Oldham Governors Conference
The Oldham Governor

• Welcome

Andy Collinge - Education Information & Advice Service Manager
Housekeeping Information

• **Fire Procedures**
  – In case of an emergency, please leave the building immediately by the nearest fire exit.
  – Please wait at the front of school until you are advised otherwise.

• **First Aid**
  – First Aid Assistance can be completed in the Medical Room via the Reception area.

• **Toilets**
  – Toilets are situated on the bottom floor along the English Classroom corridor.
Housekeeping Information

• Refreshments
  – These will be served in The Restaurant, please do not bring drinks or food into the Hall or breakout rooms

• Mobile Phones – Please put on silent

• Wi-Fi Access
  – Wireless Internet Access can be accessed by the following:
    • BSFguest
    • Password: NCSConferen
Oldham Governors Conference
The Oldham Governor

• **Caroline Sutton**
  Director of Education and Early Years
Overview

- Staffing structure
- Head of Schools and learning appointment
- Opportunity Area
- 2016 performance data emerging patterns.
Education and Early Years Structure

1. Director Education and Early Years

2. Head of Schools & Learning (LASI)
   - 6. Head teacher Virtual School
   - 7. Education Improvement
      - Inspectors in Residence (contract)
      - School / settings standards
      - Early Years and Childcare Sufficiency
      - Link to EPL and OESC System

3. Head of Inclusion (SEND)
   - 8. Inclusion
   - Attendance & Enforcement
   - Exclusions
   - Fair Access
   - CME
   - Behaviour Support

4. Head of Post 16 & Business Development
   - 9. SEND
   - Home to School Transport
   - SEND Funding and Placements
   - EP’s SEN Advisory Teaching Team
   - Sensory & Disability Support
   - Traded Service

5. Head of Education Support Services (Compliance)
   - 10 SEN Support
   - Careers Education
   - Education & Skills
   - Virtual Traded Services Team
   - Client function
   - Link to Skills, Apprenticeships, FE and HE
   - Positive Steps, NEET

6. Head teacher Virtual School

7. Education Improvement
   - Inspector in Residence (contract)
   - School / settings standards

8. Inclusion
   - Attendance & Enforcement
   - Exclusions
   - Fair Access
   - CME

9. SEND
   - Home to School Transport
   - SEND Funding and Placements

10. SEN Support
    - EP’s SEN Advisory Teaching Team
    - Sensory & Disability Support
    - Traded Service

11. Education Provision
    - School Place Planning
    - Admissions and appeals
    - Allocations and transfers

12. Information & Advice
    - Academies and workforce
    - School Governance
    - Family Information Service
    - Local Offer
Head of Schools and Learning

• Robust interview process
• Tony Shepherd
• Starts Jan 2017
• Assistant Headteacher in Huddersfield
• School Improvement Officer, Senior Manager Kirklees Council

• Head of Service
  – Corporate accountability
  – Line management
  – Statutory duties
• Virtual School
• Learning Improvement 0-19/25
• Links with OEP
• LASI inspection
What does Oldham mean to you?

Your Oldham - What does it mean to you?
Opportunity Area

- £60m /10 LAs
- Plan required by January
- Delivery from April
- DFE project manager

- Partnership event 16th November
  - What do we do that works well (things we could build on)?
  - What are our biggest challenges (things that are stubborn to shift or that we have not yet addressed)?
  - What are our priorities for action (things that will make the biggest long term impact for Oldham’s children and young people’s life chances and social regeneration of the borough)?
2016 provisional performance data

• The proportion of pupils in Oldham who met the expected standard in phonics, remained below average at 76%.

• This was the second lowest score in the North West and means that roughly one in every four pupils failed to reach the expected decoding standard.

• Rate of improvement for the local authority was faster than the national rate.

• Disadvantaged pupils did not improve at the same pace as their non-disadvantaged peers.

• The proportion of children achieving a good level of development by the end of the early years foundation stage, although improving in line with the national trend, is likely to be reported as one of the lowest scores in the region.
2016 provisional performance data

• Debate has been sparked by the provisional outcomes for key stage 1 and 2.
• Outcomes for pupils at the end of key stage 1 in Oldham in terms of the percentage of pupils achieving the expected standard in reading, writing and mathematics were consistently weak across all subject areas.
• Provisional results for key stage 2 also suggests that outcomes in Oldham are below average.
• Oldham is one of seven local authorities in the North West where less than half of pupils achieved the expected standard in reading, writing and mathematics.
• Oldham has the lowest proportion of pupils achieving this benchmark (45%), and is ranked now 140th nationally.
• Only 2% of our most able pupils reached the higher standard at key stage 2; this is the joint lowest nationally.
2016 provisional performance data (KS4)

• Provision outcomes for key stage 4 has suggested continuing weak performance of Oldham's Secondary Schools

• Previous measure of 5+ GCSEs, including English and mathematics, has provisionally remained the same at 51%

• The new progress 8 and attainment 8 score rank Oldham in the worst ten performing local authorities nationally.
Key questions

Q. What's the picture in your school?

Q. Can you help another school?

Q. Do you need help?

• Oldham Education Plan (OEP)
Final thought...

