

**‘EDUCATIONAL EXCELLENCE EVERYWHERE’
SETTING THE SCENE: THE WHITEPAPER AND ACADEMIES**

Schools North East, Annual Conference, May 2016

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THE CONTRADICTIONS IN GOVERNMENT POLICY

'What matters is what works'

'Good and outstanding schools should become academies'

'Schools need freedom and autonomy'

'Schools should teach E-Bacc, teach synthetic phonics, follow national food standards, advertise 6th form options, promote national citizen service...'

'Freedom for frontline professionals'

'We need tightly managed MATs'

'Local authorities don't have enough schools to be financially sustainable'

'We need lots of small MATs'

HOW DID WE GET HERE? THE EVOLUTION OF THE ACADEMIES PROGRAMME

2002 - 2010

- 'Sponsored academies' to address failure
- 'Borrowed' the CTC model to remove schools from local authority
- Complete autonomy for first wave

2010 - 2013

- 'Converter academies' to enable high performing schools to earn their autonomy
- Echo of grant-maintained schools from 1980s
- 'Borrowed' the sponsored academy model

2013 - 2016

- Creating a system: Multi Academy Trusts; model Funding Agreements; Teaching School Alliances; Regional School Commissioners

**Educational Excellence
Everywhere**

- A model originally designed for a handful of CTCs applied to entire school system

A GRADUAL CHANGE OF PHILOSOPHY

<i>From Michael Gove...</i>	<i>...to Nicky Morgan</i>
Autonomy drives improvement	Multi Academy Trusts drive improvement
A thousand flowers bloom	A managed market; Supported autonomy
Schools earn more autonomy if they want it	All schools should be academies

WHERE ARE WE HEADING? THE END VISION

The whitepaper sets out a reasonably clear end goal

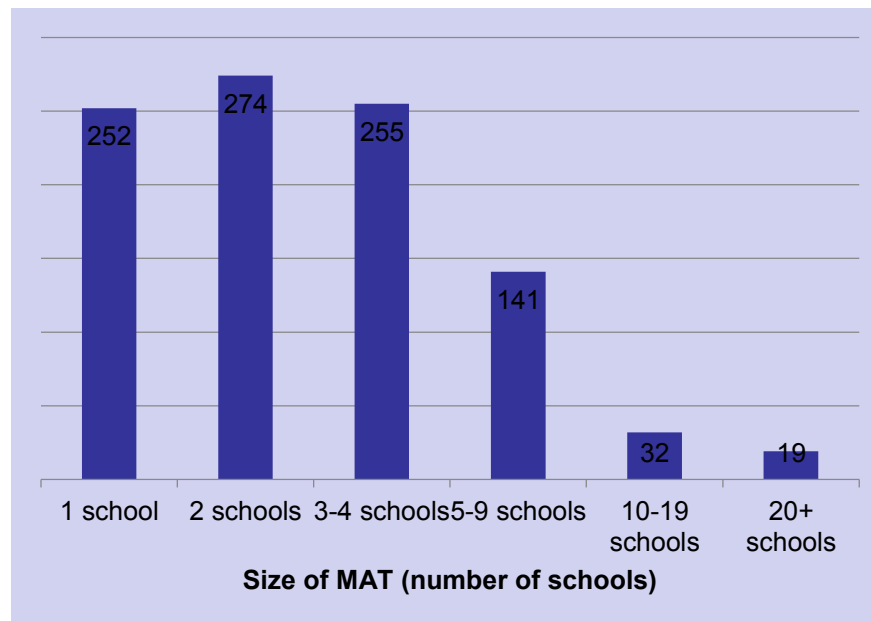
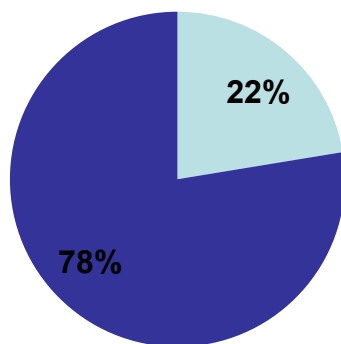
- Local authorities stop providing improvement services
- Schools predominantly organised into MATs
- MATs are accountable for ensuring their schools improve – and will grow and shrink according to their success
- External improvement is largely delivered through Teaching School Alliances (who broker NLE/SLE deployment)
- RSCs re-broker inadequate schools / ensure coasting schools have a plan to improve
- Poorly performing areas will receive targeted interventions

WE ARE A LONG WAY FROM THAT VISION

- The majority of schools are not academies (largely primary schools)
- And the majority of academies are either 'standalone schools' or in very small MATs

Less than a quarter of state funded schools in England are academies

■ Academies ■ Maintained



A VISION BASED ON EVIDENCE OR BELIEF?

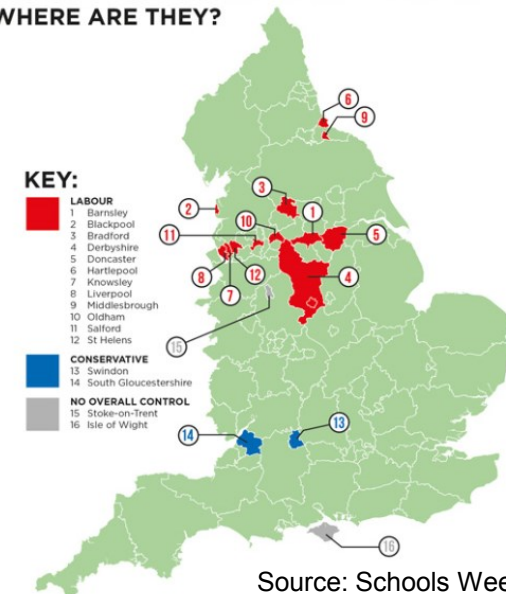
Figure 9: Current performance and improvement of schools in academy chains and local authorities – GCSE only 2014



WHAT HAS ACTUALLY BEEN PROPOSED?

- The government retains its ambition to turn all schools into academies, and for the majority of academies to be in MATs
- It will no longer 'force' all schools to convert by 2022
- But it will continue to try and increase the number of academies in other ways:
 - Sponsored academies programme , including those who are 'coasting'
 - New schools are (almost always) academies
 - Forced academisation for all schools in 'underperforming' or 'financially unviable' local authorities
[Definitions subject to consultation and parliamentary vote] 7
- The government will also try and build capacity
 - Sponsor Capacity Fund
 - Expect local authority staff to set up MATs
 - Educational Excellence Areas
- Greater performance management of chains
 - Accountability measures, performance tables

OFSTED'S UNDERPERFORMING COUNCILS — WHERE ARE THEY?



