

THE DELTA EDUCATION TRUST

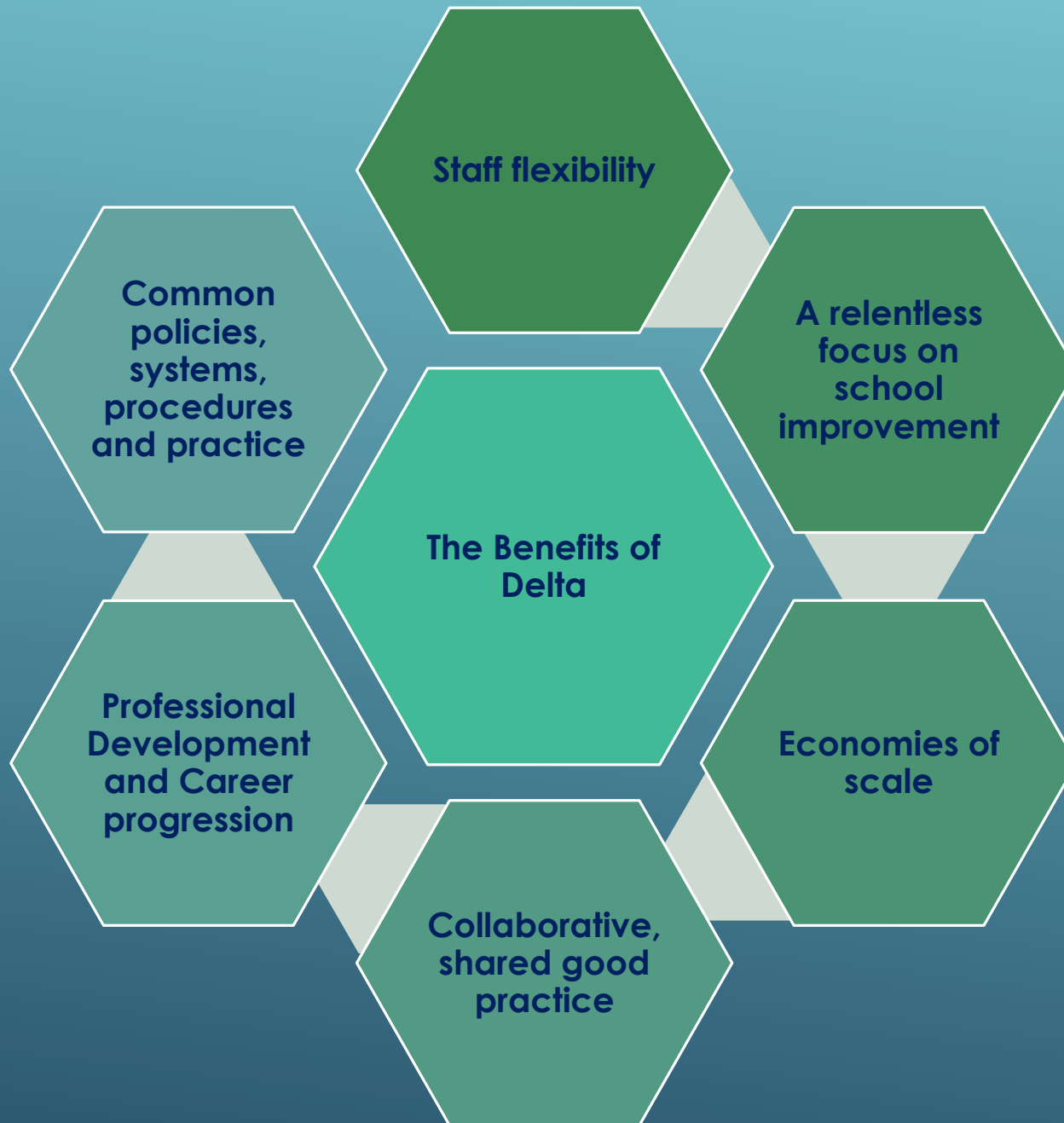
(OUR PURPOSE & WHY WE DO THIS)

