

KEY PERFORMANCE INDICATORS

Trust Key Performance Indicators – to be reviewed by the CEO / monitored by the DoWMAT Board

Date: _____

	KPI	Key Documents	RAG	Notes	KPI Owner
1. FINANCE					
1.1	Effective finance systems / policies in place so that funding is used properly, efficiently and effectively	Financial Policy Budget Monitoring Reports / Budget Setting Report Pay (and Appraisal) policy Anti Fraud and Corruption Policy and Procedure Competitive Tendering Policy Investment Policy 3-5 year Budget Plan		Trust follows Financial Regulations. Finance Policy in place Initial set of trust wide financial policies in place. These now need to be shared with all Trust academies. Policies reflect current practice. Budget Plan in place for 2017-2018. Takes school priorities evidenced by data into account. Actions are specific, accurately costed, planned within reasonable timescales and deliver impact for pupils.	CEO
1.2	3-year Trust Development Strategy in place	Trust Strategic Development Plan Trust Growth Plan		Plans to be completed after full self-evaluation of Trust. Strategy to take Trust priorities, evidenced by data, into account. Actions are specific, accurately costed, planned within reasonable timescales and deliver impact for pupils.	CEO
1.3	Effective financial monitoring systems in place	Financial Reports Feedback from Finance and Governance Audits RO reports Annual Account		Auditors and Responsible Officer appointed Awaiting 1 st RO report	CEO
1.4	Risk Management Policies and Procedures in place	Risk and Opportunities Policy Risk Register		Robust and proactive risk identification, mitigation and management for the Trust and each of its academies	CEO
1.5	Trust is fully compliant with all statutory obligations	DoWMAT Memorandum Articles of Association Audit returns		Trust is compliant with the Trust's Memorandum and Articles of Association together with all statutory, regulatory and legal requirements including Funding Agreements as set out in the Academies Financial Handbook and Statement of Recommended Practices (SORP) of the Charities Commission	DFO

1.6	Trust finances remain robust and in surplus	Trust cash flow and budget documentation		Trust finances become increasingly robust and an in year surplus is achieved.	CEO
1.7	Robust financial systems maintained in all Trust academies	Academy cash flow and budget documentation		Trust academy finances are in surplus Robust finance systems set up in each DoWMAT academy	DFO
2. LEADERSHIP AND STAFF DEVELOPMENT					
2.1	Strong Trust vision in place and shared with all academies	Trust Values and Vision Trust Strapline Equality Policy		Provides strong expectations for whole Trust and its academies on meeting the Church of England vision for Education.	CEO
2.2	Strong Central Team with capacity to support all Trust academies	Central Team Staffing Structure		CEO and ASO newly appointed. COO start date 1.4.18	CEO
2.3	Strong, robust Trust Governance structure in place	Governance Structure		Members and Directors understand their role within the Trust, with skills / understanding revised annually. Trust future plans and strategies for growth considered and achievable. Board have a varied, relevant skill set to support / challenge Trust staff and hold the CEO to account.	MEMBERS
2.4	Strong collaborative relationships between all Trust academies to support academy / staff development	Trust Strategic Development Plan Minutes from Headteacher Meetings		Schools working collaboratively to share best practice.	CEO
2.5	Training opportunities available for trust and academy staff to further improve / deliver best practice			Training opportunities currently provided through the Diocese Education Team or external providers.	CEO
2.6	Bought in services and consultants provide high quality services for all academies			Bought in services include HR, Finance, Buildings, Health and Safety etc All school entitled to a termly visit from their individual Academy Learning Partner to provide challenge, feedback and advice.	CEO
2.7	Each Trust academy has a skilled, competent Senior Leadership Team in place capable of delivering high outcomes for children	Robust recruitment processes Academy Development Plans Emphasis on high quality provision for all children, including vulnerable groups Headteacher / SLT Appraisal Reports		Academy Senior Leadership teams hold a clear strategic vision for their academy based on Christian values which aligns with practice. They establish a culture of high expectations for all. They have a shared knowledge of what good and outstanding practice looks like and how to motivate others to achieve it. They use rigorous and regular monitoring and evaluation procedures, using a range of methods leading to improvements in the quality of teaching and pupil's progress. They ensure data is used accurately and effectively to understand the performance of all groups of pupils and to inform plans for	CEO

				improvement and are professionally skeptical in checking plans are working.	
2.8	Staffing issues in schools being addressed promptly and effectively	HR support in place Policies for Capability, Allegations against Staff, Staff Grievance, Redundancy, Whistleblowing		Academy Senior Leadership teams are effective in securing excellence in teaching and learning in their academy. Academy Senior Leadership teams are proactive in eliminating inadequate teaching.	CEO
3. EDUCATIONAL OUTCOMES					
3.1	All Trust academies considered “good” or “outstanding” using DOWMAT’s own system of assessment; corroborated by OFSTED and SIAMS inspections	Ofsted / SIAMS Reports ALP Reports Academy Self Evaluations		The Trust is acting to develop effective school development support for all academies plus tailored support based on the need / category of school; Self-Sustaining – Strongly Good / Outstanding academies Semi-Supported – Good academies requiring some support in some aspects Priority – Schools requiring improvement in several aspects	CEO
3.2	IDSR reports evidence high levels of progress and attainment for all Trust academies				CEO
3.3	The vast majority of children in each academy make good or better progress – including vulnerable groups	Academy internal tracking Pupil Premium Reports			CEO
4. PROCESSES					
4.1	Effective IT systems in place for communication and Trust wide data analysis	SIMS Capita Freedom of Information Policy		A standardised assessment package is used across the Trust and understood by all staff. In final stages of development.	IT Manager
4.2	Effective filtering process in place to review potential new convertors to the DOWMAT	Conversion documents Due Diligence reports		All schools have effective due diligence in school improvement, HR, Finance, legal and buildings and premises. Board informed if any of these give cause for concern. Due diligence for HR is undertaken prior to conversion. It is essential that no school enters DOWMAT with a need to make staff redundant in order to balance the books.	Operations Manager
4.3	Effective academy conversion processes in place	Conversion documents		Effective and efficient conversion programme in place. Experienced project manager in post.	Operations Manager