



*The Diocese of Ely*

**ACT** Multi  
Academy  
Trust

**Agapé, Courage  
Thankfulness**

## **Trust Objectives**

**Key Performance Indicators (KPI's) 2023-2026**

# Trust Key Performance Indicators

## Trust Objectives 2023-26

### Priority One: Developing our pupils

#### 1. To ensure the high-quality and intention use of data, including:

- *Reviewing and developing assessments at each phase/key stage, to ensure they build on prior learning and act as an effective means to measure progress*
- *Reviewing reporting systems to ensure parents/carers receive timely and high-quality information*
- *Developing robust tracking and intervention systems across all phases/key stages to ensure any pupil underperformance is identified and effectively addressed as early as possible*
- *Supporting a clear narrative across all schools that articulates and reinforces the intention use of data to inform decisions at all levels*

#### 2. To ensure a high-quality curriculum experience for all, including:

- *A knowledge-rich, broad and balanced curriculum in all schools, including a 'Curriculum for Life' offer*
- *Reviewing 'curriculum progression' and transition to ensure that the curriculum identifies links/builds on prior knowledge and skills development*
- *Encouraging and facilitating the sharing of curriculum resources on a Trust-wide scale.*
- *Identifying and developing phase and subject specialists across the Trust*
- *Work with schools to capture and further develop pupils ethnic, diversity and inclusion (EDI) knowledge and understanding through the curriculum.*
- *Ensure there are a broad range of enrichment opportunities in each school that caters for all pupils.*
- *Regular curriculum meetings to evaluate and improve all of the above*

#### 3. Strengthen opportunities to learn from Pupil Voice in order to develop further the quality of education and personal development in each school and across the Trust.

#### 4. Improve the outcomes of vulnerable pupils including pupil Premium and SEND through sharing and implementing best practice and national guidelines. Ensure additional funding is well spent and has impact.

#### 5. To ensure consistently high literacy with a particular focus on reading (including oracy) and maths standards across the Trust, including:

- *Reviewing current strategies (and their effectiveness) across all phases/key stages;*
- *Developing a suite of effective strategies that can be employed by institutions within the Trust to raise literacy standards.*

- *Deliver Trust wide pedagogical CPD for the teaching of reading and writing, set up & organise with network meetings.*
- 6. Promote a whole Trust approach to promoting positive mental health that aims to help our children to feel supported, heard, accepted, valued and empowered.**
- 7. Each school to engage their community to create a vision which supports mental health and resilience, and is understood by everyone.**
- 8. Support and train staff to develop their skills and their own resilience.**
- 9. To improve pupil absence levels (including persistent absence)**
- 10. Utilise the DfE's Improving attendance case study and Ofsted's securing good attendance and tackling persistent absence report and sign post support from Essex LA and other agencies/organisations**
- 11. Half Termly attendance network meetings to share good practice and to sign post.**
- 12. CEO half termly visits with attendance leads to analyses data for individual schools and offer support/advice accordingly.**

## **Priority Two: Developing people**

1. Developing a clear and consistent system for the induction of new staff across the Trust.
2. Developing a professional development 'core offer' of CPD across every level in the trust e.g. weekly CPD, new starter induction, ECT and middle/senior leadership programmes, secondment opportunities etc.
3. Ensuring expertise of the Trust harnessed to support the CPD needs of schools.
4. Appraising and improving the applicant pack across all institutions and roles.
5. Implementing and setting up the website, both the overall 'feel' and the quality of vacancies page/microsite across all schools.
6. Reviewing current partnerships for impact and value for money e.g. Key subscription.
7. Strengthening and formalising systems of recruitment across all schools within Trust.

8. Exploring other partnerships/recruitment channels e.g. sponsorship, university links, open events etc.
9. Communicating a coherent Trust succession plan, starting with the current senior leadership and moving to middle leadership and beyond.
10. Improving Performance Management processes across the Trust in order to support the above.
11. Ensure a clear career progression opportunity scheme is in place and valued by employees, both teaching and support.
12. Recruitment and selection processes and practice will be revised. A comprehensive recruitment and retention handbook will be produced that details practice designed to attract a diverse pool of candidates from a range of backgrounds and with different perspectives and experiences.
13. Focus on wellbeing of staff within existing CPD/appraisal systems/policies.
14. To promote positive staff wellbeing in all schools in the Trust by encouraging Headteacher's to discuss wellbeing opportunities with staff.
15. Ensure leaders new in post are given support and time to carry out role effectively.
16. All ACT schools will have the latest (2022) STEPS (CTT) training update which will include the new Early Prognosis Training.
17. Ensure a work experience and apprenticeship program through a new provider is installed to bring forward a new culture in our schools within the Trust.

