



Department for Education

Nine Strategic Priorities that MATS are focusing on for the next stage of development

**Sir David Carter
National Schools Commissioner**

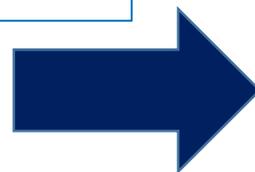
The key strategic priorities for the system

1. MAT to MAT Collaboration
2. Designing Consistent and Collective practice
3. Social Mobility
4. Growing the next generation of MAT leaders
5. Financial planning
6. MATS as Employers of Choice
7. Growth and new models of MAT partnership
8. Incubating and Innovating next practice
9. Governance that has impact and is ethically sound

Number 1- MAT to MAT Collaboration

Challenge 1

To build stronger and sustainable MAT to MAT collaborations across and between communities



The five things to think about

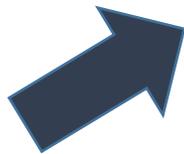
1. System leadership brain
2. Educate ALL the children better than ever in the community
3. Build more flexible capacity to improve standards faster
4. Over-recruit teachers and over-train more leaders than one MAT needs
5. Secure intra-MAT efficiencies through joint procurement and providing traded services to each other

Number 2 – Designing collectively agreed consistent practice

Challenge 2

To create more educational strategy that is consistently implemented across the MAT

LOOSE



TIGHT

The five things to think about

1. Greater equality of experience for children where their learning is less secure
2. Consistent practice across the MAT emerges from tried and tested evidence
3. If well led it can result in more efficient use of teacher time, better allocation of resources and quicker school improvement
4. Impacts positively on workload as the consistency of planning, assessment and moderation should reduce duplication of effort
5. Enables leaders, teachers, governors, parents and children to be clear about the expectations everyone has of standards and outcomes

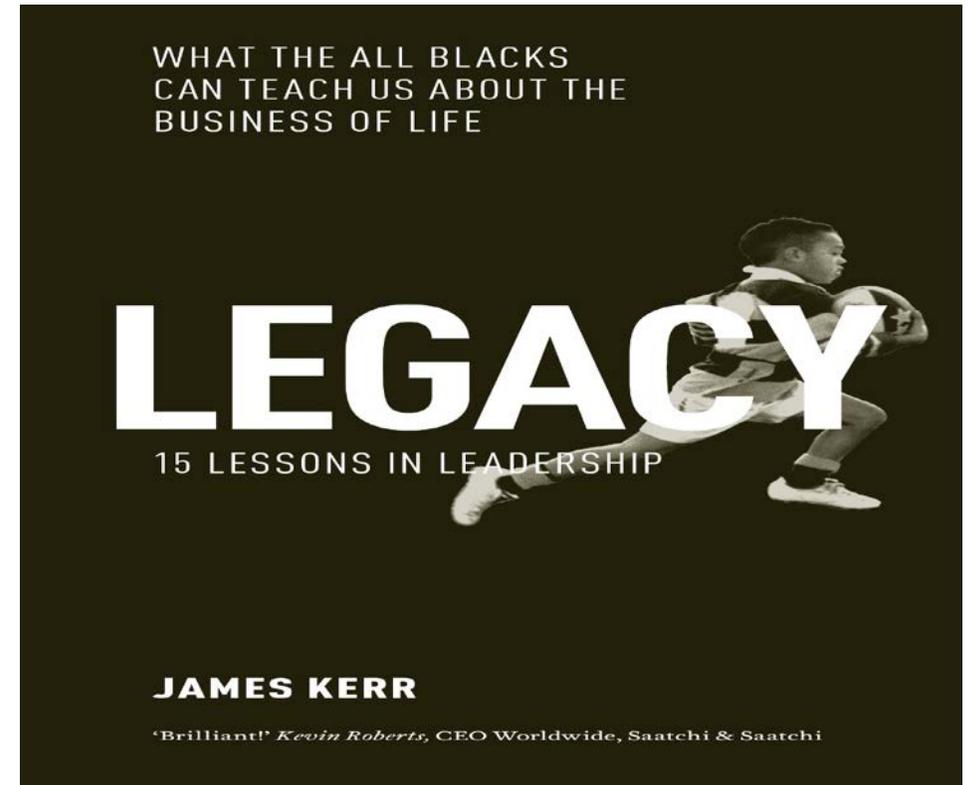
Number 3 – The capacity of the MAT should play an even bigger role in increasing Social Mobility

What does this mean young people who are educated in a MAT?

