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United We Stand-an Insight into Multi Academy Trusts

**March 4 2016
ASCL Conference 2016
Sir David Carter
National Schools Commissioner**

A Sequence of Structural and Cultural Shifts

2010-2015

- **From**

- Changing the status of your school
- Being part of single Teaching School Alliance
- Governance
- Single School Leadership
- Informal Partnerships
- School led Accountability
- Relative Isolation

2015 onwards

- **To**

- Using the status to drive change
- Joining TSA together to add capacity
- To strategic capability
- Multi School Leadership
- Formal Partnerships
- Trust led Accountability
- Collaborate to Improve



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Redefining Today V Unknown Possibilities of Tomorrow

**The 6 Leadership Challenges
for the next five years**

Redefining Today V Unknown Possibilities of Tomorrow

- **Leading Impact & Improvement**
 - Progress v Attainment
 - Curriculum Development
 - Teacher Recruitment
 - **Leading at Scale**
 - Larger MATS
 - Best Schools and System Capacity
 - **Leading a new model of collaboration**
 - MAT to MAT partnerships
 - Every school a giver and receiver of support
- **Leading in a Shrinking Financial Climate**
 - What does your staffing model need to look like now?
 - Senior or Middle Leaders?
 - **Leading our Communities**
 - Gap Analysis of what the community needs
 - Free Schools-Unique community offer or replication of MAT offer
 - **Leading the System**
 - 1000 more MAT by 2020
 - 1000 more CEO

The mind-set that underpins future Leadership thinking

- **Scanning the Horizon and looking ahead.**
 - Preparing and Anticipating change
- **Collaborate with people who are different to you**
 - Too many collaborations reinforce similarities not the differences
- **Be bold enough to abandon the past**
 - Dare to be different and stand out from the crowd



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Making sense of the Accountability Landscape

- **SATS and MATS** are accountable for outcomes in their schools
- **OFSTED** assesses how well schools perform against schools with same context
- **RSC** Challenge and Support those schools not yet good enough
- **NCTL** provides the pipeline of teachers and leaders and system capacity
- **Local Authorities** oversee SEN, Admissions, Safeguarding, transport and sufficiency of places



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Priorities 1 and 2

- **Priority 1-Improving the weakest 100 Academies in the system**
 - We should be capable of addressing this as a system
 - Which Interventions work?
 - Which model of system leadership is most effective?
 - Knowledge of these academies and how they are improving needs to be core knowledge for the NSC

- **Priority 2-Communicating to the Wider System**
 - Press and Media Plan
 - Twitter and Blogs
 - TES from Friday Feb 26
 - TES column
 - NSC Roadshows in all 8 regions in May and June



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Priorities 3 and 4

- **Priority 3-Developing a cadre of 300 Academy Advocates**

- CEO, Principals, Chairs of Boards & HTB members
- Rapid intervention
- Succession Planning
- Director recruitment
- Press handling
- Support for academies and trusts in crisis

- **Priority 4-Developing a structure for MAT growth**

- We need our existing MATS to grow
- We need to develop a self assessment health check to mitigate risk of growth that is too quick
 - Starter Trusts (1-5)
 - Established Trusts (6-15)
 - National Trusts (16-30)
 - System Leader Trusts (30+)



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Priority 5

- **Priority 5-The 12 largest sponsors with the greatest regional presence come to NSC**
 - Consistency
 - Bringing this group closer together
 - Practice that can become part of the model for the system
 - Sharing the knowledge that they already have in terms of leading trusts on a national scale



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What do we Know about our best Multi Academy Trusts?



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Benefits of Multi Academy Trust

- Collective Responsibility for the results of all children
 - “If one fails we all fail”
 - Flexibility to deploy staff in the most effective way to benefit the largest number of children
 - Career Progression for staff
 - 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 that incorporates Executive Heads, Curriculum leadership
 - Collaborative Practice
 - Transmission of the best practice into some/all schools
 - Strategic Governance allied to educational focus at LGB



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Does membership of a MAT reduce Autonomy?

