Using governance structures to enhance outcomes within a trust

Diane Moss
April 2019
Getting data scrutiny right at each level

Trust Board level
Oversight – broad sweep – focus on red data

Local school level
Deep dive – close scrutiny
School on a page

Key school data (for each term)
- number on roll
- attendance
- referrals
- % PP
- % EAL
- % SEND
- % LAC
- exclusions
- incidents of racism
- incidents of bullying
- prevent referrals

Ofsted judgements
- latest judgements in each category
- school evaluation of current judgement in each category

Quality of teaching (for each term)
- % inadequate
- % requiring improvement
- % good
- % outstanding

Compliance (tick box)
- website
- SCR
School standards on a page

- School improvement priorities and associated targets around academic standards
- Key headline data (ragged) against progress and attainment for each KS.
- Key headline data (ragged) for progress against additional standards priorities.
School finance on a page

- Red flags from termly internal audit reports
- Key headline budget reporting (ragged)
- Headline figures for any extended services
- Headline in year and five year forecasting
Using the data to enhance outcomes

Trust Board level

- Setting consistent and aspirational targets to raise standards
- Using cross trust view to target trust resources accurately
- Benchmarking to leverage improvement
- Spotting successes to share best practice
- Spotting specific areas of weakness to target input
EFFECTIVE GOVERNANCE
What does effective governance look like?

- The right people round the table
- Understanding the role and responsibilities of the governing board
- Good chairing
- Professional clerking
- Good relationships based on trust
- Knowing the school – the data, the staff, the parents, the children, the community
- Committed to asking challenging questions
- Confident to have courageous conversations in the interests of the children and young people.
The right people around the table
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Stephen Chamberlain

Chief Executive Officer
National Leader of Governance
Senior Partner: Challenge Partners
Key Themes

• Assessing how a board of trustees can engage with key performance data to support a strategic plan for pupil outcomes;

• Sharing lessons in effective governance strategies which have transformed attainment and performance
Chair of the Board of Trustees:

Frank Green, CBE

Former National Schools Commissioner

Former CEO: Leigh Academies Trust
Mission Vision and Values

- Service
- Leadership
- Challenge
- Excellence
- Creativity
- Aspiration

WHAT WE STAND FOR:

WHAT WE CREATE:
- Confident, independent students who are ready to face change and challenge with good character and resilience.
- Responsible citizens—always willing to take and make opportunities for development.

WHAT WE DO:
- A focus on commitment to ‘Learning Outside the Classroom’.
- The development and measurement of Leadership & Character as part of the ‘Challenger Diploma’.

WHAT WE CREATE:
- Successful learners, equipped with an eye on personal improvement.
- Effective contributors, with a clear vision of the future and their contribution to it.

embrace
challenge:
expect
excellence
Key Performance Indicators (KPIs)

**KPI 1 Objectives**
- Ensure the best possible educational outcomes at academies within the Trust.
  - 75% of KS2 pupils achieve a Good Level of Development (GLD)
  - 80% of pupils meeting KS2 expectations in PIR in line with or exceeding national data for progress
  - Secondary academies have a Progress 8 score higher than peers and no student met the government's 10% value added score at KS4
  - All academies to achieve ‘Good’ for LUM in external reviews.
  - All academies use the CNMT Curriculum Kit
  - Financial planning model to ensure value for money and sound financial controls.

**KPI 2 Objectives**
- Develop the quality of leadership, learning and teaching within the Trust.
  - Develop the model for the Leadership, Learning and Teaching Commission
  - Provide high-quality coaching, support and training to ensure the 50% of teaching is at least ‘good’ with 5% ‘outstanding’
  - Develop the learning and development strand of the Commission to allow at least 50% of support staff to be judged as meeting expectations with 5% ‘exceeding’

**KPI 3 Objectives**
- Develop the Challenged Diploma to promote leadership and the behaviour, safety & well-being of our learners.
  - Embed the ‘Challenger Diploma’ model in all CNMT academies
  - Support and develop programmes for expeditions and ‘Learning Outside the Classroom’ for all young people in our academies
  - Engage in research on ‘Leadership Development’ with Blackdown Schools Project with the Trust
  - Develop our curriculum model for Progress 8 and achieve appropriate national quality marks.

