

# THE DELTA EDUCATION TRUST

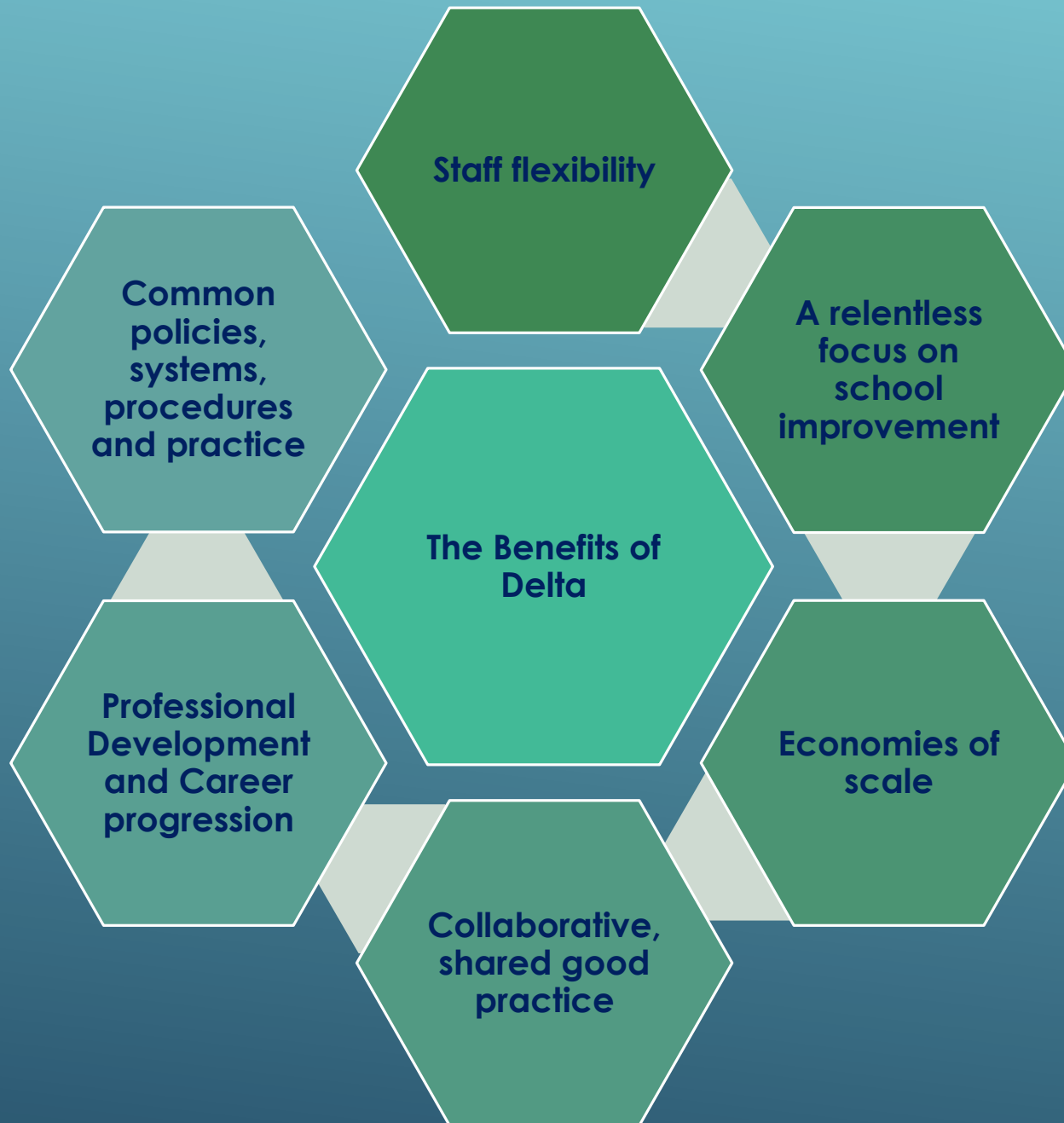
(OUR PURPOSE & WHY WE DO THIS)

