



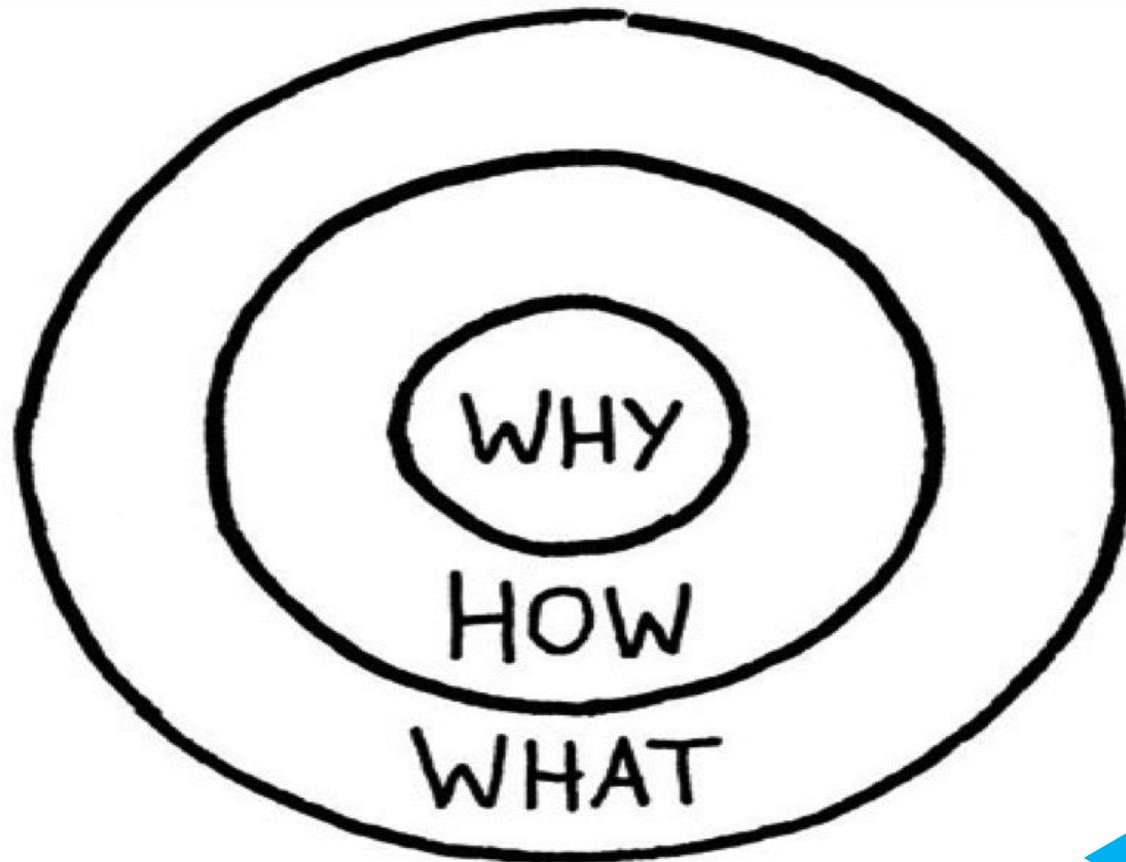
Department
for Education

ENTITLEMENT TO EXCELLENCE SOUTH WEST 2016-17

“Collective Strength, Shared Responsibility”

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Regional Schools Commissioner
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FOCUS ON VALUES & PURPOSE (not process)



