



QMUL and the Drapers' Multi-Academy Trust

Outcome requested:	Council is asked to approve the attached paper and the incorporation of Pyrgo Priory Academy into the Drapers' Multi-Academy Trust.
Executive Summary:	<p>The attached paper asks Council to approve the potential further expansion of the Multi-Academy Trust (MAT) to a maximum of 12 schools over the coming years. Council would be provided with full details of each school considered for membership, together with a business case for their inclusion within the Drapers' MAT.</p> <p>At its meeting on 17 February, Council was asked to note the ongoing discussions regarding the Pyrgo Priory Academy. Pyrgo is also located on Harold Hill and caters for children from ages 3–11.</p> <p>There is no additional risk for QMUL associated with the expansion of the MAT; QMUL does not provide any funding for the Trust and the reputational risk is considered to be low. There is no financial impact for QMUL, beyond a continued commitment to high-quality and sustained outreach activities in support of this initiative.</p> <p>Council is now asked to approve the incorporation of Pyrgo Priory Academy into the Drapers' Multi-Academy Trust.</p>
QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]	Supports Aim 1 on recruitment of talented students regardless of background and also Aim 5 on public/community engagement and partnerships.
Internal/External regulatory/statutory reference points:	N/A
Strategic Risks:	<p>Relates to risks under Public Engagement and Reputation:</p> <ul style="list-style-type: none"> • 8 – Commitment to public engagement. • 9 – Reputation development and external relations. • 10 – Partnerships.
Equality Impact Assessment:	Not required.
Subject to prior and onward consideration by:	Approved for submission by QMSE on 7 June 2016.
Confidential paper under FOIA/DPA	No
Timing:	The Court of the Drapers' has already approved the potential level of expansion as set out in the paper and the

	incorporation of the Pyrgo Prior Academy into the Drapers' MAT.
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Date:	10 June 2016
Senior Management/External Sponsor	Professor Simon Gaskell, Principal

QMUL and the Drapers' MAT.

Queen Mary University of London and the Drapers' Company began to work together to establish a co-sponsored Academy in 2006. A location in Harold Hill was identified in 2007, and Drapers' Academy opened in 2010. In 2013 it was agreed to develop a Multi-Academy Trust in order to bring a number of Harold Hill primary schools into closer relationship with Drapers' Academy, further to enhance educational achievement and social and cultural opportunities at all schools. Council is now asked to approve potential further expansion of the MAT to a maximum of 12 schools over the coming years. Council would be provided with full details of each school considered for membership, together with a business case for their inclusion within the Drapers' MAT. (See Appendix One)

The recent Government White Paper indicated a clear ambition to create more academies nationally, and to embed these within Multi-Academy Trusts consisting of 10-15 schools. The aspiration outlined in this paper to expand the Drapers' MAT over the coming years is driven by educational aims, which preceded the White Paper. However, there may be specific opportunities emerging over the coming years as a result of the government's desire to encourage schools to become academies from which schools within the Drapers' MAT would be able to benefit. The Drapers' MAT will continue to develop governance models and policies that reflect the values of both sponsors and also promote educational achievement and the social benefits of education.

Benefits to QMUL

Partnership in the Drapers' MAT has enabled QMUL to: make major contributions to educational attainment and aspiration in the London Borough of Havering; focus its outreach activities and engagements and benefit from long-term embedded relationships with schools in the MAT; involve QMUL students in mentorship and related activities; help academic staff at QMUL to understand the changing contexts of pre-university education; and build on its important historic links to the Drapers' Company.

Current Commitments

With two new schools currently in the process of joining the MAT, by September the MAT will consist of five schools: Drapers' Academy; Drapers' Brookside Junior School; Drapers' Brookside Infant School; Drapers' Maylands Primary School; and Drapers' Pyrgo Primary School. QMUL's commitment to these schools takes four forms:

- Provision of members of the Local Governing Bodies. The Academy has three QMUL members of the Governing Body, and the primary schools each have two. A QMUL member is Vice-Chair of each LGB, and in this role is also a member of the MAT Board.
- Providing the Chair and other members of the MAT Education Audit Committee.
- Engagement in a range of outreach activities including master-classes, and visits to QMUL for MAT school pupils.
- Working with teachers from Schools in the MAT to support their curriculum and personal development.