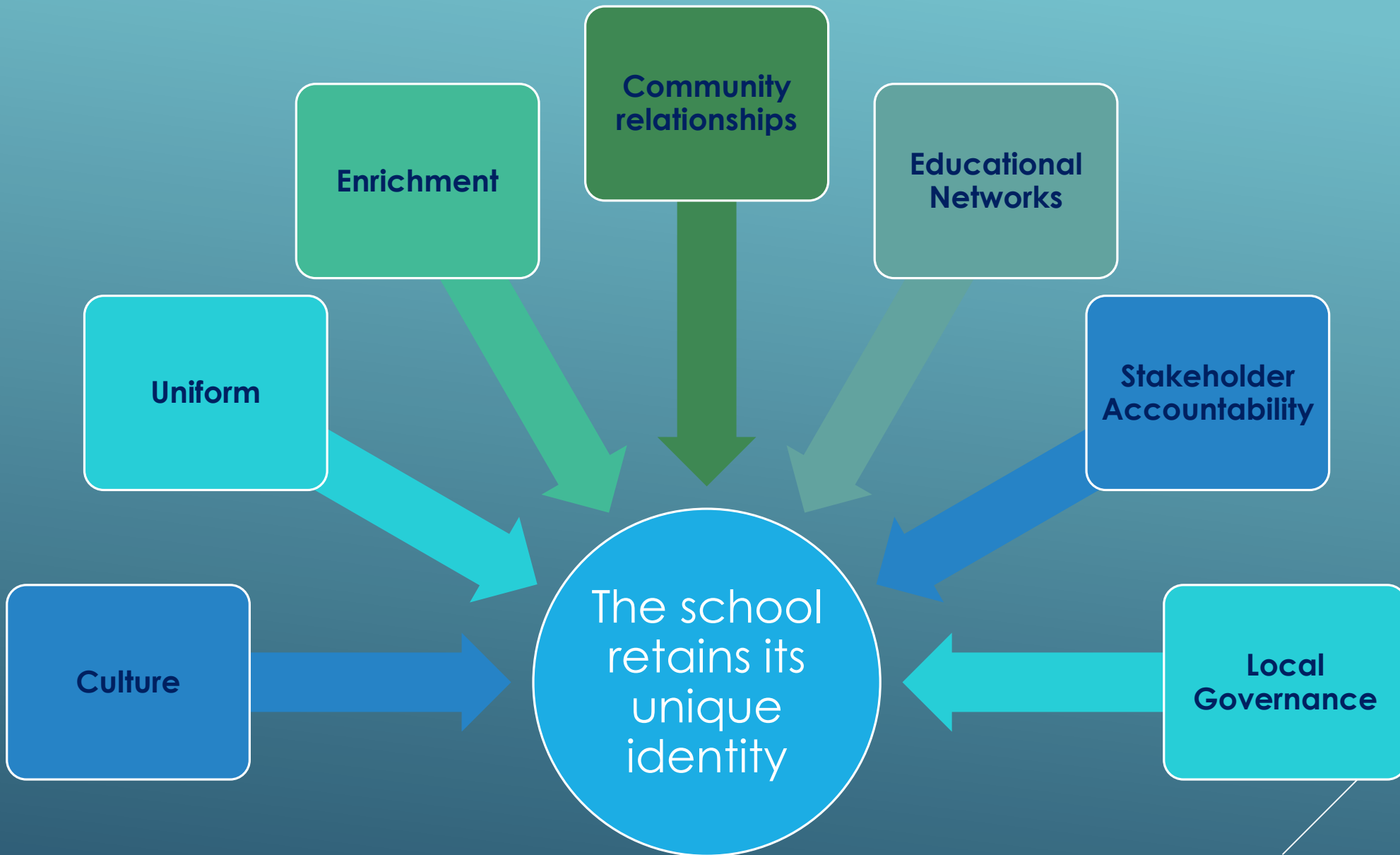
*Turning around lives,
Creating opportunities and
Building successful futures*