Source: Schools Week

CONCERNS ABOUT THE FUTURE

- Market management / middle tier not been resolved
- Capacity of RSCs / EFA to administer the process
- Overstretched / weak MATs
- Loss of local authority capacity
- Schools which are 'left over' (small schools, financially unviable)
- Cost
- Distraction from teaching and learning

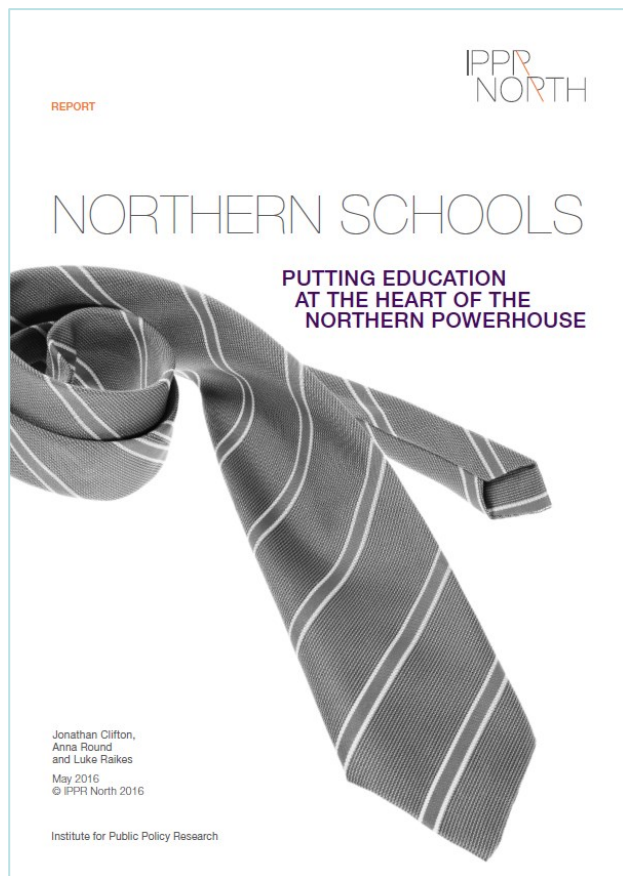
WHAT NEXT FOR MAINTAINED SCHOOLS?

- Don't panic: there is no need to rush into a MAT
- Don't bury your head in the sand: It is your responsibility to do the best for your school in an increasingly 'school-led' system, this might involve change
- Ask: how can my school best collaborate with others to improve teaching and learning?
- Form should follow function: Start with shared values and ethos, try working with schools in different ways to find a good fit
- If forming or joining a MAT...
 - Pay very close attention to governance – there is no going back! (Schemes of delegation, membership of board, committee structure, agree 'non-negotiables' versus 'individual autonomy')
 - Build capacity: appoint project manager, support finance / business managers
- Push back against the Department for Education – they are overstretched and get things wrong
- Try not to get distracted – appoint a good project manager so you can stay focused on teaching and learning

WHAT NEXT FOR ACADEMIES?

- Don't expand your MAT too quickly (even in face of pressure from DfE)
- Ensure you have governance right
- Identify right balance between 'non negotiables' and 'individual autonomy' within your chain
- Appoint core staff where possible (business manager, CEO, Teaching and Learning)
- Establish your role in wider system (NLE/SLE, TSAs, etc)
- Stay ethical

DISCUSSION



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MODELS OF SCHOOL COLLABORATION

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A WIDE SPECTRUM OF SCHOOL PARTNERSHIPS



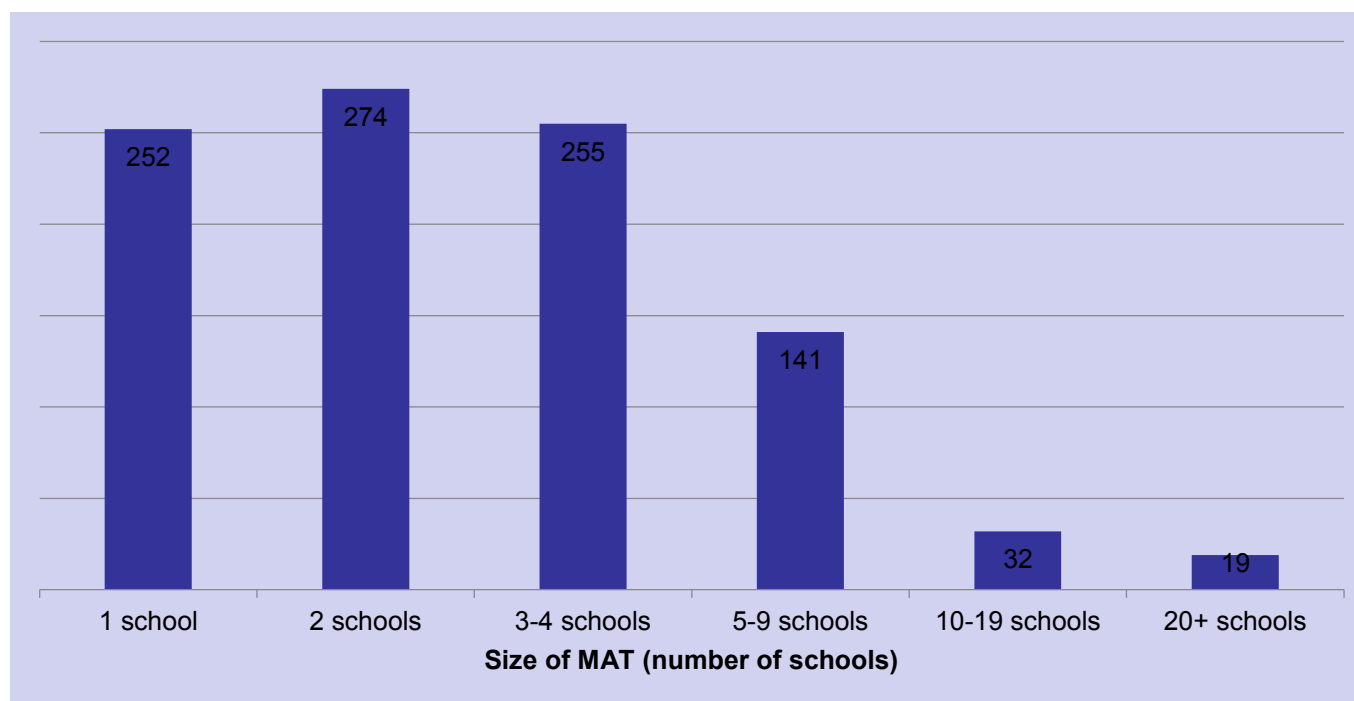
THE RISE AND RISE OF THE MULTI-ACADEMY TRUST

“We expect most schools will form or join multi-academy trusts”

[Educational Excellence Everywhere, Whitepaper]

