

# MAT: Question Time

Wednesday 6<sup>th</sup> July 2016  
Sixways Stadium Worcester



# Welcome & Introduction

Malcolm Richards

WAG Chair

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# WAG Strategy for National Fair Funding



The LA Recognised voice of Governance in  
Worcestershire





# Education funding is hugely complicated



Mostly allocated through LAs, some not



Some governed by formula, some not



Some adjusted for regional difference, some not



Some ring-fenced, some not



Some monitored by Ofsted, mostly not



Different business year in different phases / settings

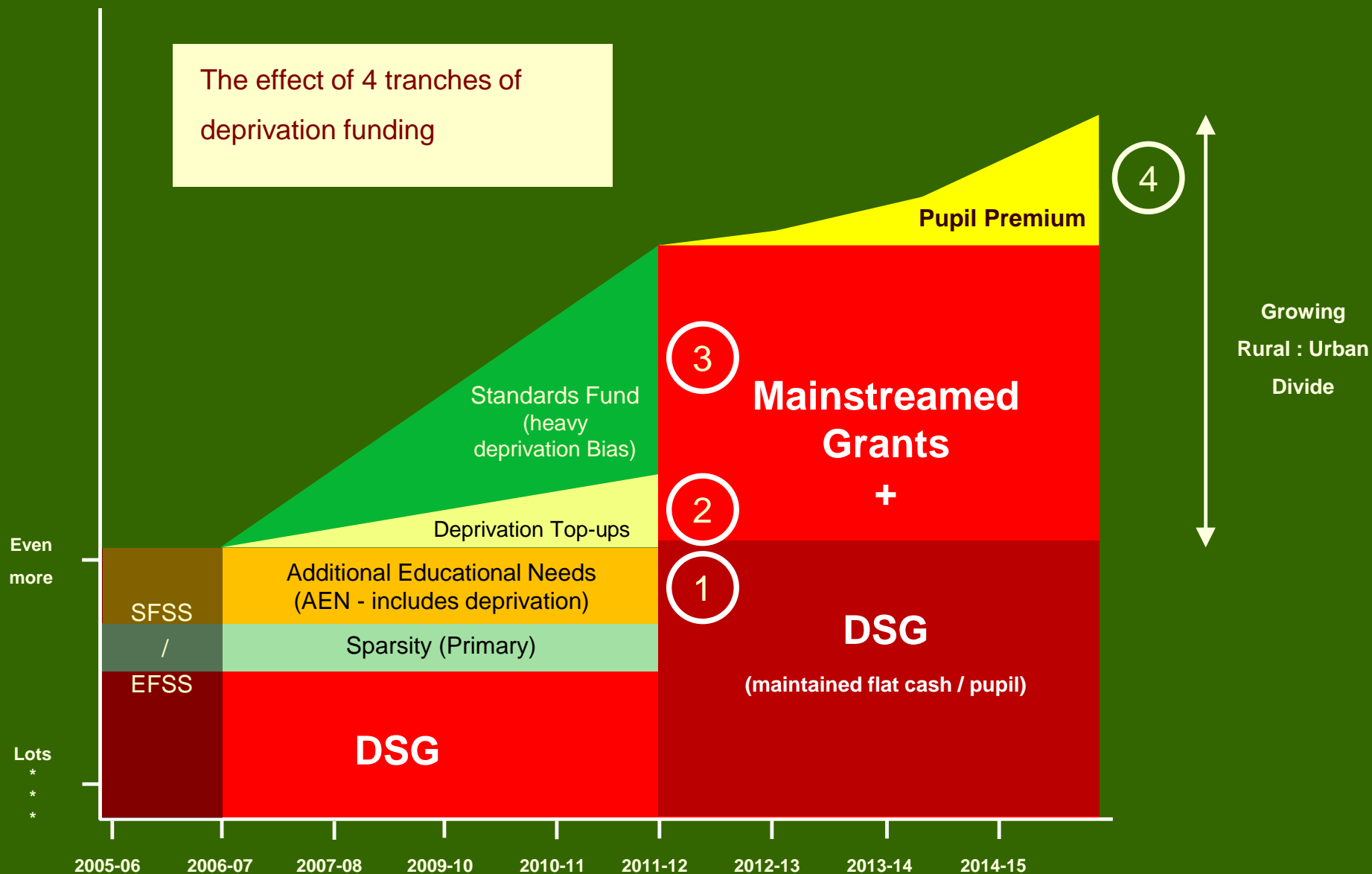