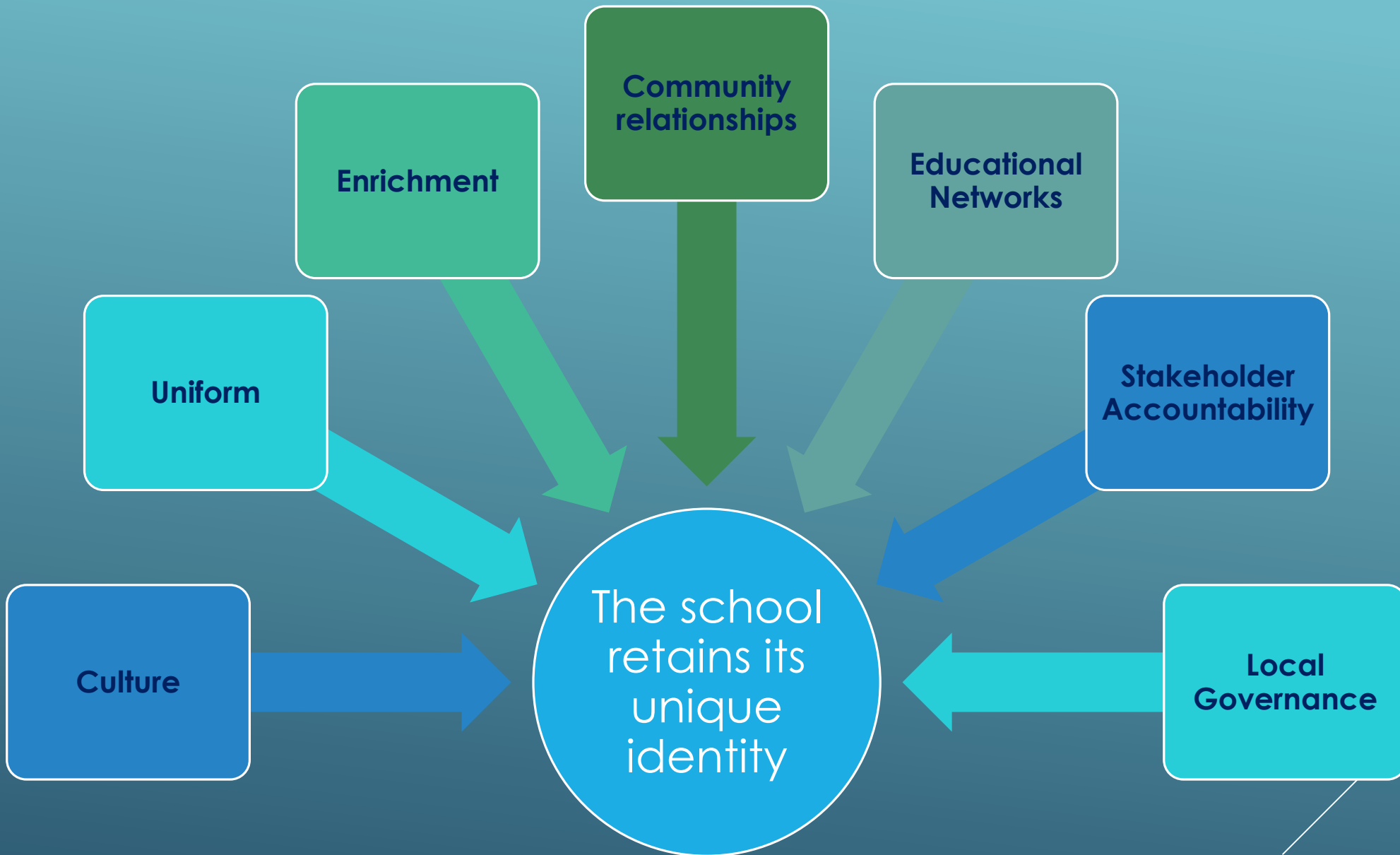
*Turning around lives,  
Creating opportunities and  
Building successful futures*

(and we apply this in equal measure to students and staff)

- ▶ 2008 – Poole Learning Support Service -Ofsted grade 4 – ‘Special Measures’
- ▶ 2009 – After 5 months, Ofsted grade 3 – ‘Satisfactory’
- ▶ 2011 - Ofsted grade 2 – ‘Good’ with Outstanding Features
- ▶ 2013/14 – renamed ‘The Quay School’
  - ▶ Academy conversion (single)
  - ▶ Multi-Academy conversion (formed the Delta Education Trust)
- ▶ 2014/15 - The Quay School - Ofsted grade 1 - ‘Outstanding’
  - ▶ Sponsorship of Grangeside (now Coppice Spring) school (in special measures)
- ▶ 2015/6 - The Quay School designated as a National Teaching School (SIGMA)& National Support School
  - ▶ Coppice Spring School – new Leadership Team, oversubscribed, moving towards ‘Good’ (SIP judgement)
- ▶ 2016 – Successful Special Free School Application – now in the pre-opening stage

**A BRIEF HISTORY: OPPORTUNITY AND DESIGN  
INFORMED BY A PHILOSOPHICAL IMPERATIVE**





WHAT ABOUT AUTONOMY?

