

Academy Trusts: self-evaluation criteria, East of England and North East London

Completed by: Drapers' MAT Board

Date completed: 11/12/17

		Red / Amber / Green 	Evidence to support judgements and actions needed
1.	Section A - Strategy The Trust has an over-arching vision and a clearly articulated purpose relating to outstanding outcomes for pupils. Individual Academies within the Trust have been fully consulted and support the vision.	Green	The Code of Conduct articulates clearly the education vision and values of the MAT. It is clear to all that this is a Trust-wide document and new joiners should use it to understand our core values and vision. <u>Evidence:</u> To support the Code of Conduct there is an updated Mission Statement that was agreed by the MAT Board in October 2017 and by the Principals. The Mission Statement is publicised in all MAT schools.
2.	The Trust is outward looking, demonstrating the ability to scan the national as well as the local horizon for change and development. Trustees regularly consider possible future scenarios in order to be as prepared as possible to deal with the unexpected.	Green	The sponsors have broad experience of the educational environment nationally. They have considered the expectation that MATs will grow and have given their consent for the MAT to explore future growth where opportunities arise. There is an intent to ensure that any future growth contributes to current schools and capacity across the MAT. <u>Evidence:</u> Some of the trustees and the Principals are very active in Havering and local areas. The MAT board are keen for the Principals to more used to advise and assist with future expansion possibilities.

<p>3.</p>	<p>The Trust uses strategic engagement with other Academies, providers including Teaching Schools and other organisations both to learn and to provide support where appropriate.</p>	<p>Amber</p>	<p>The sponsors bring a broad experience of education. Due to the stage of development of the MAT, strategic engagement with other MATS / providers has been somewhat limited, although as part of the Free School set-up process and sponsorship of our first Primary School a local NLE has supported developments. Other support has been provided through former experienced Head Teachers, and in particular Bushra Nasir CBE who has provided School Improvement and mentoring support to all the school leaders within the MAT, and has recently assumed the role of Senior Education Lead for the MAT. The MAT schools have made good links with Good and Outstanding schools in Havering and beyond to gain expertise.</p> <p><u>Evidence:</u> Peer to peer support from the Education Endowment Fund (EEF) and facilitated by the local teaching school. Working in Havering through the Strategic Improvement Fund for secondary schools. One of the schools in our MAT, Pyrgo Priory Primary school has been identified by the DFE as one of the top schools in the region for outcomes for disadvantaged pupils. The school will be in a pilot to look at the strategies and techniques employed by the school that impact on such positive impacts for our disadvantaged pupils.</p> <p><u>Actions:</u> Academic Task Force (ATF) to agree and recommend priorities for future strategic engagements between the MAT</p>
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			schools, with Havering schools and further afield.
4.	<p>The Trust has a clear and transparent strategy to supporting improvement; it has defined its approach to monitoring, challenge, support and intervention.</p> <p>3</p>	Amber	<p>The Trust's approach to this issue is evolving. Following the addition of a primary and an infant school to the MAT last year, all schools within the MAT are in different stages of development. Each has particular issues and we believe these are best addressed at this stage by the Local Governing Body of each school within guidelines laid down by the MAT Board. Assistance to the schools has been provided as needed primarily at the request of the Chair of the LGB. As the needs of the schools evolve, a Trust strategy of support and improvement will be produced annually.</p> <p><u>Evidence:</u> Robust monitoring of data at LGB level and regular Academic Task Force meetings. Monitoring outputs reported to MAT Board.</p> <p><u>Actions:</u> Further develop the role of the MAT board and the Academic Task Force to check progress against targets on a termly basis and agreeing interventions and finance as needed.</p>
5.	The data the Trust collects are directly related to its vision and priorities and provide evidence of success or the need for intervention.	Amber	Each School's targets are set in meetings involving the Principal, the Chair and Vice-Chair of the Local Governing Body and the External Advisor, and are then approved at the MAT Board . The targets are aspirational and are set using historical data, pupil prior

