

Birmingham City Council Schools, Children and Families Overview and Scrutiny Committee 22nd March 2017

Regional School Commissioner

Christine Quinn



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for Education

The role of the Regional Schools Commissioner



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Core responsibilities for the RSC

- To monitor the performance and intervene where necessary to secure improvement in underperforming academies
- To take decisions, along with the Head Teacher Board, on the creation of new academies and MATs
- To ensure the sponsor market meets local need by approving new sponsors and challenging existing sponsors to perform even better



Leading a school-led system

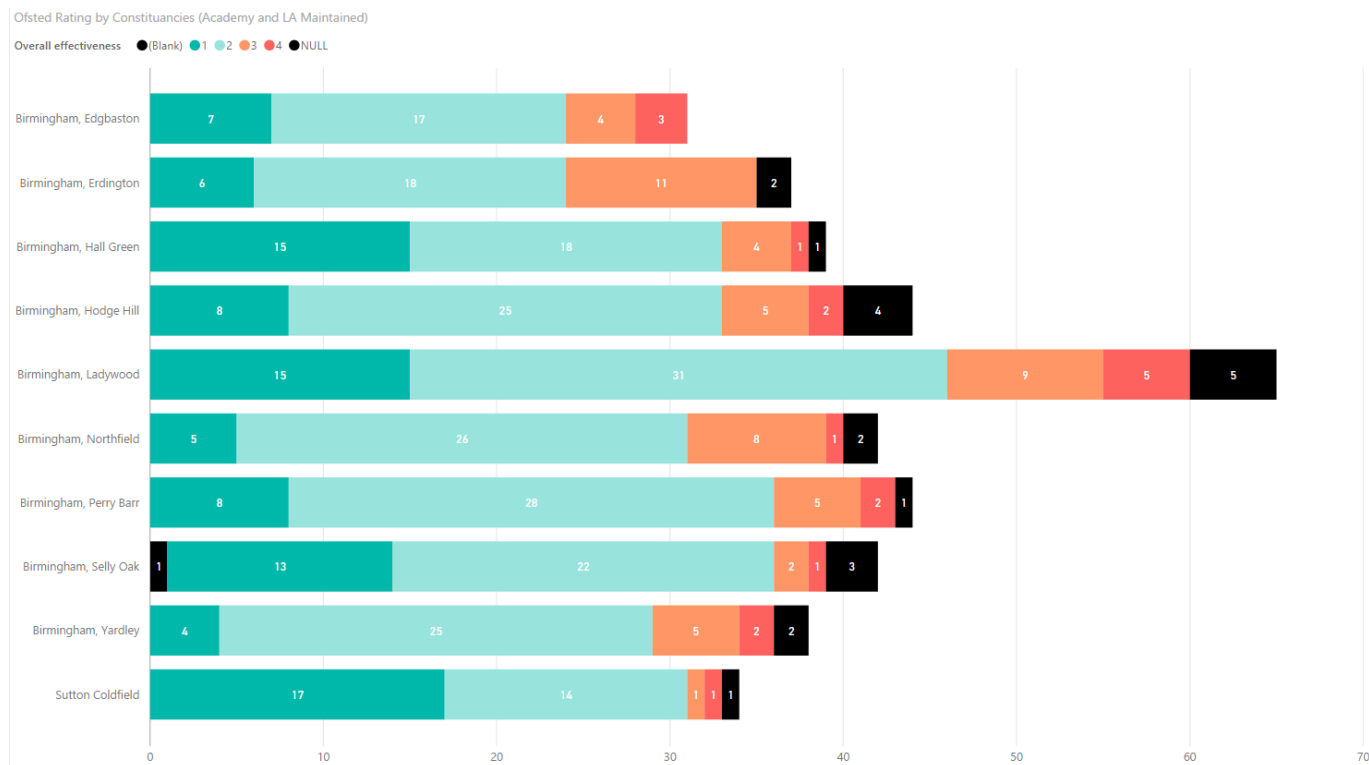
- More good and outstanding schools places
 - Increasing the number of sponsors
 - Conversion of inadequate schools
 - Focus upon quality provision in academies
- Growing the number of academies
 - Growth of high quality MATs
- Working with all stakeholders
 - Local Authorities
 - FE sector
 - Teaching School Alliances
 - Universities
 - Dioceses
 - MATs
 - Ofsted