**KPI 4 Objectives**
- Grow the size of the Trust in line with the Trust’s strategic plan.
  - Grow the Trust to at least 11 academies during 2017 with a mixture of primary/secondary academies and a mixture of sponsored and converter academies.
  - At least one Special School within CNMT
  - Develop a teacher’s model for support services, resources, training and development and peer reviews
  - Develop LGB and cluster models of governance with strategic links to the CNMT board.
**School Improvement Strands**

**Our Key Performance Indicators**

**KPI 1:** Ensure the best possible outcomes at academies within the trust

**KPI 2:** Develop the quality of Leadership, Learning and Teaching within the trust

**KPI 3:** Develop the Challenger Diploma to promote leadership and the behaviour, safety and well being of our learners

**KPI 4:** Grow the size of the trust in line with the CMAT Strategic Plan

**School Improvement Strands**

- **Strand 1:** Effective Leadership & Governance
- **Strand 2:** High Quality Teaching and Learning
- **Strand 3:** Supportive & Engaging Learning Environments
- **Strand 4:** Curriculum for the Future
- **Strand 5:** Community Engagement
- **Strand 6:** Learning Outside the Classroom-Character Education
KPI 1: Ensure the best possible outcomes at academies within the trust

Strand 1: Effective Leadership & Governance
Strand 2: High Quality Teaching and Learning
Strand 3: Supportive & Engaging Learning Environments

KPI 2: Develop the quality of leadership, learning and teaching within the trust

Strand 1: Effective Leadership & Governance
Strand 2: High Quality Teaching and Learning
Strand 3: Supportive & Engaging Learning Environments

Overall Progress
School Improvement Strategy
Governance
Quality Assurance & Consistency

There is a clear quality assurance system in place to improve consistency and performance across the trust.

There is clear evidence that the outcomes for young people who are educated within the MAT are exceeding previous performance and national expectations.

There is a clear, well-developed strategy for governance at Trust Board and local governing body level that makes the responsibilities of both the Trust and any Local Academies explicit.

Governance at all levels are clear about their responsibilities and have access to training and information that supports their role.

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Successful MATs have a clear accountability framework to ensure the performance of individual academies and the MAT as a whole, which all staff understand - including what happens when key staff underperform.

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Assessing how a board of trustees can engage with key performance data to support a strategic plan for pupil outcomes;

It’s about asking the right questions!
Measuring Impact & Progress

Edit Characteristic

01 - Overall pupil progress
There is clear evidence that the outcomes for young people educated within the MAT are exceeding previous performances and national expectations

- Leading - The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are significantly above national averages in all of the academies in the Trust
- Embedding - The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are above national averages in more than half of the academies in the Trust.
- Developing - The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are in line with national averages in more than half of the academies in the Trust.
- Beginning - The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are not yet at national averages in more than half of the academies in the Trust.

Guiding Questions

- Are students making progress in all areas and in all schools?
- Are students in key groups making progress?
- Do you have a clear strategy for the collection of key pupil progress data?
- Do all academies in the group use a consistent and transparent process for collecting key data?
- Is key data shared effectively across and within teams?
- Are all staff able to interpret progress data at an individual/team and organization level—how do you know?
- Do you have consistent policies for the identification and support of key groups across the Trust?
- Do you have consistent and transparent intervention policies and strategies to support young people who are not making progress in your academies?
- Are you able to challenge effectively when pupils are identified as not making progress individually/in a team/subject/academy?
- Are all key members of staff able to articulate how Trust academy and department development plans impact on student progress?

Evidence

Actions

December 2016 - Training on Curriculum models for Progress 8 for heads/Principal to be arranged for May 2017.
<table>
<thead>
<tr>
<th>Characteristic/key area</th>
<th>Guiding questions</th>
<th>Priorities (3 per key area)</th>
<th>levels</th>
</tr>
</thead>
</table>
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- Are all key members of staff able to articulate how Trust/Academy and department development plans impact on student progress? | 1.1 Ensure that outcomes at The Denes and Halden show significant improvements from 2017/18 (see targets) and that Springfield’s KS1 outcomes meet or exceed 2019 targets.  
1.2 Ensure all academies have reviewed their curriculum intent, implementation and impact in line of the 2019 Dissect Framework.  
1.3 Ensure that all academies reach or exceed national averages for attendance & that academy improvement plans have a specific focus on the reducing persistent absence especially for those with barriers to learning, mid term admissions, disadvantaged and Pupil Premium pupils. | leading,  
Embedding,  
Developing,  
beginning |

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### Governance

There is a clear, delegated framework for governance at Trust Board and local governing body level that makes the responsibilities of both the Board and any LGBs explicit.