			<p>attainment data and national predictions. The targets are monitored termly at LGB , MAT board meetings and the Audit committee. When strengths are identified in one MAT school they are shared with the other schools</p> <p><u>Evidence:</u> Audit of what is being shared across the schools in the MAT was done at the ATF meeting on 31/10/17.</p> <p><u>Actions:</u> Strengths and key people in each MAT school to be further identified and this expertise to be maximised effectively across the MAT schools.</p>
6.	The Trust's top strategic objectives are linked to specific outcomes for pupils.	Green	<p>Each school's targets for the academic year include, specific and measurable objectives that are rooted in outcomes for children.</p> <p><u>Evidence:</u> The top strategic objectives are specific to each school but there are generic objectives related to Improving the attainment and progress of white British boys and PP pupils, to address attendance and persistent absence, ensure pupils in higher attainment groups make good progress and promote effective collaboration across the MAT to share good practice and drive improvement.</p>
7.	Strategic improvement planning covers the priority areas for the whole Trust.	Amber	<p>The MAT Board identifies common themes and areas for improvement. Where this requires additional funding, sponsor support is sought and has been generously provided including a multi-year block grant from the</p>

			<p>Drapers' Company in addition to the Academy endowmen fund.</p> <p><u>Evidence:</u> A good example of this is our recent collaboration with School Home Support to tackle attendance issues at all our schools, as well as additional investment in Speech and Language support and in an Educational Psychologist.</p> <p><u>Actions:</u> Evaluate the impact of these additional initiatives.</p>
8.	The Trust's budget-setting processes are firmly based on an accurate and detailed review of needs and are aligned with the trust's vision and strategic plan. Financial planning is transparent, ensuring that resources are systematically allocated to identified priorities.	Amber	<p>Up to 30 Nov 2017, the COO led the budget process for each school in consultation with the Principals and the Local Governing Bodies, with medium to long term planning to ensure continued sustainability. Priority areas were linked to the school development and improvement plans. The COO ensured that the medium-term budget projections meant schools were operating within their financial envelopes. Following an organisational review, the COO role has been removed in favour of developing a Bursar role, which will report to the Senior Education Lead and will implement recommendations of the ATF. This will support stronger alignment of financial and educational planning for schools in the MAT.</p>
9.	Academies use the Trust's strategic improvement plan as a structure for their own improvement plans, ensuring there are clear links between the Trust's vision and schools' individual development plans.	Amber	<p>The MAT schools have their own School Development Plans with detailed action plans for their school priorities and the agreed MAT priorities.</p> <p><u>Evidence:</u> Robust action plans which identify key areas for improvement exist in each</p>

			<p>individual school. The MAT has only recently developed a Five-Year Strategic Plan, building on the outcomes of a MAT-wide retreat, held Sept 2017.</p> <p><u>Actions:</u> To ensure that school action plans developed embody the priorities identified in the MAT Five-Year Plan.</p>
10.	The Trust's strategic plan and priorities are regularly reviewed and updated. They reflect national priorities and the local context.	Amber	<p>The Trust's strategic aims and school improvement plans are reviewed annually by the MAT Board, and implementation is monitored throughout the year.</p> <p><u>Evidence:</u> Minutes of the MAT Board meetings are circulated to LGBs, and Principals regularly attend MAT Board meetings.</p> <p><u>Actions:</u> The MAT strategic plan and priorities to be publicised more widely to all stakeholders.</p>
11.	The Trust's brand promotes confidence in the communities it serves. Safeguarding is clearly articulated as a key priority for trustees. The Trust prioritises communication with its key stakeholders and works hard to find the right 'voice' to engage different and hard-to-reach groups.	Green	<p>The brand's reputation in the community is strong, with feedback from local members of the LGBs highlighting the impact the MAT and sponsors are having on community confidence and school standards. Generally, Safeguarding is a high priority for the MAT. Each LGB has a designated Safeguarding Governor who undertakes regular checks of processes and training records.</p> <p><u>Evidence:</u> There is a strong safeguarding culture and effective procedures are in place. Communication with the parents and the community is a high priority for the MAT</p>

			schools and is achieved through formal and informal community and social events.
12.	<p>Section B - Accountability</p> <p>There are clear lines of accountability from Academy staff to Principal to CEO (which leads to a development plan for the CEO) to Trust Board to the Regional Schools Commissioner.</p>	Amber	<p>There is a clear scheme of delegation outlining where roles and responsibilities lie. The MAT does not at this stage of its development operate with a CEO. The MAT Board is mindful that, if it is to grow, an Executive Principal will be required.</p> <p><u>Evidence:</u> In response to the growth of the MAT, its changing needs have resulted in a review of the organisational structure and redefining of roles to ensure that educational priorities are driving decisions.</p> <p><u>Actions:</u> Looking in future for growth that would provide the resources for and the need to appoint a Chief Executive Officer (CEO).</p>
13	<p>Management information systems permit rapid retrieval and use of data by those who need it to challenge and support.</p>	Red/Amber	<p>There are different needs for Primary and Secondary and systems need to be unified across the MAT.</p> <p><u>Evidence:</u> The recent reiew of the organisational structure has identified the differing needs of the primary and secondary schools.</p> <p><u>Actions:</u> Further work will be undertaken Nov '17 to February '18 to identify optimal use of IT systems and access to data for all schools.</p>

