More

Portsmouth has just consulted on the formation of the Portsmouth Education Partnership:

They have stated that discussions with headteachers, governors, teaching schools and Academy Trust leaders have indicated a strong appetite for collective arrangements in the City, led by schools, to take

forward joint projects and programmes that matter to Portsmouth and which can make a difference in terms of raising standards and improving outcomes for children and young people.

Principles:

They have proposed guiding principles which include:

- Shared accountability and collective responsibility for all pupils in Portsmouth,
- Promoting a culture of openness and trust
- Ensuring that all available resources are well used and duplication is avoided.

Priorities:

Some priority areas have already been developed and include:

- Creating more options for schools and academies to receive the highest quality challenge and appraisal
- Co-ordinating school improvement support and making effective use of system leaders
- Teacher recruitment and retention, including career pathway development
- Leadership development at all levels
- Curriculum development and subject networks
- Inclusion
- Recruiting and supporting volunteers working in schools
- Collective interface for Multi Academy Trusts that operate in the City

Structures

It is proposed that a Strategic Board be established to steer the work of the Partnership and develop and agree the strategic vision and priorities, with a rolling chair and support from the Senior Adviser, Education Partnerships. Below that Strategic Board, an Operational Group could sit which would meet every half term and which would be accountable to the Strategic Board. The Operational Group would be the engine of the Partnership, responsible for analyzing the data and proposing priorities / areas of action.

Membership of the Partnership would be open to all schools and a range of partners.

Resources

In the first two years the local authority will be investing resources both in terms of staff time and funding. This includes the contract with the Portsmouth Teaching School Alliance to deliver school improvement on behalf of the local authority for its maintained schools but embedded as part of the Partnership. Schools will not be asked to help resource the work of the Partnership overall. Individual projects may require full or part funding from participating schools. As and when local authority funding ceases to be available, it will be for schools to decide whether the Partnership is a structure which they wish to underpin financially and if so how.

<https://www.portsmouth.gov.uk/ext/the-council/transparency/portsmouth-education-partnership.aspx>

3. Tower Hamlets

Tower Hamlets has developed Tower Hamlets Education Partnership (THE).

Their vision is to deliver sustainable high-quality services with a shared moral purpose.

The vision and values of THE Partnership lie at the heart of the collaboration between members and form the basis for each member's participation.

Vision

THE Partnership's vision is that their schools and other educational settings should build on 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.

Values

The core values to which THE Partnership members are committed are: Aspiration Trust, Equality and Transparency

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
- Working to agreed accountability measures
- 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
- Working to agreed accountability measures

Costs to join

For the first year there have been no costs to join THE. From April there will be a cost of £5 per pupil.

<http://api.the-partnership.org.uk:8080/wp-content/uploads/2016/04/Propectus-1.pdf>

4. Octavo - Mutual Trading Company

The Octavo Partnership is a mutual venture between Croydon Council, Croydon Headteachers' Association and staff to deliver high quality education support services in Croydon and beyond. They are committed to operating on a not-for-profit basis whereby any profits are reinvested into developing services or into educational research to benefit the learning community. They offer a range of services that include school improvement, education finance, education welfare and many others

<http://octavopartnership.org/>

Appendix 2: Feedback on the consultation portal from Headteachers and Governors on the proposals for developing a Schools led partnership model for school improvement in Brighton & Hove

1. Introduction

The Local Authority conducted an informal consultation to engage with and seek the views of key stakeholders; school and college headteacher, principals and governors on proposals to establish a formal partnership between Schools, Colleges and Further Education providers in Brighton & Hove. The period of consultation ran from July 2016 to 16th December 2016. This report provides information about the process of consultation and summarises the feedback on the proposals gathered during that period.

2. What was this consultation / engagement about?

There were five questions in the consultation and they were designed to seek the view of participants on the following areas;

- The idea of a more formal partnership model
- The principles of a new partnership model
- The most important elements of the partnership
- Initial thoughts on some of the suggested models
- Initial thoughts on membership and governance representation
- An opportunity for open comments about any of the proposals

3. Consultation process

3.1 This phase consultation began in July 2016, after the Children Young People and Skills Committee approved the process and timeline for this stage. This included:

- Creating a consultation portal that would be used to gain the views of headteachers & Governors
- Meeting with existing School partnerships
- Meetings with unions and colleges
- Create bespoke email address for open responses
- Gaining learning from other Local Authorities
-

3.2 The consultation was promoted through:

- The council website
- The schools' bulletin
- Email communications to headteachers & Governors

3.3 Feedback was invited:

- Via the Council's consultation portal
- Via email
- In writing
- In person

3.4 For all proposals, respondents were asked five questions and were offered the opportunity to add their specific comments at the end of each question and more generally at the end of the consultation questionnaire.