Legacy of unfairness from historical funding decisions

## Let's take a look at the current picture ...

# Pupil Premium: part of the problem, not part of the solution ...

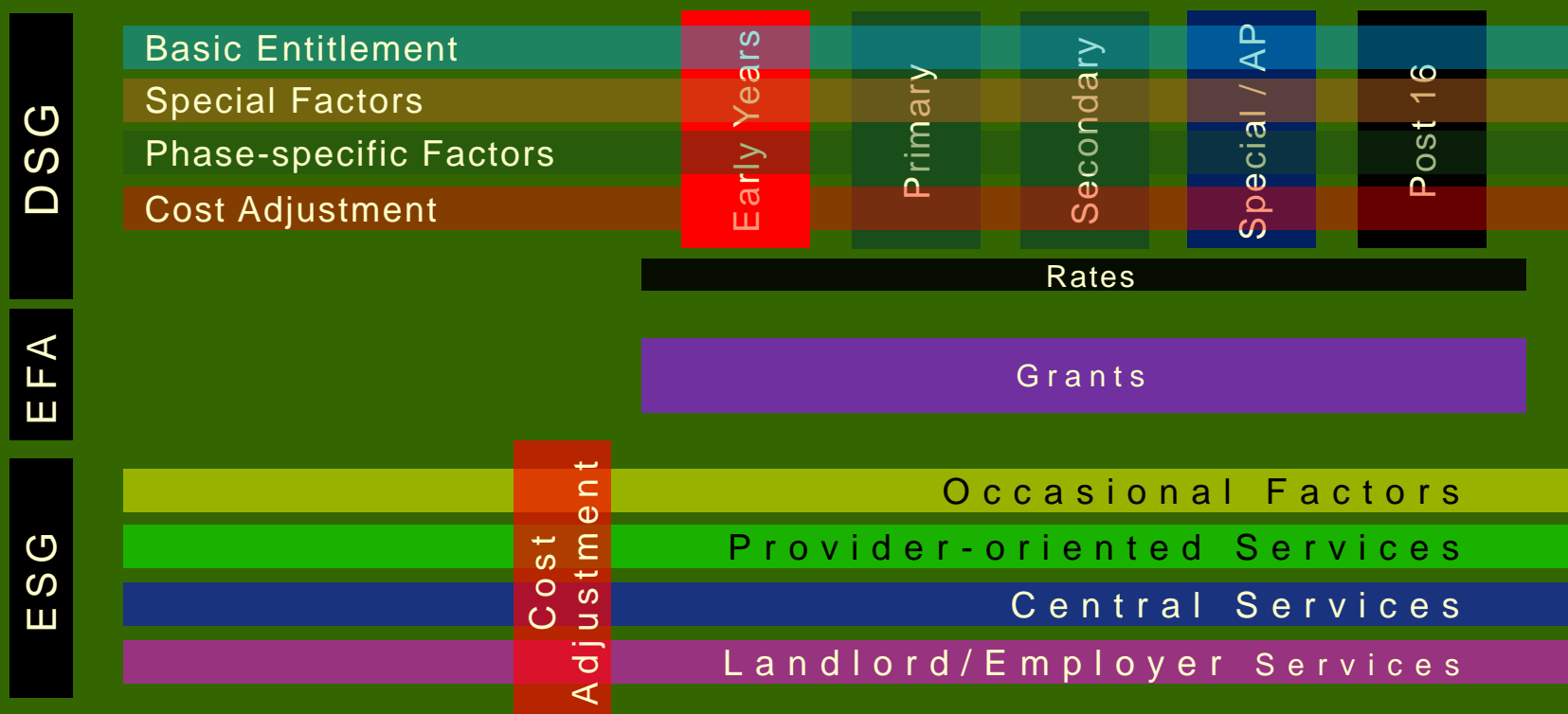
The effect of 4 tranches of deprivation funding



Not to scale ...



# Ideal Framework for National Fair Funding



Funding block for every significant phase, greater funding consistency



Services to underpin all phases; cost adjusted, consistent service categories



A grant system to explore new initiatives / prepare for mainstream



# Governance/Operation of Fair Funding

Ideal funding structure is nothing without proper governance ...

