



Confederation  
of School Trusts

# What are school trusts?



- Academy and Multi-Academy Trusts are education charities that run schools to give children a better future
- Over half of pupils in state schools attend academies
- We help our local communities thrive by giving children the best opportunities to learn inside and outside the classroom

- A trust is a group of schools working in collaboration as one entity to improve and maintain high educational standards across the group.
- A trust has a single legal and moral purpose: ***to advance education for the public benefit.***

# For parents

- As a family of schools, we improve your child's education by sharing ideas and expertise with each other
- Like any other state school, our schools are free to attend, we're inspected in the same way, and children take the same tests and exams
- We help our local communities thrive by giving children the best opportunities to learn inside and outside the classroom

# For teachers

- As a family of schools, we work closely together and share expertise, which creates great opportunities for children and teachers
- We share good practice on the important things - curriculum, assessment and behaviour
- We also offer structured career pathways for teachers, supported by high-quality professional development so teachers and leaders learn together
- We help teachers and leaders spend more of their time focussed on the one thing that counts the most – the education of children
- The support we provide to schools - HR, finance, IT, marketing – makes this possible

# For maintained schools thinking about forming or joining a trust

## **The wrong question:**

- “Should my school become an academy?”

## **The right 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?”

# For media/policy-makers

- Academy and Multi-Academy Trusts are education charities that run schools to give children a better future
- Academies are part and parcel of education in England and have been around for nearly 20 years
- Over half of pupils in state schools attend academies
- Like any other state school, academies are free to attend, and they are inspected in the same way as other state schools
- As the head of Ofsted says, the quality of education and care for young people is better than ever and we're proud to be a part of that improvement
- More than 8,300 schools in the country have become an academy or opened as a free school, with hundreds of schools making the choice to convert to become an academy in the last 12 months alone (as of Feb 2019)
- At the end of 2017, only 1 in 10 sponsored academy predecessor schools were judged good or outstanding before they converted, compared to almost 7 in 10 after they became an academy, of those who had been inspected

““There is no trust more sacred than the one the world holds with children.”

Kofi Annan, *The State of the World's Children*, 2000





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# The evidence



# The evidence for the benefits of school partnerships is compelling



House of Commons  
Education Committee

## School Partnerships and Cooperation

Fourth Report of Session 2013–14

*Volume I: Report, together with formal  
minutes, oral and written evidence*

*Additional written evidence is contained in  
Volume II, available on the Committee website  
at [www.parliament.uk/educom](http://www.parliament.uk/educom)*

*Ordered by the House of Commons  
to be printed 30 October 2013*

HC 269  
Published on 6 November 2013  
by authority of the House of Commons  
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“87% of headteachers and 83% of chairs of governors describe **partnership with other schools as ‘critical to improving outcomes for students’**.”

“We believe that school partnerships with **clear lines of accountability** and some element of obligation are more likely to be successful.”

# The primary sector benefits particularly from collaborative structures



House of Commons  
Education Committee

## Academies and free schools

Fourth Report of Session 2014–15

*Report, together with formal minutes relating to the report*

*Ordered by the House of Commons to be printed 21 January 2015*

HC 258  
[Incorporating HC 981, Session 2013-14]  
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“Primary heads told us that, whilst becoming an academy had improved their practice and their school, this was primarily because of the **advantages generated by the collaborative framework of a multi-academy trust.**”

# The impact of collaboration on school improvement

- Staff professional development and career opportunities (Hill et al., 2012; West, 2010);
- Sharing good practice and innovation (Stoll, 2015; Chapman et al., 2009a);
- Teachers and teaching, with practitioners reporting an increased motivation to engage in professional dialogue with their colleagues, knowledge mobilisation and a general shift towards more learning-oriented and enquiry-based cultures in schools that have been collaborating (Stoll, 2015);
- Curriculum development (Ainscow et al., 2006);
- Reductions and realignments in headteacher workload (alleviating burnout and facilitating succession); and
- Organisational and financial efficiency as a consequence of inter-school collaboration (Woods et al., 2010; Woods et al., 2013).