Risks

The primary risk is reputational. Poor performance by schools in the MAT could reflect

adversely on QMUL. The key mitigations are QMUL's central role in governance of all schools and carefully planned expansion to enable benefits of improvement in primary education to impact on secondary school performance.

The second key risk relates to the challenge of identifying colleagues willing and able to take on governor roles. Since the establishment of Drapers' Academy in 2010, and the growth of the MAT from 2013, volunteers have come forward from the QMUL community in sufficient numbers. The key mitigation is to ensure that the strategic importance of QMUL's role within the Drapers' MAT is widely known and understood.

Action

Council is asked to approve the expansion of the Drapers' MAT on a case-by-case basis over the coming years up to a maximum of 12 schools. The Court of the Drapers' Company has already approved this potential level of future expansion. As new schools are identified to join the MAT, Council will be provided with full details of each school together with a business case for their inclusion within the Drapers' MAT.

DRAPERS' MAT EXPANSION

*"No plan survives contact with the enemy"
Attributed to Helmuth von Moltke (The Elder) 1800-91*

Background

When the Court originally agreed to sponsor the Drapers' Academy with Queen Mary University of London, it was not anticipated that there would be requests to take control of more schools. Indeed there were a number of members of the Court who expressed concern at the Company becoming so involved in education with the potential reputational, financial and governance risks i.e. providing Governors.

The Company now jointly sponsors one senior school (Drapers' Academy), one Free Primary School (Drapers' Maylands Primary School) and a Junior School (Drapers' Brookside Junior School). The co-located Brookside Infant School is about to join the MAT and approval has been granted for Pyrgo Priory Primary School to join.

All the schools are in Harold Hill, which is an area of high social deprivation. QMUL and the Drapers' Company are helping to raise educational standards and aspiration for the children in the jointly sponsored schools. The additional financial assistance, which the Company has made available so far to the schools (in excess of £100,000) by way of discretionary grants, has greatly benefited the schools.

The possible further expansion of the number of schools in the MAT to, say, a maximum of 10, as highlighted by the recent Government White Paper, has prompted the Master to call for a discussion by the Court to consider the way ahead and what level of support the Company wishes to provide.

The risks that were considered when the Drapers' Academy sponsorship was approved are still present and indeed are potentially increased if more schools join the MAT. However, these risks must be weighed against the significant benefits we are bringing to the children and the community in Harold Hill.

Implications of the recent White Paper for Schools

- It is a Government aspiration that all schools should become academies; but, in the light of protest from some schools, local authorities and teachers, it has been agreed that only weak schools will be *forced* to become academies.
- Other schools may still elect to become academies.
- The White Paper suggested that academies should be grouped in Academy Chains (Multi-Academy Trusts) with between 10 and 15 schools being the norm.
- It is also suggested that it will no longer be necessary to have parent governors, because the Government requires governing bodies to become more professional and to select on merit.
- The White Paper does not directly affect the Drapers' MAT and what has already been reported to the Court regarding expansion.

- It does however indirectly affect it in two ways: a) the expectations of the DfE in the future regarding management and governance structures; and b) the behaviour of other schools that may anticipate the general direction of travel.
- It should be noted that the focus on only weak schools being required to convert to Academies will put more pressure on existing MATs to accommodate these schools where they have the capacity to do so.

