Memorandum of Understanding between the DfE and National Society

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Why a revised MOU?

• To reflect the changing policy and legal landscape – establishment of RSCs and the Education and Adoption Bill.

• To establish a set of key principles and protocols to improve how RSCs and Dioceses work together.

• To provide a strong strategic basis for the ongoing relationship between Dioceses and RSCs.
Summary

What does the new MOU include?

• A set of key principles to underpin RSC/DDE relationship.

• Protocols covering:
  o Conversion of Church schools, joining non-faith MATs and becoming sponsors.
  o Intervention in inadequate maintained Church schools and academies.
  o Coasting schools.
  o Warning notices.
  o IEBs.
  o Governance.
  o Diocese’s requests to RSCs to intervene in Church schools
  o Closure and new schools.
  o Mediation and Review.
Key Principles

MOU sets out the DfE and National Society’s commitment to:

• sustaining the **formal and statutory partnership** between the Church of England and the state in education;
• ensuring the **religious character of every church school is protected**;
• ensuring every pupil attending a church school receives the best education possible, including taking **prompt action to address any concerns** about the performance of a church school; and
• **maintaining clear and open lines of communication** between RSCs and diocese regarding all decisions relating to academy conversion, intervention and sponsorship in each region, on behalf of the Secretary of State. ongoing commitment between RSCs and DBEs to **consistency and transparency** in its decision making; and
• a clear expectation that model documentation agreed between the National Society and the department will be **adopted and applied as per the core principles at all times**.
• Where a **bespoke solution** is required which requires specific documentation this will be formulated with input and advice of the National Society and DfE.
Protocols - Converter Academies

First four cover arrangements for voluntary converters to academy status:

- **Protocol 1** - Schools converting to Academy Status
- **Protocol 2**: Church schools wishing to convert and join an existing non-Church MAT
- **Protocol 3**: Church VA schools wishing to convert and join an existing or newly established church minority MAT
- **Protocol 4** - Church schools wishing to convert and become sponsors
Protocols – Sponsored and Underperforming Church Schools

- **Protocol 5** - Intervention in inadequate local authority maintained church schools
- **Protocol 6** - Re-brokerage of underperforming church academies and/or those where the religious character is at risk
- **Protocol 7** - Coasting Schools
- **Protocol 8** - Issuing of a Performance, Standards and Safety warning notice to an LA-maintained church school
- **Protocol 9** - Issuing of a termination warning notice to a church academy
- **Protocol 10** - Appointment and engagement with IEBs
Protocols – Strengthening the Partnership

• **Protocol 11** - Diocesan requests for RSC intervention
• **Protocol 12** - Governance Arrangements
• **Protocol 13** - Closure of Church maintained schools and academies
• **Protocol 14** - New Schools
Protocols – Mediation and Review

• Our expectation is that where the RSC and DBE are unable to agree a way forward that they will contact the National Society who will support efforts to secure a local agreement.

• Ongoing commitment to ensure the MOU is fit for purpose and reviewed on a regular basis
Where can you find it?

- The MOU was published on 18 April 2016 alongside new provisions in the Education and Adoption Act
- It is available online at:
Derby Diocesan Board of Education (DDBE)

Mixed MATs and the engagement of Church Schools

- Derby Diocesan view of Mixed MATS
- Partnership in a new Mixed MAT (QEGS Secondary, Ashbourne)
- Regional Hub within Diocesan MAT (Hardwick Primary, Derby)
Schools and Academies

- Approximately 1 million children attend CofE schools.
- About 15 million people alive today went to one.
- 4,500 (25%) of all primary and middle schools are CofE,
- Each diocese runs a Diocesan Board of Education supporting Church schools, which represents an annual investment of over £15 million.
- With more than 180 sponsored and 475 converter academies, the Church is the biggest sponsor of academies in England. (Figures last updated September 2015)

The CofE has been providing schools in this country a full 60 years before education was recognised as a responsibility of the Government in the 1870 Education Act.
What is the vision and driving force behind your MAT?
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Derby Diocesan view: Common ground?

To offer our *children and young people* life in all of its fullness.  
(John 10:10)

Church of England schools *serve the whole community*: The founding principle of the National Society being universal *education for the common good*.

The National Society was established in 1811 to provide *schools for poor children*.

(DBE of Future 2013 p6)
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Our Vision
To offer our children and young people life in all of its fullness by:

Growing
providing experiences rooted in faith, hope and love.

Learning
ensuring the highest academic standards.

Healthy
providing safe places of welcome and belonging.