 Review principles of Fair Funding: 80:20 rule

 Need strong localism, school-led system for success

 LAs to lead delivery of refined Educational Services

 Role of governors in all phases of education

 Re-constituted Schools Forum oversees all LA activity

 Repurposed RSC; coordinating regional strategy / collaboration.



# Repurposed Regional Schools Commission



Current role of supporting academy conversion continues

- Any change of scope of converting academies referred to LEAs



Principal role of RSC becomes coordinator of regional strategy / collaboration – delegate implementation locally



Acts more like an umbrella trust with elevated powers from LEAs

- Arbitrates local exceptions; monitors LEA performance; coordinates regional collaboration



Government must commit to a truly school-led system

- “Schools” means all providers. Early Years and Post 16 included too
- RSCs must lead a comprehensive plan for all of 0 -19 education



Commissioner could be appointed by LEA consensus

- Possible scope for publically elected role alongside CEO



Need some form of Regional Forum





# A Recap of Governance



We've seen that the best possible funding structure is meaningless without proper governance



In funding terms, proper governance means delivery of 80% consistent education, tailored to the last 20% of local need



Proper governance covers all phases of education, 0 -19, properly representative rather than just a few elite



“Yes” to the concept of a regional body responsible for strategy and regional collaboration, “No” to the RSC as currently constituted



“Yes” to the removal of local government from education, “No” to the wholesale destruction of local governance



True commitment to a “school”-led system both locally and regionally



A true school-led system means...;

**Governance of Education, by Education, for Education**  
... nothing less will do

# Governance: No Stone Unturned

Chris James

Professor of Educational Leadership and  
Management, University of Bath  
([c.james@bath.ac.uk](mailto:c.james@bath.ac.uk))

# Governance: No Stone Unturned

## Some thoughts . . . .

- Regardless of structures, remember what governing is
- The importance of taking responsibility in society
- MATS and the Scheme of Delegation
- Devo-Max is important
- The MATrix and MATS
- Collaboration is important (MATs/MATes)
- How do we avoid Silo-MATS?
- Church schools and local authority schools
- . . . . . The money



# Growing Governance Worcestershire Association of Governors – July 2106

**Gillian Allcroft**  
**Deputy Chief Executive**  
**National Governors' Association**

# NGA is a membership organisation

- NGA is an independent charity representing and supporting governors, trustees & clerks in maintained schools and academies in England
- Our aim is to improve the effectiveness of governing boards by providing expert and tailored information, guidance and advice, and challenge when appropriate



## *Governing board membership*

- **STANDARD** governing board £79
- **GOLD** governing board £260

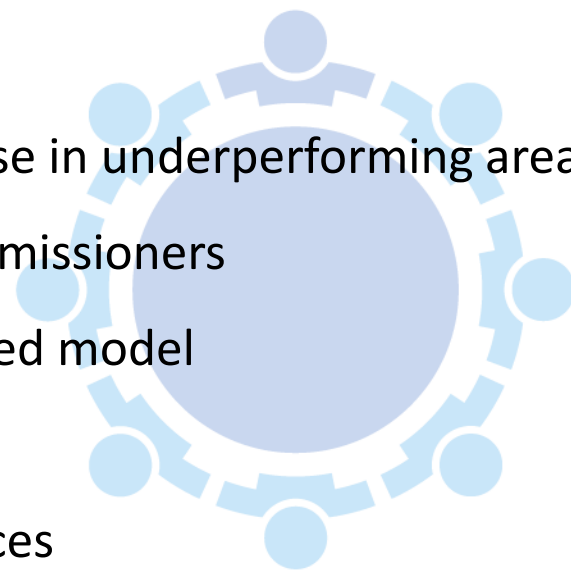
[www.nga.org.uk/join](http://www.nga.org.uk/join)



# What is changing?

White Paper *Educational Excellence Everywhere* and a forthcoming bill *Education for All*

- Governance: reserved parents placed in academies #keepingparentsgoverning
  - competency framework
- Government aspiration for all schools to become academies by 2022, but there will not now be legislation to compel ALL schools
  - no choice for underperforming schools and those in underperforming areas
  - Role of local authorities & regional schools commissioners
- Multi academy trusts are the Government's preferred model
- New funding formula: mid way in consultation
  - & making the best use of resources: DfE resources