ACCOUNTABILITY

It is not only what we do,
but also what we do not do,
for which we are accountable.

[Moliere]
Adrian Calvert
Education Partnership Leader

[Image of logo: Oldham Education & Skills Commission]
THE OLDHAM EDUCATION PARTNERSHIP
“We think Oldham can have a local education system that is ‘self-improving’. That is one where schools, the local authority and other partners come together to take collective responsibility for improving all schools, colleges and training across the board. It’s one where they set ambitious targets together, share information, resources and data, and offer closer support to each other.”

Estelle Morris
THE OLDHAM EDUCATION AND SKILLS COMMISSION REPORT

A SELF IMPROVING EDUCATION SYSTEM

ADRIAN CALVERT
EDUCATION PARTNERSHIP LEADER
Vision for Oldham to create a ‘Self-improving education system

1 new collaborative partnership

2 Key targets

3 Themes

19 recommendations
TARGETS

- All national performance indicators to be at the national average or beyond by 2020
- All Oldham education providers to be judged as good or better by OFSTED by 2020
19 RECOMMENDATIONS

1. The Oldham Curriculum
2. Closing the gap
3. SEND
4. Behaviour and exclusions
5. INA and EAL
6. Data
7. Education leadership
8. The Oldham Teacher
9. External partnerships
10. Sharing best practice
11. Education is everyone's business
12. The Oldham governor
13. School Readiness
14. The Oldham Parent
15. Community/Family learning
16. Extended use of schools
17. Review Vocational Education
18. Improving higher skills
19. Addressing worklessness
MISSION STATEMENT

To ensure that the children and young people of Oldham are School Ready, Work Ready and Life Ready the following mission statement has been agreed to cover the 4 year of the OESC:-
MISSION STATEMENT

- The Oldham Offer (including the wider school curriculum) needs to be understood, in place and shared with all providers. This curriculum must be accessible and right for all regardless of background or ability. Action needs to be taken to actively involve communities and parents in the Oldham Curriculum. High quality school leadership including governance must be in place within a system underpinned by a culture of collaboration and improvement. Through this journey the children and young people of Oldham are School Ready, Work Ready and Life Ready.
I am delighted to have started this role, moving from a Headship in Bury.

All five schools I have worked in have been in a different local authority, not by design, but this does give me a range of experiences and also means that I am used to quickly gaining knowledge of the local picture.

Not having previously worked in Oldham, I believe, is something that can be an advantage - I do not start with preconceptions and can bring an outside perspective - but can also learn what is working.
NEW PARTNERSHIP BOARD

- Representatives from schools and early years providers
  - Julie Hollis
  - Lisa Needham
  - Anne Redmond

- Member and Officer representatives from Oldham Council
  - Maggie Kufeldt
  - Carrie Sutton
  - Cllr Amanda Chadderton

- Independent education partners to add challenge and support
  - Les Walton (Chair of the Northern Education Trust and Chair of the Advisory Group for the Education Funding Agency amongst other roles)
  - Tony Birch (Assistant Director: Education and Learning at Bolton Council)
  - TBC
The aim is to ensure that Oldham’s children and young people are:

- School ready
- Life ready
- Work ready

It describes what stakeholders in education can expect in Oldham and in turn, what is expected of them.
19 RECOMMENDATIONS

1. The Oldham Curriculum
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RECOMMENDATION TWELVE: SCHOOL GOVERNANCE AND THE OLDHAM GOVERNOR

- The role of the school and college governor is a critical one, not only in terms of the educational landscape, but as a social and civic responsibility. Oldham has more than 1,200 governors who dedicate their time, experience and energy on a voluntary basis.

- Feedback from governors has told the Commission that the role is often more testing than they expected and in particular that there is a large amount of high-level data and information that they are expected to understand and retain.

- Whilst take up for formal training is high (with 95% of schools buying in training from the local authority), governors do not always feel that they are fully equipped to fulfil the role of both challenging and supporting school leaders on the outcomes for pupils in schools.
The Commission recommends that a clear and easily understood framework is drawn up in support of a governor ‘Gold Standard’ for Oldham. This will be the Oldham Offer to governors.

Oldham education governors should expect:

- Induction support and accredited training within the first twelve months of taking on the role
- Regular, clear and concise data and information about their school
- Support and mentoring toward progressing to Local Leader of Governance (LLG), and then National Leader of Governance (NLG) status
- Support for new Chairs of Governors, including an assigned NLG mentor
- Opportunities to share good practice via Oldham’s governor network
In return, governors will be expected to:

- Attend governing body and sub-committees as fully as possible
- Participate in induction activity within the first twelve months and participate in ongoing training
- Provide both challenge and support to school leaders
- Attend the annual Oldham governors’ conference
- Contribute to the improvement of outcomes for all children and young people in Oldham through supporting school collaborative arrangements
In order to support The Oldham Offer to governors, the Commission further recommends that:

- The Governor’s Data Group work with Governor Services to ensure that school performance data provided to governing bodies is relevant and easy to understand

- A centrally-held database be developed to include all governor vacancies and record of service of governors. This would be part of a strengthened Governor’s network, which would facilitate support, shared learning and access to National Leaders of Governance (NLGs) and Local Leaders of Governance (LLG)