Outward Facing
valuing their contribution to the community.

So that they can:
- Use Skills, Knowledge and Understanding to think for themselves and act for others
- Experience and enjoy diverse relationships
- Choose to journey in faith
- Be resilient, confident and compassionate
- Enjoy life in all its fullness
Diocesan view: Tension?
Control and governance.

My gut feeling is that I wouldn’t want our CE status to impact on us having to be ostracised from our learning community, I would rather the governors made decisions on the benefits to our children and not ‘red tape’

From a diocesan point of view the red tape provides the protections that maintain the heritage, ethos, safety and quality of the church school network. Where this link has been eroded there can be a loss of the ability of dioceses to intervene on behalf of children, even in our CE branded schools... The reputational damage can be huge because people, even professionals, don’t understand the nuances due to the wide range of organisational arrangements out there.
Dialogue to agree and ‘tie up’ answers to *What ifs*... *before the problems arise*!

- Clear legal documents (Mem and Arts...)
- Local and National Expectations (Model documents)
- Memorandum of Understanding (DfE & CE, Trusts)
- Roles rather than people
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Derby Diocesan view: Current options?

- Schools remain with LA. (Singly or as part of a federation/LCT)
- Schools (Good and Outstanding) covert to a single academy.
- Schools group together to form their own Multi Academy Trust
- Schools choose to join an Existing Multi Academy Trust

Key Question: How robust is your collaboration option?
Can CE Schools join a MAT?

For our Church of England schools, approval to convert is provided by Derby Diocese if:

1. It sustains the Christian character of the school(s)
   The protection of the religious character of a Church school is not optional. It is key to the charitable trusts of the school itself and those that bind its site.

2. It is financially sustainable
   The reality of our small rural schools is that three schools may not be enough to provide the strength and depth needed for fruitful and long-term sustainability. (CE, Rural Report)

3. There is appropriate external challenge and support
   Of the 14 formerly outstanding converter academies that declined to requires improvement or inadequate this year, 13 were not in a MAT. (OFSTED 2014/15)
QEGSMAT and the Derby Diocese

‘True collaborative working’
Overview
QEGS MAT: Context of working with the Derby Diocese

- QEGS has converted from a single academy trust to a multi-academy trust. 11-18 Comprehensive Academy: approx. 1300, in Ashbourne, Derbyshire;
- QEGS is a ‘school of Christian Religious Character’ – part of the foundation of the school over 400 years ago;
- Representation of the Diocese has existed on the Governing Body since 1585;
- More recently collaborated on the school improvement agenda, Free School, ‘bridging the gap between primary and secondary’ – working with and sourcing the very best – together; making the best use of resources;
QEGS MAT - Governance Structure

**Members x 5**
- Akin to shareholders
-Hold Trustees to account - compliance, conduct.
-Appoint/remove Trustees
-Approve MATs accounts

**Trustees x 11**
- Set strategic direction of MAT
- Overall accountability for MAT
- Monitor and evaluate performance of each academy in MAT
- Employer of staff
- Determine pay and remuneration
- Manage finances and assets of MAT
- Exercise independent judgment
- Avoid conflicts of interest
- Determine the scheme of delegation for each academy

**Executive**
- Executive Headteacher
- Business Leader
- Academy Headteachers

**Agenda**
- Strategy of MAT
- Overall performance and accountability of every academy in the MAT

**Local Governing Body**
- QEGS (with own committees)
- Responsible for:
  - Student/pupil achievement of own school
  - Community links

- Academy 2 (with own committees)
- Quality of teaching, learning and Assessment in own school
- Safeguarding
- Application of trust policies

- Academy 3 (with own committees)
- Oversight of finance devoted formula, capital and personnel
- Budget setting appointments etc.

- Academy 4 (with own committees)

**Members must be independent of Board of Trustees and Local Governing Bodies**
- Colin Smith - Rolls Royce
- Liz Barnes - VP Sheffield Hallam University
- Peter Goodby - Local Business Executive
- David Channer - Director of the Derby Diocesan Board of Education
- Stephen Oliver - Local Business Director
  (correct at 01/03/2016)

**Also in attendance at meetings:**
- Business Leader

**QEGS MAT Proposed Governance Structure**
- Trustees must be skill and knowledge rich
  - Max Jeffrey – current QEGS Chair of Governors
  - Anne Martin – Executive Headteacher
  - Jeannette Hart – Primary Headteacher
  - Hereward Tresidder – Finance and Resources
  - Keith Wesley – Achievement and Standards (Old Trust)
  - Geraldine Pond – SMSC + Character Education (Diocese)
  - Vacancy – Old Trust (Premises)
  - Vacancy – Diocese (Pastoral)
  - Vacancy 1 – HR
  - Vacancy 2 – Legal
  - Vacancy 3 – PR
What can QEGS MAT offer? [We follow the same model as the Diocese]