3.5 Throughout the consultation period we reviewed the number and range of responses in order to make sure that all groups were represented in responses and any further work to make sure all stakeholders were aware of the consultation process.

3.6 Process for analysing responses

3.6.1 To analyse results Local Authority officers met to go through all consultation responses and have summarised below for each question

3.6.2 The information provided as part of this report is both statistical and from comments made by participants in the engagement period. From initial discussions with stakeholders it was clear that there was more interest in the comments than the statistical data. As a result this has been revisited and more information provided in the body of the report.

4. Feedback submitted on the consultation proposals

4.1 Respondents were encouraged to participate via the council’s online portal but were also able to respond via email. The email address was specifically created for Brighton & Hove Education Partnerships consultations and will continue to be open.

4.2 40 responses were submitted via the online portal and the quantitative data in this report reflects these responses. All respondents used the online consultation portal to give their views. The spread of headteachers and Governors is identified below;

| Are you a headteacher or school governor? | | | |
|---|-------------|-----------|---------------|
| | | Frequency | Valid Percent |
| Valid | headteacher | 22 | 55.0 |
| | Governor | 18 | 45.0 |
| | Total | 40 | 100.0 |

5.1 Consultation Portal Data - Question 1

Question

Do you agree in principle that Brighton & Hove should be looking at a new more formal partnership model?

Summary of response

12 respondents took the opportunity to comment on this question.

67% of respondents either agreed or strongly agreed with the principle of looking at a new more formal partnership model

Comments identified that the proposals:

- Needed more clarification on exactly what the partnership would be
- Should retain the strengths of existing models
- Use examples from other successful partnerships nationally
- Allow schools to maintain their individuality

There were some concerns by a small number of respondents about

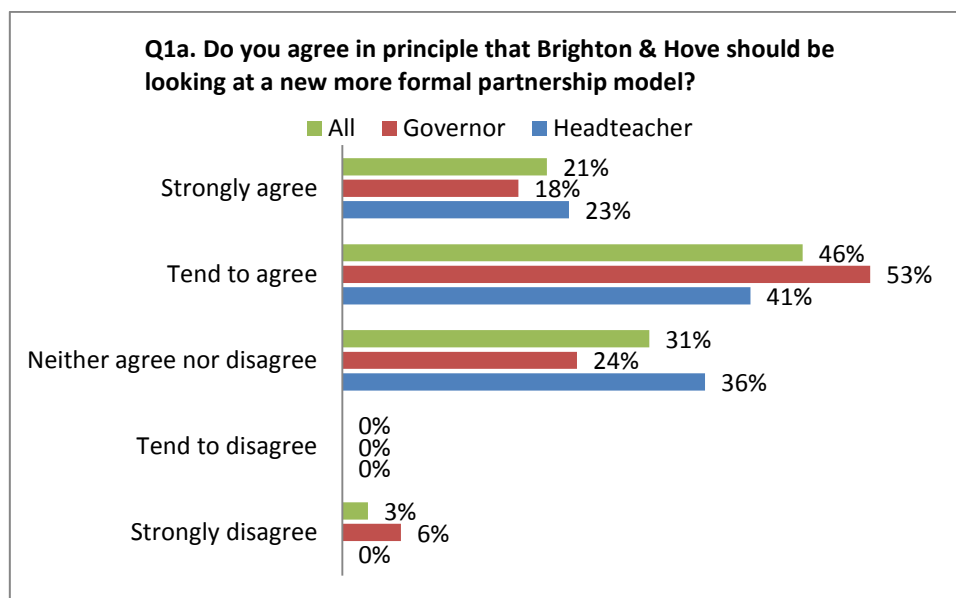
- How all schools and academies would fit into the model
- Engaging all headteachers in the partnership approach.
- Monitoring of Schools by Local Authority and how that would look in the new model

Key Quotes

"I would want the school to be able to maintain its own identity within a formal partnership."

"I think that it's important to retain as many as possible of the strengths of the present network of schools, colleges and local authority"

"Such partnerships have been in place for many years in LAs such as Surrey"



5.2 Consultation Portal Data – Question 2

Question

Do you think the principles below are the right ones for Brighton & Hove?