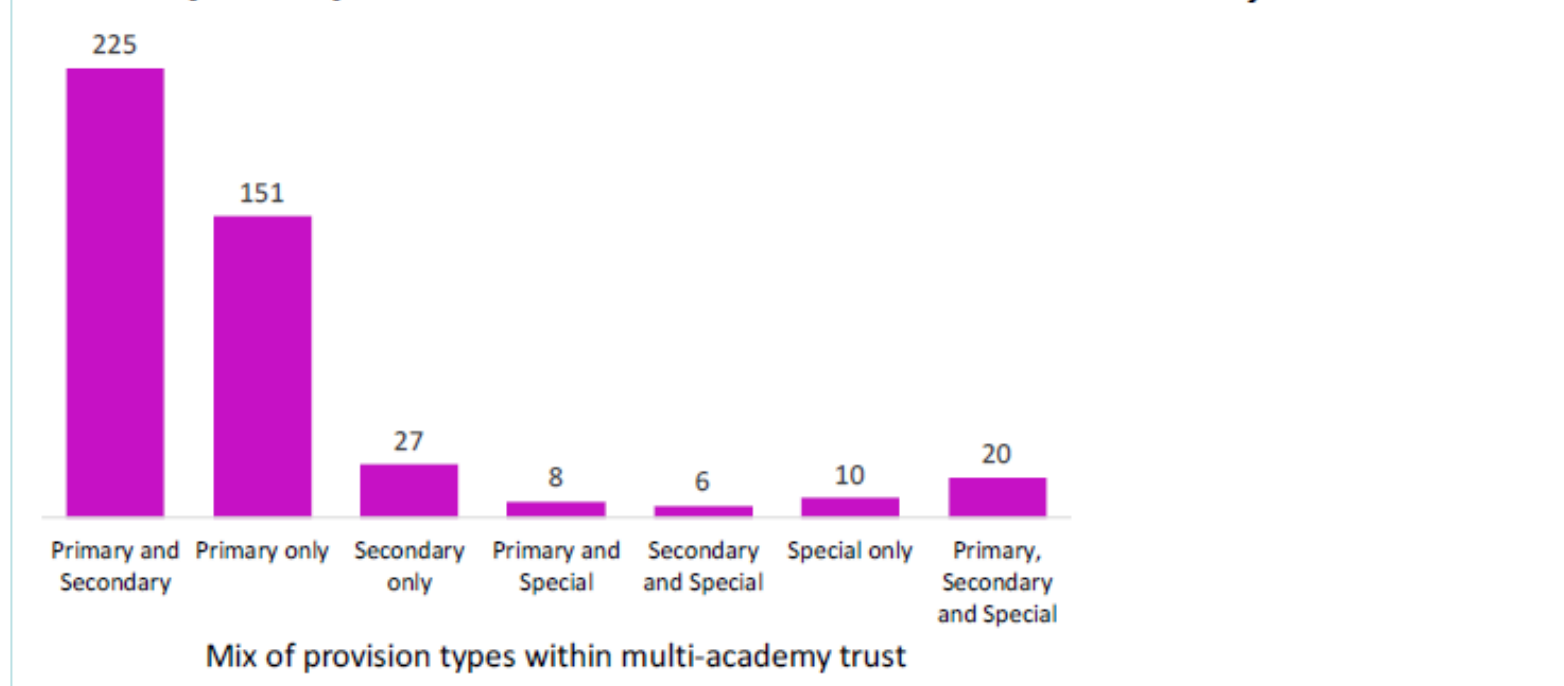
- March 2011: 391 MATs
- July 2015: 846 MATs
- March 2016: 973 MATs

THE MULTI ACADEMY TRUST: A VEHICLE FOR AUTONOMY OR COLLABORATION?



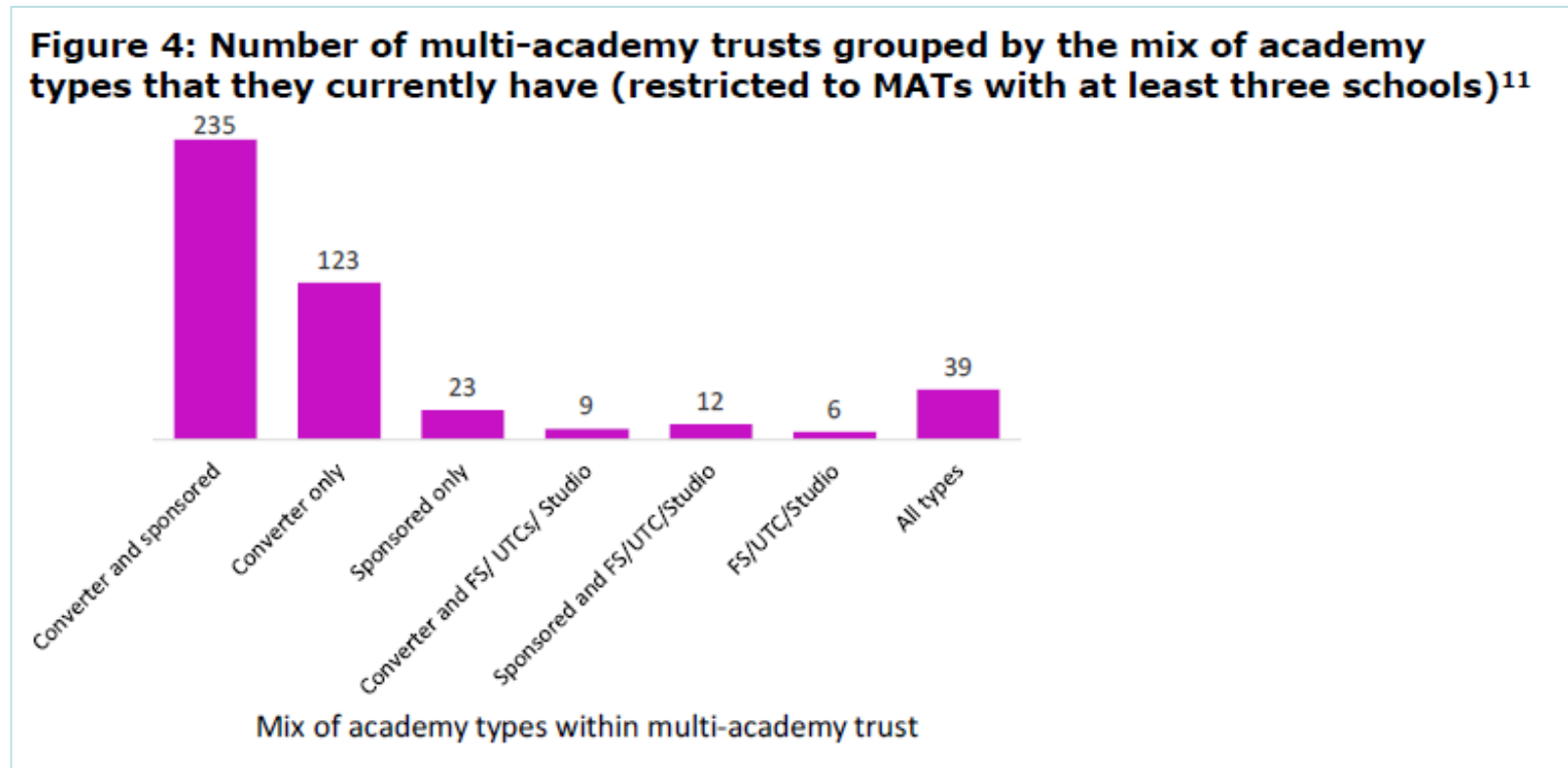
LARGER MATs ENABLE CROSS-PHASE COLLABORATION

