

***The Policy Picture:
Creating a self-managing, self-improving system***

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Schools Commissioner

Department for Education



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As Schools Commissioner my role is to

- Promote the academies and free schools programme
- Lead communications between Department for Education and the education sector.
- Help nurture potential and existing sponsors from schools, businesses and community sectors.
- Encourage school-to-school support
- Oversee the regional structure and line manage the 8 regional schools commissioners (RSCs).
- Work closely with ministers to shape the future development of the academies and free schools programme.



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Department for Education vision

To provide world-class education and care that allows every child and young person to reach his or her potential, regardless of background.

DfE priorities 2015:

- 1. A high quality place for all:** every 3-19-year-old can access a high quality place, including specialist provision where needed;
- 2. Safe from harm:** all children and young people are protected from harm;
- 3. Educational excellence, everywhere:** every child and young person achieves to the best of his or her ability regardless of prior attainment, location or background;
- 4. Employer-valued skills:** 19 year olds graduate from school or college well-skilled to contribute to the UK economy,
- 5. Character and resilience:** all children and young people are well-rounded, confident, happy and resilient – prepared for success in adult life.



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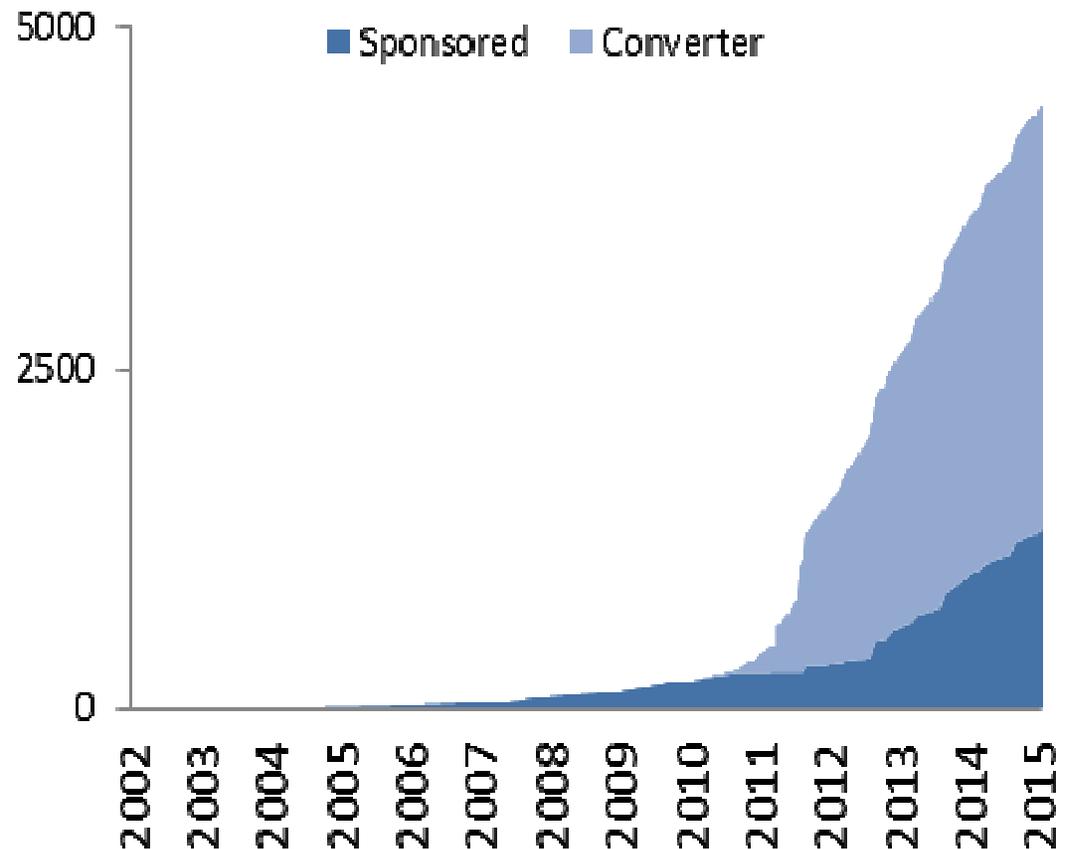
Progress so far...

- As of 1 October there are **5369** open academies and free schools in England.
- 17% of primary schools are academies, and 65% of secondary schools
- Although academies only make up around 23% of schools, they employ 40% of all education staff and educate 37% of children.



