

Children and Families Overview Scrutiny Committee (CFOSC)

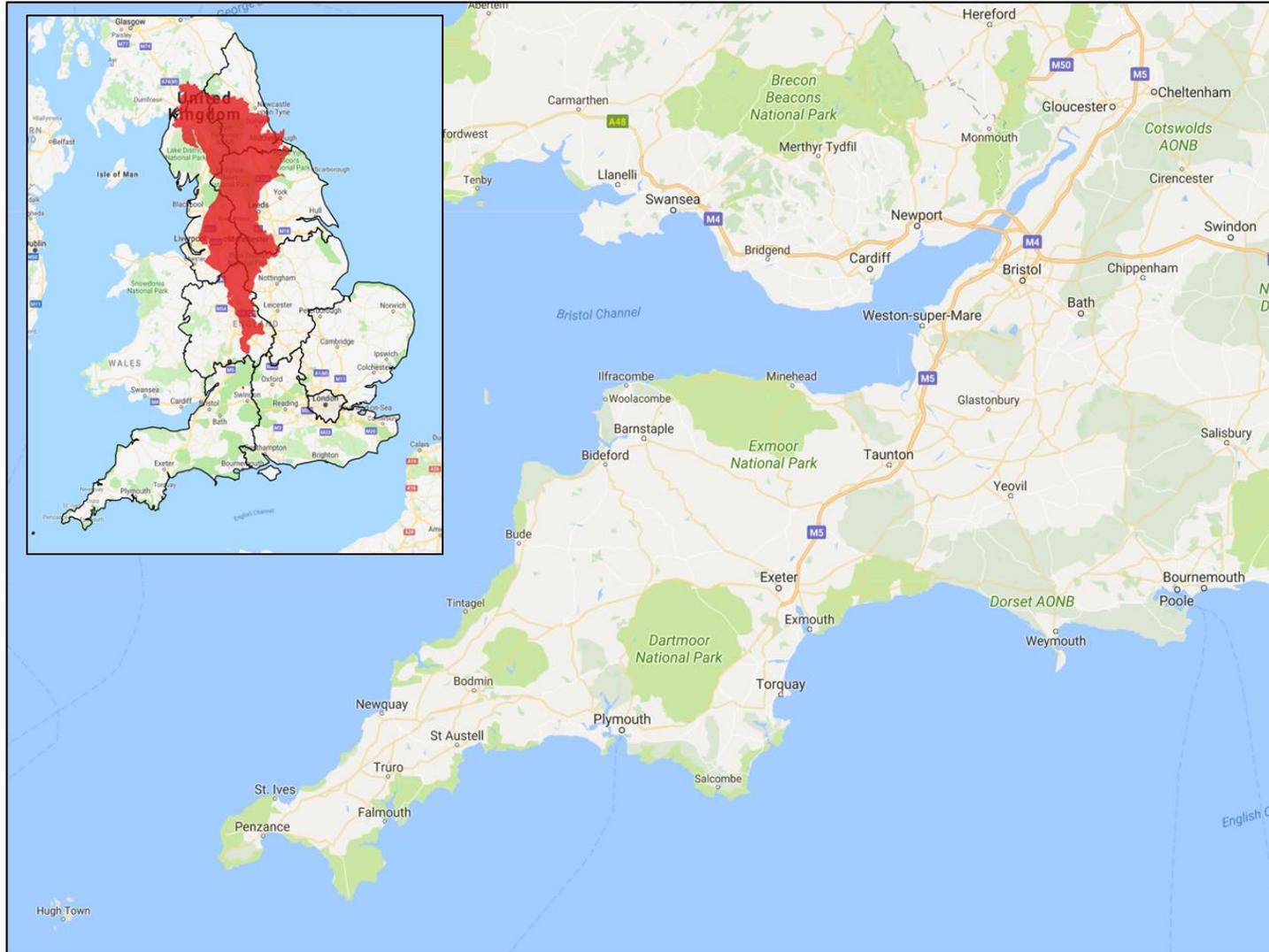
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Department
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South West overview



2,341 state-funded schools in the SW

Approx 62% of SW pupils are in academies

158 SW MATs and 208 SW SATs

1,231 SW academies (> 53% of state-funded schools) – the most academised region

> 83% of academies are in MATs

Vision 2018/19

Our vision is for all children in the South West, regardless of background, to receive the high quality education that they deserve. We are committed to working collaboratively across the sector to achieve this shared purpose by tackling robustly underperformance at trust level; by providing support and challenge to trusts on their school improvement strategy, leadership and financial management; and by making evidence-based decisions that are in the best interests of the children in our schools.



The Schools Picture in Gloucestershire

308 (non-independent) schools

- 246 primary
- 40 secondary
- 3 sixth form colleges
- 16 PRU / special schools

94 academies (31%)

- 55 primary academies
- 35 secondary academies
- 4 special schools

11 multi-academy trusts (MATs) in Gloucestershire

- 48 academies are in MATs (just over 50% of the open academies)

Gloucestershire has 46 standalone, single academy trusts (SATs)

- This is the largest number of SATs within the SW region (nearly a quarter of SW SATs are in Gloucestershire LA alone)

7 schools in Gloucestershire are selective (grammar) schools

7 schools in Gloucestershire are in Special Measures (3 are academies, of the 4 LA maintained schools, 3 have been approved to join MATs). 20 maintained schools have an RI judgement

Positives – and some challenges

Good news

- Gloucestershire Learning Alliance school showing strong central school improvement
- DGAT schools moving forward
- Greenshaw Learning Trust making good, early progress
- Robinswood, Balcarras, SAND and Corinium as examples of locally led MATs developing capacity
- Progress – and more to do – in the Forest of Dean

Challenges

- Some academies in Gloucester City
- Small number of sponsoring MATs
- Vulnerable maintained schools

What do MATs bring to school improvement?

Vision, culture and ethos

- Clarity of purpose
- Understanding of needs
- Leading a culture of improvement

People and Partners

- Building capacity for improvement
- Recruiting, developing and retaining talent

Teaching and Learning

- Approach to pedagogy
- Leadership of teaching
- Evidence based professional learning models

Curriculum and assessment

- Curriculum alignment
- Intentional use of assessment

High Quality Governance

- Knowing schools quantitatively
- Knowing schools qualitatively

Support for academies

Making sure every academy is in a strong and effective MAT is key to making sure they are both financially sustainable and able to effect rapid and effective improvement in outcomes

Support/challenge for Trusts includes:

- MAT reviews with Chairs and CEOs
- MAT- MAT development including networks, leadership programmes, Chairs networks, support for growing Trusts and brokered partnerships
- Rapid action for vulnerable Trusts including deploying Education and Financial Advisers
- Some school improvement support if RI and above from Teaching schools and others

But... RSCs are NOT able to remove schools, or issue formal challenge to a Trust, unless their school is judged inadequate

Issues we're working on in Gloucestershire

- Monitoring those MATs with academies in a category
- Developing the locally led MATs that we have. Multi academy trusts will be able to provide more school improvement support if they are able to grow their capacity through Good schools joining them.
- Challenging the decision making of the large number of financially (and educationally) vulnerable SATs
- Encouraging the development of new MATs in Gloucestershire, or from further afield...drawing on local collaboration. There remains some concern about fear of losing identity by joining a MAT and we are working with LA to encourage schools to see benefits (financially, CPD etc) of joining or forming a MAT.
- Work with the LA team and Diocese to prevent maintained schools dropping into inadequate category by supporting long term collaborative models

Questions