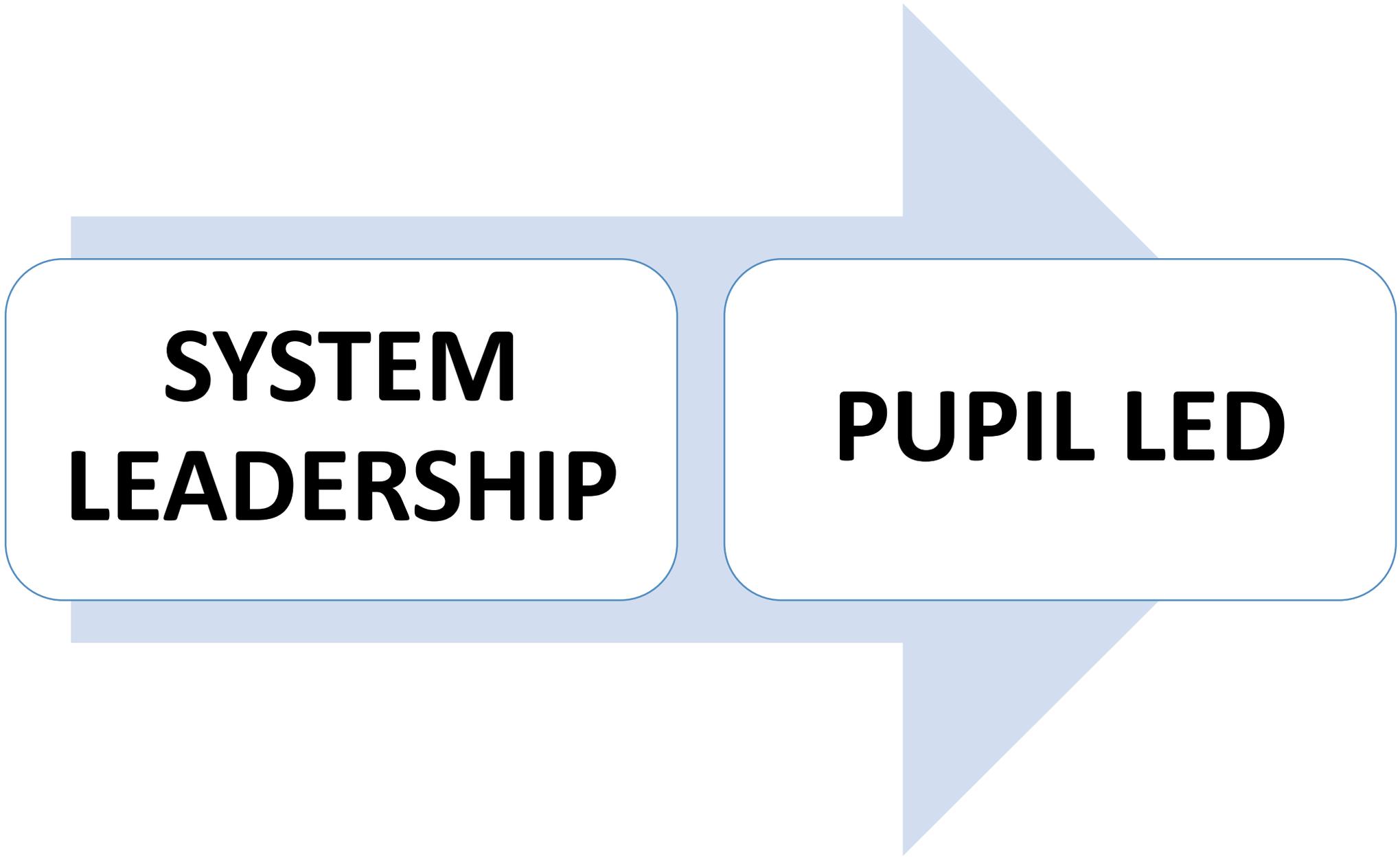
Building a *high performing school system*

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A good school for every child in the South West



2020



**SYSTEM
LEADERSHIP**

PUPIL LED



4 stubborn challenges.....

- 1. The progress and attainment of our most disadvantaged children,** we need to focus on progression from 3-19, “keep up not catch up”
- 2. The progress and attainment of our most talented children,** building an entitlement which delivers choice
- 3. Meeting the challenge of rurality and sparsity,** in many parts of our region our schools underpin the fabric of local communities, how can we think strategically to safeguard their futures?
- 4. Embedding system leadership** and bringing coherence to the moving parts



2016-2020 4 strategic objectives

- 1. No SW child attends a weak school and many more attend great schools**
2. Universal high expectations feature throughout all SW schools so that local context and lack of opportunity do not limit achievement and progress for our young people
- 3. The school system develops the capacity and expertise to become self improving**
4. Schools will lead and accelerate the pace of improvement with requirements for direct intervention reducing year on year

“I am, because we are.....”

#1 challenge for our region – is
the whole greater than the sum
of its parts?