# What isn't changing? : what makes good governance

## 8 elements of effective governance

1. The right people round the table
2. Understanding the role and responsibilities
3. Good chairing
4. Professional clerking
5. Good relationships based on trust
6. Knowing the school - the data, the staff, the parents, the children, the community - & ensuring engagement with stakeholders
7. Committed to asking challenging questions
8. Confident to have courageous conversations in the interests of the children and young people



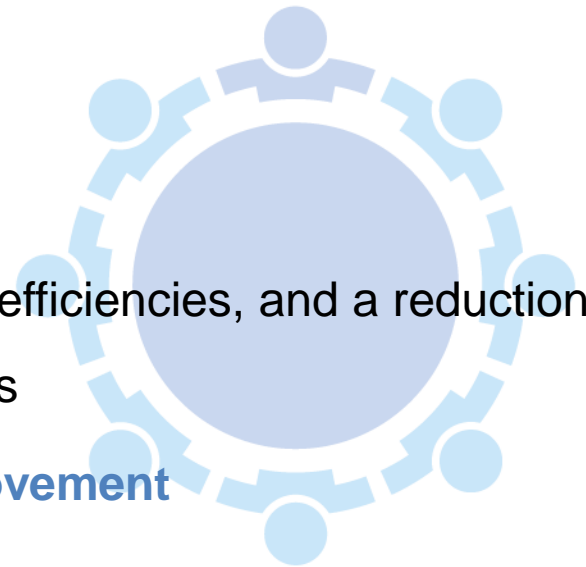
# Advantages of groups of schools

- Better & wider offer for pupils, curricula & extra curricula
- Sharing of staff: more specialist teachers, business staff & SEND expertise
- Opportunities for staff development
- Better staff recruitment & retention
- Moderating & benchmarking : same systems of assessment, data & finances
- Learning from each other
- More capacity for innovation
- Cross phase: better transition

Plus encourages better strategic governance, financial efficiencies, and a reduction in bureaucracy, such as central determination of policies

**All this = better outcome for pupils = school improvement**

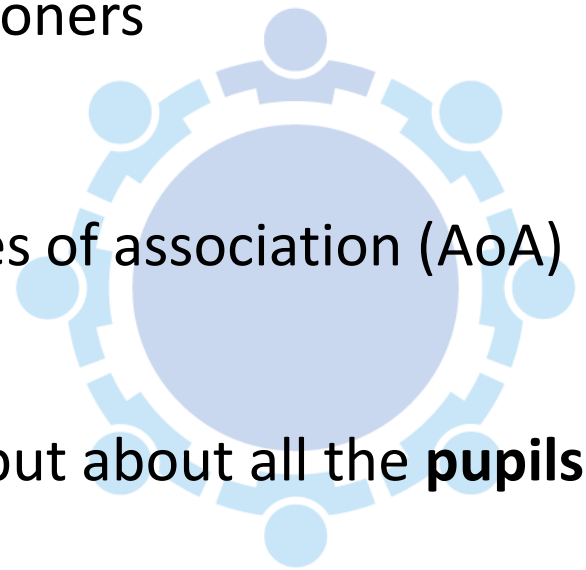
**Works best when schools are easy to travel between**





# What is a MAT?

- A multi academy trust is an charitable trust & a company limited by guarantee which has responsibility for more than one academy
- Exempt charity: regulated by DfE
- Accountable to the Secretary of State, via the Education Funding Agency and the Regional Schools Commissioners
- It may have a sponsor, but doesn't have to
- It is one organisation with one set of articles of association (AoA) and one vision and ethos
- Culture change: it is not about one school but about all the **pupils** of all the schools in the trust

