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“The Leadership Challenges we face if the West Midlands is to be at the forefront of a school led system”

May 2016

Sir David Carter

National Schools Commissioner



- Education is the hallmark of a civilised society
 - It is the engine of productivity
 - It is the foundation of our culture
 - It is the underpinning of the success of this country
- Every child born in England deserves and has an entitlement to a free world class education



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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 the System**
 - More MATS
 - More CEO and Exec Heads
 - **Leading our Communities**
 - Gap Analysis of what the community needs
 - Free Schools-Delivering a unique community offer

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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Underpinning the Debate

- **What are the obvious statements that underpin this?**
 - Every school is a giver and receiver of support
 - Our strongest schools today need to help our weaker schools become strong tomorrow
 - The debate needs to be about school improvement and collaboration not “Academy Good/LA Bad”
 - Standards not Structures
 - More Accountability driven governance structures that are built around a wider range of professional skillsets



The system-led collaborative culture

- **Definition of collaboration**

- *Collaboration* is working with others to do a task and to achieve shared goals.
- **Fundamental part of human interaction**
 - **The Arts**
 - **Sport**
 - **Charity**
 - **Private and Public Sector**

- **Conditions that support collaboration**

- Authority to make decisions
- Competition and Collaboration
- Clarity of vision
- A well-executed plan
- A governance model that holds people to account
- Buy-in
- Giving and Receiving



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The multi-academy trust as the vehicle for collaboration



Value of multi-academy trusts

- **Building a Community**
- **Collective responsibility** for the results of all children
 - “If one fails we all fail”
- **Strategic governance** allied to educational focus at LGB
- **Recruitment and retention**
 - 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
- **Efficient Management of Resources**
 - Trust appointments on behalf of the schools
- Where possible the “**all through**” **0 to 19 MAT** makes sense of the learning progression of children



The qualities of the most successful system leaders

- **Diagnosis** of what is needed
 - Can lead with credibility in the **school improvement space**
 - Can see the MAT as a **business model** as well as an educational hub
 - Ability to take **action and execute** the plan
 - **Evaluates progress** at every stage of the journey
- Understands how to **hold people to account** and welcomes being held to account
 - Can tell the difference between **context and an excuse**
 - Has a mindset that puts children's needs ahead of adults' expectations
 - Are balanced and reassuring in their response



The system leader and the school improvement space

- **Phase 1 - De-clutter**

- The school is broken
- No underpinning of the future
- Real truth comes after project starts

- **Phase 2 - Repair**

- Control from chaos
- Reactive decision making
- Make the school feel like a normal school

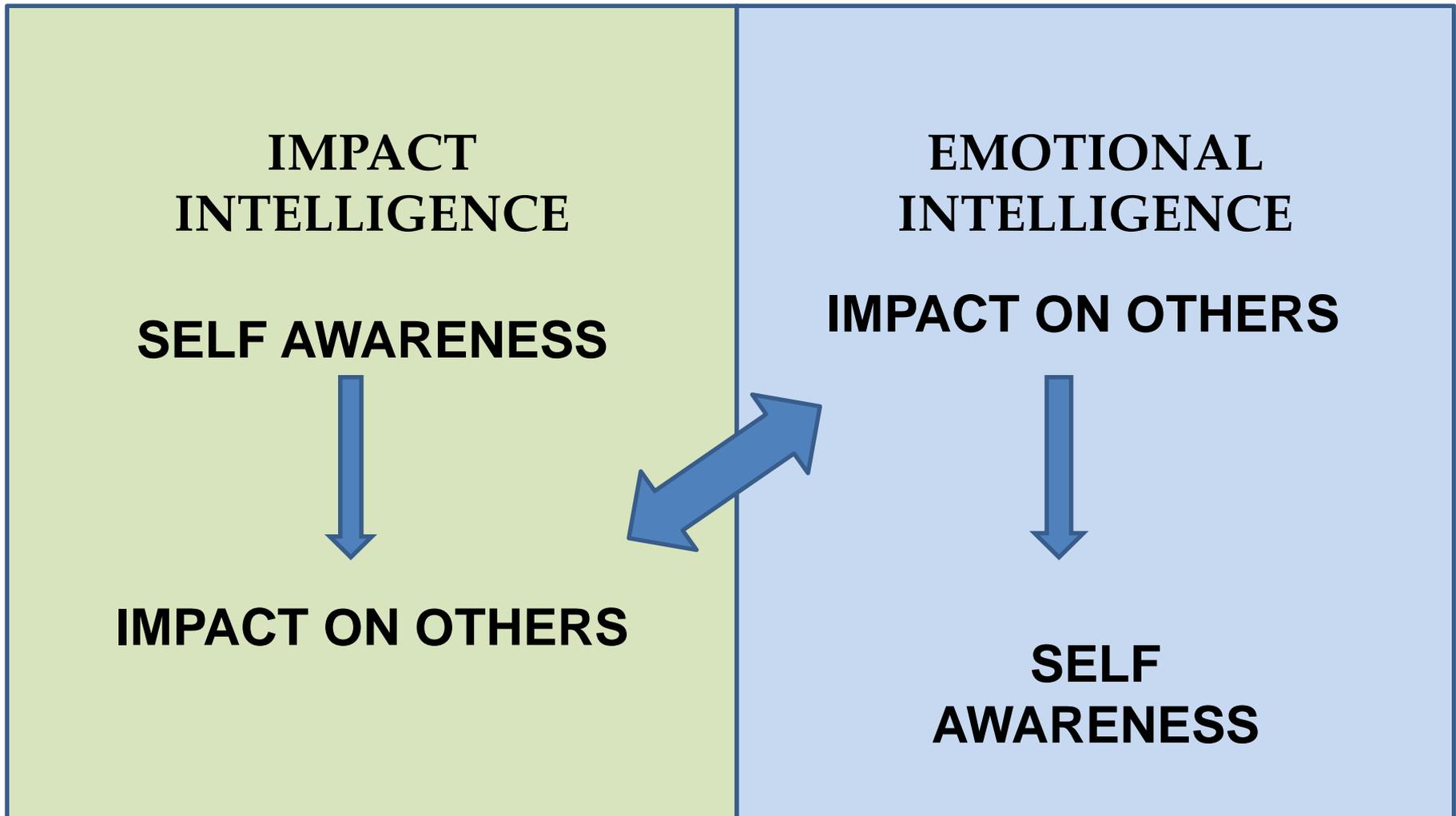
- **Phase 3 - Improve**

- Leadership becomes more proactive
- Strategies start to embed
- Outcomes never as bad again

- **Phase 4 - Sustain**

- Maslow “self actualisation”
- Confident, innovative and risk taking delivery

The twin leadership intelligences for successful collaboration





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My Priorities as the National Schools Commissioner



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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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Priority 3

- **Priority 3-Developing a structure for MAT growth**
- We need our existing MATS to grow and we need to develop an audit to support them
 - Standards and Track Record
 - People and Leadership
 - Governance Capacity
 - Risk Management
 - Financial Sustainability

- **Starter Trusts**-first 5 or 6 schools up to around 1200-1500 children
- **Established Trusts**-5 to 15 schools or around 1200 to 5000 children
- **National Trusts**-15-30 schools
- **System Leader Trusts** -30 or more schools



Priority 4

- **Priority 4-The 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



In Summary....

- The West Midlands will need some or all of the following
- **More Multi Academy Trusts**
 - More CEO and Exec Heads
 - More Trustees and Board chairs
- **MATS that provide support and services for other MATS**
- **An Army of School to School support deliverers attached to TSA**