



“Releasing Potential Together”



CHIEF EXECUTIVE OFFICER, THE ST. BART'S ACADEMY TRUST

Vision Statement September 2015

A brief history of The St. Bart's Multi-Academy Trust (SBAT)

SBAT officially began on the 1st November 2013, with the opening of the Cranberry and St Michael's Community Academies. Both these academies had previous close working relationships with the sponsor, Belgrave St. Bartholomew's Academy and the Britannia Teaching School Alliance. Both were inspected for the first time in June 2015 and were graded as “Good” schools by Ofsted.

SBAT was expanded further in March 2014, with the conversion of John Baskeyfield VC CE Primary School into the new St. Nathaniel's Academy. More recently, Kingsland CE Primary School and Park Hall Primary School have also opted to convert into the St Bart's Multi-Academy Trust to develop capacity and expand a shared vision across the locality.. These schools will convert on the 1st September 2015, along with another sponsored academy, The Wyche Primary School, in Nantwich (Nantwich Primary Academy). The Trust is currently awaiting the outcome of the Headteacher Board Review for the sponsorship of Clarice Cliff Primary School for January 2016.

Several ongoing discussions are also currently taking place with other local schools, the DFE and two local authorities on further admissions to the Trust, taking us up to our current agreed capacity of 12 academies.

As a result, SBAT, will become the employer of some 400 staff, with over 3000 pupils, which creates huge opportunities for staff experience and expertise to be shared between schools. We remain aware that a cautious and diligent appraisal of new applicants and sponsor offers is required to minimise risk to the goals of SBAT in the short to medium term.

A vision for 2-11 Education

The vision we outlined in October 2013 when we began this journey, was one that would see children from the age of three (with some possibility to explore two year old provision) educated to the end of Key Stage 2. In 2013, it was not clear how we would achieve this as all the academies had yet to convert from maintained status and the subsequent growth of SBAT was uncertain. However, we opened our first two primary academies in November 2013 and the third in March 2014, all located in the Stoke-on-Trent and South Cheshire region and all have a close working relationship. This model has subsequently expanded to 8 academies for September 2015, with others planned for 2015-16, up to the agreed plan for 12.

This is a fulfilment of a vision built around the idea of a locally based network of schools, taking responsibility for the quality of education in our local area. This vision was first realised through the development and work of the Britannia Teaching School Alliance (BTSA), which has been a key engine in driving the change of mind-set locally. That being a school led system of schools supporting and challenging themselves to improve outcomes for young people.

The SBAT Governance Model

The St Bart's Academy Trust Board of Directors are accountable to the Department for Education (DfE) for the success of the work of the Trust and the achievement of its charitable goals. As such they have ultimate decision making rights. The Board of Directors delegates its management of the interests of the Trust to its CEO and Executive Board (EB) on a day to day basis and they are responsible for the success of the academies. The role of the EB is to oversee the strategic direction of the academies on behalf of the Directors of the Trust, to manage the day to day running of the academies through its scheme of delegation and to anticipate, manage and mitigate risk. The CEO acts as a bridge between the two boards.

The EB has a scheme of delegation to its academies. Each academy has a Local Governing Body (LGB) that are accountable for standards, health and safety (safeguarding) and the effective leadership and management of the academies. The LGB delegates these responsibilities on a day to day basis to the Principal of the academy, who has operational control and responsibility for ensuring that all legal and statutory obligations are met. The EB is responsible for the appointment of all governors to the LGB, with the exception of the two parent elected representatives. The Chair of the LGB is a direct appointment of the CEO and represents the interests of the Trust on the LGB.

The EB understands its responsibilities to the wider community and seeks to ensure that the Trust systems and processes are robust and transparent and able to demonstrate to external scrutiny that the SBAT is a responsible and accountable organisation of the highest quality.

- The SBAT Board are the Directors / Trustees of the Trust.

The Trustees are:

Tim Franklin, Chair (Business)
 Colin Hopkins, Lichfield Diocese
 Sue Molloy (Education)
 Chris Brislen CEO
 Johnny Anderson (Finance)

Trust Board Reserved Powers (list not exclusive):

1. Challenging and supporting the EB to improve performance and standards across the academies.
2. To bring on new schools identified and recommended by the EB.
3. Appoint the Chief Executive Officer
4. Approval of the Annual Finance and Business Plan.
5. Approval of the Annual Report and submission of accounts.
6. Approval of Performance Data and performance indicators.
7. Appraisal of the CEO by the Chair of the Board.