More good and outstanding school places in Birmingham



Quality of Schools in Birmingham



Ofsted rating by Constituency
Academies and LA Maintained Schools

Source: Ofsted MI Published, January 2017

Excludes 3 converters which opened on 01/01/17:

- Quinton Church Primary School
- Cromwell Junior and Infant School and Nursery Class
- Hodge Hill Primary School



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Quality

Ensuring the provision of more good and outstanding school places

- Supporting Inadequate academies to be Good by the next full inspection.
- Recruit more good MATs as sponsors.
- Inadequate maintained schools are open as academies within 9 months of a dAO.
- Support and where necessary intervene in academies and maintained schools that are not providing the best possible education



“ Schools that collaborate in formal partnerships see the value of accountability lines that are clear. They also recognise the authority that is invested in an Executive Head or CEO to make important strategic decisions that will raise standards. We know that school improvement is rarely linear, so building collective capacity to take decisions and provide rapid support is essential. This focus works alongside the collective responsibility of leaders and teachers to uphold the moral purpose of the educational entitlement of all children. As we move forward, it is this view that should inform the debate.”



Sir David Carter, National Schools Commissioner

Article in Times Educational Supplement, 26/02/2016



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Whole-system working together to deliver good and outstanding schools



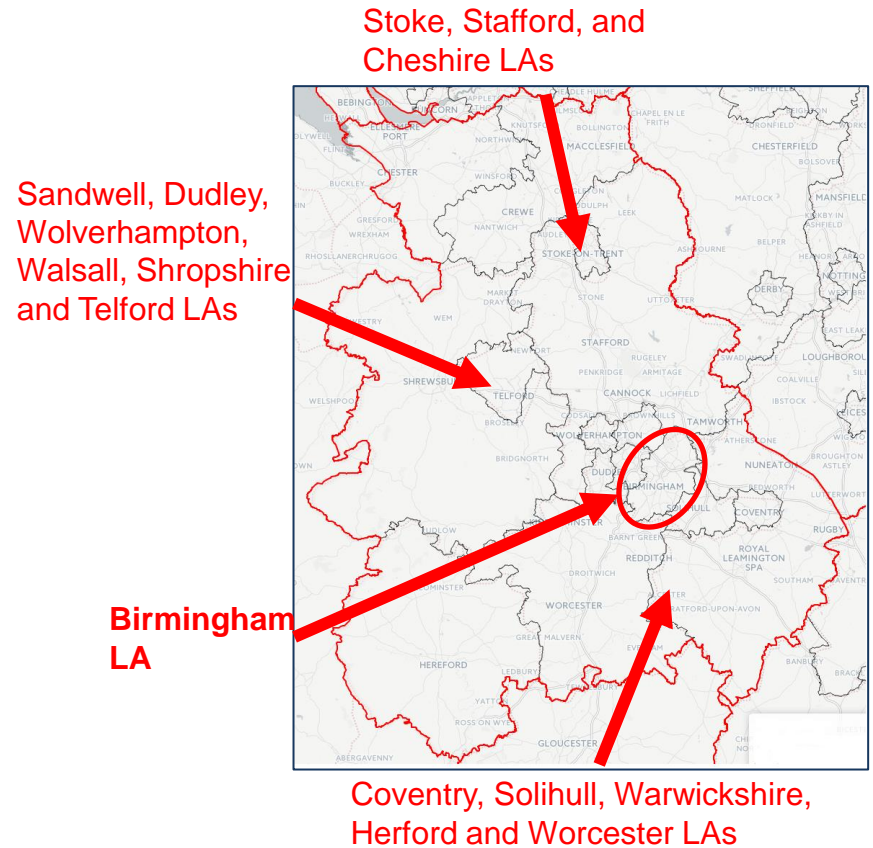
School Improvement Fund

- Recognition that there is a dual system
- Opportunity to 'glue' together those parts of the system with a common interest in improving outcomes for children through school-led support
- Focus on sustainable improvement and not a 'quick-fix'.
- Needs to address shared priorities for improvement across all types of primary, secondary and special schools
- Funding evidence-based interventions that work
- Emphasis on effective support directed to the right schools in the right way.
- Social mobility at the heart of how the Fund operates.