0%  
Alignment

100%  
Alignment



### Autonomy

- Uniform
- Enrichment
- Local educational networks
- Culture
- Community relationships
- Stakeholders

- Curriculum
- Staff Development
- Governance
- Premises
- Finance

### Centralisation (cloning)

- Policy Alignment
- Compliance
- Standards
- Accountability
- HR
- Legal

# HOW OUR ACADEMIES ARE ALIGNED

# WHAT DOES IT LOOK LIKE IN PRACTICE (FOR STAFF AND STUDENTS)?



- ▶ Our ethos and values...
- ▶ Totally committed to achieving the best possible outcomes for all young people, especially the most vulnerable
- ▶ Clear School Improvement Strategy
- ▶ Designated National Teaching School & National Support School
- ▶ Outstanding professional development programme
- ▶ Established MAT systems – governance, IT, HR, finance, Premises, CPD
- ▶ Experience of SEN and AP funding as an academy
- ▶ Our Expertise!

WHAT DO WE BRING AS STRENGTHS?

- ▶ A well communicated strategic vision that moves from implementation to impact
- ▶ A clear accountability framework for the performance of all staff in the trust
- ▶ Clear QA Systems in place to improve consistency and performance
- ▶ Clear Delegated Framework for Governance at Trust and Local Governing body level
- ▶ Trust wide school improvement strategy that recognises the best practice from its schools needs to form the basis of improvement more widely
- ▶ Systematic programme of school to school support targeted at the needs of individual academies
- ▶ Skilled Management of the Trust Risk Indicators
- ▶ A planned approach to Succession for all of the key roles in the Trust
- ▶ Commitment to making a contribution to local, regional, & national system leadership

WHAT MAKES SUCCESSFUL MATS? THE DFE CHECKLIST



# The Cycle of School Improvement



**Members**  
(meet annually at AGM)

Chair of  
Directors

Vice  
Chair of  
Directors

Member

Member

**Board of Directors / Trustees**  
(meet at least 4 times per year)

CEO

5 Directors appointed  
by Members

5 Co-opted  
Directors

Chairs of LGBs  
(up to 5 discretionary)

**Finance, Resources and Audit Committee**  
(meet at least 4 times per year)

Chair

4 Directors  
(minimum)

CFO  
(in attendance)

**Personnel & Pay Committee**  
(meet at least 4 times per year)

Chair

4 Directors  
(minimum)

CFO  
(in attendance)