(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

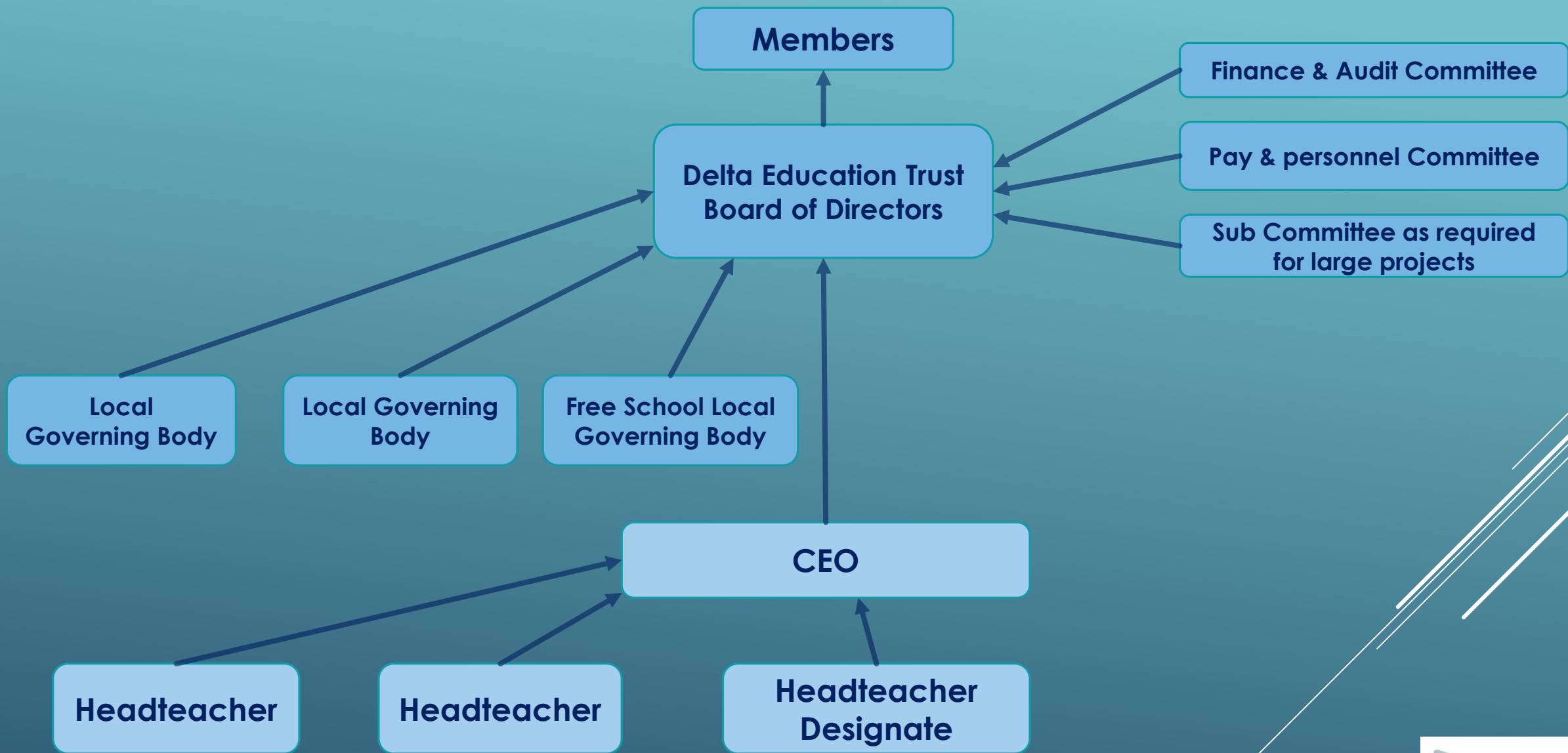
- ▶ **Members**
- ▶ **Directors**
- ▶ **LGBs**
- ▶ **Scheme of Delegation**
- ▶ **Strategic Plan**