Sub-regional Improvement Boards (SrlBs)

- Four Sub-regional Improvement Boards
 - RSC chair and support
 - Local Authorities
 - TSAs
 - Dioceses
 - Ofsted
- Birmingham to have own SrlB
- Birmingham SrlB will include BEP
- All to meet ½ termly



Proposed Process

- SrlB partners identify strategic school improvement issues across a range of schools
- SrlB agrees the priorities and commissions the Teaching Schools Council (TSC) to develop a bid
- TSC develops bid drawing on a range of providers
- SrlB approves & recommends bids to national board (expert group)
- National board approves proposals
- Funding allocated
- SrlB monitors implementation, supports evaluation and disseminates good practice



The role of the LA on the Board

- Identification of regional priorities for improvement;
- Identification of maintained schools requiring support and gaining their agreement to that support;
- Identification of maintained schools at risk of slipping;
- Make decisions on which of their maintained schools should be supported;
- Contributing to commissioning of school improvement interventions from TSA / MAT / BEP brokerage hubs;
- Sharing intelligence and data on other schools where this is held;
- Contributing to approving proposals for funding.



Growing the number of academies across the WM



“ I do want to see all schools, over time, become academies. But I think our focus has to be on the schools that are struggling and not doing well enough for our children at the moment.

Our hope and expectation is that all schools will want to steadily take advantage of the benefits that academies can bring.

But our focus will be on those schools where we feel that standards need to be raised and they need to do a better job on delivering attainment and progress for children ”

Justine Greening, Secretary of State for Education

Statement to ESC September 2016



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Delivering growth of quality academies

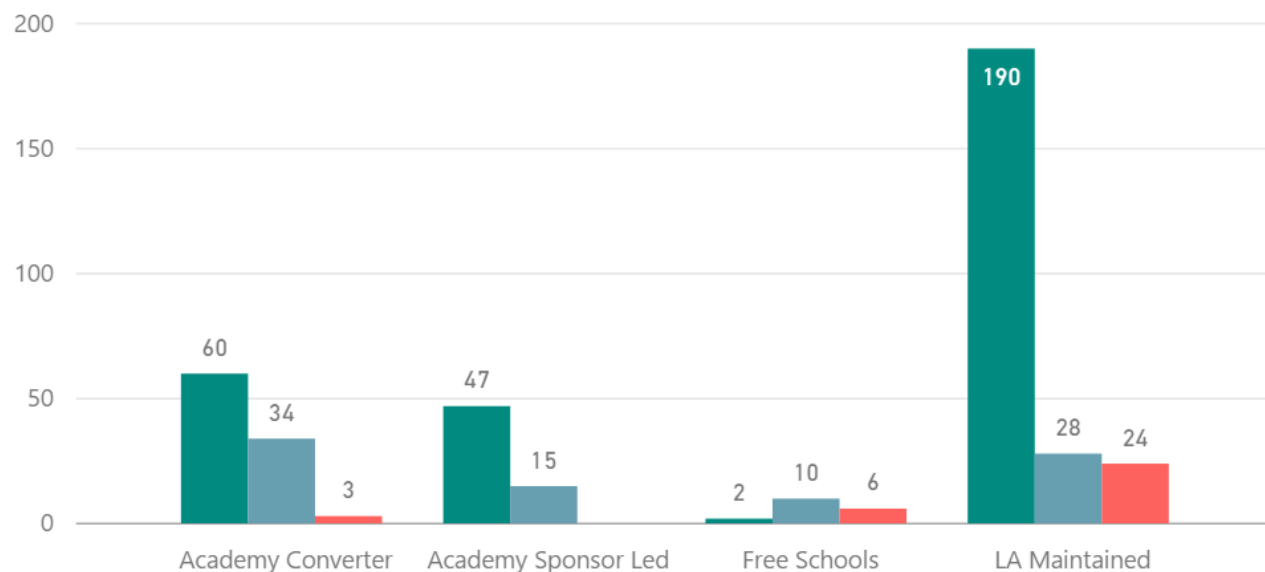
- Just above 42% of schools in the Birmingham are now academies – significantly higher than both the national and regional average
- Supporting good Multi Academy Trusts to grow is the key to successful academy growth
- Work in partnership with stakeholders to encourage voluntary MAT based conversions
- Work with LA, sponsors, and MATs to ensure conversion of inadequate schools quickly