Sub Committee for Large Projects if required

TRUST STRUCTURE

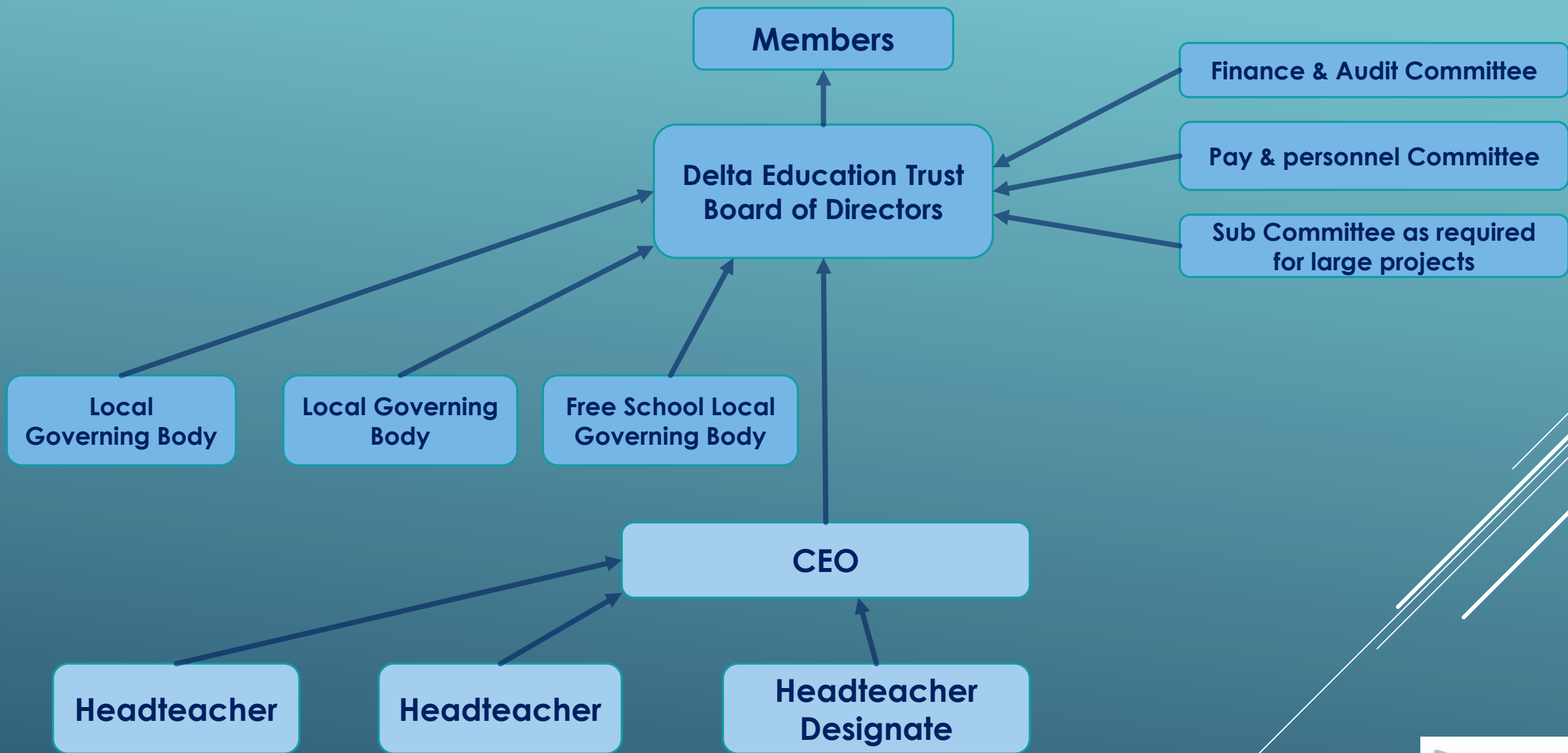
- ▶ **Members**
- ▶ **Directors**
- ▶ **LGBs**
- ▶ **Scheme of Delegation**
- ▶ **Strategic Plan**

## TRUST ROLES AND RESPONSIBILITIES

- ▶ Retired secondary Headteacher, Chair & Member
- ▶ Serving secondary Headteacher, NLE, Vice Chair & Member
- ▶ Consultant adolescent psychiatrist & Member
- ▶ Serving secondary Headteacher
- ▶ Company (coaching and mentoring) Director and Member
- ▶ Serving primary (MAT) Executive Headteacher
- ▶ Managing Director Construction, Property & Civil Engineering Consultancy
- ▶ Head of Social Impact Funds for a Social Enterprise Group
- ▶ Chair Professional Pilot Training Company, Retired Civil Aviation pilot, Bachelor of Laws
- ▶ Telecoms Education Client Partner, Chartered Accountant
- ▶ Chief Executive Officer

