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Governors  
for Schools  
Conference  
2022.

# Governors for Schools Conference Conversations around Academisation

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**#GfSConference2022**

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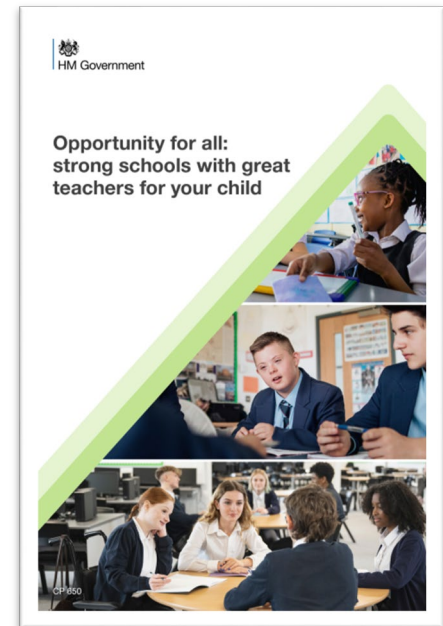


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# Opportunity for all: Strong schools with great teachers

## Four themes

1. An excellent teacher for each child
2. High standards of curriculum, behaviour and attendance
3. Targeted support for every child who needs it
4. A stronger and fairer school system





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# A stronger and fairer school system

**By 2030 all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust (a MAT) or with plans to join or form one**

1. A fully trust led system with a single regulatory approach
2. Moving schools that have received two consecutive below 'Good' judgements from Ofsted into strong trusts beginning in Education Investment Areas
3. Most trusts will be on a trajectory to either serve a minimum of 7,500 pupils or run at least 10 schools
4. Limit the proportion of schools in local area that can be run by an individual trust
5. All trusts should have local governance arrangements for their schools
6. Local authorities will be able to establish new multi academy trusts where too few strong trusts exist



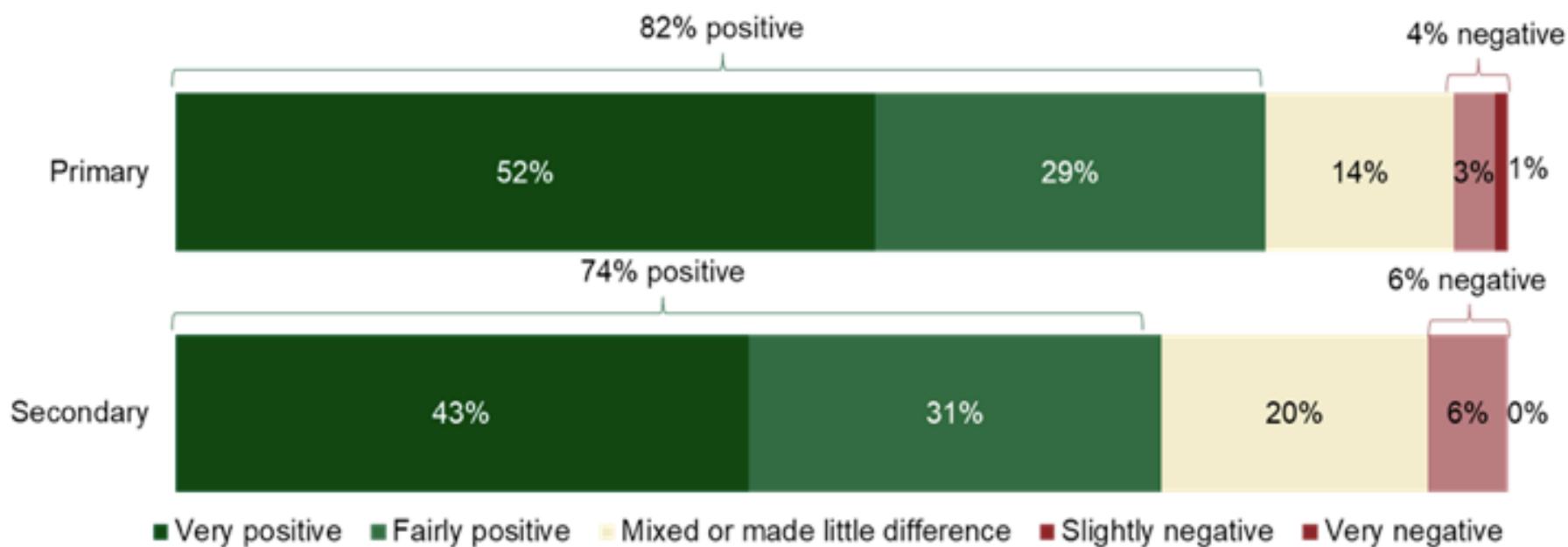
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# What a strong School Trusts can do