Governors at all levels are clear about their responsibilities and have access to training and information that supports their role.

<table>
<thead>
<tr>
<th>3. Governance</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well do you understand the roles and responsibilities of all of those on your Board of Trustees?</td>
<td>The board has a clear plan for delegated authority and regularly checks that it is fit for purpose. Local governing bodies are effective at quality assuring standards at their school and the CEO and central team are subject to the same scrutiny. The Trust is successful as a result of the school’s performance and the schools are good because of the Trust. There is top-down and bottom-up accountability.</td>
</tr>
</tbody>
</table>
| Are your Trustees and Local Governing Board focused on school improvement? | **Embedding**

The MAT board is a *strength* of the organisation and has been developed over time following review into a stronger unit that reflects the scale and development of the Trust. The delegated authority is clear and both boards understand their responsibilities. The MAT board protects and extends the values of the organisation. |
| Is there a formal process for inducting and training those who are new to your Board of Trustees or to Local Governing Boards? | **Developing**

There is a MAT board where the distinction between the role of members and directors is clear and understood by all staff. A skills audit enables the board to recruit skilled professionals capable of fulfilling their roles. There is clarity in terms of the roles of both boards but the structure is at an early stage of development. The values of the organisation are driven by the uniqueness of the schools, not the Trust. |
| Have you reviewed the size, composition and structure of your Trustee Board and Local Governing Boards in line with their role and effectiveness? | **Beginning**

Members and Trustees fully understand their responsibilities and are clear about the legal framework in which the Trust operates but the overall governance structure lacks clarity, and information flow from academy level to Board may be restricted as a result. The Trust may be considering an LGB structure but this is not yet in place. All decisions for all schools are taken at Board level. |
| Has the Board of Trustees agreed a strategy with priorities for achieving the vision with key performance indicators and timelines for review? | |
| Are the roles and responsibilities of Local Governing Boards clear and transparent? How are MAT priorities communicated to LGBs? | |
| How are Trustees represented on Local Governing Boards and vice versa? | |
| How effectively does the strategic planning cycle drive the activities and agenda setting of the Board of Trustees and Local Governing Boards? | |
| Are all stakeholders within the MAT’s governance engaged with the school community and the wider school sector? | |
| How is the work of the MAT and individual Academies reported to parents, local stakeholders and wider influencers? | |
| Are the Board of Trustees and Local Governing Boards equipped and able to apply challenge to the MAT/Academy leadership teams? | |
3.1 Strengthen board governance and range of skills through the recruitment of new trustees with appropriate skills, experience and qualifications.

In list 3, Governance

LABELS

ADD TO CARD

Members
Labels
Checklist
Due Date
Attachment

POWER-UPS

Get Power-Ups

Add Comment

Write a comment...

Save

Activity

Show Details

Move
Copy
Watch
Archive
1. Pupil Progress

1.1 Ensure that outcomes at The Deanes and Hadleigh show significant improvements from 2017/18 (see targets) and that Springfield's KS2 outcomes meet or exceed 2019 targets.

1.2 Ensure all academies have reviewed their curriculum intent, implementation and impact in light of the 2019 Ofsted Framework.

1.3 Ensure that all academies reach or exceed national averages for attendance & that academy improvement plans have a specific focus on the reducing persistent

2. Vision and Values

2.1 Work with heads, governors and other stakeholders (staff, students, parents and carers) to embed the new operating model in all CMAT academies to ensure that the vision and values of the trust are 'live' and 'visible'.

2.2 Ensure that KIP3 is fully embedded and active in CMAT Academies using the new Character framework and audit tool.

2.3 Create further structured and informal opportunities for heads and other stakeholders to have an opportunity to contribute to the wider development of wider mission, vision and values of the trust.

3. Governance

3.1 Strengthen board governance and range of skills through the recruitment of new trustees with appropriate skills, experience and qualifications.

3.2 Recruit and develop a new tier of executive governance for the new Kempston Federation academies (KCA, Springfield, Daubeney)

3.3 Further define the role of Local Governing Boards as identified in the revised scheme of delegation and provide a CMAT handbook and programme of training within each region.