- In addition to assigning an NLG mentor to all new Chairs of Governors, where a school is OFSTED rated as Requires Improvement or Inadequate, the Chair of Governors should also receive immediate NLG mentoring support, making use of not just Oldham’s four NLGs, but the thirty in Greater Manchester, and 56 in the North West

- A high-profile recruitment drive be instigated, working in particular with the Local Authority, NHS and other large employers in Oldham to encourage (and perhaps incentivise) staff members to volunteer as school governors
CONTACT DETAILS

- Adrian Calvert
- Education Partnership Leader
- Email: epl@oesc.org.uk
- Telephone: 07725 938807
Effective governance

Oldham Local Authority
Allan Torr  HMI
12 November 2016
Aims

By the end of this presentation you should know,

- HMCI’s vision for governance in the 21st century
- the strategic direction of your own schools.
- some of the findings of Ofsted’s surveys into effective governance.
- some of the key things that inspectors look for on inspection.
Oldham Local Authority

Good/Outstanding Schools

2015:
- Primary: 87%
- Secondary: 33%

2016:
- Primary: 91%
- Secondary: 62%
HMCI’s monthly commentary: November 2015
‘21st century governance needed for 21st century schools’

The role that governance plays in ensuring that every child receives the best possible education has never been more important’.

‘The huge changes to our increasingly autonomous education system over the past 5 years, including the rapid growth of academies and free schools, has placed more power into the hands of governing boards than ever before’.
21st century governance

‘Governors and trustees are there to set the school’s vision, ethos and strategic direction. They are also expected to hold the headteacher to account for the performance of teachers and pupils, and to ensure that public money is being well spent’.

‘Governors have to be perceptive people who can challenge and support the headteacher in equal measure and know when and how to do this’.
21st century governance

weaknesses:

• governors who lack professional knowledge or educational background to challenge senior leaders
• governors who have not received the regular, relevant, high-quality training to enable them to do their job
• governors who lack curiosity and are too willing to accept what they are being told about pupils’ progress
• governors who have little idea whether external funds have impact on improving outcomes for disadvantaged children
• governors who devote too much time and attention to the marginal issues (like the school uniform) instead of the quality of teaching, the progress and achievement of pupils and the underlying school culture
Think about the strategic vision for your school in the 21st century

think about:

your vision for pupils’ skills and knowledge in the next 5 years
for pupils’ personal development
for teaching
‘School governance; learning from the best’ (2011).
Effective governance

- Governors were well informed.
- They had a good understanding of the school and its work.
- They had a clear view of the strategic direction.
- They understand how well pupils are progressing and probe leaders about any concerns.
- They self-evaluate and ask penetrating questions.
How could governors be well-informed about the quality of teaching?
Well informed about teaching by:

- Receiving reports from leaders about teaching across the full curriculum.
- Speak to/survey pupils.
- Speak to/survey parents.
- Receive reports from the LA/SIP/external specialist.
- Observe leaders when they visit lessons.
- Observe leaders conducting work scrutiny.
- Speak to feeder schools about the skills and qualities of pupils on transfer.
- Analyse assessment information.
- Include specialist and part-time teachers and teaching assistants.
How could governors be well-informed about how well pupils are progressing?
RAISEOnline Inspection Dashboard

Inspection Dashboard

The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of progress and attainment at key stages 1 and 2 for 2016 and other data for the last three years. It shows progress first, including from the main starting points. It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils, overall and by prior attainment. SEN group progress is compared with the national for all pupils, which is zero. The front page summarises strengths and weaknesses based on only the 2016 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2016, highlighting consistency across starting points and subjects.

Strengths in 2016

- KS2 progress in all subjects was significantly above average overall and for all prior attainment groups.
- Disadvantaged KS2 pupils’ progress in all subjects was significantly above average overall and not significantly below average for any prior attainment group.
- For KS2 pupils who have special educational needs, progress in all subjects was significantly above average overall and not significantly below average for any prior attainment group.
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading & mathematics.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national figures for other pupils. *within one pupil below national.
- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures for other pupils. *within one pupil below national.
- The proportion of pupils that met the expected standard in phonics was above the national figure in year 1.

Weaknesses in 2016

- KS1 reading was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: emerging (E+), expected (E+).
- KS1 mathematics was well below the national figure for expected+ (E+) or greater depth (GD) for the EYFS groups: expected (E+), exceeding (GD).

Weaknesses are indicated for cohorts of at least three (six for phonics). Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils and not the figures for the group nationally. Where attainment is identified as well below the national figure, this is by an amount equivalent to two or more pupils. Data for very small groups should be treated with caution.

In progress strengths, ‘significantly’ refers to statistical significance based on a 95% confidence interval.
Sample Primary School

Mathematics expected progress, more than expected progress and closing the gaps

Charts for all pupils show whether school proportions are close to national for all pupils (within one pupil from it) by giving the number of pupils represented by the gap. Closing the gaps charts show gaps between disadvantaged and other pupils (nationally and in the school). Bars extending to the right show positive gaps, with disadvantaged above other, while those to the left show negative gaps. Figures in brackets are the number (n) of pupils with that starting point.