14	The Trust Board has an appropriate range of skills, including, for example, expertise in finance, legal matters, premises and estates, IT/data and HR. The Board includes primary/secondary educational practitioners and those with knowledge of SEND.	Amber	Members of the Trust Board have extensive expertise in finance, legal matters, estates, and education. All LGBs and the MAT Board undertake annual skills assessments, make appropriate training available to members and keep a log of training undertaken by members. The MAT Board is advised by the ATF, and the MAT Senior Educational Lead, Bushra Nasir (an experienced Head Teacher), has been attending MAT Board meetings this year to advise members.
15	There is an appropriate mix of members and trustees on the Board, and robust arrangements for recruiting, inducting and training. Although safeguarding is seen as everyone's responsibility, a named trustee lead on this area.	Green	The MAT Board members are appointed by sponsors who have access to a wealth of experienced candidates. A named governor leads on Safeguarding within each LGB. In addition, there are members of the MAT Board who have Safeguarding and Prevent experience and provide a lead on these key areas. The MAT has also recently appointed a Safeguarding Manager to provide additional support, guidance and oversight.
16	Where delegation arrangements include local governing bodies or advisory boards, there are clear criteria for earned autonomy or intervention.	Green	Delegation arrangements are clear, through a detailed Scheme of Delegation. All schools understand that the MAT Board is ultimately accountable for the schools' performance. As such, should the need arise, delegated powers may be reduced or withdrawn.
17	<p>Section C - Monitoring Performance/Supporting Improvement</p> <p>% pupil attendance across the trust</p> <p>% schools in the trust that are good or outstanding</p> <p>% number on rolls / total capacity in trusts' schools</p>	Red/Amber	<p>% Attendance 2016/17</p> <p>Maylands 95%</p> <p>Pyrgo 94%</p> <p>Brookside Infants 94%</p> <p>Brookside Junior 94%</p> <p>DA 93%</p> <p>Ofsted Good/Outstanding: 75% of those inspected.</p>

	<p>% fixed term exclusions across the trust</p>		<p>Note: Maylands has yet to be inspected, but regular monitoring indicates outstanding performance.</p> <p>Number on rolls November 2017: Maylands – 140 total, 180 capacity Pyrgo – 551 total, 600 capacity Brookside Infant- 226 total, capacity 240 Brookside Junior – 239 total, capacity 240 DA - 1029 total, 1250 capacity</p> <p>Fixed-term exclusions: Maylands-0 Pyrgo -0 Brookside Infant-0 Brookside Junior-1 DA- tbc</p>
18	<p>All identified pupils' demographic groups, including pupils eligible for pupil premium finding, and sports funding demonstrate similar patterns of achievement. There is a published calendar of data collection so that the Trust can monitor the performance of its schools systematically.</p>	Amber	<p>Termly data analysis for monitoring of pupil progress in all schools. Monitoring by each school to ensure a closing of the gap for PP / non-PP pupils and specific actions in place to close any gaps. Sports Premium Funding is used to develop school capacity in improving sports and nutrition education, not just through external coaching.</p> <p><u>Evidence:</u> There are separate calendars of data collections for schools, which feed into reports received by the MAT Board. Termly data analyses are reported to LGBs. The Academic Task Force address Pupil Premium Grant and reports to MAT Board.</p> <p><u>Actions:</u> The gap between PP and non-PP needs to diminish further.</p>