Summary of response

9 respondents took the opportunity to comment on this question

67% of respondents either agreed or strongly agreed with identified principles

Comments identified that the proposals:

- Required more information
- Wanted to build on the principles to create a shared vision for the new partnership

There were some concerns by a small number of respondents:

- That the principles are too generic to all educational providers
- That the principles missed outcomes
- That the principles needed to be stronger

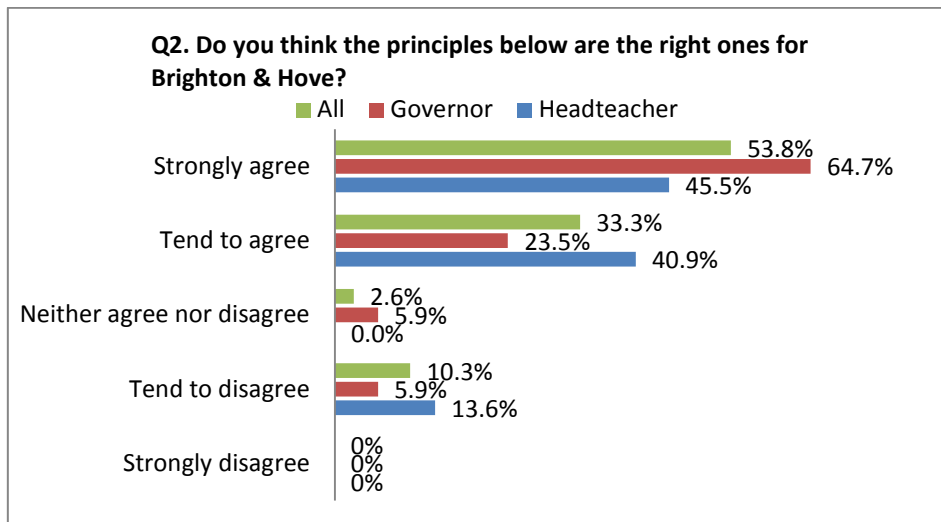
Key Quotes

"Whilst each of these aims are in themselves worthy, the spread and lack of cohesion between them betrays a lack of a central vision"

"The above list are principles that are generally right for all education institutes and therefore are not particularly helpful gauge of the particular vision and direction that Brighton and Hove would go"

"there is nothing about outcomes and how these will be judged."

“The most successful networks of schools have an easily understood, easily challenged, and very visible agreed shared purpose.”



5.3 Consultation Portal Data – Question 3

Question

What are the three most important things to you from the list below?

1. All Brighton & Hove Schools join *in their current form* if they choose to do so?
2. Exposure of schools to risk is limited
3. Any partnership is easy to establish?
4. Is it easy to manage? How the ongoing burden of regulation is low maintenance
5. Any profit would go back into the organisation
6. Governance would be flexible and agreed by partnership
7. The organisation could employ staff?
8. The organisation could trade and enter into contracts - either itself or through a subsidiary?

Summary of response

6 respondents took the opportunity to comment on this question.

The top 3 most important things were;

1. All Brighton & Hove Schools join in their current form if they choose to do so
2. Is easy to manage
3. Exposure of schools to risk is limited

Comments identified that the proposals:

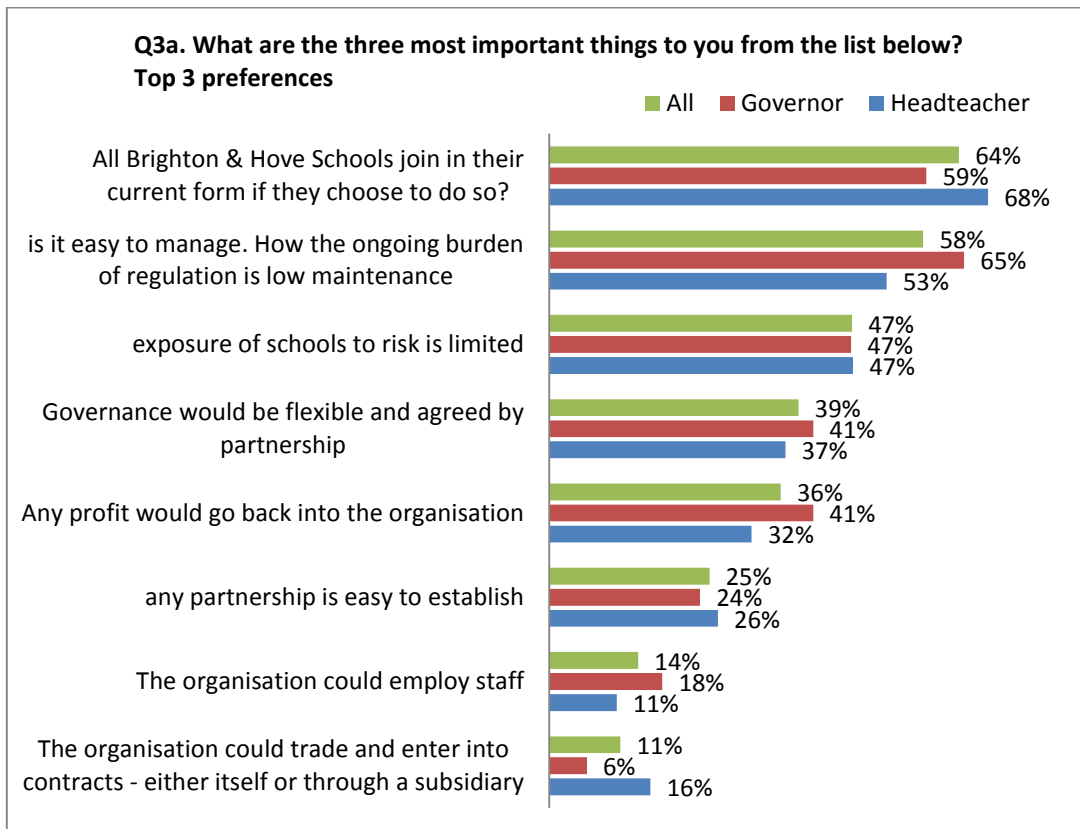
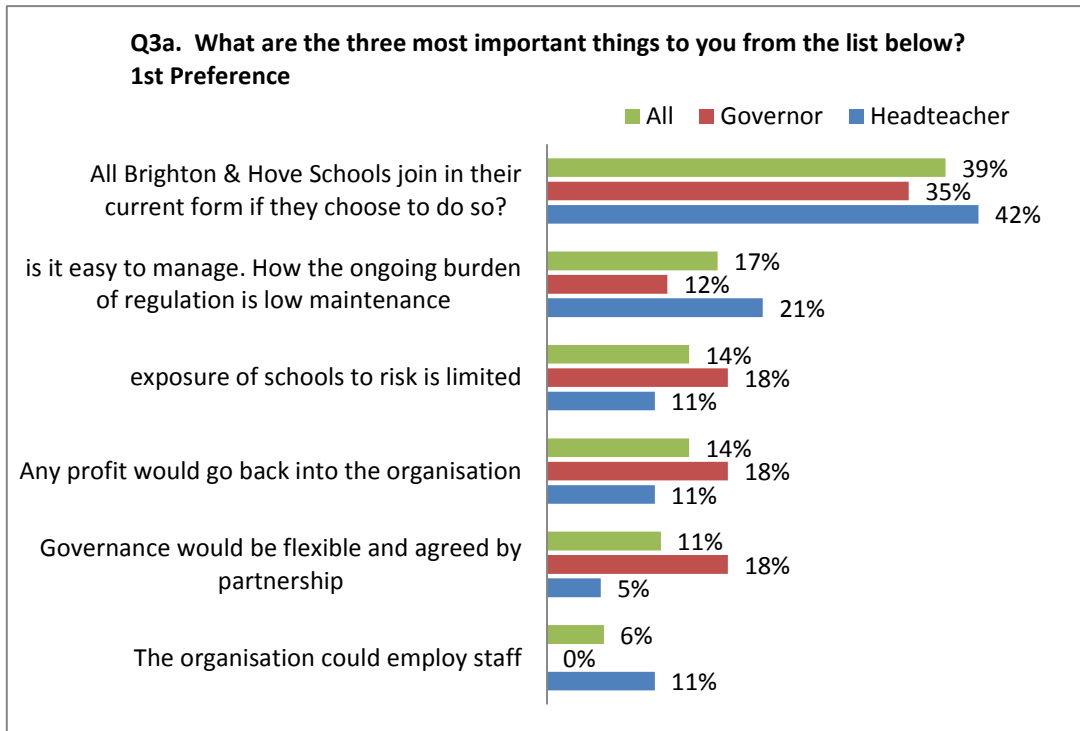
- Should not add new burden on schools within the partnership
- Should not be costly and overly bureaucratic
- Should be centred on student outcomes

Key Quotes

“Any new structure most not add any more burden on the schools within the partnership, it has to stream line in it's operation”

“If this turns out to be costly and overly bureaucratic level of management it really would be unwelcome and pointless.”