Disadvantaged were well below other pupils nationally in 2014*
Disadvantaged were at or above other pupils nationally in 2014

Mathematics expected progress

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>100%</td>
<td>86%</td>
<td>63%</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>100%</td>
<td>86%</td>
<td>63%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Disadvantaged and other

<table>
<thead>
<tr>
<th>Prior Att.</th>
<th>Year</th>
<th>Other % (n)</th>
<th>Within school gap</th>
<th>Gap between disadvantaged and national other</th>
<th>National other %</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>2014</td>
<td>100(1)</td>
<td>-100(1)</td>
<td>-100(1)</td>
<td>86</td>
</tr>
<tr>
<td>L2</td>
<td>2014</td>
<td>84(13)</td>
<td>-5</td>
<td>-5%</td>
<td>82</td>
</tr>
<tr>
<td>L3</td>
<td>2014</td>
<td>100(8)</td>
<td>0</td>
<td>0%</td>
<td>90</td>
</tr>
</tbody>
</table>

Mathematics more than expected progress

<table>
<thead>
<tr>
<th>Prior Att.</th>
<th>Year</th>
<th>Other % (n)</th>
<th>Within school gap</th>
<th>Gap between disadvantaged and national other</th>
<th>National other %</th>
</tr>
</thead>
<tbody>
<tr>
<td>L1</td>
<td>2014</td>
<td>25(4)</td>
<td>-25</td>
<td>-25%</td>
<td>43</td>
</tr>
<tr>
<td>L2</td>
<td>2014</td>
<td>29(3)</td>
<td>-3%</td>
<td>-3%</td>
<td>39</td>
</tr>
<tr>
<td>L3</td>
<td>2014</td>
<td>32(12)</td>
<td>-11%</td>
<td>-11%</td>
<td>34</td>
</tr>
</tbody>
</table>

*well below means that the gap relates to one pupil or more
Look for:

- Progress from EYFS to Y1, to Y2.
- Progress of key groups of pupils in KS2.
- Progress from different starting points.
- Progress in reading, writing and mathematics.

- Progress compared to all pupils nationally (not SEN/D)
- Progress of disadvantaged compared with non-disadvantaged nationally.
Well informed pupil progress by:

- Receiving reports from leaders about the progress of different groups across the full curriculum. **Most able, disadvantaged, most able disadvantaged, SEN/ D, LAC, gender.**
- Speak to/survey pupils.
- Speak to/survey parents.
- Receive reports from the LA/SIP/external specialist.
- Observe leaders when they visit lessons.
- Observe leaders conducting work scrutiny.
- Speak to feeder schools about the skills and qualities of pupils on transfer.
- Analyse assessment information **across subjects.**
Inspectors will consider:
Inspectors will consider whether governors:

- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition,
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement,
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school,
- understand how the school makes decisions about teachers’ salary progression and performance,
- performance manage the headteacher rigorously,
School inspection handbook

- understand the impact of teaching, learning and assessment on the progress of pupils,
- ensure assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils,
- ensure that the school’s finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium,
- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents,
- whether they meet all statutory duties.
Key statutory duties

- Child protection/safeguarding.
- Financial probity.
- Fulfilling requirements of the law such as Health and Safety at Work; Equalities Act; Education Acts; Human Rights Act, information on the website and other published information.
- EYFS welfare requirements.
- National Curriculum.
How do you evaluate the impact of the governing body?
Measure your own impact

- What have you done to set/shape the strategic direction? Are you happy with the ethos of the school?
- How have you strengthened the impact of leadership?
- What do staff and parents think about governance?
- How have you supported and challenged and what impact has this had?
- Has training had an impact?
- How have you been involved in improvement planning and self-evaluation?
- How have you made sure that pupils achieve and are safe?
Thank you and questions?
Ofsted on the web and on social media

www.gov.uk/ofsted
https://reports.ofsted.gov.uk
www.linkedin.com/company/ofsted
www.youtube.com/ofstednews
www.slideshare.net/ofstednews
www.twitter.com/ofstednews
Break
15 minutes
Anne Casey
Deputy Director – Regional Schools Commissioner (RSC)
My journey …
Self help, Self responsibility, Democracy, Equality, Equity, Solidarity, Ethical values, Honesty, Openness, Social responsibility, Caring for others
Vision of the academy system

- School-to-school support and collaboration: redefine the concept of school as a group of schools (Federation or MAT)
- Self-managing, self-improving system – including at trust/sponsor level: the importance of MATs, governance and RSCs as well as TSAs
- Goal: More children achieving much more, regardless of starting point

Schools that work for everyone
“I do want to see all schools, over time, become academies. But I think our focus has to be on the schools that are struggling and not doing well enough for our children at the moment.

Our hope and expectation is that all schools will want to steadily take advantage of the benefits that academies can bring.

But our focus will be on those schools where we feel that standards need to be raised and they need to do a better job on delivering attainment and progress for children “

Justine Greening, Secretary of State for Education
Statement to ESC September 2016: video link here
Regional Schools Commissioners

Led by National Schools Commissioner, Sir David Carter, Regional Schools Commissioners (RSCs) are responsible for delivering the academies programme; converting schools, developing sponsors and new schools, and monitoring standards in underperforming schools.