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



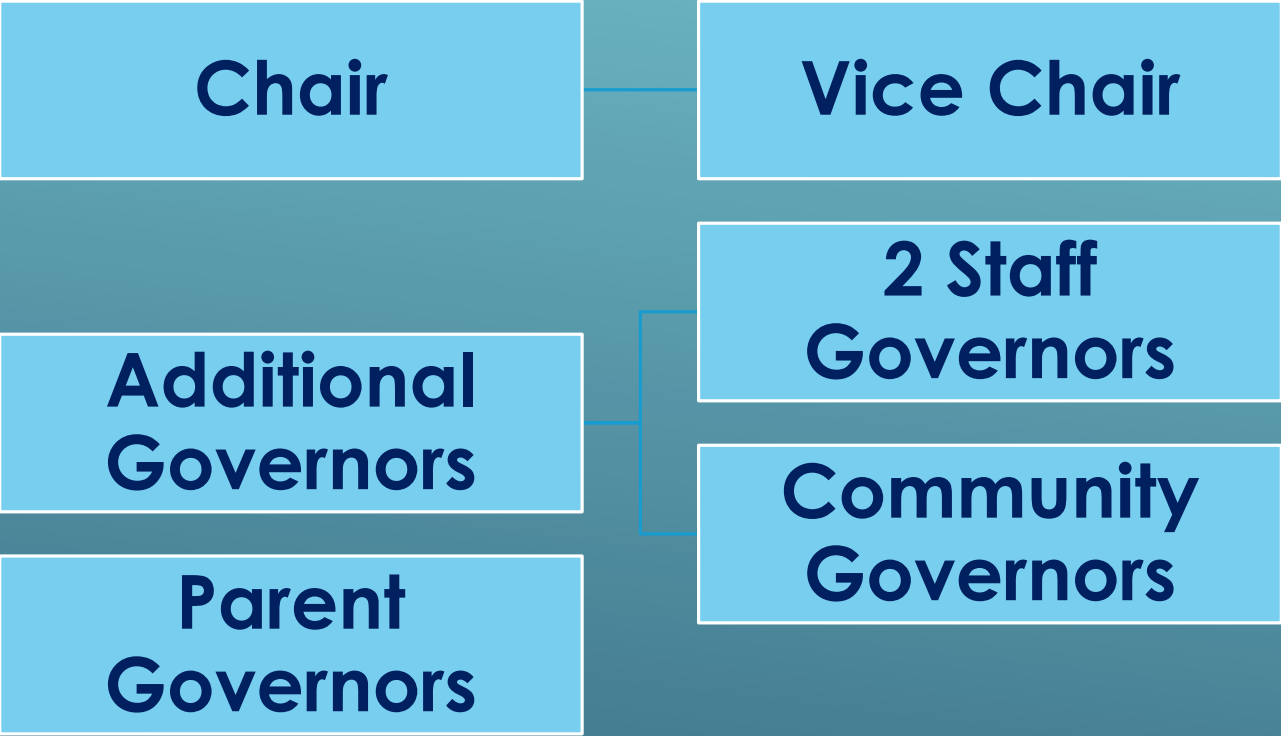


ACCOUNTABILITY STRUCTURE

- ▶ **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