- Fairer access to Skills and Qualifications
- More resilient learners able to overcome challenges when they arise
- Creates Exposure for learners to broader experiences in the Arts, Sport, Film, & Art for example
- Makes the route map to HE and the workplace easier to follow
- Embeds the value of learning and skill building to maintain training and development in adulthood
- Builds Confidence and Personal Capacity and drives Social Responsibility



It is the Legacy Challenge and how we leave our schools in better shape than when we took them on



What our most vulnerable children need from their education

MATS have to be even better at delivering outcomes and opportunities for dis-advantaged children.

They will do this as a result of;



Skills to build confidence and unlock doors into employment and training



Qualifications that enable children to compete with their more advantaged peers



An **enriched education** that opens the eyes and ears to the world of the arts, sports, languages, science and technology



A belief that the children of today can **lead the communities** of tomorrow



Appreciation of how education **unlocks talent** and how as parents in the future they can help their own children



Self Belief, Self Value, Self Worth and Selflessness



Great School **Leadership**

Number 4 – Growing the next generation of Collaborative Leaders



What do future CEOs need to learn from the current experiences we have had?

- Multiple school leadership experience is different single school leadership
- Vision-Strategy-Plan-Delivery-Review-start again
- Start with people
- Micro and Macro System leadership
- Change Management
- Communication

Number 5 – Financial Planning

The five things to think about

1. The power of using **time** differently
2. The potential of people **working better together**
3. Driving resource management from the **curriculum to the spreadsheet**
4. **Pooling** the problem, **sharing** the solution, **spreading** the cost
5. Be inside the **benchmark** not an outlier



Number 6 – MATs need to become the employers of choice in their communities

What makes a great MAT employer?

My role in MAT future is clear, as is the MAT role in my future

My professional development alongside my personal wellbeing is considered

My contribution is recognised and valued

I get the chance to influence and lead

I help more colleagues than ever before



**employer
of choice**

Number 7 – MATs Growth and new models of partnership to drive system capacity

Growing strong MATS is crucial but there will be other partnerships that will also need to develop.

Growth will come from four sources – we currently open on average 1000 academies and free schools per year:

- Voluntary joiners
- DAO where schools have failed
- Academy rebrokerage
- New Schools

There will be other new solutions as well:

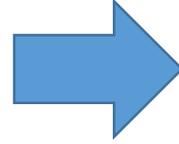
- Mergers between trusts
- Associate partners of MATS for limited time periods
- MATS providing services to each other rather than replicating similar back offices
- MATS and TSA taking ownership of improving larger educational communities



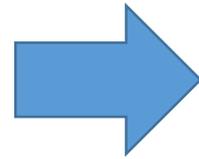
Number 8 – Becoming the Incubators of new practice for the system

Challenge 8

How do we pioneer new practice from the classrooms of MATS up to the system?



- As the system improves we need the next wave of innovation to be pioneered within our strongest trusts



- The system needs to lead innovation and take forward a new model of the “school lead system” that addresses failure and new practice in these areas:
 - Curriculum and the sharing of high quality resources
 - Assessment and “in year” progress measurements
 - Pedagogy and teacher development
 - System led collaborations
 - Leadership Development
 - Teacher Recruitment
 - Research and Development

Number 9 – Building Governance that is effective, socially just and ethically sound



Characteristics of the strongest MAT Governance

- The CEO and Executive team are held **to account** through a balance of challenge and support
- A broader professional skillset exists which includes **educational expertise** as well
- Every board member takes **corporate responsibility** for every aspect of governance not just their areas of interest
- They have made it clear to everyone what the role **of local academy boards** is and how they bring matters to the attention of the board
- The temptation to **over delegate** to sub committees is resisted
- Trustees are responsible for the education **of all children in the MAT** and not just those in individual schools they may have represented now or in the past
- The **Nolan principles** matter and are a guiding star for actions and behaviours

In Summary



Within the next six months there will be over 8000 academies and free schools and around 1400 MATs

- 1 The RSC team on behalf of the Secretary of State have a stewardship role to ensure that the academies deliver what they said they would
- 2 MATS are potentially one of the best models for school improvement we have created in this country but the next three years is about system wide consistency.
Learning from the best to become better
- 3 MATS must own the next phase of their development and be proactive in relationship development, collaborative partnerships and sharing their resources and staff outside of a business model