Further to this:

- The Trust will approve the majority of places on the LGB of each academy and are responsible for ensuring the academies are properly governed.
- A Trustee or a member of the EB and/or a representative of the Trust will sit directly on each LGB.
- The LGB and Principal of each academy have a number of key responsibilities delegated to it by the Trustees.
- The Chairs of each LGB will meet termly with the CEO and the Head of School Improvement prior to the full LGB meeting to discuss agenda items that the chairs and Board would like discussed.
- The EB will meet formally at least half termly. Each academy is asked to produce data for the EB around a specific focus area of performance and is then challenged to describe the improvement strategy it has in place.
- The EB will have responsibility for finance, personnel development, estates and governance. They may from time to time delegate these responsibilities to accountable working groups for the sake of efficiency. The EB will report to the Trustees on: the strengths of each academy; areas for improvement; Current actions and progress; finance and Buildings / Health and Safety.

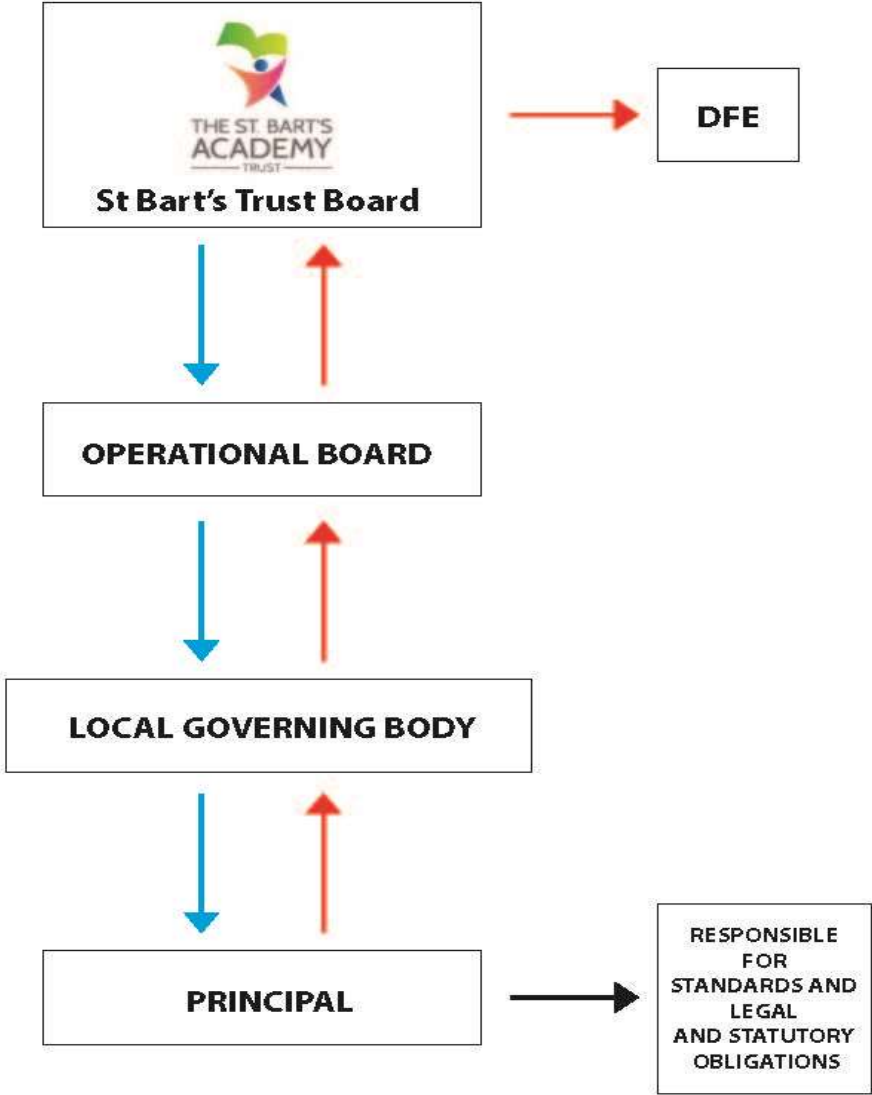
The EB members are:

C. Brislen, CEO
A. Warren, Director of BTSA
I. Hunt, Head of School Improvement
J. Collier
L. Sarikaya, Operations Manager, SBAT
G. Latos
G. Frost

The full team of Chairs of LGBs are:

G. Porter, Belgrave
S. Molloy, St Nathaniel's
M. Stone, St Michael's Community Academy
A. Lewis, Cranberry
C. Brown, Kingsland CE Academy
Ron. Cope, Park Hall Academy
Michelle Gauntlett, Nantwich Primary Academy
Brian Williams, Clarice Cliff Academy

St Bart's Flow Chart of Accountability and Responsibility



KEY
■ DELEGATED
■ ACCOUNTABLE
■ RESPONSIBLE

The SBAT Leadership Structure

The SBAT will have 8 academies for September 2015. The Principals in each academy work closely with each other to deliver the improvements we need to see, as well as working together as system leaders across the organisation. Some of them have direct commitments to the Trust as well as to their own organisation.

