

KEY PERFORMANCE INDICATORS

Individual Academy Key Performance Indicators – to be reviewed and monitored by the academy SLT

Academy: _____

Date: _____

	KPI	Key Documents	RAG	Notes	KPI Owner
1	Strong Trust vision in place and shared with all academies	Academy Vision and Values Academy strapline		Senior leaders hold clear strategic vision for the academy based on Christian values They have a shared knowledge of what good and outstanding practice looks like and how to motivate others to achieve it Vision details how the academy aspires to be fully inclusive, treat everyone equally, strive for excellence and provide the optimum environment for the intellectual, emotional, physical, social and spiritual growth of every pupil in its care.	HT / EXEC HT
2	Senior leaders are accurate in their understanding of academy strengths and areas for development	School Self Evaluation		How accurately the school evaluates current provision and make plans for continuous improvement	HT / EXEC HT
3	3-year Academy Development Strategy in place	Academy Strategic Development Plan CPD Policy/Plan		Senior leaders establish a culture of high expectations for all Academy Development Plan written annually in the Summer term. Strategy to take Trust priorities, evidenced by data, into account. Actions are specific, accurately costed, planned within reasonable timescales and deliver impact for pupils. Plan written to specifically address key priorities; Leadership and Management Quality of Teaching Learning and Assessment Personal Development, Behaviour and Safety Outcomes for Pupils Effectiveness of Early Years	HT / EXEC HT
4	Strong academy Christian Distinctiveness / Vision Statement	SIAMS Reports Academy SIAMs Evaluation Collective Worship Policy		How well the school, through its distinctive Christian character, meets the needs of all learners.	HT / EXEC HT

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5	Academy considered “good” or “outstanding” using DOWMAT’s own system of assessment; corroborated by OFSTED	Ofsted / ALP Reports		School provision, in terms of; Leadership and Management Quality of Teaching Learning and Assessment Personal Development, Behaviour and Safety Outcomes for Pupils Effectiveness of Early Years	HT / EXEC HT
6	Academy safeguarding procedures are robust and comply with current expectations	Safeguarding Policy to include Child Protection E-Safety/Acceptable User Policy Site safeguarding procedures DBS Checks Safer Recruitment PREVENT Duty Lockdown Policy Visitor signing in procedures		DSLs in place and known to school community Safeguarding is seen as a whole school / parent community responsibility All visitors to the academy given appropriate level of information to follow academy expectations regarding safeguarding. All staff and governors signed understanding of their safeguarding responsibilities	HT / EXEC HT
7	IDSR reports evidence high levels of progress and attainment for all Trust academies	IDSR Reports		Awaiting reports Pupils to achieve of their best, making positive progress from their starting point	HT / EXEC HT
8	The vast majority of children in each academy make good or better progress – including vulnerable groups	Academy pupil tracking		Teacher’s assessment is accurate and rigorous and informs lesson planning and appropriate target-setting. Pupils’ work is levelled and moderated to ensure reliability and accuracy of assessment. Half-termly data reviews are held to monitor pupils’ progress and inform interventions. Data is used to produce regular reports to the local advisory board and MAT. Use of data is built into the academy self-evaluation and improvement cycle. High quality marking provides effective pupil feedback to inform next steps in learning.	HT / EXEC HT
9	Pupil attendance is at or above national expectations Persistent absence is rare	Attendance Reports – to include vulnerable groups Academy Attendance Policy Exclusions information Parent attendance information – leaflets / newsletter articles / reminder letters		Attendance target is achieved. Parents aware of importance of attendance for children	HT / EXEC HT
10	SEND provision is robust in meeting the needs of SEND children and those with disabilities	Academy SEND policy Academy SEND information Report SEND Action Plan SEND leaflets		Spend monitored in delivering best outcomes for pupils with SEND and maximising agency support. Policies and practices are developed to remove barriers to learning.	HT / EXEC HT SENDCo

		Notational SEND budget Appropriate education plans in place where required		Programmes are put in place to close the gaps between learner groups.	
11	Provision for vulnerable children is robust in meeting the needs of Pupil Premium children	Pupil Premium Strategy Pupil Premium Reports Pupil Premium Action Plan		A range of effective measures are undertaken which result in increased progress, attainment and attendance for disadvantaged children. The gap between disadvantaged pupils and others narrows. Annually submitted on website with outcomes.	HT / EXEC HT
12	Sports Premium used effectively to support healthy lifestyles, emotional well-being and physical activity	Sports Premium Report		Plan demonstrates spend is effective in promoting pupil uptake of sports and encouraging healthy eating / healthy lifestyles. Staff skill base growing. Annually submitted on website with outcomes.	HT / EXEC HT
13	All statutory policies are in place	Positive Behaviour Policy (including Positive Handling) Anti-Bullying Policy Complaints Policy Accessibility Plan		Academy policies are in place, robust and followed by all academy staff	HT / EXEC HT
14	Academy actively working collaboratively with other Trust academies to support high levels of academic excellence in all Trust academies	Records of effective inter-school/academy collaboration		Trust academies provide high level of support and challenge to each other High levels of collaboration Good practice shared widely between all Trust academies	HT / EXEC HT
15	Curriculum policies in place and supporting high level of excellence provision	English Policy Maths Policy / Calculations Policy Subject Policies Marking and Feedback Guidelines		These are available to all stakeholders on the school website and accurately reflect current practice.	HT / EXEC HT
16	A broad and balanced curriculum relevant to the context of the academy and community is offered	Whole Academy Curriculum, including provision for Personal, Social, Health and Economic Education (PSHEE)		Academy able to make a judgement on how well the curriculum meets the needs of all learners, is engaging, memorable and broad.	HT / EXEC HT
17	School website is compliant	School Website		School information is accessible to parents. The school website must be compliant with current regulations.	HT / EXEC HT
18	Data Protection procedures in place	GDPR expectations complied with Data Protection Policy / procedures Media Permission information			HT / EXEC HT
19	Academy is proactive in establishing positive relationships with parents	Weekly newsletters Parent Consultation Evenings Academy end of year reports Academy website Conversations with parents		Academy is proactive in establishing positive relationships with parents Systems are established for ensuring parents are well informed about the academy and as a result they are involved in events and activities.	HT / EXEC HT

		<p>Parent engagement events</p> <p>Annual parent questionnaires</p>		<p>Parents have clear information about their child's progress and how best to support them in their learning.</p> <p>There is regular use of parental feedback to inform the ongoing development of the academy.</p> <p>There is a determination for the academy to be at the heart of the community, demonstrated through strong links with the local community and local church and the extensive use of buildings and facilities used by local groups</p>	
20	<p>Pupils are well prepared socially and emotionally and have a good understanding of British values</p>	<p>Wider curricular opportunities</p> <p>School Council</p> <p>PSHEE (including Healthy Relationships)</p>		<p>Intentional opportunities are provided for pupils' personal development, particularly their spiritual and moral development</p> <p>Pupils have opportunities to contribute to the life of the academy community and develop their leadership and organisational skills</p> <p>Pupils are supported to develop a good understanding of British values.</p>	HT / EXEC HT