## THE DELTA BOARD & THE SKILL SET



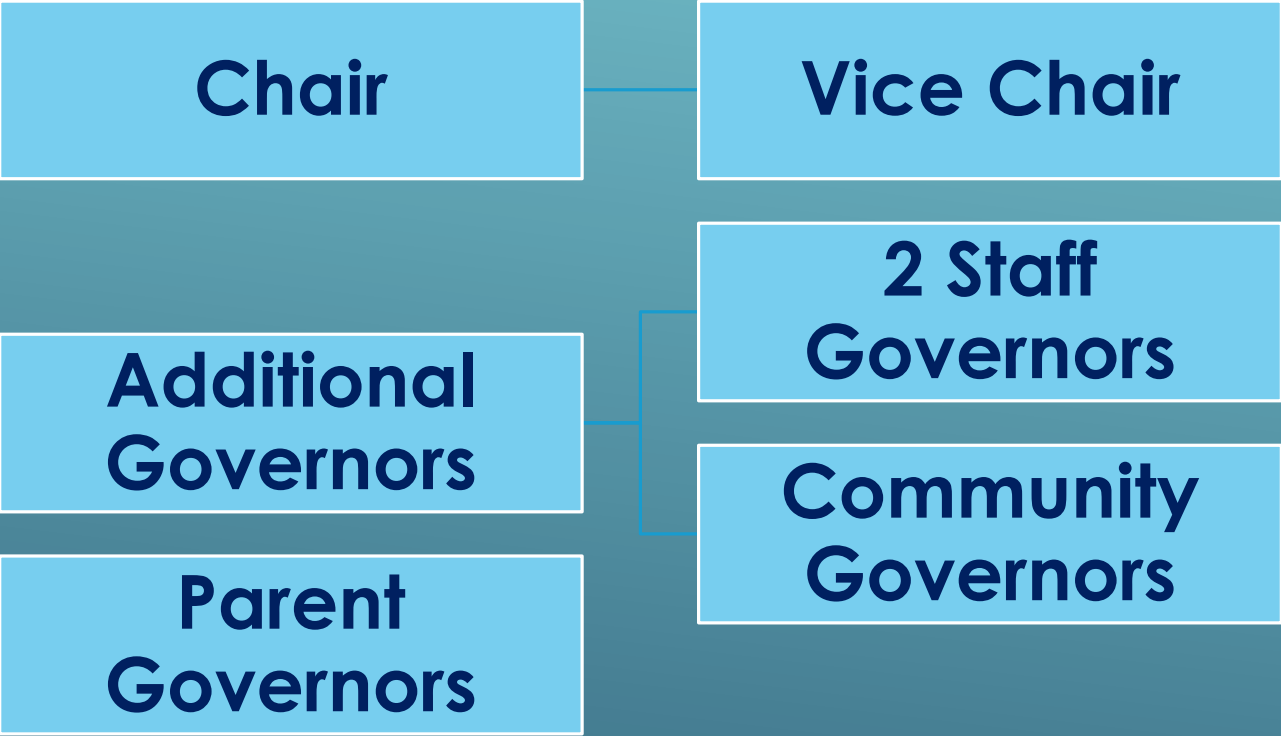


# ACCOUNTABILITY STRUCTURE

- ▶ **What are they?**
  - ▶ Essentially a sub committee of the Board
- ▶ **Why are they important?**
  - ▶ They know the school
  - ▶ They know the community
  - ▶ They are stakeholders (community, parents, staff)
- ▶ **Key roles and responsibilities**
  - ▶ carrying out the Trust's vision, policies and priorities.
  - ▶ Monitoring the performance of the academy
  - ▶ holding the academy leadership to account
  - ▶ Operating according to the Trust's Scheme of Delegation
  - ▶ To be the academy's link to the Board