Expansion of the MAT

- Before the White Paper was produced, the Court had already been informed that the Drapers' MAT wished to expand in a controlled manner to potentially end up with about 12 schools.
- It is important that the MAT is active in the present fast-moving educational environment to identify schools to join the MAT. It is better to choose schools that the MAT wishes to recruit rather than being invited to accept schools which are weak or do not fit with the MAT's preferred geographical area or educational aspiration.
- Expansion of the MAT will give internal promotion and career development opportunities for staff and enable sharing of skills across the MAT schools in a similar way to how employees move between offices or branches in large companies. For example, the Chairman of the MAT has observed this working in the Outwood Grange chain of 18 schools in Yorkshire, which was held up as a model at a recent DfE seminar.
- Expansion also allows the scope for greater intervention by specialist teachers in key subjects (e.g. English and Maths) across all schools – both secondary and primary - when pupils are falling behind. It allows for a standard curriculum across the schools with efficiency savings as it saves duplication of work in this area. Again this has happened at both Outwood Grange and Burnt Mills MAT in Harlow, which both the Chairman and the COO of the MAT have visited at the suggestion of the Regional Schools Commissioner.

Practical Implications of an Expanded MAT

Size

- A MAT of ten plus schools would typically have two to three secondary schools – ideally all or most with their own sixth forms.
- The remaining schools would be feeder primary schools with the aim of ensuring that the pupils had absorbed the culture and ethos of the MAT from the very start of their education and that their numeracy and literacy skills were of the required standard.
- Feeder primary schools also make it easier for pupils to make the transition to secondary school, particularly if they have already been taught a few lessons by the staff in that secondary school.

Teaching

- Models of teaching vary from MAT to MAT, but one that seems to be increasingly prevalent is the “three overlapping circles”.

Staff

- The first circle represents the staff who deliver the normal curriculum in the individual school. They teach to an agreed timetable and lesson content, with continuous progress measurement and feedback to the pupils.
- This progress measurement is fed into the school performance database so that management is aware precisely of how every child is doing.
- **Intervention**
 - The next circle is intervention. Each core subject – certainly English and Maths, but perhaps also Sciences, Humanities (History and Geography) and Modern Foreign Languages (MFL) – will have a lead teacher who has a responsibility for the teaching of that subject across all schools.
 - They will have a small team of subject matter experts (who may also be regular teachers in one of the schools) whose job is to look at the performance data and liaise with the classroom teachers to identify where pupils are falling behind in a topic.
 - They will then organise extra lessons for the pupils concerned, outside the normal timetable, until the progress reports demonstrate they have caught up.
- **Curriculum Design**
 - The final circle is curriculum design. Where it is clear that the feedback from the classroom and the intervention team is that a class is falling behind on a subject, the timetable and curriculum can be redesigned to ensure that more time can be devoted to the topic in question before it is too late.
 - The beauty of this system is that it works equally well across primary and secondary so that support in Maths, say, is just as readily available to a primary teacher as it is to a secondary one.

Specialisms

- Although Drapers' Academy notionally specialises in Maths and Sciences, the reality is that the changes in the National Curriculum mean that no school can specialise by subject any more.
- The advent of Progress 8 in effect requires all pupils (regardless of ability) to sit eight GCSEs, including English, Maths, Science and either Humanities or Modern Foreign Languages, and probably both.
- The practical effect of every school having to deliver this core, academic curriculum will be a shortage of teachers in these subjects. The salary costs of these teachers will therefore rise. Consequently it will be harder for schools to be able to afford to provide GCSE courses in non-core subjects and tough choices will have to be made on which subjects stay, which subjects go and which subjects are offered to GCSE or A Level.
- The cost savings that can be achieved through economies of scale will therefore be an important source of funding to allow us to attract and retain the best teachers.
- The practical advantage of the “three circles” approach is that it also allows teachers a range of career development opportunities and promotion prospects while retaining them in the overall organisation.

Types of schools to join the MAT

- The practical effects of this when considering which schools we would like to have in the MAT are as follows:

- Geographic proximity is important so that teachers and managers can easily move from one school to another. Where larger MATs have schools that are further apart, they tend to be managed as separate divisions.
- Given that Drapers' Academy is in a deprived area with a significantly higher than average number of children on Free School Meals (the standard measure of deprivation), we would want to have other secondary schools within the MAT that would help raise our academic performance and standards – ideally with at least one being at, or close to, an “outstanding” OfSTED rating. This would allow us to import good teaching practices into other schools and to attract and retain the more talented teachers. This would of course have to be supported by QMUL whose emphasis has been on supporting inner city schools and particularly secondary schools.
- The cultural fit would be very important so that the look and feel of all the schools is similar, standards of behaviour are the same and – effectively – a subject teacher could walk into any class in any school and teach an effective lesson.