1. Strong leaders take responsibility for supporting more schools.
2. Shared accountability for standards across the Trust facilitates collaboration at every level.
3. Teachers share best practice and learn together to improve the quality of teaching.
4. Opportunities across the Trust supports teacher recruitment, retention and continued professional development.
5. Support can be targeted to where it is most needed, with resources and interventions for our most vulnerable pupils and schools.
6. Centralised back-office functions empower schools to focus on teaching and knowledge- building.



# Overall impact on the school of joining a School Trust



# The DfE definition of a Strong Trust

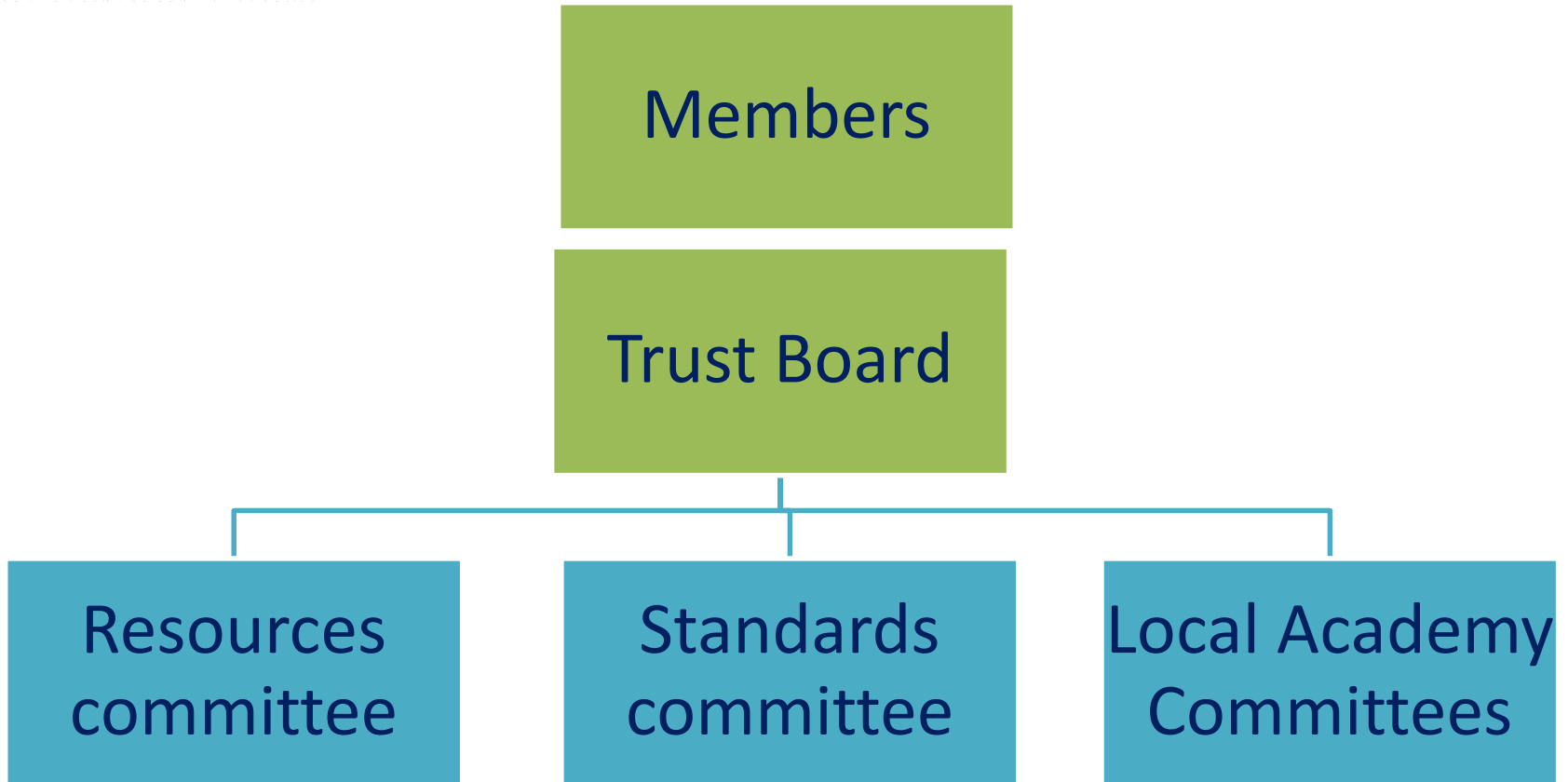
## **Strategic governance:**

- Operating an **effective and robust governance structure**
- that involves schools and **exemplifies ethical standards,**
- utilises **expertise and skills on its boards**
- to **oversee the strategic direction** and
- **hold leaders to account**
- with a **strong local identity,**
- **engaging effectively with parents and the wider community**



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# Governance in Academies







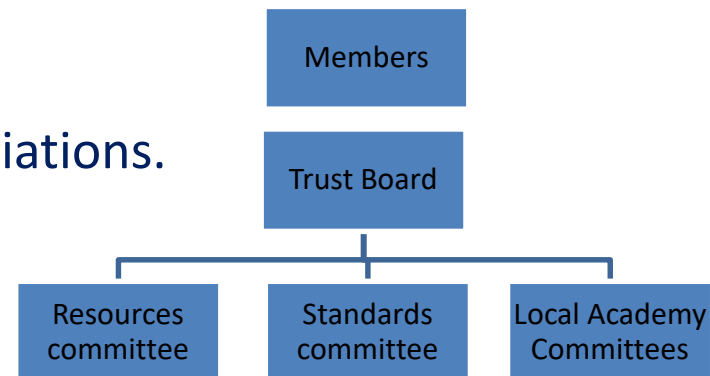
# The Local Academy Committees (LGBs)

LACs are committees of the Trust Board and are delegated responsibilities by them in the scheme of delegation.

The role may include:

- **Monitoring** of the effectiveness of the school development plan
- **Scrutiny** of data and standards
- **Evaluating** impact of improvement strategies
- **Communicating** with the local school community
- Being the point of **consultation and representation** from and to the Trust Board .

The role is still evolving and there are multiple variations.





# When the governance structures work well

1. **Vision and values are aligned across the Trust**, allowing deep collaboration
2. **Communication is transparent** allowing Trustees to know their schools well.
3. **Accountability is held** through separation of layers and clarity of roles.