Academy Finance

- QEGS MAT enters into a master funding agreement with the DfE
- There are supplemental funding agreements for each academy in the MAT
- Each academy receives its own money – budget share, bank account
- There is a ‘membership fee’ which varies depending on the performance of the academy:
  - Level 1 (Outstanding) – 4%
  - Level 2 (Good) – 5%
  - Level 3 (RI & category academies) – 6%
- Services provided per annum:
  - 6 school improvement visits
  - 1 visit per month to review finance
  - HR services
  - Legal and governance support
  - Access to policies
  - Insurance, legal and procurement support
  - Support with premises management
  - Greater economies of scale
- It has been set up as a ‘Mixed MAT’: both faith and non-faith schools; both primary and secondary
School Improvement:

- Use of external challenge from trained consultants inc. serving Ofsted inspectors;
- 6 visits per year – progress and data, school improvement, staffing, and self evaluation; school performance will be closely monitored by our school improvement team and could involve subject or phase specialists, where appropriate. This is crucial, in order to enable intervention to be put in place before it has a negative impact on student outcomes;
- Where an organisation requires support, a detailed short term plan will be put in place with key performance indicators;
- Support for Ofsted inspections, monitoring visits, formulating the SIP and SEF, as required;
- School to School support bespoke to your organisation – qualified and serving NLE and SLEs; access to a wide range of high quality specialists;
- High quality CPD;
- Mentoring for new senior leaders;
- Outstanding governance;
- Direct access to resources and training from two Teaching School Alliances;
- Succession planning; development and promotion opportunities for staff to progress; retaining our very best leaders in our Trust;
Maintaining your identity & character: important to us -

• We are in a unique rural area: schools have developed long traditions and unique characteristics;

• Joining the QEGS MAT means these unique characteristics & features can be maintained; as part of our MAT your school would develop its own response to Question, Explore, Give and Succeed – in your setting, for your students/pupils, for your staff and governors, and within your local community;

• You will continue to work in your current clusters – no change;
At QEGS, Teachers:

**Question** to check that all students are learning.

**Explore** strategies to engage and challenge students and stimulate their curiosity.

**Give** students time to apply and consolidate learning and act on feedback.

**Succeed** in ensuring that all students know how to make progress and fulfil their full potential.
Our partnership is:

- Designed to provide the very best education for all young people;
- Working collaboratively within a formal structure to recruit, develop and retain the very best staff; sharing resources;
- Working together to shape education for the future;

Raising standards for all young people in our area is our priority; providing the very best and remembering that young people have one chance! Providing outstanding education for all is our goal.
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The Diocesan Trust: Our Priority is School Improvement

Where is capacity actually coming from?

• Schools already in the MAT
  Highly performing sponsors are more likely to have converter and sponsor projects. (DfE May 2014)

• From partnership with schools and the wider system
  Effective trusts are adept at looking beyond their own boundaries to secure additional expertise and experience at both whole-trust level and academy leader or individual teacher level when needed. (OFSTED Annual Report 2014/15)

• School Improvement Team at the centre.
  At their best, MAT leaders know the academies within their family of schools well. They use assessment information proficiently to target support. (OFSTED Annual Report 2014/15)
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Join DDAT Regional Hub Model

Scale and spans of control in a growing MAT
Why have we chosen to join Derby Diocesan Academy Trust?

✓ values align very well with ours both in aspirations and inclusion i.e. high aspirations for all children in the city (CE: poor);

✓ would allow us to retain our governing body and therefore earned autonomy and accountability to our local community;

✓ model allows schools with good and outstanding Ofsted grades increased earned autonomy and reduces the amount ‘top sliced’ from their budget in recognition of our contribution to the wider hub and trust;

✓ would allow us to keep our own identity and systems, providing that they are effective;

✓ model is based around school improvement and capacity building and has a proven track record in this area;

✓ are looking to develop a local city hub and would like us to be central to this process;

✓ provides us with opportunities to network beyond Derby City with a wider network of schools;

✓ already has a working relationship with us, through our SSIO, so we would be able to ‘hit the ground running’;

✓ is part of the larger Diocese of Derby and Derbyshire so has in place increased capacity and support structures.
Any questions?