Converting to a MAT – What are the Benefits for Students and Staff?

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National picture

• The mixed economy of structures
• New Ofsted framework
• Funding; doing more with less
• Recruitment, retention and workload
• Mental health
• Off rolling and misuse of exclusions
• Collaboration and larger structures with a single SPA
• Leadership behaviours
National picture: the mixed economy of structures

The role of academies in a diverse school system

- Becoming an academy also means schools coming together in a multi-academy trust, sharing expertise, working collaboratively, driving improvements.
- Hundreds of schools each year voluntarily choose to become an academy and join MATs. We want this to be a positive choice for more and more schools.
- We will not pursue forced conversions to academy status other than in instances of school failure as judged by Ofsted.
- We will only mandate academy conversion, leadership change or re-brokerage of a school on grounds of educational under-performance if Ofsted has judged it inadequate.
- We will continue our work supporting schools that make the choice to come together as part of a MAT to share their expertise and drive improvements.
As trusts grow

As trusts become more about a partnership of good schools, school improvement and structures need to reflect collective responsibility
Good schools are less likely to want to be told what you will do for them and are more likely to want to explore what you will do together
What we want to accomplish together

- We want consistent, collective practice across the trust and to reduce the replication of effort
- We want to incubate best practice by encouraging innovation
- We want our trust to be an employer of choice
- We want to develop the next generation of ethical trust leaders
- We want governance that is effective, socially just and ethically sound
- We want all our resources to be used effectively, efficiently and transparently to make our schools better
- We want a deep commitment to our environment to be at the heart of everything we do
- We want to make a significant contribution to the broader school system
- We want good schools to see the benefit to their communities of working with the trust.
Rationale

Moral purpose – every child deserves an outstanding education.

A commitment to system leadership
What are you seeking to achieve?

Ethos, vision and values inform all decisions at every level of leadership.

Absolute clarity about your purpose.

Everyone understands and is committed to the vision.
Tudor Grange Academies Trust is a family of academies, with a shared ethos, common values and collective goals

- **Vision** ‘A group working together in a model of meaningful, focused collaboration to achieve excellence in their schools.’

- **Values**
  ‘Every child deserves an outstanding education’

- Our children will live ‘Happy, fulfilling lives’
- Outstanding teaching and learning is our core focus
- Outstanding Governance supports our schools
- Leadership and professionalism drives continuous improvement
Track Record – Build Capacity

Track record of school improvement – clear evidence of impact – measurable outcomes

Build capacity – create opportunities for developing staff – identification of rising stars – link to succession planning
Strategic Vision – is there a well communicated plan?
Growth not smooth

Tudor Grange Solihull was the founding school of TGAT and converted on 1st October, 2010

- TGA Worcester 1st September 2009
- TGPA St James 1st January 2013
- TGPA Haselor 1st January 2014
- TGA Redditch 1st April 2014
- TGSA Leicester 1st January 2016
- TGA Robert Smyth 1st September 2017
- TGA Kingshurst 1st September 2018
- TGPA Meon Vale 1st September 2019
How will Governance mature and evolve to meet the demands of a growing MAT?

- Get it right from the start
- Appropriate skills
- Who are the members and directors?
- Scheme of delegation – critical – one size may not fit all
Local Governing Bodies (LGBs) are responsible for the day-to-day running of the schools and their respective Principal is accountable to them too. The LGB is accountable to the MAT Board to ensure the effective running of the school and the fulfilling of governance duties on the ground. Where the MATB considers that an LGB is in a position of strength then local decision making and policy implementation is delegated to them. This is set out in our Scheme of Delegation. The core function of the LGB is to ensure the vision and values of the Trust are made appropriate, relevant and tangible in their Academy.
Centralised (10) v Decentralised (0)
Approach

A comprehensive scheme of delegation supports clarity on delegated powers.
How will effective relationships between schools be supported?
Finance Strategy is ‘Key’!

CEO

Principals

MATB LGB’s

MAT FD
How will school improvement be achieved throughout the Trust?

At TGAT:

- School to school improvement team is established and supports talent development within the Trust
- Firm quality assurance procedures are in place, including external review annually
- Clear accountability framework and reporting structure

- Link to plan – how will this look in your trust at the different stages of growth?
Finally…..

• Due Diligence – carry out carefully
• Is the school a good match – ethos and values?
• Does the geography work?
• Do you have the right skill set and capacity to bring about positive change?

Excellence for All