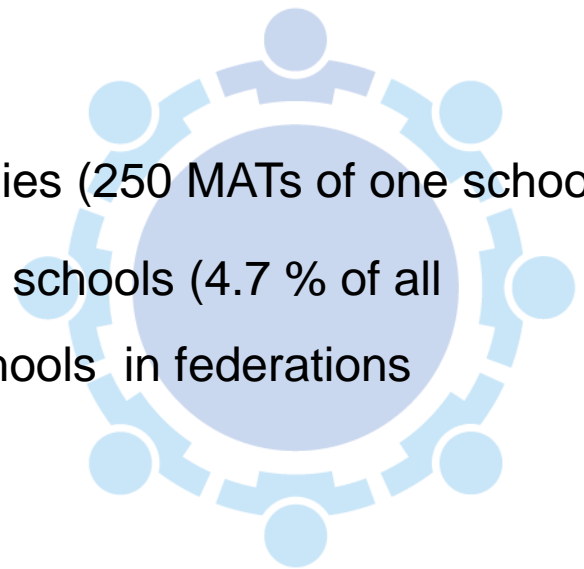


# MAT numbers

- Over one quarter of state funded schools in England are now academies
- 66% of secondary schools and 20% of primary schools are already academies.
- End of March 2016: 65% of all academies including free schools (3611 out of 5549) are in MATs, up from 53% at the end of the 2013/14 academic year.
- 81% of academies that opened in the 2014/15 academic year did so as part of a MAT, 973 MATs in total
- Only 13 MATs have 25+ schools,
- 70% (681) of MATs have between 1 and 3 academies (250 MATs of one school)

**FEDERATIONS:** DfE data shows 6.2 % of maintained schools (4.7 % of all schools). NGA's surveys have between 5.5% - 7% schools in federations

- some new ones forming & some becoming MATs



# Why the scheme of delegation is so important

- Each MAT board of trustees must agree a scheme of delegation (SoD)
- The SoD should have been published from September 2015
- Clarity, clarity, clarity; understanding roles & responsibilities
- **If you are thinking of joining a MAT**, ask to see their SoD before you decide BUT remember the board of trustees can change it
- **If you are growing your own MAT**, develop the SoD with partners
- **If you are already part of a MAT**, you might want to review the SoD as many are flawed, confusing & over complicated: e.g. they don't include delegation to the executive, they duplicate functions; they are unclear what they are delegating, often may have many layers of governance

We have published 4 model schemes of delegation – we will be adding to them

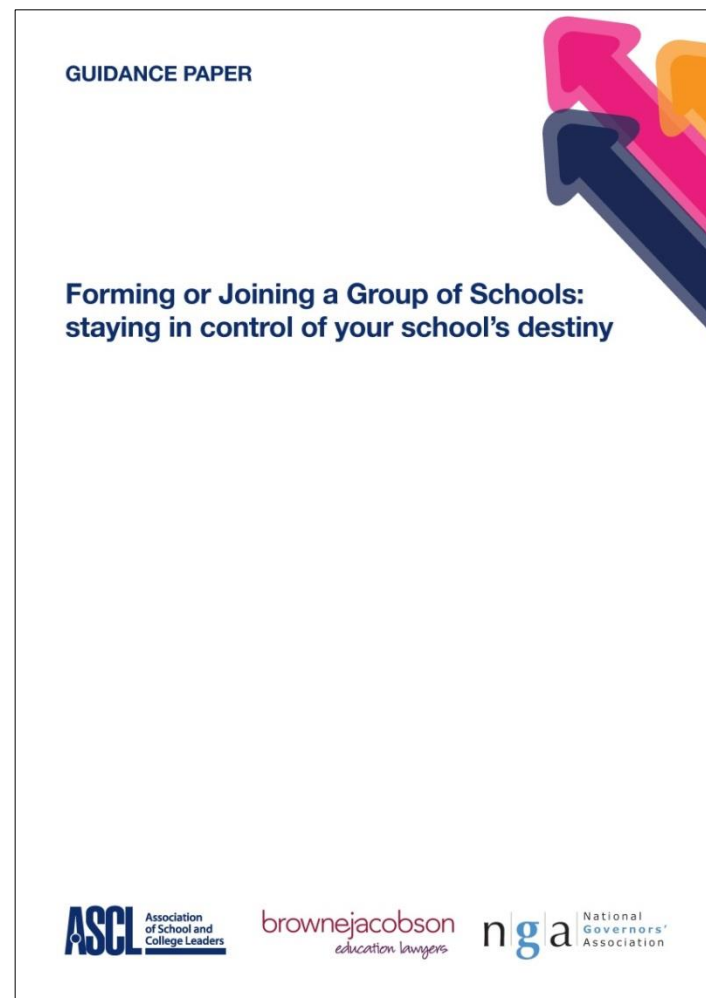
# Stay in control of your school's destiny

## Guidance on forming or joining a group of schools

The benefits and types of groups, and the steps to take to form a group of schools accountable to one governing board.