19	<p>Pupils make good progress in relation to their starting points across all areas and in each Academy in the Trust. An appropriate curriculum contributes to raising achievement across all areas of learning.</p>	Amber / Green	<p>In all Primary schools the pupils start with levels below national expectations. Generally most pupils make good and sometimes rapid progress to attain or exceed national expectations. The secondary Academy intake historically has been well below national expectations but in 2017 the English and Maths GCSE results were approaching national levels. The more able and PP pupils are a major focus for further improving progress in all the MAT schools. The curriculum is broad and balanced and is enhanced by a wide range of visits, extra-curricular and enrichment activities.</p> <p><u>Evidence-</u> Progress data, curriculum provision, extra-curricular and enrichment activities.</p> <p><u>Actions-</u> Further improve progress and attainment for more able and PP pupils. In the secondary academy, improve the attainment in Science and some foundation subjects.</p>
20	<p>All the Trust's Academies meet the floor targets set by the government. The Trust intervenes swiftly and effectively when any aspect of an Academy's performance raises cause for concern.</p>	Green	<p>Floor targets exceeded in all schools.</p> <p><u>Evidence:</u>Attainment data</p>

21	<p>The Trust has a detailed and accurate knowledge of good practice within its Academies; it uses expertise within its Academies to provide support whenever possible.</p>	Green	<p>Schools in the MAT identify strong practice and share this through co-ordinated training where possible. In addition to this schools at similar phases share practices and systems to identify the best practice to adapt to other schools. New schools to the MAT help facilitate improvements in practice where they are identified as strong. Cross-MAT practice is being developed through current school objectives and improvement plans. The MAT ATF was set up in April 2017 to co-ordinate the educational practices across the MAT and share expertise. The minutes of these monthly meetings go to the MAT board. An annual Retreat is now established for the MAT board, Principals and Vice-Principals of all the schools. This annually updates everyone about educational issues,SWOT review of each school and outstanding practice is showcased.</p> <p><u>Evidence:</u> Minutes of ATF and Retreat file.</p>
22	<p>The Trust commissions high quality support when needed to improve identified underperformance and monitors the impact of any intervention. It ensures that support is flexible.</p>	Amber / Green	<p>The MAT has access to additional sources of funding which are utilised to provide high quality and sustained support. The Senior Education Lead works with all the MAT schools for school improvement and mentoring/ coaching. She is the facilitator to the MAT Vice- Chair for the annual Retreat and the ATF meetings. Due to cross – school need identified by data and the Principals, 2 Home-School support workers, 1 speech therapist and an educational psychologist have been appointed across the MAT schools. School budgets are used to gain expert support for school improvement and quality assurance from Havering.</p>

			<u>Evidence:</u> Havering SIPs reports, Havering Quality Assurance reports and visit notes
23	The Trust ensures that high quality outcomes are sustained through regular and reliable monitoring.	Green	<p>Termly data analysis for monitoring of pupil progress in all schools. Monitoring of pupil attendance, roll and demographic information also monitored half termly by LGBs. Data reported to MAT Board via Chair's Reports. The LGBs receive detailed reports from the Principals about outcomes, forecasts as well as national data reports eg Raiseonline,ASP, Data dashboard.</p> <p><u>Evidence:</u> Termly data analysis is carried out and is scrutinised by LGBs and the MAT Board.</p>
	Communication strategies do not succeed in fully engaging and informing parents, pupils and staff.	Amber	<p>The website for the MAT and for its schools is well designed, but is not always updated in a sufficiently timely manner. Social media usage could be further refined. Communication can be fragmented.</p> <p><u>Evidence:</u> information about the MAT and understanding of its operations does not reach all stakeholders.</p> <p><u>Action:</u> consult parent governors about preferred methods of communication. Explore viability of producing an Annual Report for the MAT.</p>
24	Section D - Risk Management	Green	There is a clear Trust-wide Risk Register, which is regularly reviewed at MAT Board level, and by the Finance and Operational

	The Trust identifies and manages risks to its own and schools' performance. Risks to performance and the responsibility for mitigating them are clearly identified in a risk register.		Audit Committee. LGBs also maintain Risk Registers for their schools, which are informed by the MAT's Risk Register. Registers have risk identification and mitigation as key elements. <u>Evidence:</u> Minutes of MAT Board and of LGBs
25	Risks are reviewed regularly and quick and effective action is taken where necessary. Risks could include: a drop in anticipated pupil numbers, a reduction in budget, unplanned building maintenance, achievement predictions well below target, a safeguarding risk, a poor or unexpected inspection outcome, long-term illness, recruitment difficulties, reputational risk.	Green	The MAT Risk Register is regularly reviewed at MAT Board level, and by the Finance and Operational Audit Committee. Where risks are identified they are mitigated urgently whenever possible; and this mitigation is clearly identified on the Register. <u>Evidence:</u> Minutes of the MAT Board
26	Section E - CPD and Performance Management The Trust leads cross-academy CPD, school-to-school support and leadership development. It provides support from high-quality subject and management experts. Where external providers are used, there is rigorous quality assurance of their work.	Amber/Green	The MAT has a Professional Development Policy, which articulates its commitment to enabling staff to gain relevant experience that will allow them to keep abreast of changes within the professional teaching world, pursue more senior roles, and be able to seek new challenges and opportunities both within the MAT and beyond. The ATF has provided the opportunity for Principals to share good practice and coordinate training opportunities. INSET days have been organised at the same time across the MAT