Figure 3: Number of multi-academy trusts by the mix of provision that they currently have (restricted to MATs with at least three schools)¹¹



Source: Centre Forum 2016

A VEHICLE FOR IMPROVEMENT: LARGER MATs TEND TO HAVE A MIXTURE OF SPONSORED AND CONVERTER ACADEMIES



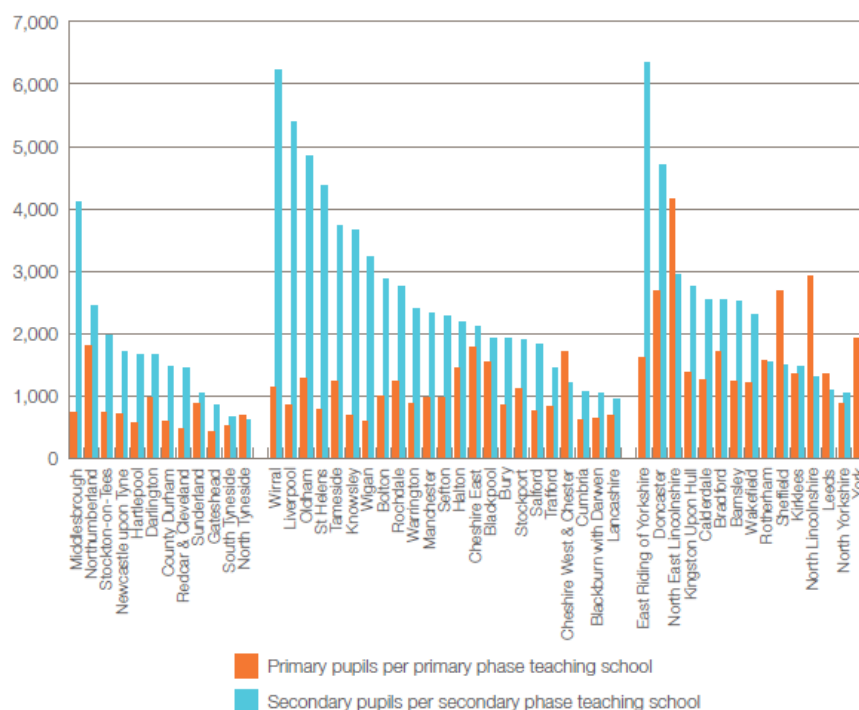
‘HARD’ FEDERATIONS REMAIN A SMALL BUT SIGNIFICANT FORM OF COLLABORATION FOR MAINTAINED SCHOOLS

	Schools supported by a federation	Total no. LA maintained schools	Percentage of LA maintained schools supported by a federation
All Through	4	31	12.9%
Nursery	42	428	9.8%
Primary	866	13670	6.3%
Secondary	56**	1191	4.7%
16 Plus	0	2	0.0%
Total	1024	16446	6.23%

TEACHING SCHOOL ALLIANCES: FAST GROWTH BUT PATCHY COVERAGE

FIGURE 3.16

Number of pupils per teaching school, by education phase and northern local authority area, 2014/15



Source: Department for Education, "Indicator data: defining "achieving excellence areas" – ad hoc statistical release" (DfE 2016d)

LOTS OF 'SOFTER' FORMS OF SCHOOL PARTNERSHIP ARE EMERGING



- The company has 520 school shareholders, owning 80% of the company, with Hertfordshire County Council owning 20%
- A not-for-profit company providing school improvement services



- A charity, owned and led by schools who work together to lead school improvement.
- Legacy of City Challenge programmes
- Based around 'hubs' of schools which are increasingly Teaching School Alliances



- Lincolnshire Pilot Programme
- Small primary schools grouped into clusters
- Clusters required to submit a business plan in return for £20,000 seed funding

MODELS OF SCHOOL COLLABORATION

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Back up charts / slides

Figure 1: Number of multi-academy trusts by size of trust

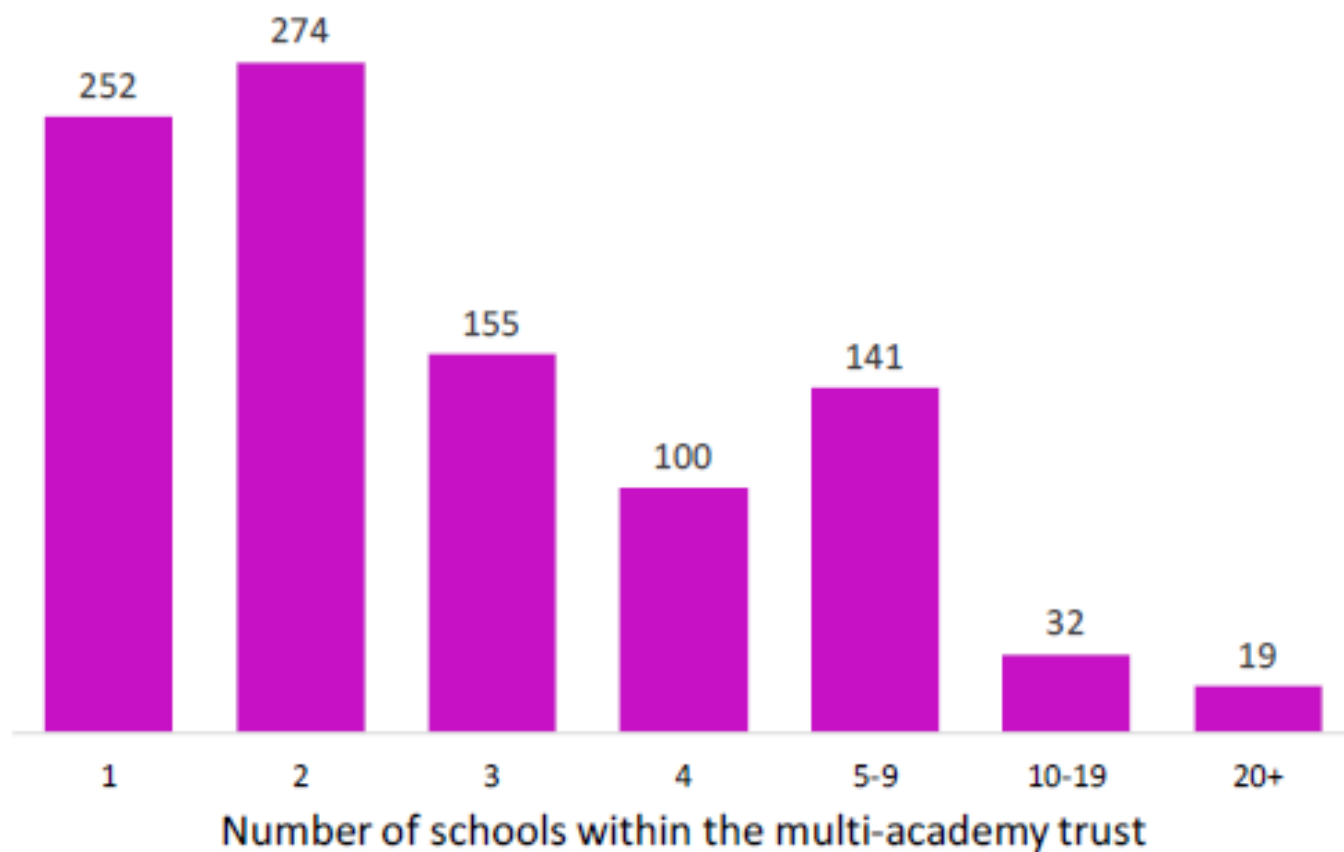


Figure 3: Number of multi-academy trusts by the mix of provision that they currently have (restricted to MATs with at least three schools)¹¹

