

# From **School** Leadership to **System** Leadership

Towards the school-led,  
self-improving system...

# The problem...

- \* Only 50% of our 15 year-olds can answer the bicycle question!
- \* We need 80% to be able to answer it.

20 years ago... we were at the  
bottom...



But we have climbed steadily...



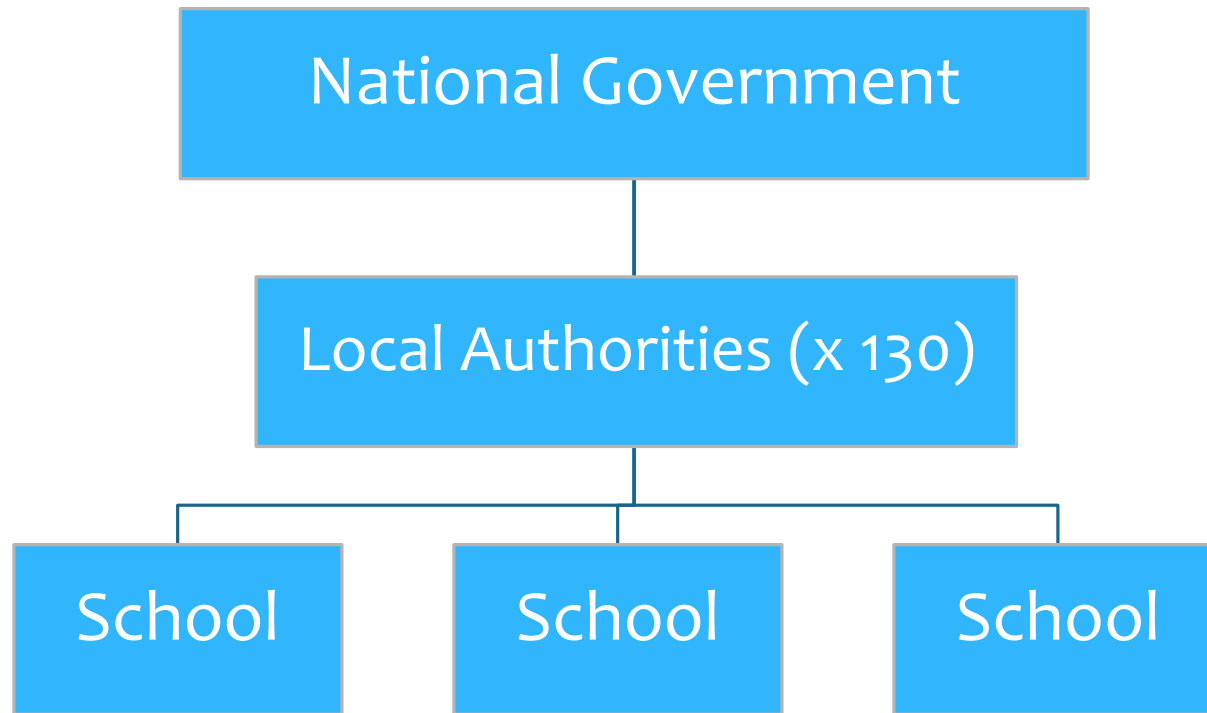
We enjoy the achievement...



But we were only at base camp...