“I do want a form of partnership that is centred on student outcomes, reversing disadvantage



5.4 Consultation Portal Data – Question 4

Question

From the summary of models, is there one that you think we should explore further for Brighton & Hove

| Summary of response |
|---|
| <p>10 respondents took the opportunity to comment on this question.</p> <p>There were 9 responses to the models. 4 identified Limited Company by guarantee as a model to explore</p> <ul style="list-style-type: none"> • Most of the comments required more information to make an informed choice • Some wanted even more options shared <p>There were some concerns by a small number of respondents about</p> <ul style="list-style-type: none"> • The cost of entering any partnership • The speed at which things can be done |
| Key Quotes |
| <p>“Think should be given all of the options- not just the join Brighton's model.”</p> <p>“Any governance must represent all partners, and have an open approach in delivering it's services to the whole partnership. Must not cost any more to any of it's partners, both within the finances, time and resources.”</p> <p>“There has been no discussion as yet of the costs of this partnership proposal and as schools are facing reduced budgets”</p> |

| ID | Q4a. – From the summary of models, is there one that you think we should explore further for Brighton & Hove |
|----|--|
| 3 | Limited company by guarantee |
| 9 | Not at present further information is required |
| 11 | One that arises exclusively from the needs of the participating institutions |
| 17 | Limited company by Guarantee |
| 26 | Charitable interest organisation |
| 29 | Cost of the partnership to each school and a scale of charges |
| 30 | All should be explored at this stage |
| 32 | Limited company by guarantee |
| 41 | Limited company by guarantee |

5.5 Consultation Portal Data – Question 5

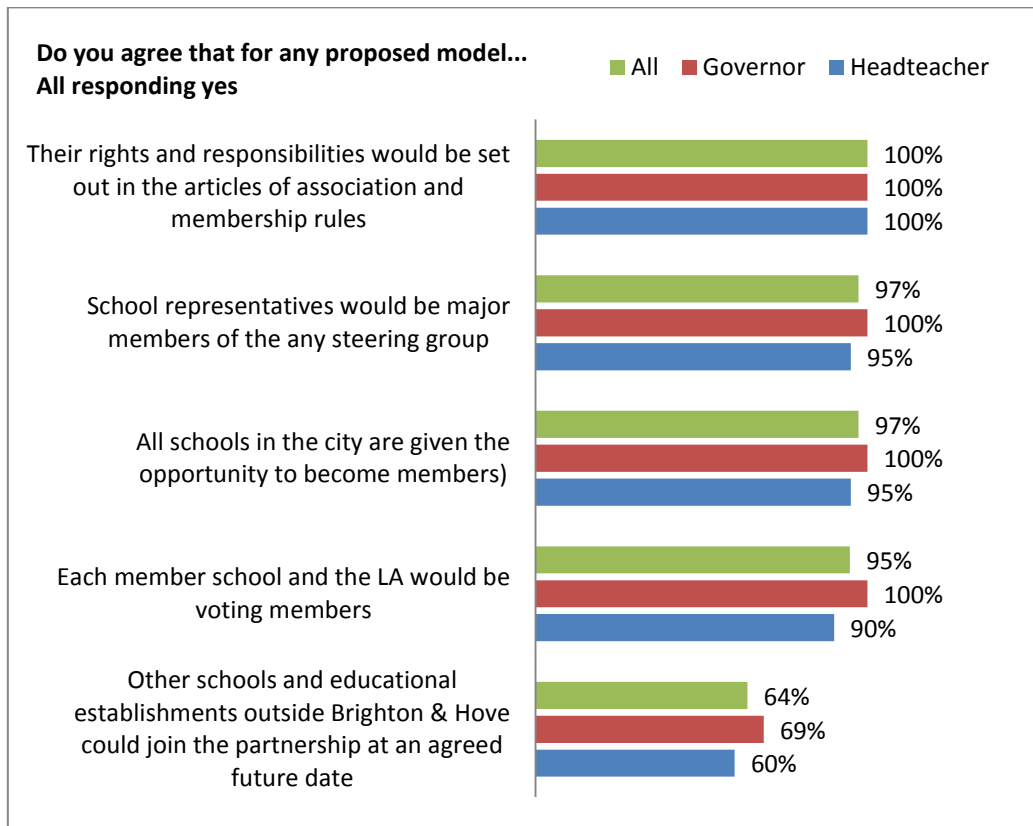
Question

Do you agree that for any proposed model:

- All schools, colleges and universities in the city are given the opportunity to become members?
Yes No
- Their rights and responsibilities would be set out in the Articles of Association and membership rules.
Yes No
- Each member school and the LA would be voting members.
Yes No
- School representatives would be major members of the any steering group?
Yes No
- Other schools, colleges and educational establishments outside Brighton & Hove could join the partnership at an agreed future date
Yes No

Summary of response

6 respondents took the opportunity to comment on this question and all were very brief comments with a few words. As a result they have not been summarised below.



5.6 Consultation Portal Data – Question 6

Question

Is there anything else you would like to say at this stage?

Summary of response

6 respondents took the opportunity to comment on this question. Most comments acknowledged that they have given their comments in earlier questions

Comments identified that the proposals:

- Needed more clarity
- Questioned what a new partnership would bring to existing partnerships
- Include visits to other local authorities as an example

Key Quotes

“Many schools are already in strong partnerships that carry out many of the functions of school improvement therefore why would they need to join another group.”

“if this formal partnership comes with layers of bureaucracy it will be expensive and we need to be clear that it adds value.”

Appendix 3: Summary of Engagement Meetings

Feedback on the engagement meetings with headteachers and governors on the proposals for developing a Schools' led partnership model for school improvement in Brighton and Hove

The Senior Adviser, Education Partnerships attended a wide range of meetings with individual headteachers, partnerships and city wide events to discuss the development of a Brighton & Hove Education Partnership. The table bellows shows the different meetings.

| When | Who | Number of attendees |
|--------------|---|---------------------|
| 26 April | All Headteachers and CE Diocesan Director of Education | 100 |
| 4 May | Citywide School Improvement Board | 10 |
| 9 May | Catholic Diocesan Director of Education | 2 |
| 9 June | CYPS committee – paper to get agreement to engagement phase | |
| 13 July | Governor engagement event | 37 |
| July | Secondary Schools Partnership | 9 |
| July | Special Schools Partnership | 6 |
| | | |
| 9 September | Union Consultative Group | 14 |
| 13 September | Secondary and Continuing Education Meeting | 8 |
| 19 September | Citywide school improvement Board | 12 |
| 27 September | Learning Skills and Employment Partnership: Future of Learning group | 5 |
| 4 October | School and college leaders annual conference (Christine Gilbert from Tower Hamlets Education Partnership was speaker) | 85 |
| 13 October | Governor Strategic Partnership | 50 |
| 20 October | Primary Headteacher CE school | 1 |
| 20 October | Primary Headteacher – Headteacher, | 1 |
| | | |
| 2 November | Head of School of Education and Deputy Head of School, University of Brighton - | 2 |
| 3 November | Deans Partnership | 7 |
| 4 November | Principal BHASVIC | 1 |
| 7 November | Primary Headteacher | 1 |
| 9 November | Hove Partnership | 14 |
| 14 November | Secondary Headteacher | 1 |
| 17 November | Primary Headteacher | 1 |
| 17 November | Academy Principal | 1 |
| 17 November | Portslade Partnership | 8 |
| 23 November | Primary Headteacher CE Deanery chair | 1 |
| 23 November | Primary Headteacher | 1 |
| 24 November | Primary – Headteacher | 1 |
| 25 November | Partnership in Leading and Learning | 10 |
| | | |
| 2 December | Citywide School Improvement Board | 5 |
| 2 December | Secondary Headteacher Chair of secondary partnership | 1 |
| 2 December | NLG | 1 |
| 7 December | Primary Headteacher Chair of Catholic Deanery | 1 |
| 7 December | Secondary Headteacher | 1 |
| 9 December | Primary Headteacher | 1 |
| 13 December | Academy Principal PACA | 1 |

| | | |
|-------------|-----------------------|---|
| 15 December | Secondary Headteacher | 1 |
|-------------|-----------------------|---|

Feedback from these meetings was varied. The majority of the headteachers were supportive, but keen to see 'what it would look like' so that they could comment and feedback on it, and have more clarity about the proposals. The majority were keen to develop partnership working, but some questioned the added value that it would bring, how to avoid added bureaucracy and be more meetings. Part two of this paper addresses these issues and outlines the approach that has been developed in light of the feedback.