4. Accountability

4.1 Review and strengthen the MAT Stages of Intervention model and share with MAT Leaders and Governors.

4.2 Devise processes and systems to report on the effectiveness and impact of the trust's school improvement strategies as evidenced in QARs/Guads/Ofsted Reports and Standards Reports

4.3 Review systems and processes across the trust on teacher workload and implement the DfE 'Workload Reduction Toolkit' recommendations. marking/whole class feedback
Lessons in effective governance strategies which have transformed attainment and performance

- Shared Operating Model
- Close links between trustees and LGBs
- Effective training and development
- Professional Support for LGBs
- Close links and monitoring with the Executive
**VISION:**
For all members of our community to embrace challenges in developing their learning and expect excellence from themselves, each other, their schools and communities.

**MISSION:**
Our mission is to create a family of outstanding schools where every young person has the opportunity to participate in engaging and active learning experiences that prepare them for the future and helps them aspire to achieve excellent educational outcomes.

**VALUES:**
What we stand for:
- Leadership
- Success
- Creativity
- Aspiration
- Excellence

What we create:
- Successful learners, always with an eye on personal improvement.
- Effective contributors, with a clear vision of the future and their contribution to it.
- Confident individuals, able to face change and challenge with good character and optimism.
- Responsible citizens, always willing to take and make opportunities for development.

**CMAT FIRST:**
You are all CMAT headteachers, leaders, and teachers.
We are one team.

**CMAT WAY:**
We agree to do things like this...

**CMAT SUPPORT:**
We all succeed together.

**CMAT FUTURE:**
World class professional development, because people make the difference.

**CMAT STANDARDS:**
Shared standards of curriculum, pedagogy, leadership, and operations.
CMAT Board of Trustees

Academy trustees are directors under company law and trustees under charity law. They must ensure compliance with the trust’s charitable objects, and with company and charity law as well as, with the Chair, hold the CEO and Executive Team to account for all aspects of the trust. It is therefore really important to have a highly skilled and experienced board to undertake this highly significant aspect of MAT Governance. We are delighted to welcome three new trustees to the CMAT Board. Joining our Chair, Frank Green and long serving trustee Peter Knell are:

John Revill

John has over 22 years of experience working within the FE sector, where he is currently employed at SEEVIC College in the position of Vice Principal with key responsibilities for; Funding (SFA, EFA and HEFCE), Apprenticeships, Adult Community Learning, Information Systems, Information Communication Technology, developing Key Strategic Partnerships and Contracts Management. Also Chair of Governors at CMAT’s The Deanes and a parent governor at Glenwood Special Secondary School (5 years) and Chair of Finance and Premises (5 years) on the Thundersley Primary School governing body and is also a Cub Scout leader. John will represent the Essex Chairs on the CMAT Board of Trustees.

Zara Banerjee

A Treasury Project Manager, Zara is an experienced professional with a demonstrated history of working in the mining & metal industry. She is an experienced leader skilled in Project Governance, PRINCE2 and holds the ACT Certificate of Treasury and Stakeholder Management.

Sarah Brown

Former Head of Cash and Self Service Operations for Barclays and Transformation Director for Vaultex UK, Sarah has a wealth of experience in the banking industry and has achieved great success in a number of leadership roles in the areas of Risk, Operations and Transformation. She is also a trustee for another MAT.

We would like to thank Andrew Urbanek, our resident legal expert for his contribution to the trust as a CMAT Trustee. Unfortunately, Andrew has had to resign due to ill health but we wish him well in the future and will ensure we remain in touch. Our other trustee Sally Dicketts CBE is extremely busy as the CEO of Activate Learning and has therefore decided to become a Member for CMAT rather than a trustee. The members role is discrete and distinct, they are tasked with assessing if the board of trustees is performing well and, as such, are ensuring that the purpose of the trust is being met, and its charitable object is being fulfilled. Therefore, members do not need regular business meetings or committees. Sally will join Jeremy Parrish, Frank Green, former chair, Martin Smout and our corporate parent trust, the Challenger Trust as our members.
Main requirements

This part of the Handbook sets out the basic financial and governance requirements for academy trusts.

Financial oversight
Trustees and managers must have the skills, knowledge and experience to run the academy trust.

- Trustees
- Accounting officer
- Chief financial officers

Financial planning, monitoring and reporting
The academy trust must prepare and monitor financial plans to ensure ongoing financial health.