# English National System - Second half of 20th Century



# English National System - Direction of travel since 1990

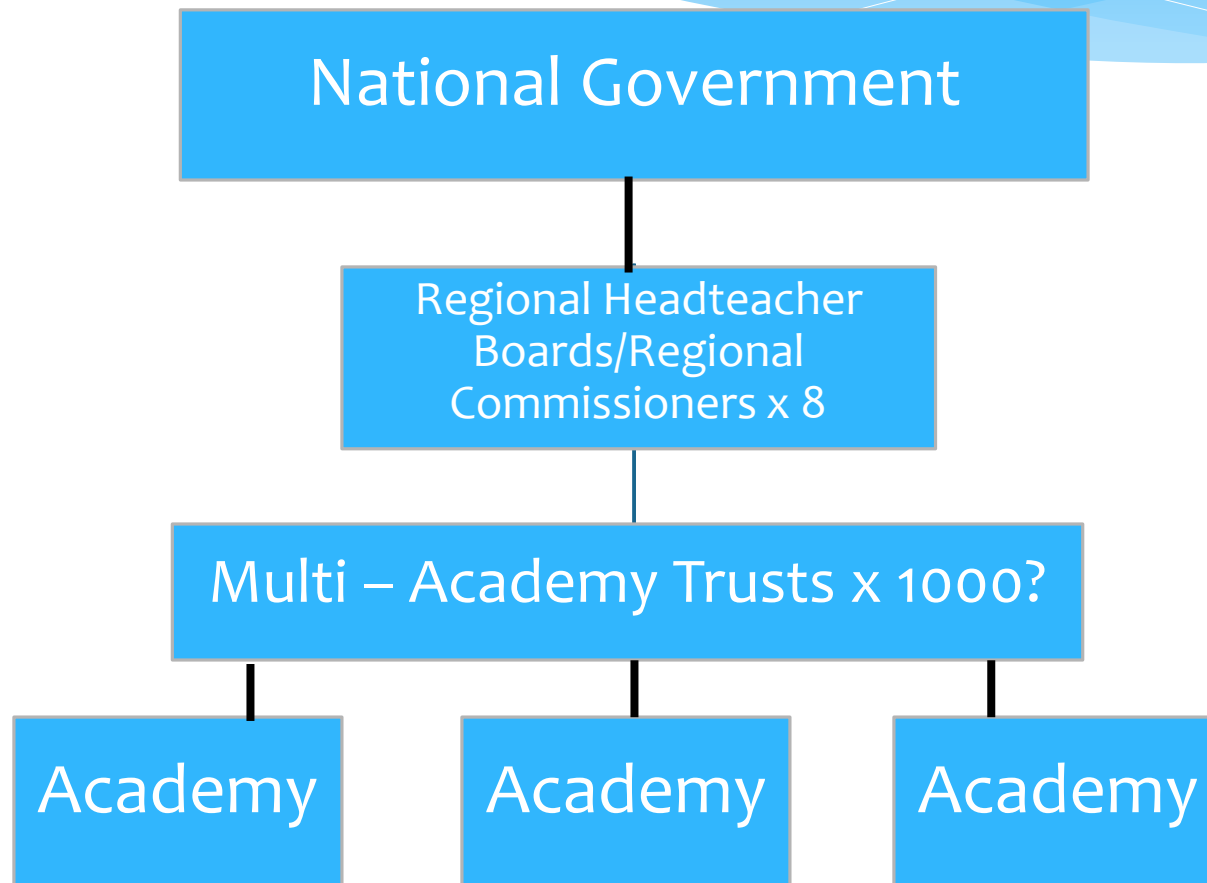
National Government

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Academies  
(x 20,000)



# English National System - the future?



# The future?

## Regional Headteacher Boards

- \* 8 regions, each with an elected Board of 6-8 Headteachers and a Regional Schools' Commissioner
- \* Roles:
  - \* monitor academy performance and prescribe intervention in underperforming academies
  - \* take decisions on the creation of new academies and who should run them
  - \* ensure that there are enough high-quality school sponsors to meet local need;
  - \* take decisions on changes to age ranges, mergers and changes to multi-academy trusts

# The future?

## Multi-Academy Trusts (MATs)

- \* MATs are charitable companies
- \* Ideally, responsible for between 3 and 20 schools
- \* Sign a contract for 7 years with the Minister for Education to run their schools
- \* Governed by a Board of Directors of 8 -12, with expertise ideally including law and finance as well as education
- \* Each individual school has a Local Governing Body, which is actually a sub-committee of the MAT Board of Directors
- \* MAT central functions – CEO, HR, Finance, ICT, School Improvement

# The future?

## The national framework

- \* National Curriculum – but very light touch and more of an expectation than a legal requirement
- \* National Funding Formula with most funding simply following the child
- \* National examination system with all results published and raw results analysed by pupil progress
- \* National inspection system – Ofsted – high stakes

# The future?

## Who is responsible for school performance?

- \* Each school's Headteacher is responsible to the MAT Board of Directors for their own school's results
- \* Each MAT is responsible for the results of all its schools

# The future?

## Who is responsible for dealing with under-performance?

- \* MAT would be expected to intervene robustly if one of its schools is under-performing, which could include:
  - \* Appoint new Governors
  - \* Replace the Headteacher and/or senior staff
  - \* Bring in external expert help
  - \* Redeploy staff from other schools in the MAT

# The future?

## Who is responsible for dealing with under-performance?

- \* If it is the MAT itself which is underperforming, not able to support or improve its schools:
  - \* Regional Schools' Commissioner would intervene
  - \* The MAT could be taken over by another MAT
  - \* Schools in the MAT could be moved to a variety of other MATs

# The future?

## Who is responsible for support for underperforming schools?

- \* 'Teaching Schools' are central to this:
  - \* 600 across England (1 per 30 schools)
  - \* Train teachers – not Universities any more
  - \* Provide 'school to school support' to address weakness
  - \* Develop 'Subject Leaders in Education ' to provide specialist support to schools
  - \* Carry out research
  - \* Succession planning for school leadership
  - \* Continuing Professional Development – on-going training



# The future?

## Summary

- \* Minimal central government control
- \* Key roles for Regional Headteacher Boards
- \* Maximum freedom for individual MATs:
  - \* Curriculum
  - \* Hiring and firing staff – do not need to be qualified
  - \* Timing of the school day/school year
  - \* Salary scales
- \* Very high levels of accountability – exam results & Ofsted
- \* Fast, robust intervention if there is underperformance