Appendix 4: Brighton & Hove Education Partnership - Questions and Answers

Why are we considering these changes?

Outcomes and attainment across schools, (including academies and free schools), colleges, universities and wider educational establishments in Brighton & Hove are positive. There is a strong existing 'family of schools' partnership approach that is delivering successful outcomes to children and young people across the city. The role of the local authority, schools and wider educational settings of Brighton & Hove are integral in the successful delivery of these outcomes. Changes in the national and local context means the current partnership model needs to be reviewed, with new options presented & evaluated, to ensure we continue to offer the most effective schools-led partnership delivery approach across all our whole family of schools and educational settings.

How will it affect existing partnership arrangements?

There are a number of existing successful educational partnerships and network groups in Brighton & Hove developed through different membership criteria such as geographical location, phase of school and specific strategic focus and interest. The purpose of the new Educational Partnership is to ensure these partnerships can successfully continue and further develop to provide a more integrated and consistent schools-led approach that incorporates educational establishments and schools of all status and phase across the city.

Can we not continue as we are and why should schools join this partnership?

The purpose of the new Educational Partnership is not to replace existing partnerships and network groups within the city. The model aims to strengthen current partnership working through a more integrated citywide schools-led approach. With the upcoming changes in the educational landscape there is a risk of greater fragmentation across educational settings in the city. By joining a citywide partnership, Brighton & Hove can continue to develop the 'family of school's approach based on a shared vision, principles and values rather than being dictated by changing school status and external factors. The primary purpose of the partnership is not to simply replicate a 'status quo' but to provide a model that delivers improved outcomes for children and young people across the whole city.

What do you mean by 'a more formal partnership'

The model proposes to build on existing partnerships. There are several criteria that 'more formal' arrangements could encompass:

- An agreed shared vision, principles and value
- Clearer and more defined roles and responsibilities
- Easier to share information and resources across education settings, clusters and partnerships. This can include staff and teacher training
- More consistency across agreed work, interventions and outcomes
- Greater school-to-school challenge, scrutiny and accountability
- Clearer shared governance and budget allocation.

Is this proposed model to allow the LA to become a MAT or academy sponsor?

The primary purpose of exploring different models is to retain an effective longer-term integrated school improvement partnership across the city that ensures all schools and educational settings are both fully represented and supported to achieve their full potential, whatever their status. The position of the local authority remains that the delivery of this self-improving system should be schools-led. However the local authority has been an integral part of the current citywide school improvement system and wish to retain an active involvement – a view which has been echoed by many schools and educational establishments. The purpose of the initial engagement was to gather the views of key educational stakeholders about both the possible model going forward and the role of each stakeholder - including the local authority - within this

partnership arrangement. It is not within the remit or powers of these partnership proposals to determine either academy sponsor or MAT status. As such, it is not a consideration of this engagement or consultation.

How will it affect current governing bodies?

It is important to clarify the purpose of this engagement process is to gather feedback from stakeholders about possible partnership arrangements and not to decide on a particular model. Therefore at this stage on the consultation it is difficult to answer all questions with absolute clarity.

However the purpose of proposing a more formal partnership arrangement is to provide integrated citywide support and challenge across the family of schools and settings. It is not to be a directly running individual or groups of schools. Therefore it would not take on any governance responsibilities of the member schools themselves.

What are the membership and governance arrangements of the proposed partnership?

Details about the particular governance structure or arrangements have not been identified in this initial scope of the engagement process. If the decision of this initial engagement is to formally consult about a new model then details about the possible governance arrangements will be provided through the consultation with the opportunity for collective feedback.

What is the purpose of this engagement process and what happens next?

The purpose of the initial engagement was to seek the views from key stakeholders: schools and college headteachers, principals and governors about the proposal to develop a more formal schools-led model for school improvement in Brighton & Hove. This initial engagement period closed on 16 December 2016. Further conversations were held with headteachers and governors where the results of the engagement were shared and discussed. As a result of this, a report with the key findings and a proposal to start the Brighton & Hove Education Partnership approach in pilot form from summer 2017 will be presented to the Children, Young People and Skills Committee on 6 March 2017. The structure and approach is based on the findings of the initial engagement process.

Appendix 5: A legal entity?

