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“When every child attends a good school we will be closer to a world class education system”

Sir David Carter

RSC for the South West



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My Learning from being a CEO

- My role as CEO of the Cabot Learning Federation from 2007 to 2014 taught me three things;
 - **Great Teaching** is the most powerful form of “intervention”
 - **Great Leadership** ensures every child is exposed to the best teaching and support
 - **Collaboration** accelerates improvement



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The Leadership Challenge

- **What will the driving features of our Education System be over the next 5 years?**
 - Single School or Multi School groups
 - Every school an Academy
 - Every Academy in a MAT
 - Single Headship or Executive Headship
- Teachers and Leaders working across more than one school to give children access to the best
- The role of MAT, Federations, Teaching School Alliances
- The role of accountability and OFSTED
- Teacher Recruitment
- Vocational Learning



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The South West Today

- **Primary Sector**
- 1698 Schools
 - 180 have 100 students or less
- 20% are Academies
 - 248 convertors and 83 sponsored and 4 Free Schools
 - Over 50 Primary Academy Approvals since Sept
 - All but two into MAT
- 81% of Primary Schools are good or better
 - 257 schools are RI or SW/SM
- **Secondary Sector**
- 317 Schools in total and 74% are academies (234)
 - 159 are Convertors 55 are sponsored and 20 are Free Schools, Studio Schools or UTC
 - 75% of secondary schools in the SW are good or better



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The South West Today

- We have 73 Multi Academy Trusts in the South West
 - 0-1 Academies-14 (19%)
 - 2-5 Academies-43 (59%)
 - 6-10 Academies-7 (9%)
 - 10 or more Academies-9 (13%)
- **Our largest MATs**
 - 169 Academies are in the 8 MAT of the COE and Catholic Diocesan groups in the SW-the largest is Plymouth CAST with 35 and Bath and Wells with 27
 - CLF-12
 - White Horse Federation-10
 - Primary Academies Trust-8
 - Kernow Collaborative Trust-7
 - First Federation-6
 - Kingsbridge-6



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Regional Role in Action!

- 12% of open academies in RI and 1% in Sp Measures
- 5% of primary academies below floor and 8% of secondary
- **Creating new Academies**
 - 17 new Sponsored Academies
 - 10 Academies re-brokered to a new sponsor
 - 46 Converter Academies approved
 - 109 pipeline projects in place
 - 28 EoI from good and outstanding academies to become sponsors
- **Intervention-Prevention and Cure**
 - 4% of Academies have a Black rating and 6% a Red
 - RSC visited 130 academies to monitor standards, discuss sponsorship and setting up MAT
 - HTB have done 20 intervention visits
 - EA have completed 50 intervention visits
 - 14 Teaching Schools supporting our academies in most need



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What does this mean for Academies and Free Schools?

- A different model of regional accountability
- Schools who were above the bar in a centralist model of accountability will be less secure in a regionalised model
- Best practice identification and transmission will become more closely aligned between the *originators* of the practice and those seeking to *implement* it



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6 Reflections on why a Successful School should become a Sponsor?

- **Moral Purpose**
 - It is the right thing to do. The sponsor extends what is provided for their students to those that experience something different
 - Leaders take collective responsibility for more children's education
- **A School Led Improving System**
 - It is the most obvious example of where a school led system creates real impact
 - Goes beyond CPD, best practice and idea sharing
- **The DNA of our best schools incubates wider and better practice**
 - The practice that made you successful can improve the life chances of more children



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6 Reflections on why a Successful School should become a Sponsor?

- **Career Development and Succession Planning**
 - It can create career development opportunities for staff at every level of the organisation and can enable great teachers and leaders to stay longer
- **Sponsor Schools usually improve as a result of the partnership**
 - The sponsor school frequently improves further as a result of the reflection and evaluation of the practice it is supporting
- **Understanding learning better**
 - In a 3-19 context it makes sense of the whole learning journey of the nursery child to the Year 13 young adult



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The 5 Characteristics of being a successful MAT

1 Governance Structures are tight and operationally excellent

- The board reflects the skills and experiences from private and public sectors
- Board takes care of the whole trust
- Local Governance takes care of the schools

2 Financial Accountability is well managed

- Academies contribution to the cost of providing support (3-5%)
- Qualified FD in the organisation is challenged by a board member with financial expertise
- Operational financial management is the responsibility of the school but QA from the trust



The 5 Characteristics of being a successful MAT

3 Accountability is clear to every stakeholder

- The CEO/EP is accountable to the RSC for standards across the MAT
- The CEO/EP is accountable to the board for standards and financial and employer related systems and practices
- The Principals are accountable to the CEO/EP for standards in their school

4 Succession Planning

- CEO/EP
- FD
- Chair of the Board

5 The MAT is capable of Improving itself

- School Improvement expertise is needed
- Teaching School status helps but needs to be a member of an alliance or several
- Use of SLE/AST
- Transmission of effective practice between schools
- Leadership Development



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The SW Academy Performance Challenge

- **Challenge 1**-The performance of Pupil Premium students
- **Challenge 2**-The “coasting” school that needs to move forward
- **Challenge 3**-Improving the percentage of outstanding schools in the region
- **Challenge 4**-Rebrokering Academies and finding new sponsors
- **Challenge 5**-The performance of our most able students in the region
- **Challenge 6**-The performance of academies in seaside locations
- **Challenge 7**-The challenge of the SW rural poverty context
- **Challenge 8**-Ensuring there are enough great TSA to deliver the school to school support we need
- **Challenge 9**-The strategy for Post 16



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What sits below these core challenges?

- **The 10 things the South West needs to get right and do exceptionally well**
 1. The recruitment of great teachers
 2. The retention and development of our best teachers to become our best leaders
 3. The recruitment of great leaders
 4. Sufficient capacity and expertise to support vulnerable schools in difficulty
 5. A Cadre of outstanding leaders willing to support a school in crisis for a week



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What sits below these core challenges?

- **The 10 things the South West needs to get right and do exceptionally well**
 6. Outstanding Governance in single and multi academy trusts
 7. Outstanding Business Management
 8. The bookends of outstanding learning-Early Years and Post 16
 9. A shift to thinking differently about the most able including specifically the dis-advantaged but able student
 10. Persuading and supporting our best schools to become sponsors



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The role of Teaching Schools in the next 5-10 Years

- **Sustaining Intervention**
- **School to School Support is the CORE Activity**
 - Taking collective responsibility
 - Outcomes not Action is the measure
 - DNA of Strategic Planning not the product
- **Sustaining Outstanding Quality across the Region is the SUPPORTING Activity**
 - ITT and Recruitment for alliance and beyond
 - Headteacher & SL Recruitment
 - Next generation of EH/CEO
 - Research & Development
 - CPD and Leadership Development especially at Middle Leader