Core aims of the RSC role

- The Secretary of State's representative in the South West
- Monitoring the performance and intervening to secure improvement in underperforming academies
- Taking decisions on the creation of new academies
- Ensuring that the sponsor market meets local need by authorising new sponsors and challenging those that exist to perform even better
- Promoting and supporting new models of system leadership

School led, self improving SW system

Intentionally design the MAT landscape and system capacity

HAVE A GAME PLAN, TRAIN FOR SKILLS & EXPERTISE

Intervene quickly & effectively

CHANGE TACTICS OR IMPROVE EXECUTION QUICKLY

Create the best possible environment to “catch & re-calibrate”

SUPPORT THE INJURED PLAYERS & CREATE SPACE FOR
INDIVIDUALS TO THRIVE & FLOURISH

AN INTERDEPENDENT SYSTEM



ESA/NASA

The challenges to be **WORLD CLASS**

- World Class means having a good school for every child in every region in England
- Ensures that a structural change is predicated on raising standards
- Takes the starting point of all children and builds incremental progress improvement every year
- Has a focus on destinations within key stages as well as beyond them
- Builds a teaching, leadership and support staff workforce capable of sustaining high performance
- Sees the true value of outstanding early years teaching as an underpinning of long term achievement

What does it look like?

- **Every school is a giver and receiver of support**
- **Every MAT adds value to the education of children so that no schools get left behind**
- **Governance will be world class and we can name it and describe it**
- **Teachers, leaders and support staff have 10 year career plans that are realistic and deliverable**

How does effective governance raise educational standards?

- **Confident Strategic Leadership**
- Leads the transition from vision to plan to delivery
- Holds itself and the leadership to account
- Uses data to anticipate challenges related to performance, financial sustainability and risk
- Is committed to self evaluation and recognises the benefit of peer challenge



What underpins effective governance?

Strategic Oversight

- Establishes the culture, values and beliefs of the organisation
- Educational Outcomes drive the strategic direction
- See education through the lens of parents, children and the workforce
- Commission the plan from the educational leaders
- Can lead medium to long term financial sustainability
- Understand the risk management challenge

Culture of Accountability

- *The best Governing boards understand it is them that is the accountable body and key decision maker*
- Leads accountability
- Challenge and Support
- Robust but intelligent dialogue
- Ensure the leaders build the culture of accountability into their work
- Monitor how effective governance as a leadership strategy is



How we explain the role – a framework for governance

- 1. Strategic Leadership**
- 2. Accountability**
- 3. People**
- 4. Structures**
- 5. Compliance**
- 6. Evaluation**

STRATEGIC LEADERSHIP

- 1. Setting Direction**
- 2. Culture, Values and Ethos**
- 3. Decision making**
- 4. Collaborative working with stakeholders and partners**
- 5. Risk management**



- 1. Educational Improvement**
- 2. Rigorous analysis of Data**
- 3. Financial Frameworks and Accountability**
- 4. Financial Management and Monitoring**
- 5. Staffing and Performance management**
- 6. External Accountability**



PEOPLE & STRUCTURES

PEOPLE

- 1. Building Effective Teams**
- 2. A peer review culture**
- 3. Induction & Development**
- 4. Teams working together**

STRUCTURES

- 1. Understanding roles and responsibilities**
- 2. The Board**
- 3. The sub-groups**
- 4. Local Academy Boards**
- 5. Schemes of Delegation**
- 6. The role of the Chair, Vice Chair and Clerk**



COMPLIANCE & EVALUATION

COMPLIANCE

- 1. Statutory and Contractual Requirements**
- 2. Legal, regulatory and financial**
- 3. Articles**
- 4. OFSTED inspection**

EVALUATION

- 1. Managing self and personal skills**
- 2. Board review**
- 3. Understanding strengths and weaknesses**
- 4. Training plans**
- 5. 360 feedback**
- 6. Managing and Developing the board's effectiveness**



“THE RIGHT PEOPLE WITH THE RIGHT SKILLS”

Three important things to remember:

- 1. It is the skillset developed from a range of professional experiences that makes the difference not the job title**
- 2. All board members should blend general understanding (breadth) as well as specialist understanding (depth)**
- 3. Parents are professionals as well, we should see their experience in a unique way as a parent, a consumer and a professional**



8 QUESTIONS BOARDS NEED TO POSE IN THE NEXT 6 MONTHS

Q1 Are we delivering on the promise we made to raise standards in our school(s)?

Q2 Do parents know and understand what we do and how they can communicate with us in an easy and transparent manner?

Q3 What are we good at as a board that we could share with other governors with credibility?

Q4 Do we care enough that a school in our neighbourhood is in difficulty?



8 QUESTIONS BOARDS NEED TO POSE IN THE NEXT 6 MONTHS

Q5 What does the current performance of our school(s) tell us about the areas of our provision that needs to be better?

Q6 How will we know that the educational leaders are working on the right strategies?

Q7 What are the future challenges that we can anticipate that will test us over the next five years?

Q8 How demanding are we of our current governance model? Do we really “hold the mirror up” and deliver on our core accountabilities? Who should we ask to come and check?