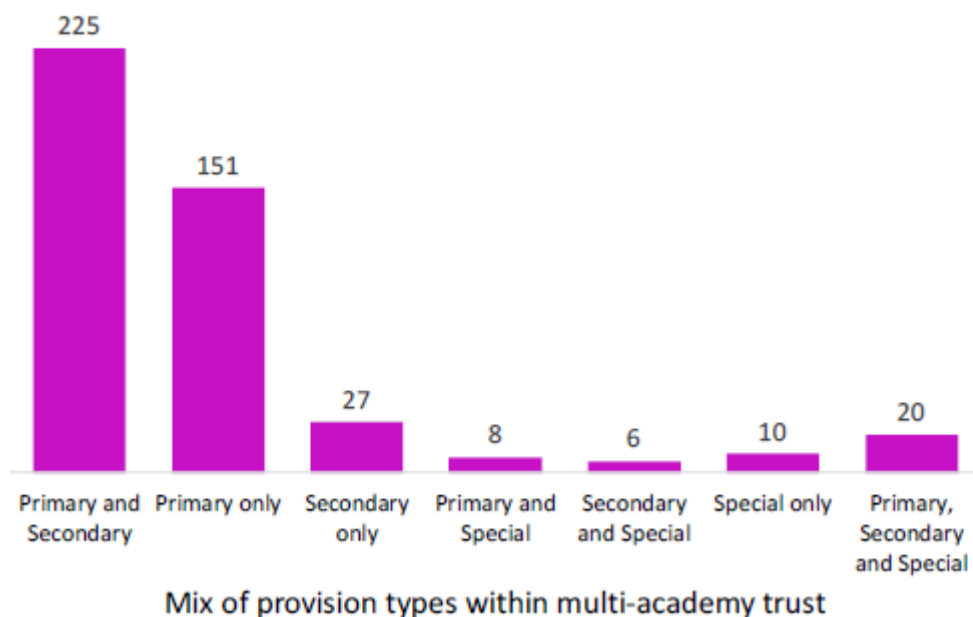
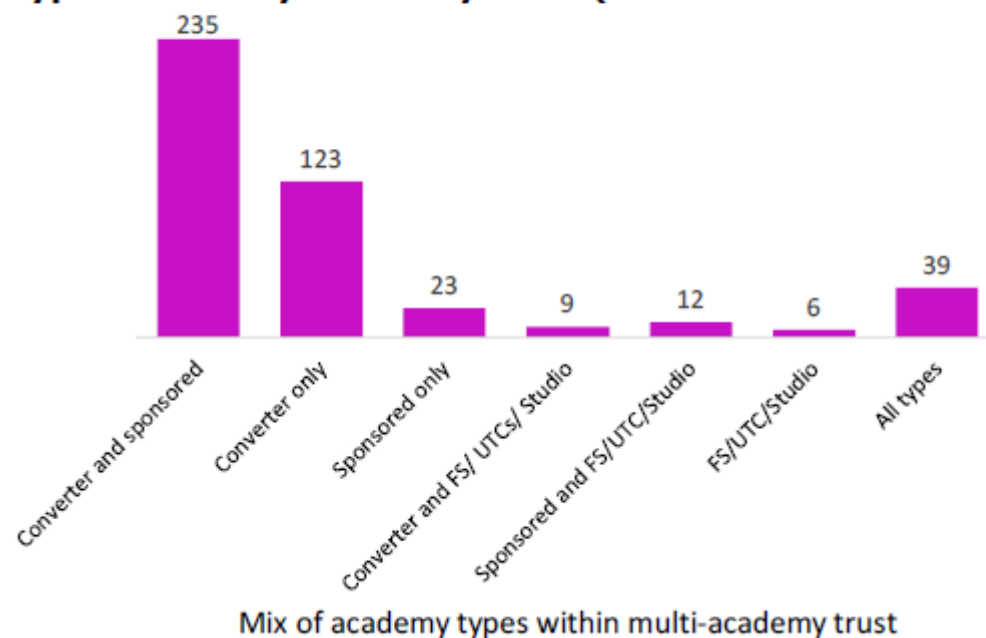


Figure 4: Number of multi-academy trusts grouped by the mix of academy types that they currently have (restricted to MATs with at least three schools)¹¹



	Schools supported by a federation	All schools	% of all schools supported by a federation	LA maintained schools	% of LA maintained schools supported by a federation
All Through	4	143	2.80%	31	12.90%
Nursery	42	428	9.81%	428	9.81%
Primary	866	16678	5.19%	13670	6.34%
Secondary	56**	3270	1.71%	1191	4.70%
16 Plus	0	17	0.00%	2	0.00%
Total	1024	21924	4.67%	16446	6.23%

Figure 5: Number of outstanding academies per failing maintained school or academy (mainstream only) for local authorities in England¹³

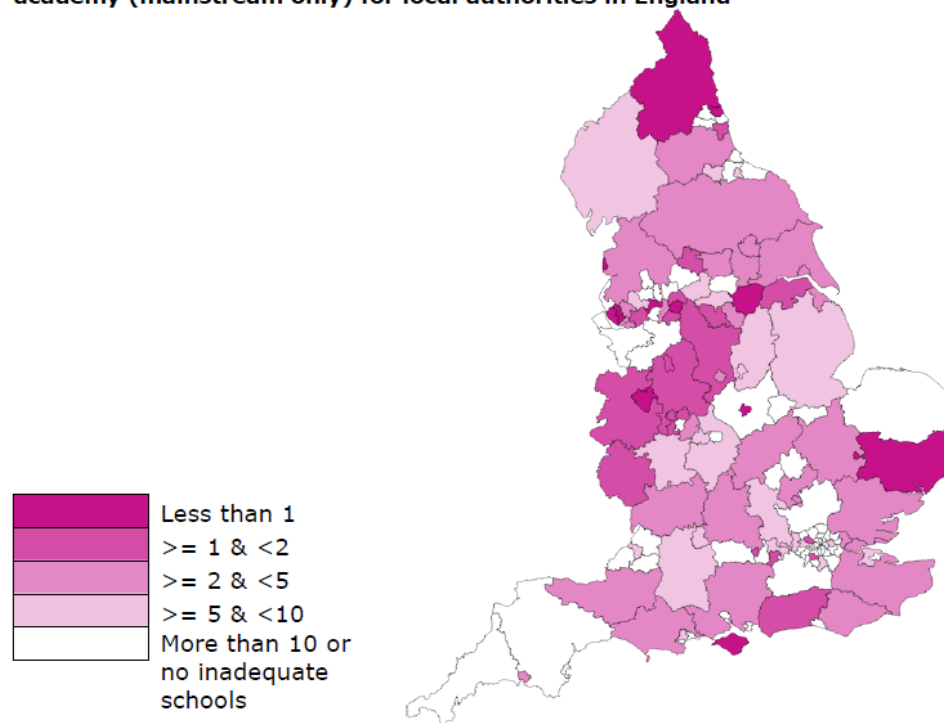


Figure 8: Current performance and improvement of schools in academy chains and local authorities – GCSE and equivalent 2014