### **Priority Three: Developing our Governance**

1. Appoint additional Trustees to the board to provide strategic challenge and support to LGB's, as required, and ensure future succession planning.
2. Appoint additional Governors to the LGB's from the local community.
3. Build upon the existing training to develop Trustees to become leaders of hubs and Governance.
4. Develop the Governor handbook and include this as part of the induction for new Governors and Trustees.
5. Create Governance advocates including Trustee Links to each of the schools.

## **Priority Four: Developing our business, facilities and resources**

- 1. Ensure that all schools prepare a sustainable budget for the current year and future years through timetabled meetings and deadlines including:**
  - Monthly management accounts produced on time and accurate
  - Spot checks and one to one meeting with SBMs/Finance Officer from each school to enable them to fully understand their financial position and make suitable and viable plans
  - Regular finance staff meetings to ensure finance staff across the Trust are well informed and performing well
- 2. No high or medium risks highlighted on audit report.**
- 3. Internal Audit reports contain no red rag ratings and signs of continual improvement.**
- 4. To line manage Maxwell Facilities (or equivalent) to ensure surveys complete, and documents in place. Regular meetings with them and Trust FAR Committee to ensure estates management is robust.**
- 5. To ensure the Health and Safety compliance of schools across the Trust through recruitment of a Health, Safety and Compliance Consultant and timetable of required documentation to ensure compliance.**
- 6. Processes in place as per DfE guidelines and other statutory guidance documents to ensure an IT infrastructure for the Trust.**
- 7. To develop and IT strategy for the Trust.**
- 8. To ensure that safeguarding procedures, systems and reporting is consistent across the Trusts with annual external safeguarding audit taking place in all schools/academies**
- 9. Ensure all procedures are followed with respect to new schools joining ACT by way of internal due diligence as well as the involvement of Trust solicitor and auditor as required.**
- 10. To develop Trust practice to ensure we are in line with the action areas of the new DfE sustainability and climate change strategy. (SDG's)**

## **Priority Five: Developing our community and partnerships**

1. Actively participate with national bodies such as regional education networks to be informed of all latest educational developments.
2. Developing our new partnership with local MATs and Teaching School Hubs
3. To collaborate with other Trusts on mutually beneficial educational projects.
4. To encourage and facilitate collaboration on individual school level (at all institutions).
5. To continue to develop and implement a Trust growth plan in partnership with the RSC/DfE/Diocese, ensuring appropriate and measured growth impact on all levels.
6. School success stories are shared effectively in each school community
7. Communication strategy implemented, including a staff supplement and Trust half-termly newsletter highlighting the successful work produced by pupils and staff.
8. Staff and pupil annual rewards and recognition framework developed.

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## **Trust Key Performance Indicators**

### **Governance KPIs**

- All Members and Trustees fully understand their duties as company directors and charity Trustees as laid out in the Companies Act 2006 and Charity Commission guidance as exemplified in a skills audit
- All schools have a full complement for their Local Governing Bodies, with an appropriate set of skills and experiences to undertake their defined responsibilities

- Leadership and management will be graded at least good in all schools within 30 months of joining the Trust, or at the first section 5 inspection, whichever is soonest

### **Financial KPIs**

- Zero red flags in annual audited accounts
- Accounts filed with Companies house for public access and on the Trust website by 31 January of the following year
- Trust to submit audited financial statements, auditor's management letter and accounts submission coversheet by 31 December to ESF
- Staffing percentage as a total budget (taking into account EHCP and SEN numbers) is no more than 85%
- Individual school budgets are sustainable

### **Human Resources KPIs**

- Staff attendance to be in line with that of the national primary school pupil attendance (96%)
- There is a low turnover of staff
- Pupil to teacher ratios are favourable compared to national levels
- Development opportunities made available to staff to work across schools in the MAT
- Recruitment procedures are statutory compliant and reflect safer recruitment
- Quality teaching staff are recruited to schools

### **School Standards KPIs**

- Parent, staff and pupil survey data illustrates satisfaction
- All schools are fully compliant with health and safety, safeguarding and other statutory requirements
- All MAT schools are at least good and/or improve their Ofsted inspection rating

- The percentage of teaching across the Trust that is good or outstanding is at least 90%
- That the Pupil Premium Grant is used effectively to ensure disadvantaged pupils make accelerated progress
- That the Sports Premium Grant is used effectively to contribute towards the health and wellbeing of our pupils
- School attendance data is improving including the rate of persistent absence
- Support for SEMH with our Trust is decreasing numbers of fixed term and permanent exclusions.
- That we fully commit to the Cambridgeshire Inclusion Statement across all our schools and recognise Inclusion in its wider sense
- Progress and standards indicators are at least in line with national averages for all groups in all schools indicating a high quality of provision