- Budgeting
We are a ‘GOOD’ school, it’s official!

Ofsted 2018
- Leaders, trustees and governors have established a culture where there is a belief that everyone can succeed. Almost all pupils want to learn and do well.

- Leaders have relentlessly focused on improving the quality of teaching, learning and assessment, behaviour and achievement. They have significantly improved the quality of education and the curriculum provided.

- Pupils currently in the school, including those who have special educational needs (SEN) and/or disabilities and disadvantaged pupils, are making good progress in a range of subjects, including English and mathematics.

- The school provides well for pupils who have SEN and/or disabilities. The school’s specialist unit for pupils who have social, emotional and mental health needs provides effective support for pupils’ personal and academic development.

- The trust’s chief executive officer (CEO) and local governing body (LGB) provide an appropriate level of challenge and support to school leaders. The trust has made good use of external support to aid improvement.
Governance of the school

- The Challenger Multi-Academy Trust provides an appropriate balance of support and challenge to senior leaders. The trust has ensured that it has used its central staff and external consultants to provide support to develop leaders’ skills and improve the quality of teaching, learning and assessment. For example, external consultants have validated assessments and provided helpful advice for teachers of English, mathematics and science. The trust has used an external consultant to provide support for the LGB, enabling it to be increasingly effective in its role.

- The recently appointed chair of the trust board brings a wealth of relevant experience to the role. He has quickly gained an accurate view of the improvements made by the school, the challenges that it still faces, and the support needed to maintain the rate of improvement. The CEO of the trust visits the school regularly to check on senior leaders’ progress towards achieving their priorities and the targets set by the trust. He has also supported new senior leaders as they have grown into their roles.

- Leaders, the LGB and staff share the trust’s vision and ambition for the school. Leaders and the chair of the LGB are clear about how their improvement plans will achieve the trust’s aims.

- The LGB knows the school well. The LGB has a good understanding of how leaders’ actions have contributed to improvements in achievement, the quality of teaching, and behaviour.

- The LGB has ensured that additional funding for pupils who have SEN and/or disabilities and disadvantaged pupils has resulted in better provision and improved outcomes for these groups. Similarly, the LGB ensured that when in receipt of primary physical education and sport funding, leaders used this to provide additional equipment
The ethos of the trust is to develop ‘learning outside the classroom’. Leaders have ensured that the ‘Challenger Diploma’ provides pupils with structured opportunities for activities that support the development of challenge, motivation, achievement and teamwork. Pupils have opportunities to pursue and develop their personal interests through a range of overseas trips, sports activities, musical and drama performances and cultural visits.

The board of trustees of the Challenger Multi-Academy Trust is responsible for the governance of the school but has delegated some responsibilities to a small local governing body (LGB). The LGB is responsible for holding the executive headteacher and senior leaders to account for the standards of education in the school, and for setting the vision for the school.

The trust has provided support for senior and middle leaders, support for teaching, learning and assessment and support for science through a specialist leader of education. External consultants have provided support for teachers of English, mathematics and science and the LGB. The trust has also commissioned external reviews of the school and of safeguarding procedures.
We are a ‘GOOD’ school, it’s official!

Ofsted 2018
Leaders, managers and governors have successfully transformed this previously underperforming school when it opened into one which is now effective, particularly over the last 12 months. This is a school that continues to improve.

The governing body has a clear understanding of the school’s strengths and areas for development. Governors ensure that the school meets its statutory requirements.

The Challenger Multi-Academy Trust (CMAT) has provided suitable support and challenge to help the school achieve its good overall effectiveness.

The support of CMAT has contributed to the school’s rapid improvement. This has included working with the school’s leaders to present achievement data in a more user-friendly way and making it a more helpful tool for raising standards, and providing effective coaching for the headteacher.

Governance of the school

CMAT’s decision to replace the governing body with new members has improved this aspect of the school’s leadership. Governors have carried out an audit of their existing skills, and are seeking to appoint someone with experience of diversity as a result of this.

Governors are determined to drill down more deeply when presented with data to enable them to check more closely the performance of some of the school’s more vulnerable groups of pupils.

Members of the governing body visit the school regularly to test out for themselves what they are told by the school’s leaders. This involves visiting lessons, having previously been coached in what to look for, and meeting with key members of staff.