			<p>schools to allow shared training in programmes, such as Read Write Inc and Thrive.</p> <p><u>Evidence:</u> Programme of generic and individual development activities offered in each school.</p>
27	The Trust monitors and can show the impact of the CPD that has been provided.	Amber/Green	<p>Each school is able to identify how its CPD has led to school-based improvements, and the ATF reviews the impact of shared training initiatives. CPD is not managed at MAT level, but reports from the ATF and from LGB Chairs allow the Board to have an oversight of the impact and effectiveness of CPD.</p> <p><u>Evidence:</u> Minutes of MAT Board meetings.</p> <p><u>Actions:</u> Make CPD a specific agenda item at one MAT Board meeting annually.</p>
28	Training and development include opportunities for staff to move between schools.	Amber/Green	<p>The schools in the MAT are at different stages of development, and some have only joined in the past year. Non-curriculum staff have worked across different schools over the past three years. But the MAT now sees more opportunities to move curriculum staff between schools to bring new skills and to support staff development.</p> <p><u>Evidence:</u> Shared staff training to facilitate movement across schools</p>

			<p><u>Actions:</u> The ATF to identify specific subject areas where sharing of staff across schools would be particularly beneficial.</p>
29	<p>There is effective training and development for administrative staff and support staff.</p>	Amber	<p>Specialist training is available for administrative and support staff, overseen until 30/11/17 by the COO. The current review of the organisational structures that deliver administration and support for the MAT will enable a more strategic approach and improve oversight by the MAT Board.</p> <p><u>Evidence:</u> Staff training records</p> <p><u>Actions:</u> Organisational review to include CPD as a key area.</p>
30	<p>Teachers' contracts include a mobility clause and/or offer shared leadership roles. If a Trust includes a special school, any impact on contracts has been carefully considered.</p>	Amber/Red	<p>Recently appointed non-curriculum staff have contracts that identify a principal place of work and allow movement between schools. This is still to be implemented for new curriculum staff.</p> <p><u>Evidence:</u> Job descriptions</p> <p><u>Actions:</u> All Principals and Accounting Officer/Bursar to implement this decision for all staff.</p>
31	<p>The Trust and schools share and celebrate emerging examples of good practice.</p>	Green	<p>Developing models for and approaches to the sharing of good practice was part of the individual school objectives for 2016/17, and has closely informed the work of Principals and other members of the schools' senior teams since then.</p> <p><u>Evidence:</u> Shared SWOTS at the MAT Retreat in September. Also, presentation</p>

			<p>and celebration of particular strengths of each school at this Retreat.</p> <p><u>Actions:</u> Organise a MAT retreat in 2017/18 to develop further understanding of good practice across schools in the MAT</p>
32	<p>Section F - Future Development and Sustainability The Trust has a business plan that specifies the rate of expansion it is aiming for. It identifies the potential driving forces for expansion. Where expansion may not be an immediate consideration, the Trust systematically considers its future development for its existing academies</p>	Amber	<p>Sponsors have agreed their strategic priorities for future expansion. They recognise that the MAT will need to grow in the future until it is large enough to justify the appointment of a CEO, with the aim of achieving clear educational benefits for pupils, enhanced professional development opportunities for staff; and further financial efficiencies. The timing of this will be informed by the MAT's commitment to supporting all schools currently in the MAT to be good or outstanding. To date, expansion has been focussed on primary schools adjacent to Drapers' Academy, with clear educational benefits. The MAT Board regularly reviews opportunities for further expansion. When potential opportunities arise, a full business plan will be created.</p> <p><u>Evidence:</u> Engagement with the Regional Schools' Commissioner, with the London Borough of Havering, and with the Chairs and Boards of a range of MATs to explore the potential for co-working and building new partnerships.</p> <p><u>Actions:</u> To ensure that potential opportunities are fully explored, and due diligence swiftly undertaken. This process</p>

