



Strategic Objectives and Key Performance Indicators 2019 - 2022

Vision

To develop independent, lifelong learners in partnership with the communities we serve.

Core Values

Respect, Perseverance and Community

Strategic Ambitions

By 2022, all of our current academies will:

- Be judged to be good or outstanding by Ofsted;
- If a CE school, be judged to be good or excellent by SIAMS;
- Offer a dynamic, rigorous, broad and coherent curriculum that supports attendance, academic progress, emotional well-being and the development of independence and preparation for the next stage of education;
- Work in collaboration with one another to offer shared curriculum, staffing, facilities and resources;
- Actively seek out research and opportunities to support the development and well-being of staff across the Trust;
- Continue to have effective financial management.

Strategic Objectives

1. **Learning: All pupils achieve excellent learning outcomes.**
 - a. Proportions of pupils making good progress and mastering age-related expectations in core subjects, regardless of their starting points or circumstances, exceed national averages.
 - b. Learning and teaching in all the academies is good if not better.

- c. All pupils enjoy and are engaged in their learning and are well prepared for their next stage in their life/education.
2. **Improvement: Effective, continuous school improvement enables excellent learning outcomes.**
- a. Effective school to school support secures accurate and robust self-evaluation processes to inform school improvement priorities.
 - b. Systems enable accurate data collection and analysis to inform effective self-evaluation and strategic planning.
 - c. Professional learning impacts positively on pupil learning in all the academies.
3. **Leadership: Skilled leadership at all levels enables excellent learning outcomes.**
- a. School leaders at all levels across the Trust are supported to achieve skilled and effective leadership which focuses on excellent pupil outcomes.
 - b. High quality, strong governance, focussed clearly on excellent learning outcomes, is embedded in all academies' local governing bodies.
 - c. Trustees are highly skilled in the field of strategic school leadership, finance and business and work effectively on behalf of the Trust and all the academies within it.
4. **Sustainability: Secure foundations enable sustainable growth.**
- a. The Trust delivers high quality and cost-effective services to all of its academies.
 - b. Excellent financial and business planning, systems of audit and evaluation, robust risk management, strategic planning and wide stakeholder consultation underpin a strong Trust infrastructure and sustainable, measured and systematic growth.

Key Performance Indicators (KPIs)

The key performance indicators for the period up until August 2022 (reviewed each term within CEO report to Trustees). The KPIs should be a significant influence on forming the objectives for the CEO and used by the trustees, to support and challenge leaders and hold the CEO to account.

Strategic Objective	Key Performance Indicator	Evidence Base	Who reports to Trust	When reported to Trust	
<p>1. Learning: All pupils achieve excellent learning outcomes.</p>	<p>a. Proportions of pupils making good progress and mastering age-related expectations in core subjects, regardless of their starting points or circumstances, meet or exceed national averages.</p>	<p>i. Good Level of Development at the end of Early Years' Foundation Stage is no more than the percentage of 1 child below national.</p> <p>ii. Attainment in Year 1 Phonics is no more than the percentage of 1 child below national.</p> <p>iii. Attainment in reading, writing and maths combined at the end of Key Stage 1 is no more than the percentage of 1 child below national.</p> <p>iv. Attainment in reading, writing and maths combined at the end of Key Stage 2 is no more than the percentage of 1 child below national.</p>	<p>LIAISE end of year documents</p> <p>Analysing School Performance document</p> <p>Inspection dashboards</p>	<p>CEO</p>	<p>Termly</p>

		v. Progress scores in all core areas at the end of Key Stage 2 are at least in line with national.			
	b. Vulnerable groups of pupils i. Disadvantaged pupils	i. Overall the gap in attainment of vulnerable pupils and the attainment of 'other pupils', nationally is decreasing. ii. The progress of disadvantaged pupils in the majority of year groups is at least in line with national progress scores of non-disadvantaged pupils. iii. The progress of pupils with SEN will be in line with or better than pupils with SEN nationally. iv. The progress of BME pupils will be in line with or better than BME nationally.	● End of year analysis of pupil tracking data and national test results.	CEO	ASP/ISDR when published. Internal data collected termly.
	b. Learning and teaching in all the academies is good if not better.	i. Validation of school's self-assessment by external and internal evaluation.	● Peer reviews ● Ofsted Reports ● SIAMS reports	CEO	As and when reports published
	c. All pupils enjoy and are engaged in their learning	i. Validation of school's self-assessment by	● Peer reviews ● Ofsted Reports	CEO	As and when