Supported by their Headteacher Boards, RSCs bring decision making closer to schools by adding greater local/regional knowledge. This helps develop school autonomy and gives the best leaders greater influence over the direction of the academies programme.
Inside the mind of your RSC...

Outcomes & Performance

Credibility

Data, data, data!

Custom & Practice

Relationships

Urgency

Coherency

Capacity

Growing the system with care

Improving the system strategically
2015-16
Extended remit of the RSC role

• Monitoring the performance and intervening to secure improvement in underperforming academies
  – Extended to include LA maintained schools and academies that after the 2016 outcomes will be within the definition of a “coasting” school
  – Consideration of the proportionate response to these schools

• Taking decisions on the creation of new academies
  – Brokerage of new academies is now within the remit of RSC from 1 July 2015
  – Growth and expansion of Free Schools to support the government vision for 500 by 2020
Progress so far...

As of November, there are 5,841 open academies

- 345 Free Schools
- 38 Studio Schools
- 48 UTCs
- 202 Special Academies
- 60 Alternative provision

70.4% of academies (excl. free schools) are ‘converter’ academies

82 openers in November, of which 89% are primaries
38% of schools in Lancashire and West Yorkshire are diocesan schools.

**Church of England:** Diocese of Liverpool, Diocese of Blackburn, Diocese of Chester, Diocese of Manchester, Diocese of Leeds (formerly the Diocese of West Yorkshire and the Dales)

**Roman Catholic:** Archdiocese of Liverpool, Diocese of Lancaster, Diocese of Leeds, Diocese of Salford, Diocese of Shrewsbury

Over 400,000 pupils are in diocesan schools in Lancashire and West Yorkshire

*Information taken from Edubase – correct as of September 1st. Schools are responsible for updating this information.*
Lancashire & West Yorkshire
September 2016

622 open academies

308 primary schools   281 secondary schools

63 Free Schools
22 Special Schools
11 Alternative provision

Of these, 120 are diocesan academies, which is 9.2% of all diocese schools in LWY
4 are all-through, 80 are primary and 36 are secondary

64.9%(363/559) of academies (excl. free schools) are ‘converter’ academies

63.5% (395/622) of academies are in MATs

28 openers in September, of which 53.6% are primaries (15/28).

128 MATs   122 Sponsors
A Multi-Academy School-Led System

1 – 5 academies, @1000 – 1200 pupils, single LA

15 – 30 academies, @10000 – 12000 pupils
Likely to be more than 1 Region

30 + academies, @12000+ pupils
Working across system in 3 or more Regions

Starter

Established

Regional

System Leader

5 – 15 academies, Up to 5000 pupils cross LA within one Region
The Multi-Academy Trust (MAT)

The MAT is one legal entity, accountable for all schools within it

Members* (5) have ultimate control over the trust
* think shareholders of a company

Trustees** (6-12) have day to day responsibility for the running of the trust
** think company directors

The MAT has a Master Funding Agreement with the Secretary of State

Each academy in the MAT has its own Supplemental Funding Agreement

Academy 1
Local governing body

Academy 2
Local governing body

Academy 3
Local governing body
There is an increasing body of evidence for the benefits of close collaboration between schools.

‘Evidence suggests that formal collaborations, where there is shared accountability, are more likely than informal partnerships to deliver the benefits … Looser collaborations do, of course, have an important part to play in a self-improving school-led system … however, formal partnerships are more likely to lead to long-term school improvement.’

Forming or Joining a Group of Schools: staying in control of your school’s destiny

Being part of a MAT can offer benefits for teacher retention.

‘School groups (such as Multi Academy Trusts) could explore whether teachers would be motivated and engaged by opportunities to move within the sector, rather than leave entirely. This could include secondments, so that teachers working in the most challenging schools get opportunities to work in other schools and – importantly – vice versa…

Teachers may value the opportunity of alternative career pathways, so that good teachers can stay in the classroom and have their skills recognised and shared across school groups, rather than taking up management positions on reduced timetables. This would need to be reflected through pay scales and professional development opportunities.’

Engaging Teachers: NFER Analysis of Teacher Retention
https://www.nfer.ac.uk/publications/LFSB01/LFSB01.pdf

Strategic alignment of strong school networks, developing collective accountability & responsibility is key.

Vicky Beer CBE
RSC Lancashire & West Yorkshire

The era of the stand-alone school is coming to a close.

Collaboration is going to be the key to system wide school improvement.

Sir David Carter
National Schools’ Commissioner

2016 and beyond …
What do MATs in the LWY region tell us are the benefits of setting up or joining one?

• Opportunity to improve more children’s life chances
  - Collective Responsibility for the results of all children … “If one fails we all fail”

• Career Progression & Leadership Succession Planning
  – Retain the best staff in the trust if not in the same school

• Economies of Scale
  – Procurement and bulk purchasing
  – Trust Appointments on behalf of the schools
  – Trust Leadership Structure incorporating Executive Heads, Curriculum leadership
  – Collaborative Practice

• Transmission of the best practice into some/all schools
  - Share staff, data, curriculum expertise
  - Surfing the sigmoid curve!