Our Unique Selling Point

- In terms of how we attract the right schools, our USP is the connection with QMUL and four Oxbridge colleges.
- The benefits of having QMUL as a co-sponsor are immediately obvious and the fact that we have a formal Drapers' liaison role that connects the schools to the specific Oxbridge colleges' outreach programmes is of immense value. Few, if any, other MATs can offer this. Informal discussions with Burnt Mills Academy in Harlow, Emerson Park Academy in Romford and Coopers Coburn School in Havering have already highlighted how valuable our links are perceived to be by other schools.
- It should also be noted that the Oxbridge colleges are actively supporting this model, for example the recent change in the grant requested by Hertford College whereby the research students we fund will be specifically tasked to support our outreach programme.
- The Drapers' connection and governance model is reassuring, but not a primary motivator unless the school or the individual is already familiar with City Livery Companies.
- When the schools do understand the Drapers' connection, then cultural capital and access to the network of members are just as important as the ability to access the charitable support.

Management and Governance

- With regard to management and governance, it is vital that any MAT has a CEO/Executive Principal who has overall responsibility and accountability for the delivery of education and the performance results within all the schools. The governance and management structure then needs to ensure that they have the necessary delegated authority to achieve this and suitable governance structures to hold them accountable for their performance.
- By and large, the performance models that have evolved in MATs bear a strong resemblance to a corporate model. MATs that tend to take on failing schools have a turnaround model that looks very much like an insolvency practice, whereas others can either look more like a typical company or professional services practice.
- There will always be a MAT Board at the top. The CEO/Executive Principal reports to this and is directly accountable to the Chair of the MAT.

- Below this, there will be local boards/governing bodies responsible for oversight at a more local level. These tend to work either on a vertical basis (secondary school with feeder primaries), a horizontal basis (all primaries grouped together and all secondaries in a separate group) or a regional basis (geographic regardless of school). The Drapers' MAT has yet to determine its preferred model.
- We believe that the MAT Board will probably stay as it is (exclusively Drapers' and QMUL) but we might consider bringing in an independent education expert to add a little more firepower. However, if we were to join forces with one or more outstanding schools then they would almost certainly want representation on the Board. We would continue to need local governing bodies below the MAT; but they could govern several primary schools or secondary schools. These would have a majority of Drapers and QMUL governors; but we would look to bring in more local representation and a broader skill base.
- We would want to have parents involved in the governance at this level to maintain links with the local community; but this has yet to be fully discussed by the MAT Board.
- A possible organisation chart for a MAT of 10 schools is submitted with this paper.
- It should be noted that some governors would be double-hatted as directors of the MAT.

Possible Management Structure

- The executive management structure would almost certainly involve Principals reporting directly to the CEO/Executive Principal, plus a Chief Operating Officer responsible for all back office functions.
- Additional layers of management would be determined by the span of control and need for accountability. It is probable that a Head of English, Head of Maths, Head of Science, etc. might also report directly to the CEO.
- All non front-line teaching functions would be managed by the COO as a central function (thus avoiding duplication, improving negotiating power and generally reducing costs) and providing those services to each school through a shared service agreement.
- Each school would retain its own budget and have responsibility for its own financial management, reporting up through the CEO.