	and are well prepared for their next stage in their life/education	external and internal evaluation.	<ul style="list-style-type: none"> ● SIAMS reports ● Pupil attitude surveys 		reports published
2. Improvement Effective, continuous school improvement enables excellent learning outcomes.	a. Effective school to school support secures accurate and robust self-evaluation processes to inform school improvement priorities.	i. Validation of school's self-assessment by external and internal evaluation.	<ul style="list-style-type: none"> ● Peer reviews ● Ofsted Reports ● SIAMS reports 	CEO	As and when reports published
	b. Systems enable accurate data collection and analysis to inform effective self-evaluation and strategic planning.	i. All schools' average assessment data in core subjects at the end of each Key Stage measures within 1 child of published results.	<ul style="list-style-type: none"> ● Analysing School Performance (ASP) ● Internal School assessment data 	CEO	ASP/ISDR when published. Internal data termly.
	c. Professional learning impacts positively on pupil learning in all the academies	i. Each school has a record of all staff professional learning and evidence of impact on pupil outcomes	<ul style="list-style-type: none"> ● School staff's training record ● Performance management records 	CEO	Autumn term
3. Leadership Skilled leadership at all levels enables excellent learning outcomes.	a. School leaders at all levels across the Trust are supported to achieve skilled and effective leadership which focuses on excellent pupil outcomes.	i. Pupil outcomes remain at least good in all schools.	<ul style="list-style-type: none"> ● Published performance data (ASP) ● Peer reviews ● Ofsted Reports ● SIAMS reports 	CEO	As and when published
	b. High quality, strong governance, focussed clearly on excellent learning outcomes, is	i. Governors can demonstrate they fulfil their statutory duties,	<ul style="list-style-type: none"> ● LGB minutes ● Peer reviews ● Ofsted Reports ● SIAMS reports 	CEO Clerks to LGBs	As and when published

	<p>embedded in all academies' local governing bodies.</p>	<p>especially with regard to safeguarding.</p> <p>ii. Peer review evaluations of governance are at least good.</p> <p>ii. Training records of governing bodies demonstrate a willingness to engage in professional learning.</p> <p>v. Local governors can demonstrate they hold their headteacher to account through effective performance management.</p>			
	<p>c. Trustees are highly skilled in the field of strategic school leadership, finance and business and work effectively on behalf of the Trust and all the academies within it.</p>	<p>i. The trust develops an effective strategic plan for the next three years, and progress monitored.</p> <p>ii. Directors/trustees can demonstrate they hold the CEO and CFO to account.</p>	<ul style="list-style-type: none"> ● CEO's report ● Trustees Visits ● LGB minutes ● Trust dashboard ● Trust board minutes ● PM of CEO/CFO 	<p>Chair of Trustees</p>	<p>As and when published</p>
<p>4. Sustainability Secure foundations enable sustainable growth.</p>	<p>a. The Trust delivers high quality and cost-effective services to all of its academies.</p>	<p>i. Internal and external benchmarking shows the Trust and each school within it provides value for money.</p>	<ul style="list-style-type: none"> ● Suitable published data 	<p>CFO</p>	<p>Annually</p>

	<p>b. Excellent financial and business planning, systems of audit and evaluation, robust risk management, strategic planning and wide stakeholder consultation underpin a strong Trust infrastructure and sustainable, measured and systematic growth</p>	<p>i.Reconciliation and forecast show the Trust to be financially sustainable. ii.Internal benchmarking shows all schools working within variances set by the Finance and Audit Committee. iii.Stakeholder mapping completed and clear communication strategy developed. iv.Stakeholders actively engage with the Trust. v.Pupil numbers at each school demonstrate numbers on roll in line with capacity. vi.Effective due diligence leads to measured and systematic growth of one new school joining the trust each academic year. vii.Sponsorship approval applied for by autumn 2019.</p>	<ul style="list-style-type: none"> ● External Audit report ● Internal Audit reports ● Assessment ● Peer Review ● Risk management process ● Parental surveys ● Finance & Audit Committee minutes ● Trust Board minutes ● Due diligence documentation ● Sponsorship documentation 	<p>CFO and CEO</p>	<p>Reports when published</p>
--	---	--	---	--------------------	-------------------------------