Creating a legal entity is not part of the current proposal. Respondents in the engagement phase asked for more detail. It is proposed that the partnership starts work and creating a legal entity is considered later to discuss whether this might be a possible way forward. Some reasons for considering the creation of a legal entity are:

1. Making the entity more stable through having formally recognised posts (such as the non-executive directors of a company or the trustees of a charity) which attract a suite of legally defined responsibilities, and which must be filled even if individuals move on from the organisation, rather than relying on goodwill of leaders.
2. Brighton & Hove City Council is to some extent supporting and driving the model. Establishing a legal entity in which education partners have the controlling share would shift the focus of strategic leadership away from the Council and towards schools themselves, enabling collective decision making. It would also mean that any legal vehicle to be used must reflect the collaborative principle upon which it is based, ensuring the vehicle is accountable to its membership.
3. Setting up a legal entity of which all members of the education family belong would have an important symbolic value. Establishing a legal entity would provide a vehicle to enable everyone, irrespective of legal status to remain part of the family of Brighton & Hove, working together to improve educational outcomes because they share a common ideal not simply because they are located in the same city.
4. It would enable the partnership to do certain things that it could not do in the proposed form.
 - It could employ staff in its own right
 - It could second staff to and from schools on a full or part time basis
 - It could enable staff currently employed by the Council on school improvement or other school support services to be employed directly
 - It would enable the partnership to develop its own leadership capacity thus securing its own future, for example by appointing a Chief Executive Officer or equivalent
 - It would enable the partnership to enter into contracts and to carry out trading activities in its own right. This may facilitate the trading of services with other areas or enable joint purchasing agreements to be made on behalf of all members
 - The local authority could decide to delegate (or contract) some of its education functions to the partnership with agreement from schools.

Appendix 6: Partnerships in Brighton & Hove – November 2016

| Partnership | Schools in Partnership |
|---|--------------------------------|
| City Education Partnership | Carlton Hill Primary |
| | Elm Grove Primary |
| | Fairlight Primary |
| Chair Julie Aldous | Middle Street Primary |
| | Patcham Infant |
| | Patcham Junior |
| | Royal Spa |
| | St Bartholomew's CE Primary |
| | St Mark's CE Primary |
| | St Mary Magdalen RC Primary |
| | St Paul's CE Primary |
| | Turnerland |
| Hertford Infants | |
| Portslade Partnership Co Chair Helen Horsley | Benfield Primary |
| | Brackenbury Primary |
| | Mile Oak Primary |
| | Peter Gladwin Primary |
| | St Mary's Catholic Primary |
| | St Nicolas CE Primary |
| | St Peter's Community Primary |
| | Kings School |
| | PACA |
| Co Chair Jackie Brooks | Downs Park |
| | Hillside |
| Deans Partnership | Our Lady of Lourdes RC Primary |
| | Rudyard Kipling Primary |
| | Saltdean Primary |
| | St Margaret's CE Primary |
| Chair Jonathan Whitfield | Woodingdean Primary |
| | City Academy Whitehawk |
| | Longhill |
| | Downs View |
| Hove Partnership | Aldrington CE Primary |
| | Brunswick Primary |
| | Goldstone Primary |
| Chair Emma Lake | Hangleton Primary |
| | Hove Junior |

| | |
|---|---------------------------------------|
| | St Andrew's CE Primary |
| | Stanford Infant |
| | West Blatchington Primary |
| | West Hove Infant |
| | Blatchington Mill Secondary |
| | Hove Park Secondary |
| | |
| Partnership in Leading and Learning | Balfour Primary |
| | Downs Infant |
| | Downs Junior |
| Facilitator / coordinator Joan Marshall | Hertford Junior |
| | Queens Park Primary |
| | St Luke's Primary |
| | St Martin's CE Primary |
| | Stanford Junior |
| | Dorothy Stringer |
| | Varndean |
| | |
| Unity Partnership | Bevendean Primary |
| Chair Stuart McConnachie | Coldean Primary |
| | Coombe Road Primary |
| | Moulsecoomb Primary |
| | BACA |
| | Homewood College |
| | |
| Preston & Patcham | Carden Primary |
| Chair Rachel Breem | Cottesmore St Mary's Catholic Primary |
| | St Bernadette's Catholic Primary |
| | St John the Baptist Catholic Primary |
| | St Joseph's Catholic Primary |
| | Westdene Primary |
| | Cardinal Newman Catholic School |
| | Patcham High |
| | Patcham House |
| | Cedar Centre |