Financial Liability of the Company

- The joint Sponsors (The Drapers' Company and Queen Mary University of London) have **NO** financial liability for the Drapers' MAT, other than the original £2m endowment of Drapers' Academy that was required under the original funding agreement.
- Any financial commitment is entirely discretionary by way of grants. Naturally there is an expectation that the Company will support the schools within the MAT; but there is no obligation.
- No additional staff would be required at Drapers' Hall.
- There has been concern about the increase in attendance at the Education Dinner. The MAT Directors feel that this is very worthwhile outreach for our educational activities and is a cost easily borne by the Company. It may be that consideration should be given to having a separate dinner for the MAT in future.
- There are substantial economies of scale in having more schools in the MAT as central costs are shared e.g. Finance, Admin, IT, Payroll, Facilities Management, Procurement.

- More schools will enable the MAT to afford to employ a full-time Executive Principal. This is a key appointment and a Department of Education requirement going forward. This individual would be the Chief Executive of the MAT and responsible to the Board. (At present, not having such an individual in post for the Drapers' MAT is a significant risk factor because it goes against recommended practice.)

Risks

There are three major risks to the Drapers' Company as joint sponsor:

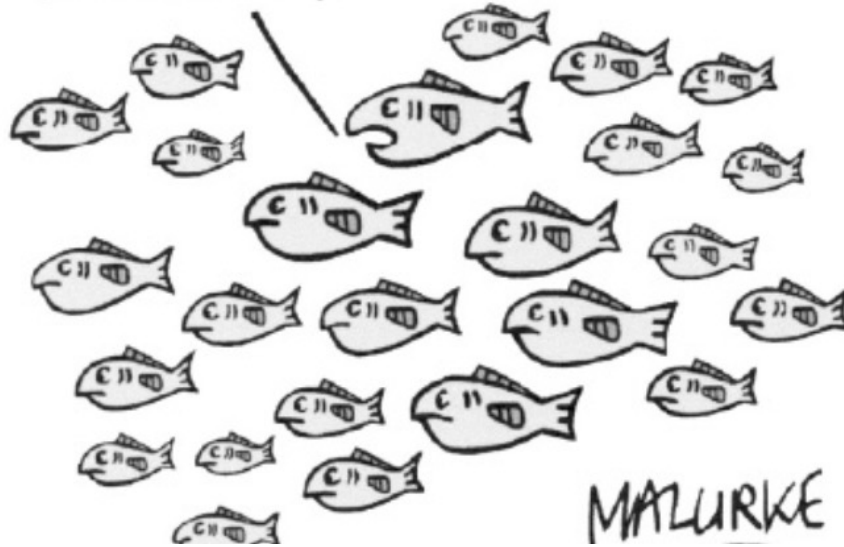
1. **Reputation** - for example, if schools in the MAT fail to improve academically, OfSTED inspections reveal major weaknesses in governance or a major safeguarding issue occurs.
2. **Resourcing** - if the Company is unable to provide individuals of sufficient calibre and interest in education to become directors of the MAT and governors in the various schools.
3. **Management and Governance** - because of the way the funding works, and the economies of scale, the MAT in its present size is at risk because it does not have the critical mass and funding stream to be able either to afford to employ a CEO/Executive Principal or to attract and retain the best staff.

The Way Ahead

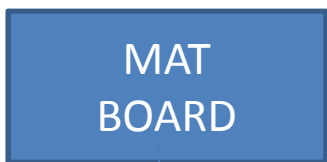
- Whilst recognising the risks, the Court is requested to confirm its continued support for the Drapers' MAT in improving the academic achievement and opportunity for children and young people in its schools.
- The Court is requested to approve the expansion of the MAT on a case-by-case basis up to a maximum of 10 to 15 schools. As new schools are identified to join the MAT, the Court will be provided with full details of each school together with a business case for formal approval. It should also be stressed that the MAT would only wish to expand in a strictly controlled and managed way.

