

MATs – Developing a Roadmap

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Aims of this presentation:

- To set out and discuss pros and cons of the different types of Multi-Academy Trusts available
- To give an idea of how Governing Bodies can take practical steps towards becoming part of a Multi-Academy Trust

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National Context

- 27% of state funded schools in England are academies:
 - 65% of secondaries / 20% primaries / another 1,024 in pipeline
- **97% of academies that opened in the 2015/16 academic year did so as part of a MAT, up from 81% in 2014/15**
 - 35% academies (1st Sept. 2016) are single academy trusts
 - 30% of academies are in MATs with 2 - 5 schools
 - 14% of academies are in 96 MATs of 6 -10 schools
 - 12% of academies in 37 MATs of 11 - 30
 - 8 MATs have 30+ schools; includes 6% of academies

Federations: 6.4 % of maintained schools are in federations ; with some new ones forming and some becoming MATs



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Step 1: Why consider a MAT? Reasons include -

- We need to maintain and improve standards with less real terms money
- School Improvement through school to school support
- Local Authority provision is diminishing
- Teacher workload is driving people out of the profession

Whatever the reasons are, your Governing Body should first discuss what its priorities are.

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Step 2: 'Home Grown' or 'Established MAT'?

- A 'Home Grown' MAT is a group of schools who set themselves up as a MAT
- An 'Established' MAT is an existing MAT that is already set up and has a number of schools in the MAT, for example: TKAT, ULT, Aurora, DCAT, TENAX



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Why choose a 'Home Grown' MAT?

- More independence?
- More identity?
- More local?
- You decide the scheme of delegation, governance arrangements?
- You decide what central costs would be?

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Why choose a 'Home Grown' MAT?

- **Local**
Close enough to one another to facilitate all forms of collaboration but not all the schools in a local area are necessarily part of the same MAT
- **Schools led**
Not about a high performing school 'taking over' those that surround it but born of genuine collaboration between multiple schools.
- **Community centred**
Strongly rooted in the communities they serve
- **Innovative**
e.g. parents of enrolled pupils as the members responsible for appointing the MAT trustees
- **Smaller scale**
Measured by number of pupils not number of schools and in thousands not tens of thousands

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Why choose an Established MAT?

- More similar to a "mini Local Authority"?
- More diverse expertise?
- More diverse experience?
- Improved recruitment?
- More able to concentrate on Teaching and Learning?
- More established structures?
- More resources eg policies?

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Why choose an Established MAT?

- **Geographical spread**
Can link with other schools that are similar to yours, and/or benefit from a diverse range of schools
 - **Vision and Ethos**
What is the vision and ethos for the MAT, how does this align with your school's?
- **Larger scale?**
Benefit from a larger number of schools within the MAT, part of a large family. Not all established MATs are large though.....
- **Proven track record?**
- What is the track record of the MAT you are considering, what capacity do they have to support your schools. Often larger MATs can offer more capacity and expertise.

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Step 3: Towards a Road Map

- ❖ What are the school's priorities – in the short term and the long term?
- ❖ Having set out your priorities, you can discuss whether you have a preference for one or other of these options.
- ❖ Explore which of these options are practically available to you and what they have to offer your school.

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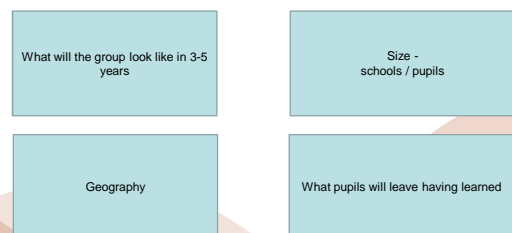
Step 4: Establishing Partnerships

- Your Headteacher, SLT and members of your Governing Body will have links to other schools. Ask them which they think would make suitable partners.
- Approach other schools and arrange a meeting with at least Heads and Chairs (or representative of Chair) of all schools
- Agree next steps – closer working, or wait?
- Building blocks to a MAT might include, shared leadership across schools, or a federation

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Clarity of vision



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Make use of your EIP

- In the meantime, make use of your EIP
- EIPs have a budget to build capacity for school to school support
- What are your EIP's priorities? How do you as governors help contribute to agreeing these?

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Support from the Local Authority

- MAT Market Place Event, Monday 20 March 4-7pm at East Sussex National. Opportunity to meet a range of established MATs. Book on through the East Sussex Learning Portal
- Hearing from Home Grown MATs – two events (East and West) being planned for the start of Term 5. Hear about the journey to a home grown MAT from schools outside East Sussex
- Facilitated support for groups of schools by request
- Information on czone
<https://czone.eastsussex.gov.uk/schoolmanagement/governors/legal/Pages/Schoolfederationsandpartnerships.aspx>

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