# LOCAL GOVERNING BODIES

**Local Governing Body**

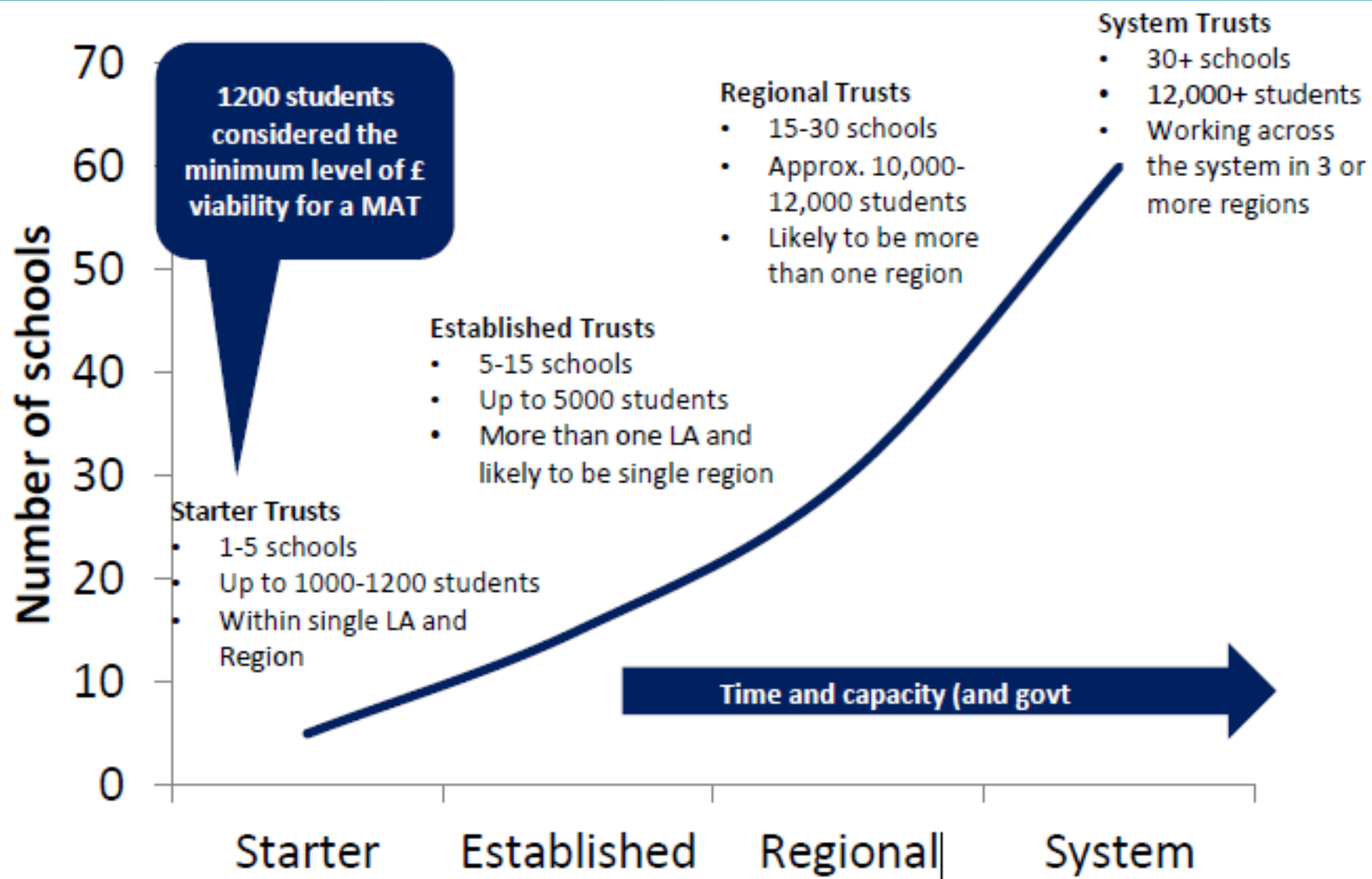


**STRUCTURE OF LOCAL GOVERNING BODIES**

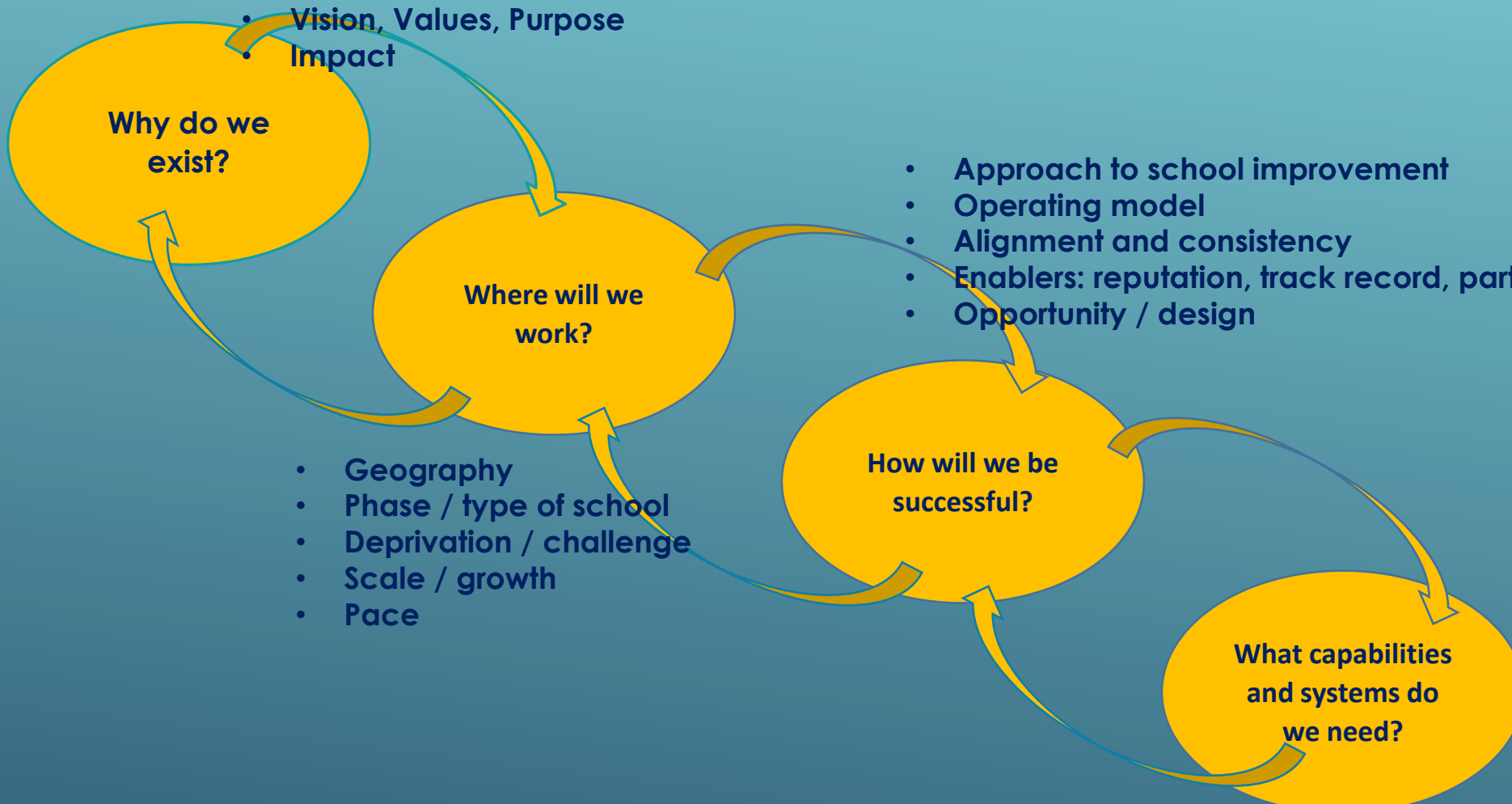
- ▶ Yes to more Academies –but focussed on top and bottom (driven by finance, and RSC involvement, respectively, in large parts)
- ▶ In the most part, and for all new converters, Academies to be part of MATs
- ▶ Wholesale Local Authority conversion is off the agenda
- ▶ MATs will still have to have parent governors
- ▶ No target end date for a fully Academised system