4. **Relationships are strong** allowing Trustees to hold the CEO to account.
5. **Governance is supported** by qualified governance professionals.
6. **Structures are simple, yet effective** – with no additional committees at a local level.
7. **Stakeholder voice is heard**, particularly through the LACs.
8. **A whole trust governance development plan** - encourages learning and communication across the Trust.
9. **Everyone, at every level of governance, is aware of how the Trust improves outcomes for pupils and staff.**



## **The wrong question:**

- “Should my school become an academy?”

## **The better question:**

- “How can my school best collaborate with others in a strong and resilient structure to ensure that each child is a powerful learner and that adults have the opportunities to learn and develop as teachers and leaders?”



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# Questions



- Start from a position of strong governance:
  - know your school
  - Know your values
  - Know your vision
- This process will require strategic leadership and change management with effective decision making.
- Reach out to your Regional Director and LA for support and advice.
- Perform your due diligence carefully and purposefully.
- Communicate with stakeholders at the right stage.
- Remember that every decision you make is about what is best for the children.

# Further reading

- [What is a Strong Trust:](#) a CST discussion paper, Cruddas,L.,2022
- Dedicated resources for maintained schools thinking of joining a Trust – [Trust The Facts](#)
- Cruddas, L. and Simons, J., 2020, [School Trusts as New Civic Structures – A Framework Document](#), CST and Public First
- Bauckham, I. and Cruddas, L., 2021, [Knowledge Building – School Improvement at Scale](#) CST
- Rollett, S. 2021, [Communities of Improvement – School Trusts as Fields of Practice](#) CST
- Cruddas, L. 2021, [The Case for Collaboration](#), CST

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