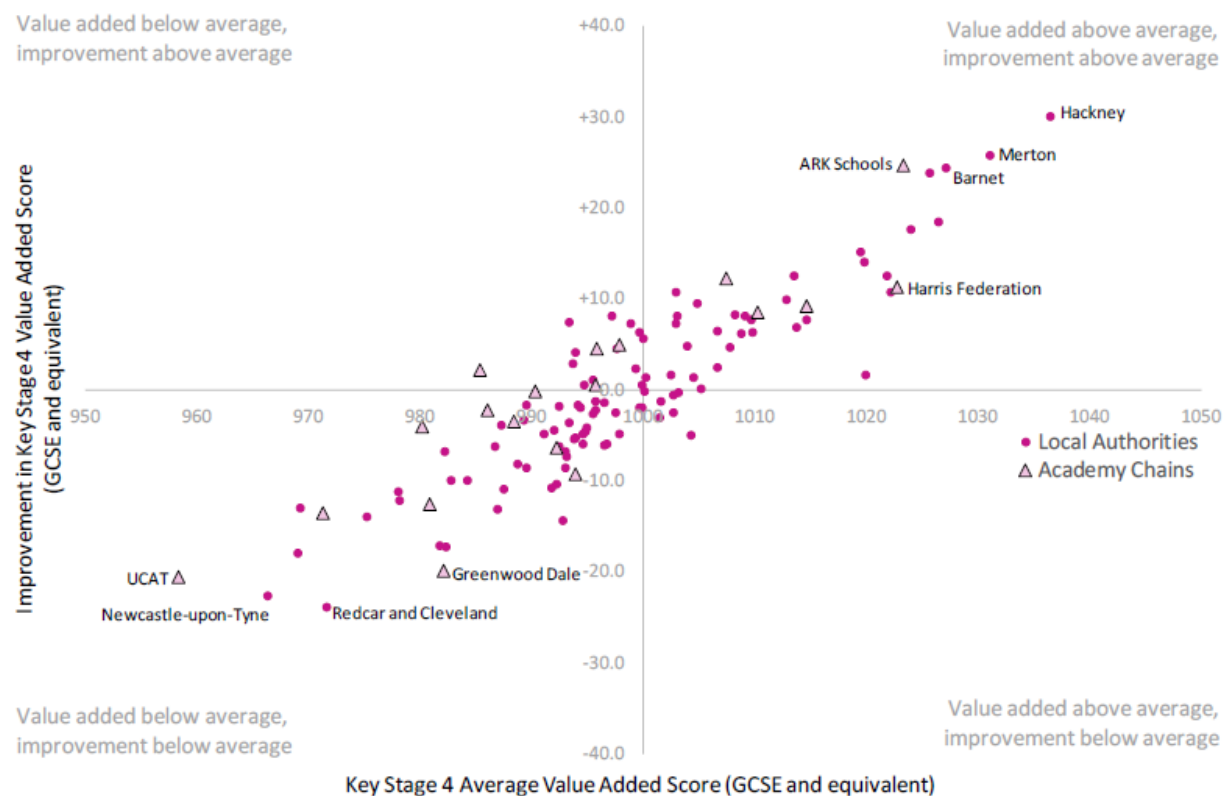


Figure 9: Current performance and improvement of schools in academy chains and local authorities – GCSE only 2014



Figure 10: Distribution of academy chain and local authority scores on the four measures proposed by DfE