			will involve the MAT Board, Sponsors, the Senior Education Lead, Principals and the Accounting Officer/Bursar.
33	The Trust has a strategy for building educational and leadership capacity ahead of need.	Amber	<p>Given the size and state of development of the Trust there is a focus on developing internal education and leadership capacity as well as targeted recruitment as needed. It has not been the MATs policy given other financial demands and the varying size and requirements of the separate schools to build capacity ahead of need other than through internal training and development.</p> <p><u>Evidence:</u> At school level, development of leadership potential. We believe that posts should be externally advertised to build future capacity and strengths.</p> <p><u>Actions:</u>ATF and MAT board to consider this issue further in 2018.</p>
34	The Trust exercises due diligence processes to ascertain the level of support needed in a new partner academy, and has a clear view of the circumstances that would lead it to decline a sponsorship.	Green	<p>Due diligence for potential new partner academies needs to involve the MAT Board, the Senior Education Lead, the Principals and the Accounting Officer/Bursar, in close consultation with the sponsors. The Trust uses a due diligence questionnaire to ensure the relevant people are aware of what it might be taking on, and can therefore identify circumstances where sponsorship might be declined. Full financial legal and operational due diligence is also undertaken.</p> <p><u>Evidence:</u>The due diligence questionnaires.</p>

35	<p>There are succession planning processes for key management and governance positions (Chair of Trust Board, Principals and Vice-Principals, Senior Education Lead; Senior Finance Officer/Bursar, Chairs and Vice-Chairs of LGBs).</p>	Green	<p>Succession planning exists for key MAT Board members, based on the extensive range of suitably qualified individuals within each of the sponsors' organisations. Contingency planning has been identified for any loss of central executive management. Succession planning for Principals differs between schools, although as the MAT grows, there are more internal candidates who can act in interim roles, which provides greater resilience.</p> <p><u>Evidence:</u> Transition from COO role to Bursar role is going smoothly, with significant input from representatives of both sponsors, the Senior Education Lead and the Principals, as well as relevant members of the non-curriculum teams.</p>
36	<p>Key leadership criteria have been developed for each of the responsibilities above. Potential future leaders have been identified and plans made for their development.</p>	Green	<p>All staff have full annual appraisal and targets linked to personal development and responsibilities. Potential future leaders have their Performance Management targets and developments identified to facilitate their own development.</p> <p><u>Evidence:</u> Middle leadership development at school and MAT level, and use MAT-wide opportunities to give staff wider experience.</p>

37	<p>The Trust has considered whether structural changes will be needed to support the admission of new academies from where it is now.</p>	Green	<p>This issue has been discussed regularly by the MAT Board. Changes which may be required will for, example, include consideration of restructuring LGBs to cover more than one school and the creation of an Executive Principal role. This is under active consideration and the MAT will adjust to meet changing circumstances. A broad range of skills are available through the sponsors to support a new model.</p> <p><u>Evidence:</u> Discussion of expansion opportunities and implications at MAT retreat. Minutes og MAT Board.</p>
38	<p>The Trust has considered whether future plans potentially require a different or extended mix of skills in its Board.</p>	Green	<p>The MAT Board recognises that, if the MAT grows, the Board structure may require adaptation. The MAT Board, as with the LGBs undertakes regular skills audits; and these would be used to identify any changes to the mix of skills currently in place.</p> <p><u>Evidence:</u> Skills audit summary</p>

Arising from this review, our top priorities for the coming year are:

1. To improve pupil attendance across all schools in the MAT
2. To ensure that significant value is added by all schools.

3. To address barriers to learning that confront pupils at all schools.
4. To increase collaborative working and the sharing of good practice across schools in the MAT.
5. To recruit a new Principal for Drapers' Pyrgo Priory School following the retirement of the incumbent in 2018.
6. To implement promptly recommendations emerging from Ofsted inspections.
7. To improve attainment and progress of White British boys and of Pupil Premium pupils.
8. To ensure pupils in higher prior attainment groups make good progress.
9. To ensure that revised management structures are consistently understood and working effectively.
10. To consider opportunities for expansion that may exist within existing MAT schools.
11. To consider other expansion opportunities which are complementary to the MAT, and to address any structural, financial and management issues which may arise from this.