• Strategic Governance allied to educational focus at LGB
  - A chance to refresh & re-align governance
Effective, high quality MATs would tell you to...

• Grow carefully, look at your capacity and the challenges and risks in taking on more schools.
• Aim for a mixed portfolio of schools – specifically a balance of sponsored and converter projects.
• Plan your development in terms of clusters and understand the risks of adding ‘isolated’ schools.
• Ensure that the MAT’s vision and purpose is well understood throughout the organisation.
• Recruit individuals with strong commercial skills at board level - the importance of these skills increases when MAT grows beyond 4-5.
• Nurture leadership internally and make the most of trust-wide CPD and progression opportunities.
• Make sure that everyone understands the difference between being efficient and being effective.
• Focus on being the prevention service and not an ambulance service.
Characteristics of Successful MATs

1. A well communicated strategic vision & plan that moves seamlessly from implementation into impact
2. Clear accountability framework for the performance of the trust
3. Clear quality assurance systems
4. Clear delegated governance framework
5. Trust-wide school improvement strategy
6. Systematic programme of school to school support
7. Skilled management of trust risk indicators
8. Clear succession plan for the key posts within the MAT
9. Trust-wide commitment to making a contribution beyond the MAT

http://tinyurl.com/ninecharacteristics
Guidance

Expanding your academy trust: resources for multi-academy trusts

Updated 20 September 2016

Contents
Regional schools commissioners
People and leadership
School improvement
Governance
Growth and development
Finance
SEFH Programme: What the department is doing to support schools to manage financial pressures

The School Efficiency and Financial Health (SEFH) programme was set up in the department to develop packages of support for schools to help them become more efficient and financially healthy.

Developed with stakeholder organisations, we launched our first package of support on GOV.UK in January 2016 at https://www.gov.uk/government/collections/schools-financial-health-and-efficiency. This focussed on three areas:

1. Reviewing school efficiency: an Efficiency Metric, which provides schools with an indication of their relative efficiency compared to similar schools;
2. Investigating particular lines of spend: a list of top ten governor checks, which provides guidance as to the types of questions governing bodies might want to ask; and a Benchmarking Report Card, which was sent directly to schools and encourages them to undertake more and regular benchmarking comparisons;
3. Ideas for resolving issues found to improve efficiency: new videos on collaborative procurement and setting 3-5 year budgets; and case studies of best practice and links out to other useful sites, for example education sector organisations which offer financial health advice and support.

Over the summer, we launched further support for schools:

1. Financial Health Checks: which aim to help schools identify if they would benefit from an external financial review, with a directory of suppliers to help them contact a suitable supplier
2. Further case studies and videos: As schools have told us real life examples are one of the things they find most useful
3. Cloud guidance: Moving to use of the cloud for ICT could offer some schools significant opportunities for savings. The new cloud guidance helps schools understand some of the key areas to think through when considering this move.
Developing your academy trust

Resources for developing your academy and expanding your multi-academy trust

Other providers are also available.
Future Local Authority role?

The White Paper set out a clear vision for the LA’s future educational role.

That is: ensuring every child has a school place, ensuring the needs of vulnerable children are met, and acting as champions for all parents and children.

- The White Paper identified the need to review the LA’s educational responsibilities, including the implications for the roles of the Director of Children’s Services and the Lead Member for Children.

- The Department is taking forward this review. Alan Wood CBE, former Chief Executive of the Learning Trust, chairs the external advisory group (members include representatives from the ADCS, the LGA and SOLACE) that will provide support and challenge for the review.

The core aims of the review will be:
- set out the future role of the LA in relation to children, with a coherent set of expectations and responsibilities;
- ensure LAs have the right powers and levers to carry out those responsibilities effectively;
- consider necessary transition and implementation arrangements for LAs to help them manage change over the coming months and years.
The role that governance plays in ensuring that every child receives the best possible education has never been more important.

The huge changes to our increasingly autonomous education system over the past 5 years, including the rapid growth of academies and free schools, has placed more power into the hands of governing boards than ever before.

We should not underestimate just how vital the role of governors and trustees has become in helping to raise standards. It is also why Ofsted now shines a brighter spotlight on the effectiveness of governing boards, and reports on their performance and their impact in greater detail.

In short, the role is so important that amateurish governance will no longer do. Good will and good intentions will only go so far. Governing boards made up of people who are not properly trained and who do not understand the importance of their role are not fit for purpose in the modern and complex educational landscape.

Unfortunately, such strong, dynamic and cohesive governance is far from universal. Ofsted comes across too many schools where oversight is weak and the governing board is struggling to have the necessary impact.

Sir Michael Wilshaw HMCI

21st century governance needed for 21st century schools
November 2015

In our rapidly developing education system the range of organisations being governed is more diverse than ever – ranging from the single small primary schools to the multi-academy trust comprising dozens of schools.

Regardless of the scale or nature of the organisation being governed, however, the features of what makes for effective governance remain unchanged.

They are common across the education sector and share their fundamental principles with governance in the charity and business world too.

Sir David Carter
The Features of Effective Governance
How does effective governance raises educational standards?