Academisation in Birmingham LA

Number of Schools by Phase and Type

● Primary ● Secondary ● Special / AP



Number of Schools

419

Number of Academies

177

Number of LA Maintained Schools

242



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Source: Ofsted MI Published – 31 December 2016

External Capacity to support growth

- Supporting MATs to increase their size, and improve their delivery
- Encourage 'orphan' academies and 'empty MATs' to move into existing successful MAT groups.
- Encourage strong MATS elsewhere to grow in the WM, bringing their expertise
- 'Self-assessment' and support to help MATs grow and develop
- New structures in place to work with TSAs, Dioceses, LAs and Ofsted at a strategic level on school improvement



MATs and SATs in Birmingham*

Number of MATs Number of SATs

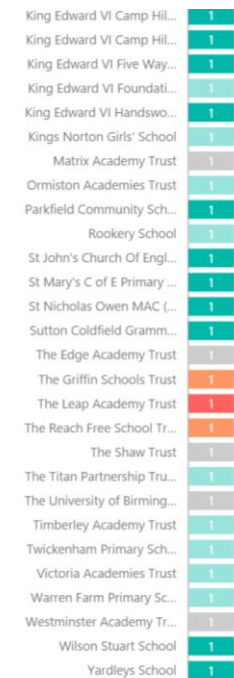
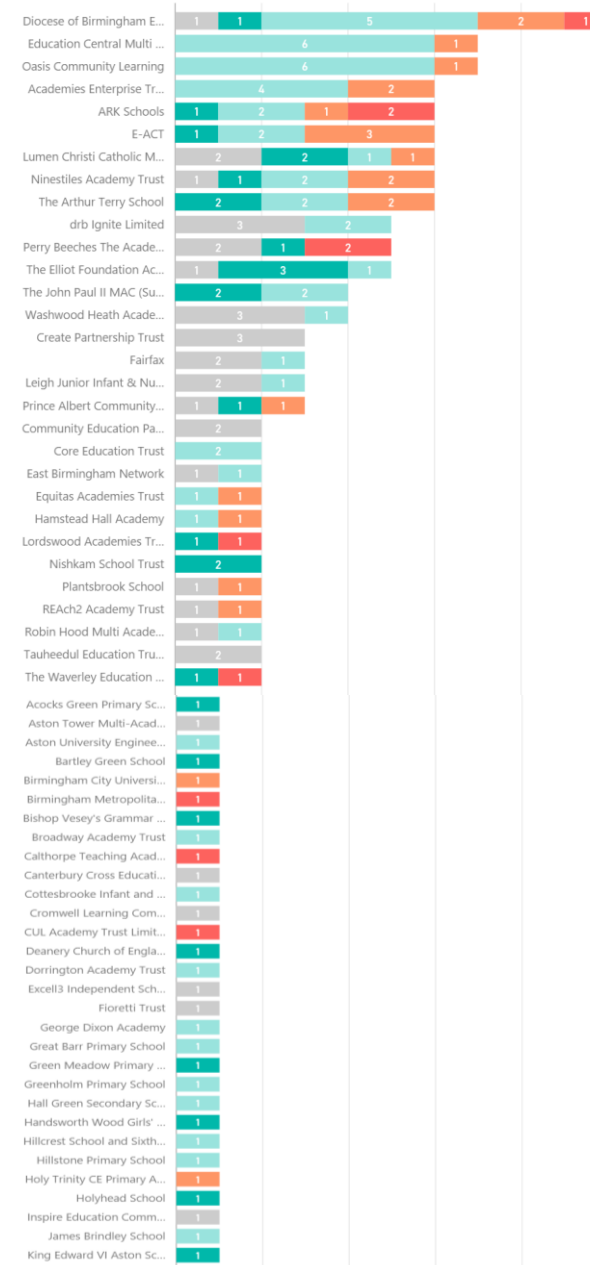
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Source: KIM Chains Data Report, February 2017
*Only includes trust schools within Birmingham LA