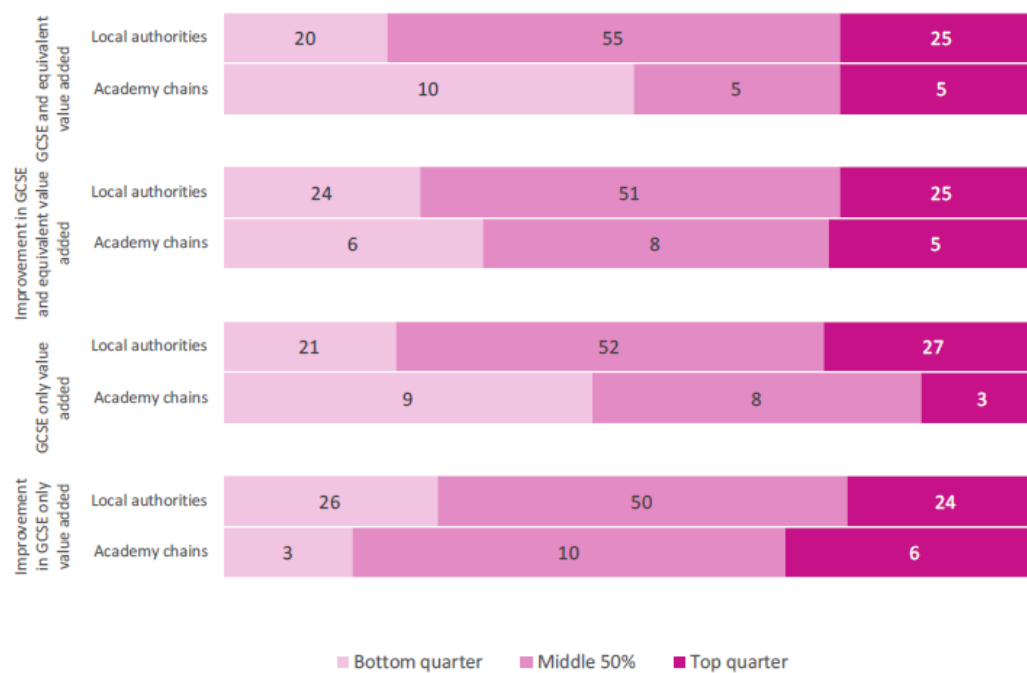


Figure 2: Spectrum of leadership and governance models for partnerships

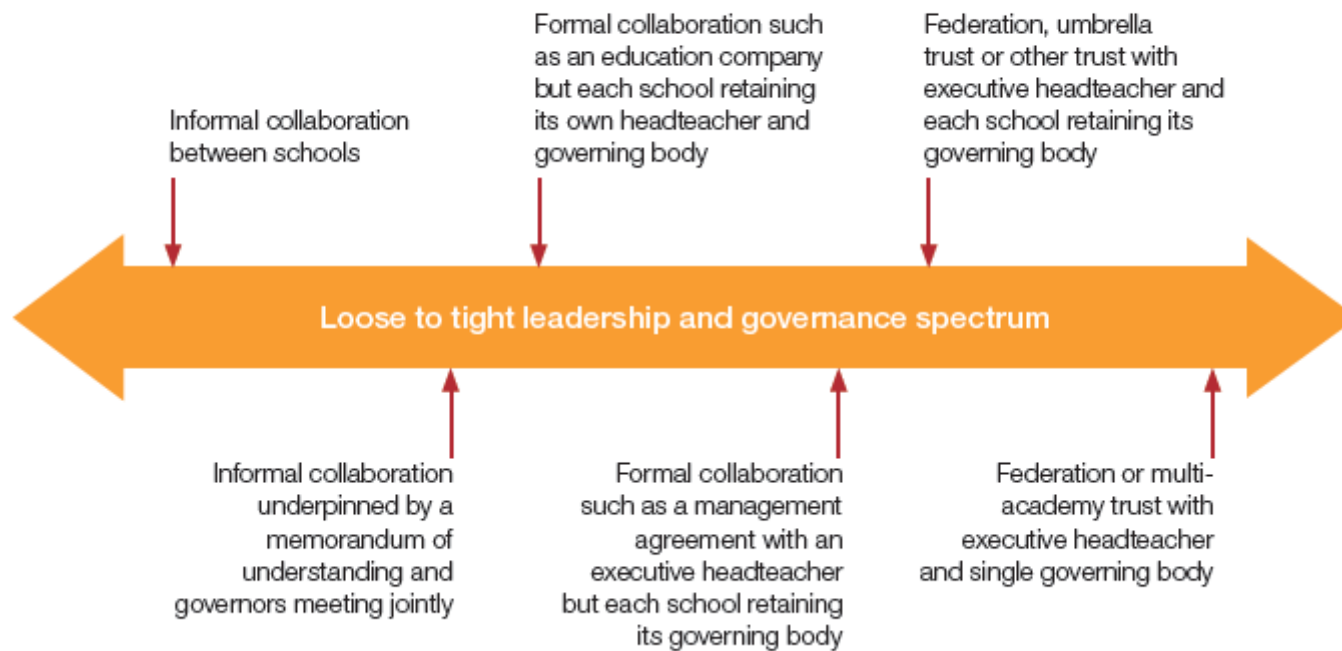
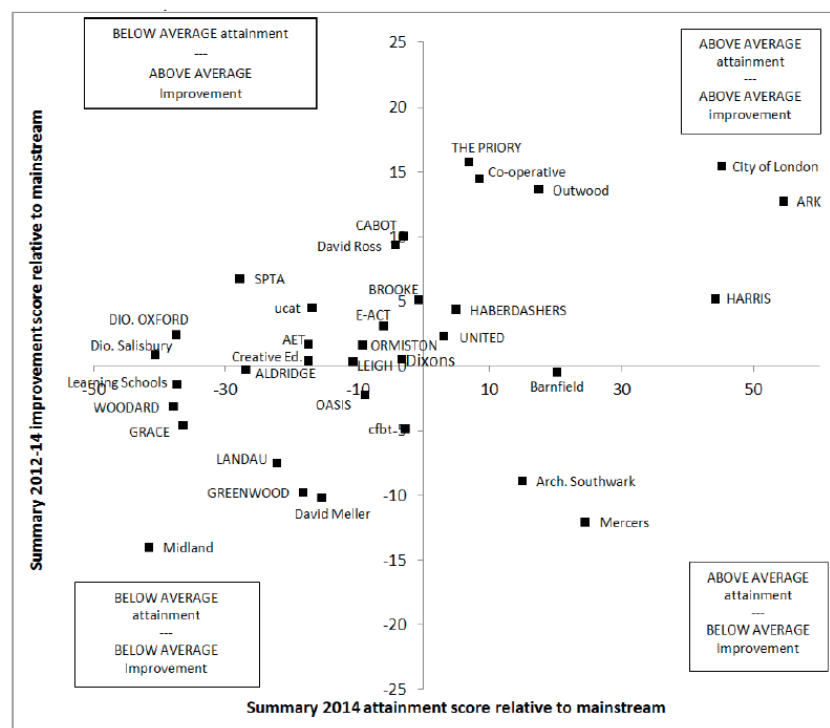
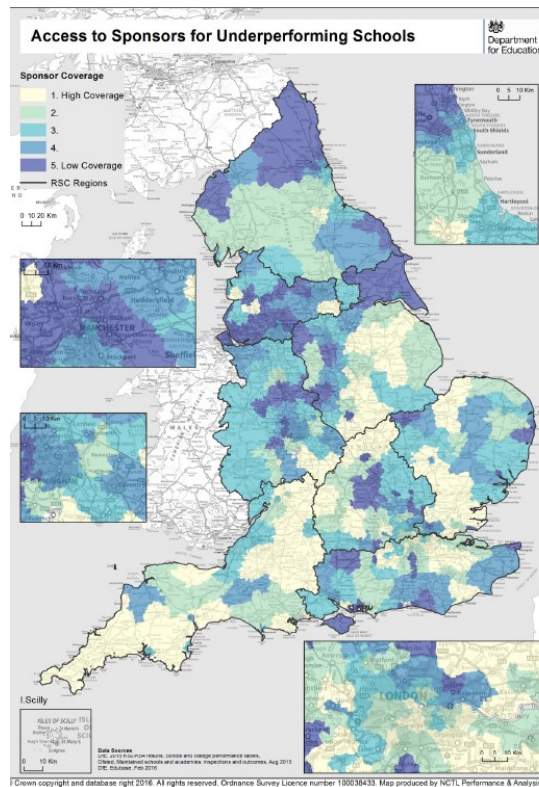


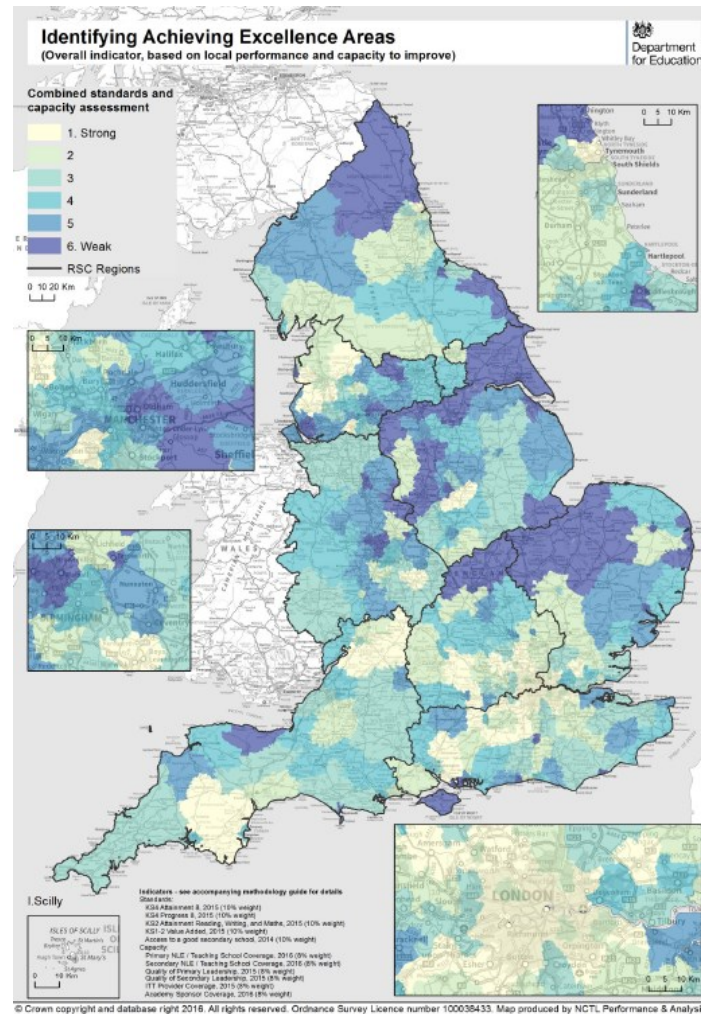
Figure 30: Attainment for disadvantaged pupils (as in Table 7) compared with improvement (as in Table 8)