(A similar request is being submitted to the Council of QMUL)

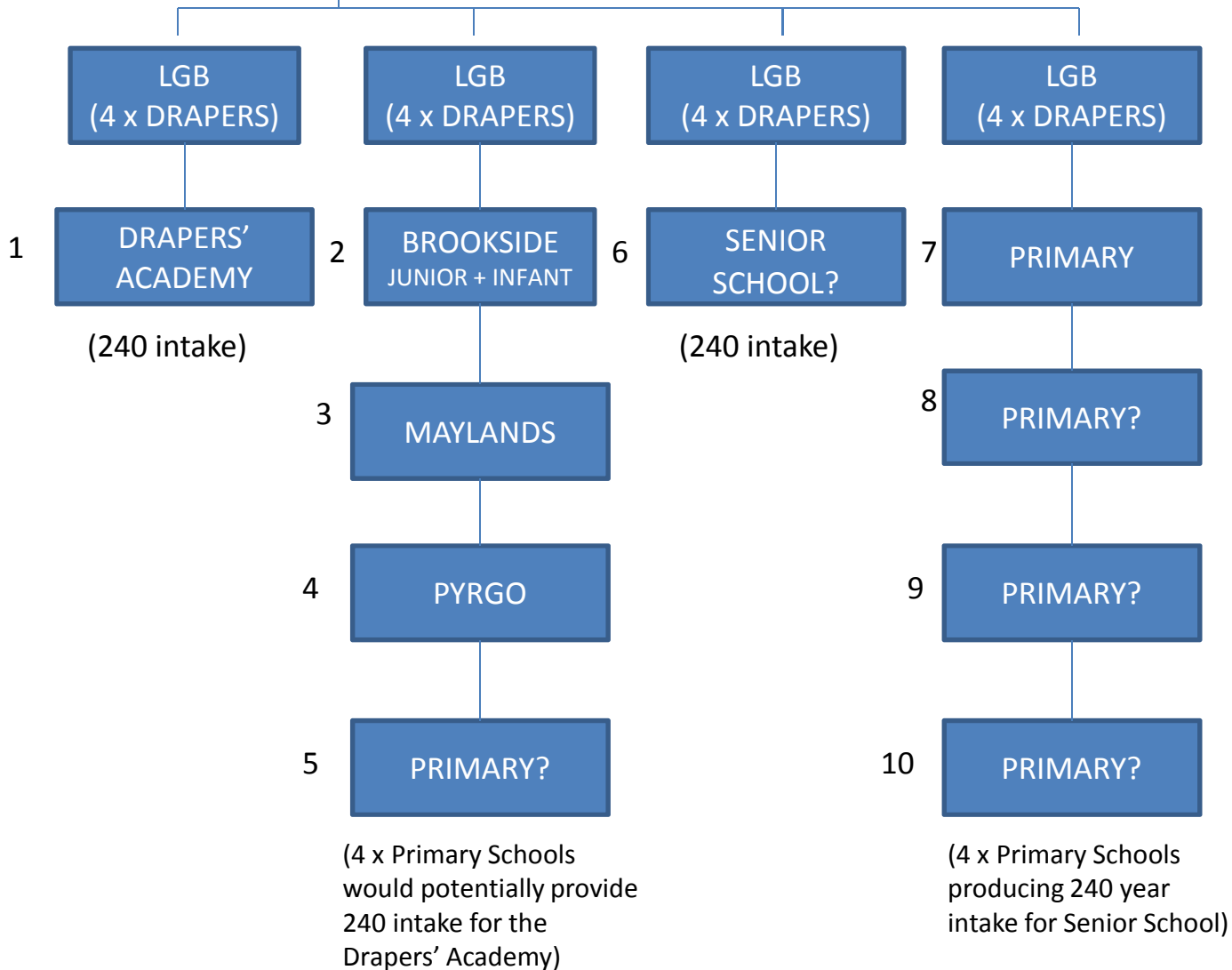
WE'RE STILL A SCHOOL AT
THE MOMENT BUT WE'LL
PROBABLY END UP AS AN
ACADEMY.



POSSIBLE 10 SCHOOL MAT



Chairman – Alan Morris
 3 Directors – Tim Orchard, Tom Harris,
 Stephen Foakes (double-hatted)
 1 Director – David Sumner



Total Number of Drapers

16 Draper Governors for LGBs
 (3 double-hatted)

1 MAT Chair

1 David Sumner

18 TOTAL