For senior leaders, governors and trustees

**Available at**  
**[nga.org.uk/destiny](http://nga.org.uk/destiny)**



# Key questions

- **What is the next step for our governing board?** - Do not rush into any decisions. Governing bodies need to carefully consider their next steps
- **Is there an optimum size for a MAT?** - currently no compelling evidence about the optimum size for a MAT. The white paper = 10-15 based on economies of scale not educational performance. It is the number of pupils the MAT is educating which is more relevant than the number of schools within it. Most research based on federations which tend to be between 2-5 schools
- **How important is locality?** - the benefits for pupils are more likely to be achieved when schools are in reasonable geographical proximity to each other
- **What are best models for different phases** - evidence is inconclusive but need to consider how it impacts benchmarking and sharing staff
- **Does there need to be a lead school in a MAT?** - no statutory requirement but this will be inevitable where an existing single academy applies to become a MAT or where a maintained school converts to an academy in an 'empty' or 'shadow' MAT . Would still only be one overarching trust, the identification of a lead school wrongly suggests that is just one school which will be responsible for growing and developing the trust.

# Key questions

- **We are forming a MAT/we are an existing MAT – do we have to have an executive headteacher/chief executive officer?** - an expectation from the DfE that there will be a single person with overall responsibility for the day to day running of the trust whether that is an executive principal or chief executive – DfE won't approve flat MATs/revolving structures
- **Can a MAT close a school or have it removed from the trust?** some publicised cases where MATs have closed schools, either because they have been deemed to be financially unsustainable due to low pupil numbers. But a MAT board can't simply decide to shut a school on its own accord and it is a complex process subject to consultation and investigation by the DfE. any decision to close a school or transfer a school to another MAT will ultimately rest with the DfE
- **How do we get out if we don't like our MAT?** - an individual academy can request that the MAT releases them but it is complex. Even if MAT board agrees, it would have to be approved by DfE.
- **Where is the evidence academies are better?** - the jury is still out. DfE have published questionable evidence for, others such as the LGA questionable evidence against. NGA will be publishing an article summarising our findings on the available evidence on structure and outcomes in our July/August edition of Governing Matters

# GOLD governing board membership

- access to expert legal advice through our GOLDline advice service
- copies of Governing Matters magazine for every governor
- access to members' only content in our online guidance centre
- a free Chair's Handbook, and copies of Welcome to Governance for new governors, discounts on additional guides
- three free places at NGA regional and national conferences
- a weekly e-newsletter in term time

T: 0121 237 3780 or  
E: [membership@nga.org.uk](mailto:membership@nga.org.uk)



**ngla** | **GOLDline**  
The NGA Advice Service



# Anthony Collins

solicitors

**Vision, Values and Ethos**  
**Preparing for the MAT Journey**

**Chris Whittington - Head of Education**

6<sup>th</sup> July 2016



## Purpose of the Talk

### To highlight:

- The vital importance of having a clear sense of “Who You Are” – of your identity as a MAT
- Through a shared understanding of and commitment to a Vision, Core Values, and Ethos
- How essential clarity about “Who you Are” is
- Rabbi Akiva

## WHY?

- It's almost inevitable that MATs will grow, and MATs will need to collaborate effectively with each other
- At its heart a Multi Academy Trust is essentially a collaborative relationship – a network of relationships
- Successful relationships always involve a high degree of self-knowledge, of mature clarity about who we are
- Truly great organisations understand the difference between what should never change and what should remain open to change



# The Big Idea

**“Organisations that succeed over a prolonged period know who they are” – Jim Collins**

- They commit to a shared set of Core Values
- They commit to a shared Core Purpose that remains fixed - even as their strategies and practices continuously change to meet the changing world in which they operate
- Organisations that succeed over a prolonged period have a clear, Shared Vision



## What do we mean by 'Vision?'

- The organisation's fundamental reason for existence
- Its timeless, unchanging Core Values
- Its BHAGs ("Big Hairy Audacious Goals")
- Of these three elements, the most important to the truly great organisation are its Core Values
- In setting your Vision, Values and Ethos 'your' means 'your whole school/MAT'



## DISCOVERING

- You cannot create organisational values – you can only discover them
- It's this that distinguishes them from practices and strategies, which necessarily change from time to time
- Generally speaking, people do not “buy into” core values – they must be predisposed to holding them.
- How do you get people to share your core values? You find people who already hold them or who are predisposed to holding them

## HOW? - Identifying your Core Values

- You cannot create organisational values – you can only *discover* them
- How might you discover (or refresh) them?
- Some key questions:
  - What core values do you bring to work with you?
  - How would you describe these core value to your family, to those you love?
  - If you won the Lottery tomorrow and could hand in your notice, would you still continue to hold these core values?
  - And looking ahead 100 years, can see your core values being the same as they are today?



