



Archdiocese of
Birmingham



Our Lady's Catholic Academy

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Our Journey

- 1st November 2013- St Gregory's lead school – ten months negotiation + plan for DfE
- Three schools – vulnerable ; primary and secondary
- Interim period – two schools temporary leadership,
Acting Executive Principal (secondary); acting principal (primary)
Heavily reliant upon internal and external support
Clear strategy for support and improvement including...

THE ESSENTIAL TASK MASTER

This is a story about four people named Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

KEY MAC Priorities

- **PRIORITY 1. Leadership and management, including governance**

Developing senior leadership- securing accountability at ALL levels; strategic planning; data analysis; governance;

School-to-school support; pairing governors; part-time secondment of Executive Headteacher; increase CPD opportunities; implementing robust systems and procedures

Priority 2. Improving teaching, learning and assessment

Securing links with National Support Schools (St. Gregory's and St John Plessington)

RESEARCH from DfE and Future Leaders Trust

Characteristics of the most successful Academy Chains

1. They know and understand quantitative data for all academies-well.

ASCC: Adopted a standard core data set which is adapted and presented in varying degrees of depth according to the audience.

Board of Directors –

Directors' School Improvement & Standards Committee –

Academy Committee-

Link Academy Representative

The highest performing academy chains in this country have a clear vision and a distinct model of teaching. I would encourage all new academy chains not to see themselves only in terms of being effective administrators, or competent managers. They should also be bound by a philosophical and pedagogical vision."

*Nick Gibb, Minister of State for Education
November 2015*

STARTING POINTS for SCHOOL IMPROVEMENT

- **WHAT IS THE SCHOOL'S EVALUATION OF ITS OWN EFFECTIVENESS (SEF)?**
- **DOES THE INFORMATION /EVIDENCE SUFFICIENTLY BACK-UP WHAT THE SEF IS SAYING?**
- **ARE ALL ACADEMIES MAKING PROGRESS? HOW DO WE KNOW?**

If not, why not? What do we need to do?

What are the MAIN barriers which prevent this happening?

What is the existing CAPACITY of leadership and governance?

INTERNAL AUDIT 2013

What resources are available/accessible to support school improvement? NB: LIMITED in 2013-2014

Are we making effective use of all available internal and external resources and capacity?

Experienced governing bodies

Experienced NCTL School Improvement Partner (SIP)

Diocesan RE inspector

Outstanding teachers/support staff

Untapped *potential* (leadership?)

RESEARCH from DfE and Future Leaders Trust

- **2. They acquire and use all information about each academy.**

ASCC

Principals' Committee

- **Standardised Self-Evaluation (SEF) –agreed with directors**
- **School monitoring visits –internal**

NCTL accredited School Improvement & Challenge Partners , including one NLE

Quality assurance- externally commissioned by BoD

The Role of the SICP

Orchestrating strategic planning/links/activities

NB: NOT line -managing principals !

- Liaises directly with the Chair of the Board and Directors' Committees:
- Advise and agree on agenda priorities at strategic level
- Ensure ALL information is accurately and systematically reported to the board of directors
- Liaise and set annual timetable for monitoring by directors
- Provides support for principals and school leaders (as agreed)
- Provides challenge for principals and school leaders
- Liaise with external partners and agencies, where appropriate
- Broker support through deployment of staff across the MAC, including Specialist Leaders of education(SLE's)
- Develop links with Teaching School Alliances, eg. C2C

RESEARCH from DfE and Future Leaders Trust

3. They adapt strategies to an academy's context

ASCC: Identify and address the barriers and/or areas for improvement, individually and collectively?

MAC Development Plan – corporate issues

4. They deploy expertise strategically.

ASCC

- 'Win-win by broadening the leadership experience of the best and emerging leaders; deploying them to support academies that have particular problems or challenges. The deployment may only be for part of the week and/or for a limited time.

RESEARCH from DfE and Future Leaders Trust

- **5. They coach improvement in teaching and learning.**

The coaching model varies;

use of coaching pairs or triads (brokered by SICP)

Video coaching/conferencing (both staff observe video together)

intense three-week support programmes;

Next steps: Iris ? CPD: extending range of opportunities to share and disseminate outstanding practice.

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- **They empower their middle leaders**

ASCC: Generating energy and momentum by motivating and empowering senior and middle leaders to work together on curriculum, pedagogy or pastoral issues.

Examples: School Business Managers; Spirituality Development Team; Pupil Premium network; MFL; PE; SEN; Assessment; School-to-school support

IMPACT: Secured succession Leadership Good/outstanding in ALL five academies

1 NLE; 7 SLE's; RE inspector (primary)

The Best MAT's know their IMPACT

- Key focus for Ofsted inspection of MAT's
- What has been the IMPACT of your work?
- Relentless focus on improvement of ALL academies.
- Systematic monitoring, evaluation and review.
- Courageous approach; difficult conversations;



UNITED IN FAITH, LOVE & LEARNING

- **Respectful** of the identity and character of individual academies and of a school's strengths, as well as understanding where it needs to make improvement.
- **Resourceful** in working in partnership with principals to mobilise the support needed to bring about improvement.
- **Responsive** to the context of each individual academy and its particular needs and adapt their strategies as circumstances change.
- **Relentless** in the pursuit of school improvement, whilst adopting a 'no excuses' approach underpinned by moral purpose
- **Resilient** in persevering with improvement despite criticisms, challenges and setbacks

MATs require a director of teaching and learning (or a similar post) to commission, foster and join up these different strands of school improvement activity. MATs also need to work out which school improvement activities are best organised and led at MAT, cluster or academy level.

Robert Hill Jan 2016

Future Learning Trust

Comprehensive school improvement programme on the scale described needs **orchestrating**.