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# **The Future System and the role of the NSC and RSC in maintaining standards**

**Sir David Carter**

**October 2016**

**National Schools Commissioner**



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# The Challenges to meet if we want 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
  - Learning starts & accelerates when compulsory education ends



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## How do we get closer to this over the next 5 years

- **What kind of schools led education system should we be aiming to create?**
- **4 Priorities;**
  - 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

# **The Two NSC Core Priorities that we need to Deliver between 2016 and 2022**

**Growing the capacity of the System with Care**

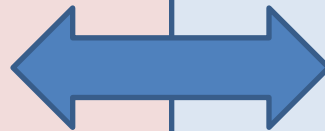
**Expanding our Existing MATS**

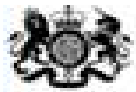
**Approving and Developing new MATS**

**Improving the system strategically**

**Raising the performance of Academies**

**Embedding the MAT as the best structure for improvement**





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## Core Aims of the RSC Role

- 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**



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## What might a Regional Schools Commissioner do in a typical week?

- ***Monitoring the performance and intervening to secure improvement in underperforming academies***
- *RSC intervene only when there is evidence that performance is weak*
  - Assessing Trust Action Plans
  - Visiting Academies to see for themselves
  - Commission visits from Education Advisors or members of the HTB
  - Commission school to school support from the most appropriate source



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## What might a Regional Schools Commissioner do in a typical week?

- ***Taking decisions on the creation of new academies***
  - Chair a meeting of the **Headteacher Board**
  - Meet with **Sub Regional Groups** deepen understanding of local challenges and potential solutions
  - Link the **Regional Delivery Plan** to the needs of the **Sub Region**
  - Meet with Local Authorities, Teaching School Alliances, MATS and stand alone academies to get greater **local intelligence to influence decision making**
  - Assess **Free School applications** against the level of need and the degree of confidence that the proposer can open and operate a good or outstanding school



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# The role of the Headteacher Board

- To **hold the RSC to account & advise on** decisions made in the region
  - 4 Elected Outstanding Heads and 4 co-opted or appointed
  - Meets every 2 weeks
  - All HTB members will attend the first HTB national conference this summer
- **The Role**
  - Approve Academy Conversions
  - Approve new sponsors
  - Approve new MATS
  - Challenge the RSC that interventions are effective & appropriate
  - Add capacity to RSC office





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## What might a Regional Schools Commissioner do in a typical week?

- *Ensuring that the sponsor market meets local need by authorising new sponsors and challenging those that exist to perform even better*
  - **Strategic Growth** planning conversations with trusts
  - Working with LA and Sponsors to build **regional strategies** that avoid schools being left behind
  - Assessing the **readiness** of existing trusts to grow
  - Meeting with CEO and Chairs of Boards to assess **capacity, performance and progress** in and across their Trust



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## Developing a structure for MAT Growth

- Our **strongest Sponsors and Trusts** will need to grow
- Our **newest Sponsors and Trusts** will need to become established quickly
- We need to create a **Growth Development Plan** that enables RSC to assess capability quickly and transparently



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# Developing a strategy for MAT Growth

- **Growth Focus Areas**

- People and Leadership
- Track Record and Performance
- Governance Models and Capacity
- Risk Management
- Financial Stability

- **Different Stages of MAT Growth Plans**

- **Starter Trusts**

- 1-5 schools (500-1200 children)

- **Established Trusts**

- 5-15 schools (1200-5000 children)

- **National Trusts**

- 15-30 schools

- **System Trusts**

- `30 or more schools