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Academy growth since September 2010



Key drivers

- 80 % of what happens in a school is directly attributable to the Head (Hay McBer Research 1997: Highly effective heads)
- 1/3 of leaders in the school system are outstanding (HMCI Reports 2004-2014)



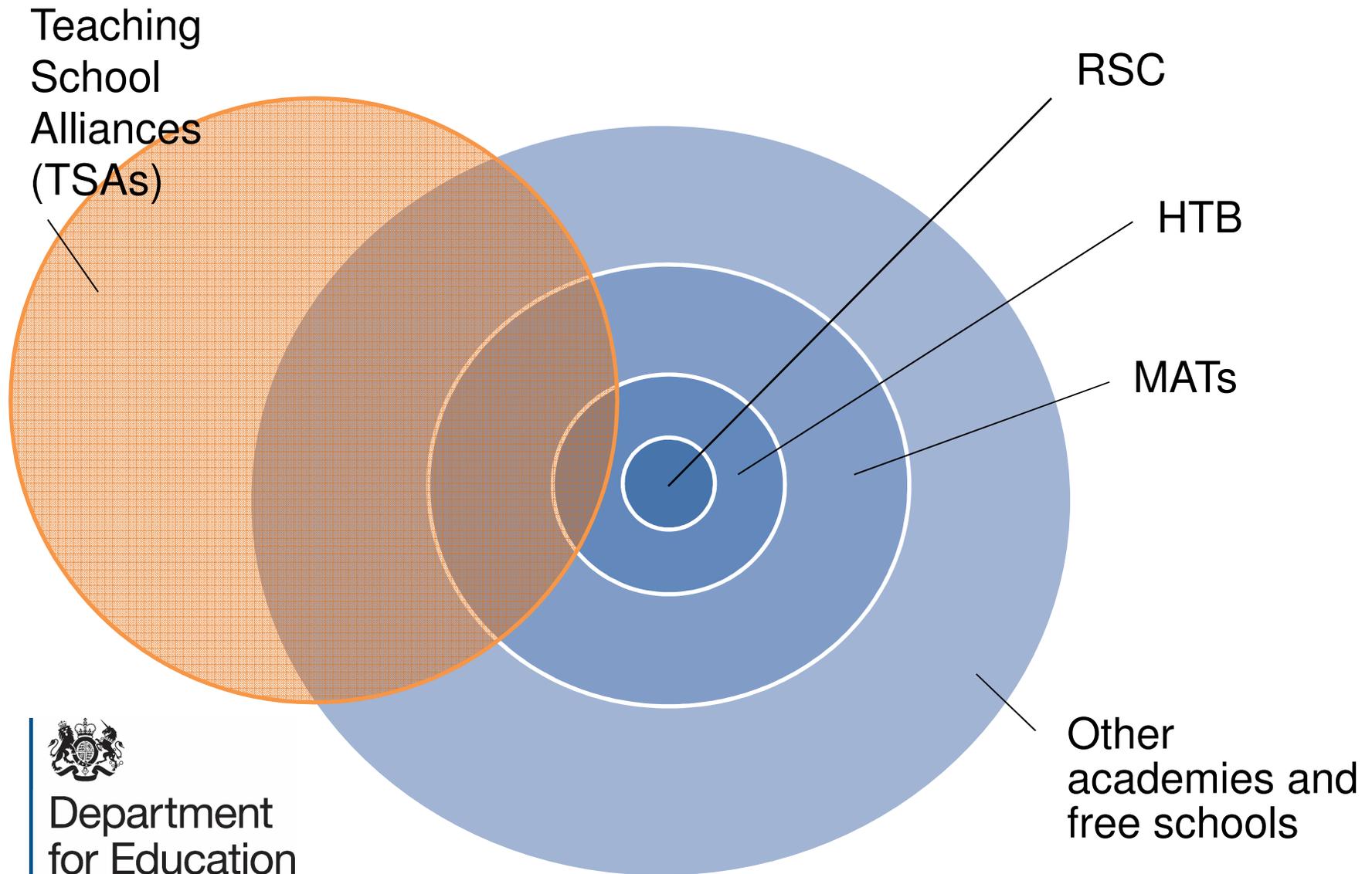
Benefits of the MAT model

- Excellent leadership being spread across all schools, not just one
- Leadership development then happens across all schools
- Sharing of resources without any barriers
- Reduced costs when contracts go across a group of school – can save up to 10% of individual school budgets
- Ultimately all the schools become campuses of the whole ‘school’, which is the Trust
- Each site and all staff have greater ‘clout’ across the whole community
- Know the 10 habits of successful MATs



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The self-managing, self-improving regional system



Education and Adoption Bill

Will provide new and strengthened powers to intervene in underperforming schools.

1. It will authorise RSCs to issue academy orders to **maintained schools judged Inadequate** by Ofsted, requiring them to become sponsored academies.
2. The bill will extend our powers into **coasting schools** – schools that have shown a prolonged period of underperformance and are not supporting their pupils to make the progress they should.
 - It will allow RSCs to identify additional support for coasting schools. If the school doesn't have a sufficient plan or capacity to bring about improvement, RSCs can progress academisation, bringing in new leadership
3. The bill will also give RSCs power to issue warning notices to schools that are otherwise underperforming. LAs also retain their powers to issue warning notices but should work with their RSC as any warning notices issued by the RSC take precedent over those of the LA.
4. Department will be consulting on a revised version of the Schools Causing Concern guidance and the coasting definition shortly.



The Big Challenges

- Leadership
- Executive leadership – CEO
- Governance
- Sponsors
- Money
- Your country needs you to build the real self-managing, self-improving school system!



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It is not the *strongest* of the species that survive, nor the most intelligent, but the one most responsive to change.

Charles Darwin



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Any questions or comments?



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