- Thinking about a future system, how do we grow sustainability?
- Through a relentless approach to good teaching
- Role of leadership must be proactive, anticipate and respond to change and celebrate success
- Confident Strategic Leadership
- Leads the transition from vision to plan to delivery
- Holds itself and the leadership to account
- Uses data to anticipate challenges related to performance, financial sustainability and risk
- Understand what the data is telling us so we can challenge at all levels, not just the head teacher.
- Not good enough for the educationalist to be the only person who understand the data on performance or finance
- The Governing Body is committed to self evaluation and recognises the benefit of peer challenge
What underpins effective governance?

**Strategic Oversight**
- Establishes the culture, values and beliefs of the organisation
- Educational outcomes drive the strategic direction
- See education through the lens of parents, children and the workforce
- Commission the plan from the educational leaders
- Can lead medium to long term financial sustainability
- Understand the risk management challenge

**Culture of Accountability**
- The best governing boards understand it is them that is the accountable body and key decision maker
  - Leads accountability
  - Challenge and support
  - Robust but intelligent dialogue
- Ensure the leaders build the culture of accountability into their work
- Monitor how effective governance as a leadership strategy is
How we explain the role to new Governors

• Getting the right team skills - not the isolated specialists
• Setting direction, clear scheme of delegation
• Performance management – how do you know its effective how is it driving up standards
• How are new members inducted
  1. It is the skillset developed from a range of professional experiences that makes the difference not the job title
  2. All board members should blend general understanding (breadth) as well as specialist understanding (depth)
  3. Parents are professionals as well, they see the experience in a unique way as a parent, a consumer and a professional

Governance Capability starts with Personal Qualities and Attributes
The 7 principles of public life (Nolan) is a good place to start:

  Knowledge and Skills    Achieving Outcomes for children
  People and Relationships  Holding people and systems to account
  Setting Direction      Effective use of resources
  Compliance and outstanding management practices
8 Questions boards need to pose in the next six months

Q1- Are we delivering on the promise we made to raise standards in our school(s)?
Q2- Do parents know and understand what we do and how they can communicate with us in an easy and transparent manner?
Q3- What are we good at as a board that we could share with other governors with credibility?
Q4- Do we care enough that a school in our neighbourhood is in difficulty
Q5- What does the current performance of our school(s) tell us about the areas of our provision that needs to be better?
Q6- How will we know that the educational leaders are working on the right
Q7- What are the future challenges that we can anticipate that will test us over the next five years?
Q8- How demanding are we of our current governance model? Do we really “hold the mirror up” and deliver on our core accountabilities? Who should we ask to come and check
Underpinning the Strategy

– The majority of the new MATS being set up are made up of **local schools working together** with similar values

– Leaders working together to improve education for **whole communities** not just single schools

– Move debate away from **academies v maintained** schools to designing one dynamic school system

– **More accountability** driven governance structures that are built around a wider range of professional skillsets

– **RSC** only intervening when standards are not good enough.
Angela Rayner MP
Shadow Secretary of State for Education

Q & A
Oldham Governor Long Service Awards

Councillor Amanda Chadderton

Oldham Youth Service
Exemplary Award – Over 15 years service

- Alan Armitage
- Phillip Carnell
- Irene Clark
- Garvin Crabtree
- John Greenwood
- Lesley Hampson
- Linda Hunt
- Bernard Judge

- Edward Moores
- Jack Quinn
- Leonard Quinn
- Judith Rainford
- Maurice Scott
- Philip Taylor
- Peter Widall
- Sara Burns
Distinguished Award – Over 30 years service

- John Dunkerley
- Roy Butterworth
- Michael Booth
- Ann Hanaghan
- Peter Kershaw
- Elizabeth Scoltock
Exceptional Award – Over 40 years service

• Marlene Armitage
Governor Challenges
Gerri Barry – Interim School Performance Specialist (Governors)

• Pledge your commitment to implement a Gold Standard of Governance with actions following today’s conference – visit the Oldham Youth Council exhibition stall and sign up!

• Use and share the information in your conference pack with your school and governors.

• ‘Become a school governor’ leaflet – give your copy and encourage somebody you feel will make an outstanding new governor.
Governor Challenges
Gerri Barry – Interim School Performance Specialist (Governors)

• Post your ideas today (suggestion and pledge card) and evaluations in the Gold Standard of Governance letterbox.

• Visit Oldham’s new cinema and restaurants.

• Think about a nomination someone as acknowledgment and recognition.

• **Follow the lead of Reverend Tony Grant and Alan Smith** by using the online booking system for training and governor events.
Governor Challenges
Gerri Barry – Interim School Performance Specialist (Governors)

- **Gold award** given to Alan Smith who booked on this conference 11 minutes after the testing page was first put online.

- **Gold award** given to the reverend Tony Grant for booking a place at the conference within 5 minutes of the email sent to all governors.
NGA Outstanding Governance Awards 2017

• This year there are four categories:
  – Outstanding governing board in a single school
  – Outstanding governing board in a multi academy trust or federation
  – Outstanding vision and strategy
  – Outstanding clerk

• Closing date for nominations - 1 December 2016

• More information is available on the NGA website:
  Visit: http://www.nga.org.uk/awards
Randomised Coffee Trial

• Your mission is to seek out over the coffee break and over the networking lunch break one or two people with the same number as you and just have a chat!