Note: the axes show mean performance for all mainstream schools' on each measure





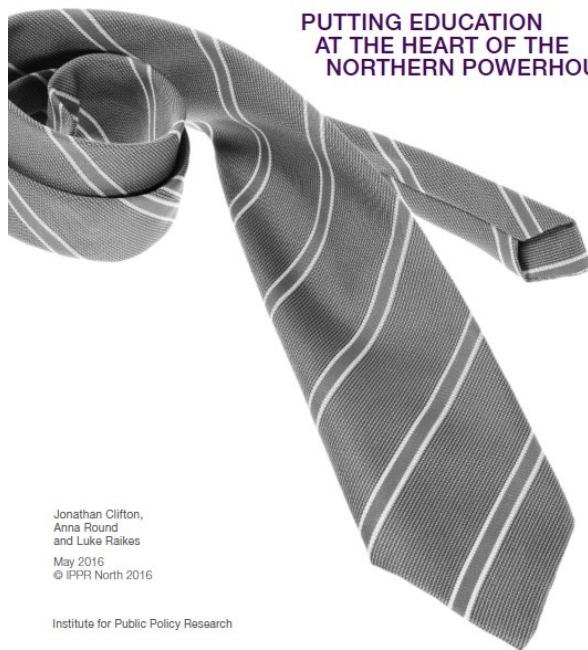


REPORT

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NORTHERN SCHOOLS

PUTTING EDUCATION
AT THE HEART OF THE
NORTHERN POWERHOUSE



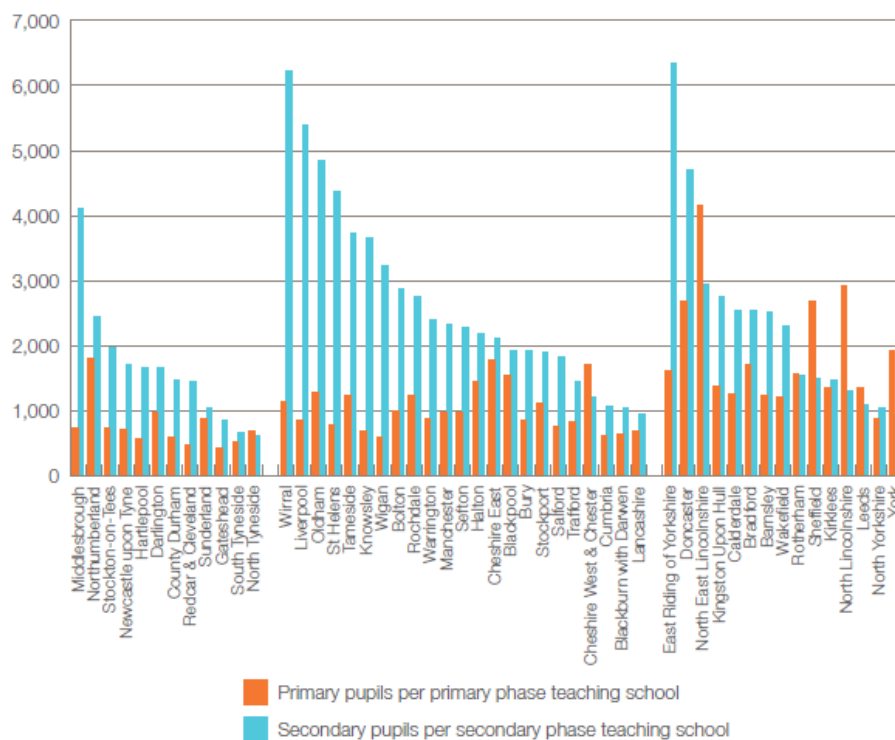
Jonathan Clifton,
Anna Round
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May 2016
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FIGURE 3.16

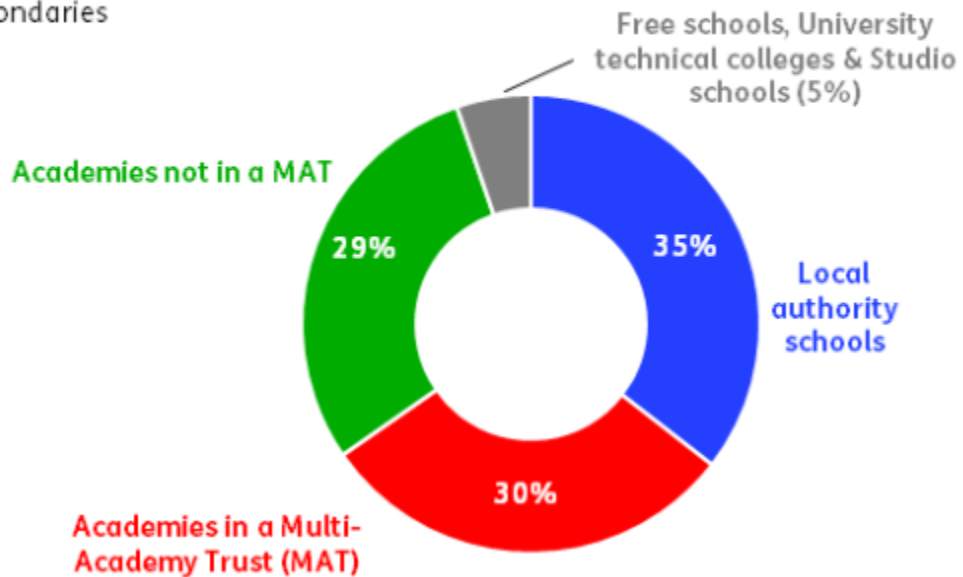
Number of pupils per teaching school, by education phase and northern local authority area, 2014/15



Source: Department for Education, 'Indicator data: defining "achieving excellence areas" – ad hoc statistical release' (DfE 2016d)

Types of secondary school in England

Open secondary schools and middle schools deemed to be secondaries



Types of primary school in England

Open primary schools and middle schools deemed to be primary