# ETHOS

## The Alignment of Actions and Values = Integrity

- It all comes down to the alignment of Values and Action - the lived reality, the embodied expression of your Core Values
- Alignment leads to authenticity and integrity – your Ethos
- It is the alignment of your Values and Actions that will lead you from being an organisation with a vision – into being a truly visionary organisation
- The place where Values and Actions meet is “A Place Where Truth Happens”

## DECIDING

### Deciding who you might collaborate with:

- **First** you need to be clear about your core values
- **Then** you look for people who also hold them or are predisposed to holding them
- **Or** who you can trust to respect your core values and not seek to erode or replace them
- Developing the skill to manage continuity *and* change – which requires commitment to a consciously practised discipline





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# A Glimpse of Reality

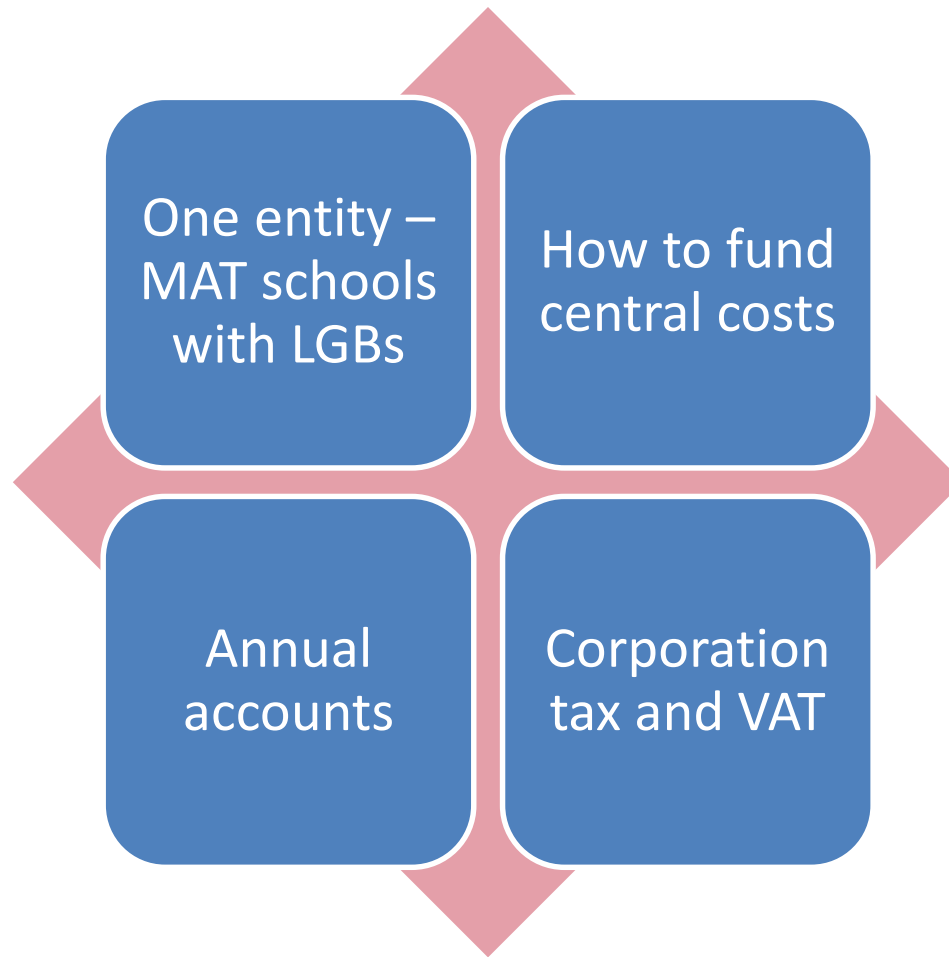
- **Andy Wood**, Partner
- **Joe Scaife**, Head of Academies