• A RCT is fancy name for something that is incredibly simple. Basically, it’s a way of randomly matching people to come together for a coffee (face-to-face or over the phone) to chat about whatever they want.

Lunch and networking
One hour

• Exhibition and Information Stands including:
  → The Key, SGOSS, One Education
  → Oldham Council Services - Family Information Service, HR, Public Health, Get Oldham Working, Affordable Warmth, Oldham Leisure Sport
  → Governor Pledge – Oldham Youth Council

• Oldham Music Service
• Prayer Room – Room 8
Break out sessions
Session 1 – 1.45pm        Session 2 – 2.30pm

<table>
<thead>
<tr>
<th>Room No.</th>
<th>Name of Session</th>
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<tbody>
<tr>
<td>1</td>
<td>The OESC - Partnership Working For A Self-Improving System</td>
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<tr>
<td>2</td>
<td>International New Arrivals (INA)</td>
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<td>3</td>
<td>The Role of Schools in Health (focussing on diet and oral health)</td>
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<td>4</td>
<td>GM Health and Social Care Devolution and Systems Leadership</td>
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<tr>
<td>5</td>
<td>Overview of government policy on the Academisation Agenda</td>
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<tr>
<td>6</td>
<td>Education Provision and School Attendance</td>
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<tr>
<td>7</td>
<td>Supporting governors to challenge to improve outcomes in the Early Years Foundation Stage</td>
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</tbody>
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End of conference

Thank you for your attendance
Additional slides containing key information for Governors
Effective Governance

Strategic leadership
1. Setting direction
2. Culture values and ethos
3. Decision making
4. Collaborative working with stakeholders and partners
5. Risk management

Accountability
6. Educational improvement
7. Rigorous analysis of data
8. Financial frameworks and accountability
9. Financial management
10. Staffing and performance management
11. External accountability

Evaluation
15. Managing self and personal skills
16. Managing and developing the board’s effectiveness

Principles and personal attributes

Compliance
14. Statutory and contractual requirements

People
12. Building an effective team

Structures
13. Understanding roles and responsibilities
What is a ‘coasting’ school?

• A coasting school is where data shows that, over a three year period, the school is failing to ensure that pupils reach their potential.

• A school will only be coasting if performance data falls below the coasting bar in all three previous years.

• Schools will be identified for the first time in December 2016, based on revised 2016 performance data.

• The coasting definition is not linked to Ofsted judgments
Updates to statutory guidance on the constitution of maintained schools governing bodies

• The Department for Education (DfE) has published its updated statutory guidance on the constitution of governing bodies of maintained schools.

• Key updates include:
  – Disclosure and Barring Service checks
  – Supplying information to the secretary of state about those involved in governance
  – Clarified information on governors’ access to training
  – Clarified information on parent governors

• The new version of the guidance references the DfE’s Governance Competency Framework, which is expected to be published this autumn.
Updates to statutory guidance on the constitution of maintained schools governing bodies

• The guidance emphasises the role of the governing board in addressing both the training and development needs of individual governors.

• The NGA’s view is that if governors are going to carry out these serious and demanding responsibilities effectively then they need to be trained.

• Governing boards should set an expectation that, throughout their term of office, governors must have regard to their own professional development.

• The guidance also references NGA’s skills audit as a tool that can be used for both recruitment and training.

Updates to statutory guidance on the constitution of maintained schools governing bodies

• The DfE also seek to clarify that parent governors have a valuable perspective to offer and are a good source of knowledge about the school. However, parental engagement is a separate activity for which the whole governing board is responsible.

• Statutory guidance: The constitution of governing bodies of maintained schools.

Modern Governor Awards

- https://www.moderngovernor.com/know-a-brilliant-governor-nominate-them
NGA Outstanding Governance Awards 2017

• The national awards for outstanding governance are now open.

• These awards celebrate the unique and inspiring contribution that school governors and clerks make every single day in schools around the country.

• Please get nominating and encourage others to do the same. It’s completely free.

• Who can enter?
  – Anyone can self-nominate. The awards are open to governing boards in all state-funded schools, including academies and free schools. The award for outstanding clerk is open to all those clerking in state-funded schools.
NGA Outstanding Governance Awards 2017

• Winners will be announced at a prestigious ceremony in May 2017 and receive certificates and trophies.
• The 2017 awards will be held at the House of Commons, presented by Lord Nash, Under-Secretary of State for Schools.
• Winners will also be given a year’s free NGA membership and receive electronic logos for school literature and websites.
• Schools Week will cover the awards as well as local press for each school.
• Enter a governing board or clerk today!
Belita Scott – Her Majesty’s Inspector
Ofsted’s National Lead for Governance

• Belita Scott on what questions governors might be asked by inspectors
  – https://www.youtube.com/watch?v=676mZrDrY9o

• Belita Scott on what governors can expect in the final feedback session
  – https://www.youtube.com/watch?v=txehqOy-2TU

• Belita Scott on what governors can expect on inspection
  – https://www.youtube.com/watch?v=g6vySUUIPhs

@BelitaScott