



**Jessica Trahar, SW Regional Schools
Commissioner's office (RSC)
Wiltshire Governors Association meeting
17 November 2021**



Department
for Education

WARNING

COCKTAILS ON THE PIER
Ice Cream Cones,
Alcoholic Drinks, Cocktails,
Mocktails & More!

PIERZIP
PIER CAVE
HIGHLINE

WARNING
INSIGHT
Security Services

Our Role: Regional Delivery Directorate

Academies oversight

- Trust accountability including free schools
- SAT/MAT growth, intervention and academy transfers
- MAT events and development

Free schools and places planning

- Assessment of new free schools
- Viability and assessment of sufficiency in LAs

School improvement (all schools)

- Trust and School Improvement (TSI) support
- Embedding Teaching School Hubs



What matters to schools at this time?

- Covid response; additional measures, pressure on staff, outbreaks, attendance and anxieties, anti vax protests, changes in demographics and cost pressures
- Difficulties in recruiting new staff, particularly TAs
- Some question about capital supply chain
- Ofsted inspections post-pandemic
- Challenges of creating more SEN places
- Working to construct strong school improvement capacity together in a place
- **What else would you like to raise with us?**



Priorities for RDDSW this year:

1. Understanding implications of Covid on learning, progress (particularly in relation to disadvantage), attendance and leadership
2. Quality and standards in the region
 - Building a network of strong trusts working together
 - Intervening earlier when vulnerabilities are evident
 - Recruitment, retention and development of staff: teaching school hubs
3. Bold structural work and trust accountability through trust reviews
 - With trusts that have capacity to support more schools
 - With maintained schools and SATs bringing capacity and gaining support
 - With vulnerable trusts and areas which need input from new trusts
4. Places and sufficiency, especially SEND and free school builds

Wiltshire overview

Strategic Priorities

- Supporting vulnerable/Inadequate schools
- Supporting other schools requiring assistance including through Trust and School Improvement offer
- Supporting LA in relation to Covid challenges
- Working with established Trusts to discuss growth strategies including through Trust Reviews
- Engaging with SATs about the potential to join/establish MATs including close working with Diocese
- Looking at possible LA cold spots including potential for new MATs to be established
- Work with LA and other partners including Diocese on cross-cutting issues including small schools and SEND places
- Supporting the rollout of the Teaching School Hub

- **79%** (186) schools Good or Outstanding

- **30 secondary** schools
- **87%** (26) are academies

- **17** secondary academies in MATs
- **8** secondary SATs

- **202 primary** schools
- **41%** (82) are academies

- **70** primary academies in MATs
- **12** primary SATs

- **4%** pupils in all schools with EHCPs/Statements of SEN (3.7% national and 3.8% South West)

Recovery

What do we have to work with?

- **SR 2021**: Additional **£1.8bn**, bringing total recovery spending to nearly £5bn to date.
 - Universal uplift of hours for those with the least time left in education (16-19)
 - Flexible funding directly to schools to support catch up (£1bn).
- **Over 1.3m laptops** distributed
- **£3.1bn** across EY, schools and 16-19 since June 2020, including:
 - National tutoring programme
 - Teacher training, inc. mental health focus
 - Training for early years staff to support children's learning and development
 - Summer school programmes, including specialist settings
- **Special and AP schools** also receive additional funding to ensure these settings can provide 1:1 tutoring for their pupils.
- Core **schools budget** up by £2.2bn in 2021-22



Growing Great Trusts:

'The government's vision is for every school to be part of a family of schools in a strong multi academy trust...'

We want to break away from our current pick-and-mix structure of the school system and move towards a single model. One that is built on a foundation of strong multi academy trusts.' CST conference April 21

- Pre-pandemic the value of strong MATs and of being part of a good trust was clear
- Covid has made the benefits of larger families of schools even more apparent
- The challenge of recovery will be harder for pupils in struggling schools; we need good schools and trusts to support
- We need to act earlier to support the most vulnerable schools



The changing academy landscape: Narrative shift



- Shifting the narrative from encouraging every school that wants to convert to academy status – towards every school ideally being part of a family of schools in a strong multi academy trust.
- Moving on from a dual system towards a **single model of all schools within a trust**.
- **Collaboration not autonomy.** Academy trusts have shared accountability for standards across the trust; all schools within the trust support each other and the trust is accountable for them all.
- **No fixed trajectory – no hard target**, nor legislation to compel schools to convert to academies or join MATs.
- **Support for vulnerable schools to work alongside MATs and proposal for intervention for 3RI schools**
- **Implications for maintained schools, diocesan schools and SATs to consider joining or forming a MAT**

What great trusts do well



- Clear vision and purpose linked to the needs of local children and young people. **An ethos which is about the improvement of all schools in the trust**
- Creating capacity for improvement **enabling teachers and staff to be deployed more flexibly** – allowing staff to move between schools, to lead at all levels, to **recruit and provide high quality CPD** centrally or share practice between schools
- **Recognising the expertise and context of different schools and looking for opportunities to developing together** curriculum principles, leadership of teaching and learning practice and assessment systems whilst recognising schools will do this differently
- **Reducing workload** through removing burdens/centralising processes supporting staff to progress and remain in the profession
- Using **resources to support the development** of all children in the trust with good governance about leadership and decision making at school level
- Academy trusts can make the most effective use of centralised processes and back-office functions to **empower schools to focus on teaching**

<https://www.gov.uk/government/publications/multi-academy-trusts-establishing-and-developing-your-trust>

The changing academy landscape: New Policies

Trust Capacity Funding (TCAF3)

- This competitive grant scheme will provide up to £24m funding over the 2021-22 financial year (an increase of £7m on previous TCaF rounds) to help trusts develop their capacity to grow, particularly by taking on underperforming schools.

Trust Partnerships

- Supporting schools to temporarily partner with a trust, accessing support, advice and resources, whilst empowering schools to make an informed decision about conversion and the benefits of joining an academy trust.

Trust and School Improvement Offer

- This offer will provide **system leader support to schools and trusts** by identifying the right short-term improvement actions.

Diocesan pilots

- This will provide funding to support the costs of **creating new, strong faith trusts for CofE and Catholic schools** at scale.



Questions



Thank You
Jessica.TRAHAR@education.gov.uk
Wiltshire team leader:
Peter.Apostolou@education.gov.uk



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