Bishop Fleming

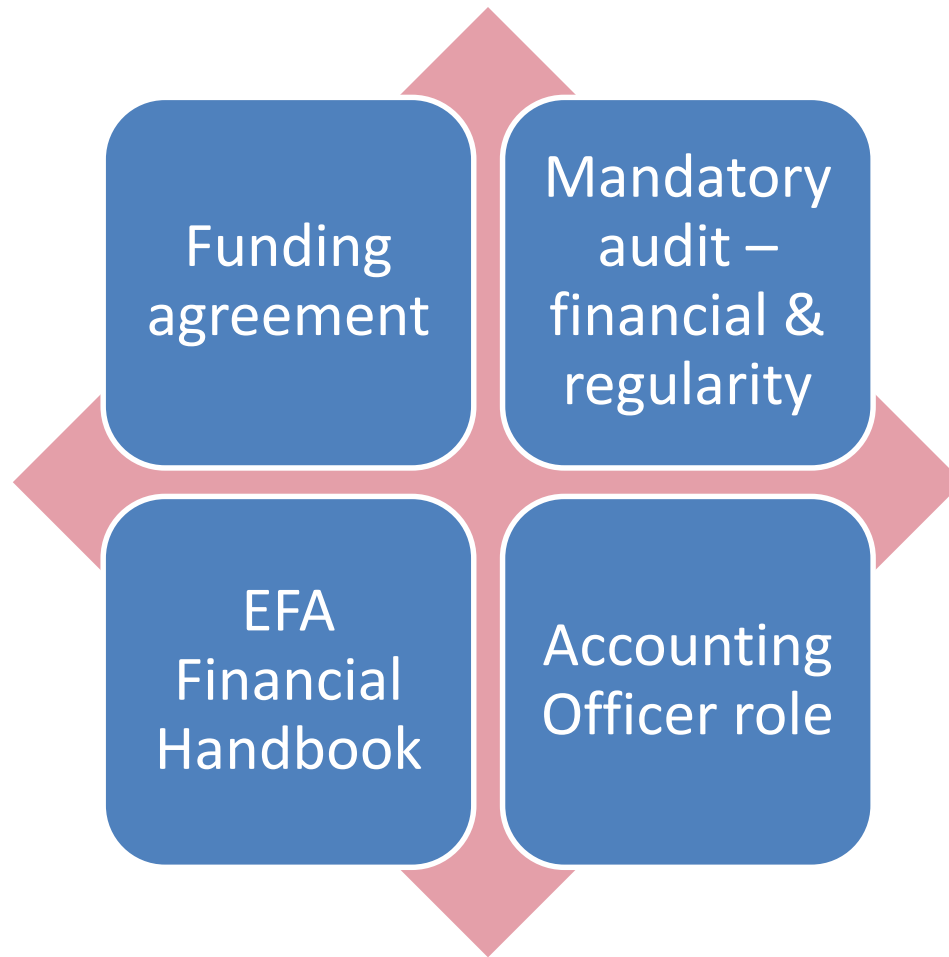
A person is paragliding over a vast, hazy landscape at sunset or sunrise. The sky is a gradient of blue and orange, and the ground below is a mix of green and brown. The person is silhouetted against the bright sky, and their parachute is a large, dark, curved shape. The text "Academy Schools" is overlaid in white.

# Academy Schools

# Financial structure



# Financial regulation



# The sector at the moment

- Two thirds of secondaries are academies
- 20% of primaries are academies
- 2,000 SATs
- 1,000 MATs, average size 4 schools
- 16,000 LA schools

# The sector in the future

- All/ most schools to become academies in next 4/6 years
- But... “U turn” – slight slowing down of pace
- Educational fit versus economies of scale
- Target MAT size – 3,000+ children, 15-20 schools
- Country as a whole – needs to increase the pace of change
- What is your school’s strategy?

# What have we seen with our academy clients?

## Financially

- Concerns over current and future funding
- Reserves being reduced, deficits in less than 3 years
- Impact of National Funding Formula



# What have we seen with our academy clients?

## Structurally

- Review of size strategy and pace of change
- New schools joining, MATs growing in size
- Stay as SAT for longer?

# Introducing your Panel:

- **Chris James**, University of Bath
- **Gillian Allcroft**, NGA
- **Chris Whittington & Phil Watts**, Anthony Collins
- **Andy Wood & Joe Scaife**, Bishop Fleming
- **Kate Brunt**, Member of RSC Head Teacher's Board