## **GOVERNMENT VIEW ON GROWTH OF ACADEMIES –LAST WEEK!**





# GROWTH PLAN FROM HERE TO 2020 —A TYPOLOGY OF MATS



- Vision, Values, Purpose
- Impact

Why do we exist?

- Approach to school improvement
- Operating model
- Alignment and consistency
- Enablers: reputation, track record, partnerships
- Opportunity / design

Where will we work?

- Geography
- Phase / type of school
- Deprivation / challenge
- Scale / growth
- Pace

How will we be successful?

What capabilities and systems do we need?

- Skills
- People
- Governance
- Systems

# STRATEGY FRAMEWORK: CHOICES

- ▶ **Trust Lead (s) for School Improvement support & challenge informed by:**
  - ▶ R&D to understand improvement priorities
  - ▶ CPD to address improvement priorities
  - ▶ Data analysis to identify improvement priorities
- ▶ **Succession Planning**
  - ▶ Experienced Senior Leaders leading across the Trust on one of the above (future Headteachers)
    - ▶ NPQSL / H,
    - ▶ OFSTED training,
    - ▶ Coaching training
  - ▶ Experienced Middle Leaders leading across the Trust on a theme or subject (future Senior Leaders)
    - ▶ NPQML / SL,
    - ▶ Coaching training
- ▶ **Functional Leads (Back Office):**
  - ▶ Liaise with Headteachers to ensure smooth running of schools Functional teams in schools report to leads in terms of operational delivery of strategy, management data and local functions

# CONDITIONS FOR GROWTH



**CENTRAL SERVICES** LEAVE HEADTEACHERS FREE TO  
FOCUS ON TEACHING & LEARNING

## Estates

Manage the asset from a MAT wide perspective  
Prioritise maintenance  
Cost savings  
Health & Safety



Caretakers  
Site team  
Health & Safety

## Admin

Ensure consistent service delivery  
Statutory compliance  
Standardisation of Systems



Reception  
Office Managers  
Office assistants  
Admin teams

## ICT

### FUNCTION LEADS

Ensure MAT wide communication is maintained  
Ensure teachers are equipped to meet the curriculum  
Maintenance support



### SCHOOL BASED TEAMS

Senior Technicians  
Technicians  
ICT manager

## HR

Ensure MAT legal compliance  
Performance  
MAT HR Policy & Process  
Pay Structures



HR Admin  
Employee Relations  
Learning & Development  
Recruitment

## Finance

MAT wide budget systems, management, monitoring.  
Transactions Management  
Accounts