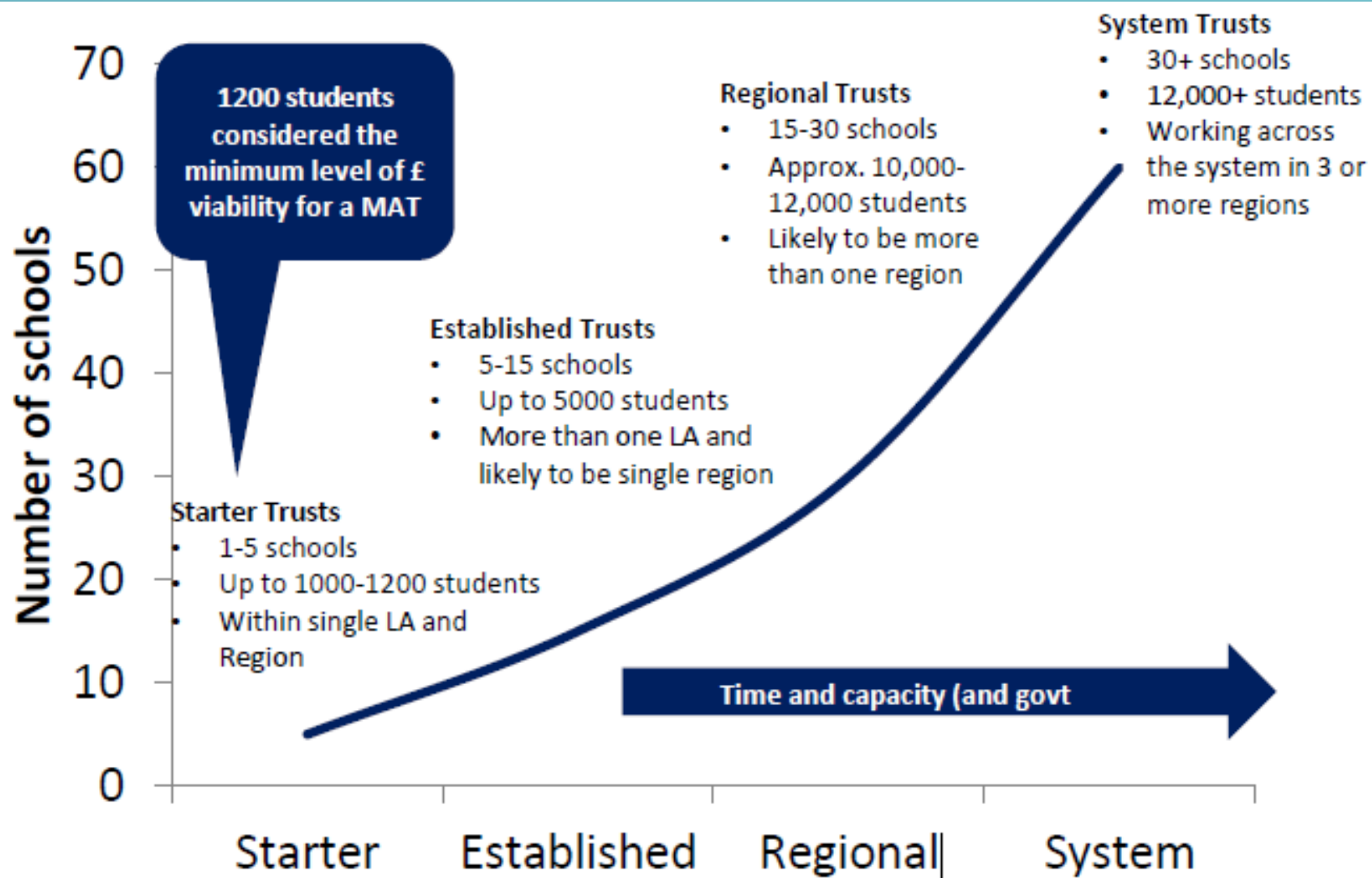
Local Governing Body



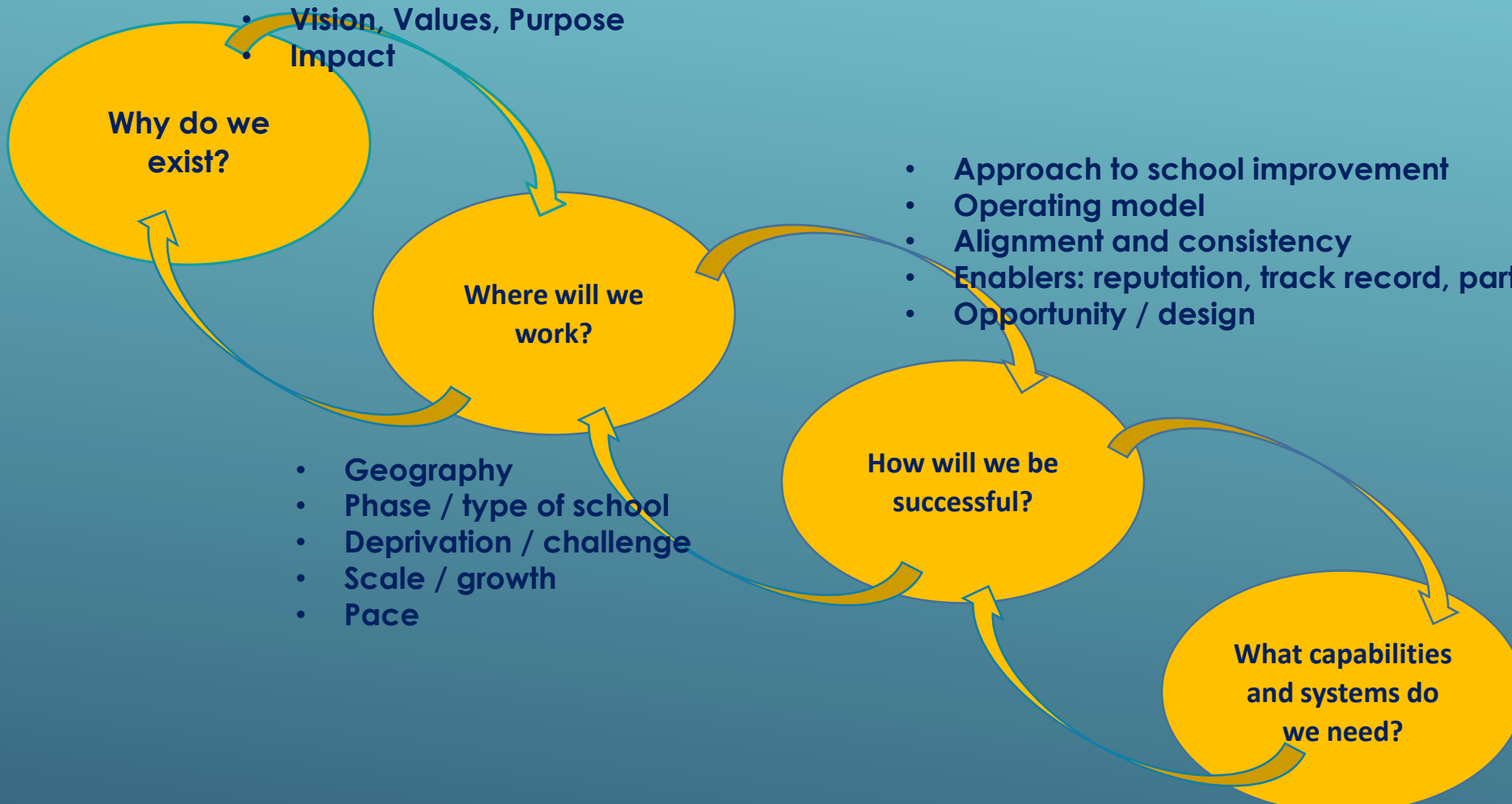
STRUCTURE OF LOCAL GOVERNING BODIES