- **Yes it Probably does!**
- **Ensures entitlement to the best education possible**
 - Systems and Operating procedures
 - Data Collection Points
 - Common Exam Syllabi
 - Assessment and Reporting
 - Key Educational Policies
 - HR practice as one employer

- **Not in every respect**
 - Culture of the school
 - Uniform
 - Enrichment
 - Relationship with the local community
 - Educational networks unique to the school



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The 9 Characteristics that underpin a successful Single and Multi Academy Trust



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The Characteristics of being a successful MAT

Characteristic 1

A well communicated strategic vision that moves from implementation to impact

- Leaders lead at pace but use the strategic plan as a touchstone
- Every strategy is mapped against its impact on outcome for children
- Every Academy contributes to the MAT vision and the MAT vision supports the development of the academy



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The Characteristics of being a successful MAT

Characteristic 2

There is a clear accountability framework for the performance of all staff in the trust

- The CEO/EP and the Chair of Board is accountable to the RSC
- The CEO/EP is accountable to their board for standards and
- The Principals are accountable to the CEO/EP for all standards in their schools
- The Academy staff are accountable to the Principal and CEO/EP for classroom standards and student outcomes



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The Characteristics of being a successful MAT

Characteristic 3

There are clear QA Systems in place to improve consistency and performance

- The trust has started to explore the consistent features that develop common practice
- Common systems and implementation enables the strongest structures to be used across all schools



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The Characteristics of being a successful MAT

Characteristic 4

Clear Delegated Framework for Governance at Trust and Local Governing body level

- Strong understanding of the different roles of members and directors
- Board tests the Trust strategy
- Board holds the CEO to account for outcomes
- Board decides what authority to delegate to LGB
- LGB are “guardians” of standards in their academy and not the traditional governor



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The Characteristics of being a successful MAT

Characteristic 5

There is a trust wide school improvement strategy that recognises the best practice from its schools needs to form the basis of improvement more widely

- The Executive Leadership of the trust is adept at monitoring performance and quick to provide support
- Leaders can transmit the best practice between the schools
- Right balanced between “weighing the pig” and “fattening the pig”
- Best practitioners work across the trust to improve standards



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The Characteristics of being a successful MAT

Characteristic 6

There is a systematic programme of school to school support targeted at the needs of individual academies

- Strong evidence that the best teachers and leaders create impact beyond their “home” school
- Core development for staff exists across the trust for PGCE, NQT, and Leadership Development
- Collaboration is led by leaders and teachers with little coordination needed by the executive team



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The Characteristics of being a successful MAT

Characteristic 7

Skilled Management of the Trust Risk Indicators

- Awareness that risk exists and that it drives action and accountability
- Quality systems that are outcome driven and not process led
- Leaders can horizon scan to anticipate change & Challenge
- The Trust Risk Register is live and owned by key leaders with authority to calculate risk



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The Characteristics of being a successful MAT

Characteristic 8

A planned approach to Succession for all of the key roles in the Trust

- The CEO
- The Chair of Board
- Directors of FD, HR, & IT
- Sponsors, members and directors
- Principals and Vice Principals



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The Characteristics of being a successful MAT

Characteristic 9

Commitment to making a contribution to local, regional, & national system leadership

- Building strong partnerships beyond the MAT to work with schools who might never be formal partners
- Enabling Academies to maintain their own networks that are unique to them
- Contributing to school to school support beyond the MAT
- Mentoring and Supporting new MATs



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**How do we ensure that they
are sustainable?**

**What is the sustainable size of
a MAT?**



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Starting Points to help us answer the question

- Number of students not number of schools
- Calculate the total forms of entry for all years across the trust for all schools
 - 6FE Secondary is 30 FE in total
 - 2FE Primary is 14 FE in total
- Multiply total FE for the trust by class size of 30 to get total student population
- Calculate the pupil income for the trust
- Calculate the 5% contribution to running the central team and support structure
- What are the services you want to provide at the core of the trust?
 - Essential
 - Desirable

Assume pupil income is £4530

- **Model 1 is a 3 Primary MAT with 1260 children**
 - 5% of Pupil Income is 285K
 - Exec Head, FD and HR manager
- Just about covers the essentials
- Most of the non essentials are still bought and paid for by the schools including school to school support

- **Model 2 is a MAT of 5 schools with 1 Secondary and 4 Primary with 2850 children**
 - 5% of pupil income is 584K
 - Key roles covered plus services adding value to the schools
 - School to school support
 - ICT
 - Estates and maintenance

Assume pupil income is £4530

- **Model 3 is a MAT of 10 schools with 2 Secondary and 8 Primary with 5160 children**
 - 5% of pupil income is 1,169,000K
 - Full range of roles and services are covered

- Leadership includes CEO and Exec Head over clusters
- Finance and HR teams grow to reflect size of staffing and turnover
- Trust provides school to school support, ICT network support, estates services, marketing and PR



Conclusions

- If the conclusion is that 1200 students in a MAT is the smallest viable number then this has implications for further expansion
- **Rate of Growth**
 - In Cornwall 1200 pupils could mean 20 primary schools
 - Elsewhere it makes an assumption that the MAT of 3-5 today might need to grow to 10-15 in the next few years



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Hence Priority 4 in my NSC plan

- **Priority 4-Developing a structure for MAT growth**
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Questions and Observations