Finance Officers  
Finance managers  
Payroll  
Gen Ledger  
Fixed Assets

## Marketing

Brand protection & compliance.  
MAT wide communication  
Publicity

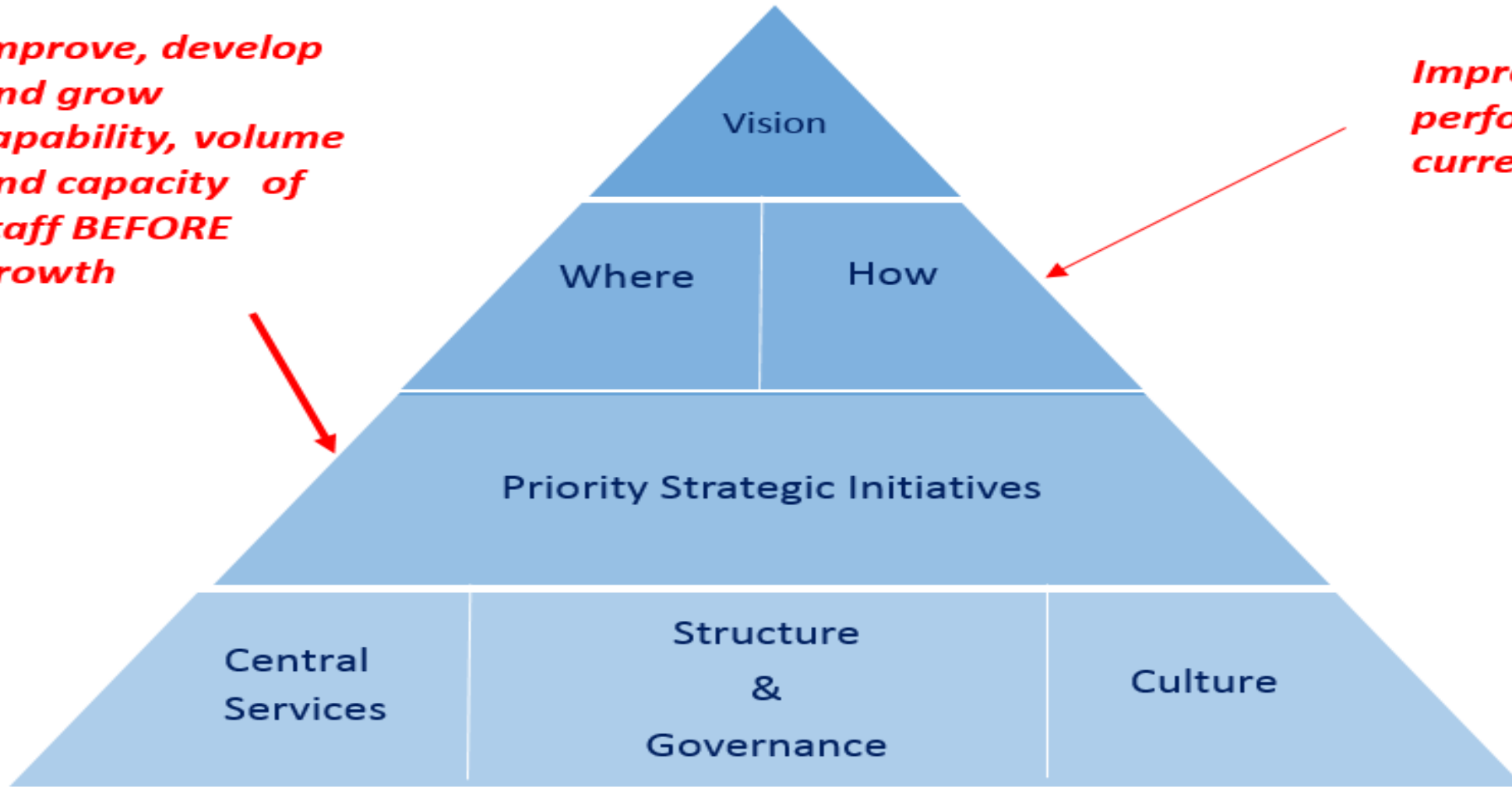


Reprographics  
Web Lead  
Brand Lead  
Web Development

# The Challenge of Growth

*Improve, develop and grow capability, volume and capacity of staff BEFORE growth*

*Improve and maintain performance of current schools*



*“The right people, in the right places doing the right things at the right time but doing them well.”*

▶ Questions?

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