- ▶ 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



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

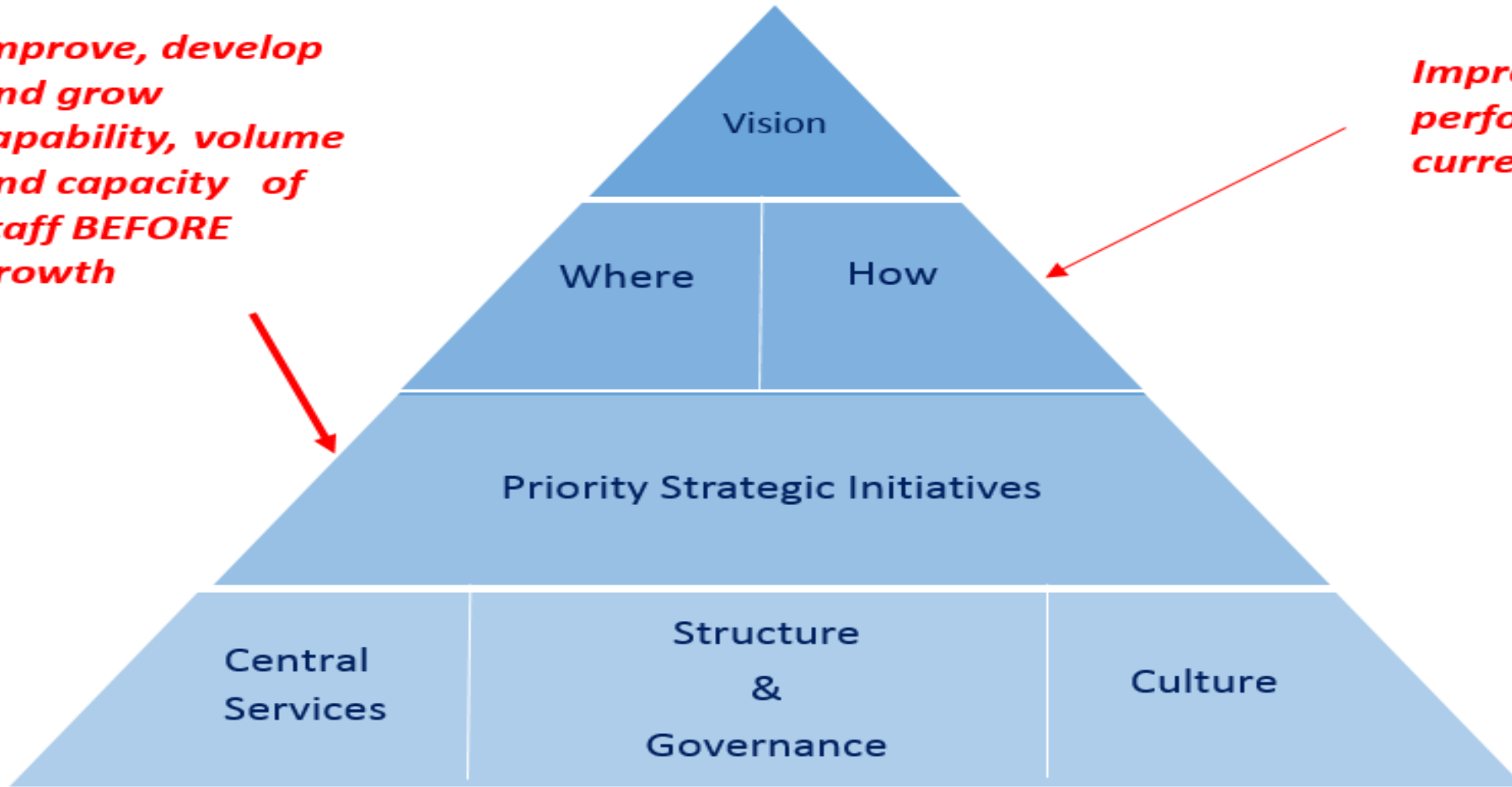


Reprographics
Web Lead
Brand Lead
Web Development

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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