The full team of Principals are as follows:

- Lisa Sarikaya, Principal at Belgrave St Bartholomew's Academy
- David Jobling, Principal at St Michael's Community Academy
- Helen Morris, Principal at Cranberry Academy
- Sean Thomson, Principal at St Nathaniel's Academy
- Sara Goddard, Principal at Kingsland CE Academy
- Georgina Frost, Principal at Park Hall Academy
- Wei Lin Lee, Principal at The Nantwich Primary Academy (Wyche)
- Diane Broadhurst, Principal at Clarice Cliff Academy

As the SBAT has increased in size we have redesigned our leadership structure. Chris Brislen is the CEO of the Trust. Ian Hunt has been appointed as Head of School Improvement (Data) in partnership with BTSA, the SBM, Tina Washington, has become our Chief of Financial Operations (CFO) and Stephen Jones has been appointed as Business Manager for Estates and Assets. The Executive Board is made up of up to a maximum of ten members and is led by the CEO. The term of office being 3 years (re-electable) for non ex-officio members. The following EB members are ex-officio:

The CEO of SBAT, the Principal of Belgrave, the Director of BTSA, the Deputy Director of BTSA School Improvement.

The current make up of the EB

- C. Brislen, CEO. Chris is a NLE and Head of the Teaching School. He leads on school improvement across the Trust.
- A Warren, Director BTSA. Andrew is a LLE and Vice-Chair of the Teaching Schools Council.
- Gill Latos, ITE. Gill is the leader of the BTSA ITE training programme and is a LLE.
- J Collier, Deputy Director Teaching School. John is the Leader of the St Bart's / BTSA CPD programmes and is a SLE.
- Lisa Sarikaya, Principal of Belgrave St Bartholomew's Academy and Company Business Executive.
- Ian Hunt, Deputy Director Teaching School. Ian is the Leader of the St Bart's / BTSA School Improvement programmes and is an experienced international school leader.
- Georgina Frost, Principal of Park Hall Academy (Principal's Representative).

Academy Officers to attend as required by the CEO to advise the EB.

The role of the Executive Board

The EB has a strategic and operational remit, to shape the vision and deliver high quality services to SBAT Academies. The EB has a shared responsibility and are accountable to the Directors / Trustees and for the communication with stakeholder groups and the wider world of education.

The EB operates in the following ways, but these are not exclusive:

- The EB quality assures the work of the Trust.
- The EB meets as an executive team every month and ensures that the Trust strategy and performance is regularly monitored and updated.
- EB members lead the Principals Group, which meets half-termly.
- EB members lead the Chair of Governors meetings once a term.
- Meet one to one with Principals at least half termly to review self-evaluation and priorities and provide support and challenge.
- Collect and analyse performance data every half-term to track progress against targets.
- Commission leadership training, coaching and mentoring as appropriate.
- Observe lessons and scrutinise work samples with members of the academy leadership teams to develop consistency of standards and co-ordinate the academy annual review and Principal's Performance Management Reviews.
- Plan and deliver SBAT INSET Days.
- Ensure that the Trust Board has the information they need to make judgements about how best they can carry out their roles and responsibilities.
- The EB will undertake an annual review of services provided or contracted by SBAT.

Vision and Goals – “Aiming High”

“The greatest danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and achieving our mark.”

Michelangelo di Lodovico Buonarroti Simoni

Our academies need to respond to the challenges of a rapidly changing world. We therefore need to develop a long term strategic plan that builds upon the success of the collaboration that has been created by the SBAT culture. Our challenge is that we cannot claim that any element of our practice could currently be judged world class, indeed we do not have any academies that currently meet the “outstanding grade” awarded by Ofsted. Our 2014 results do not place us best in class in England. Therefore we must meet this challenge head on, utilising the resource and capacity of the BTSA to ensure that we have the best trained and most highly skilled workforce possible to drive up standards across the group.

The role of The Britannia Teaching School Alliance

The BTSA has become a highly successful Teaching School. As part of the St Bart's Trust, BTSA has an outward facing programme of professional development for teachers from ITT to preparation for Headship. BTSA helps the Trust maintain a high profile both locally, regionally and nationally. Its Director, Andrew Warren, recently took on the role of **Regional Representative for the West Midlands on the Teaching Schools Council**.

Strategic Plan 2015-17 – The Strategic Plan for the Trust is constantly under review, in what is a fast moving educational landscape. Under the direction of the CEO the plan will consider the expansion and consolidation needs of the Trust and the associated risks. Following the 2015 review the following five strategic priorities / ambitions remain our focus:

1. Every pupil will have the knowledge, understanding and skills to equip them for secondary education and the world of work beyond. In particular pupils will be able to read fluently and with understanding, be numerate and have independent learning skills, underpinned by a resilient and flexible approach to lifelong learning.
2. We will develop communities that are part of a supportive and caring network of “an extended family of schools”; where care of the vulnerable will be a priority and all fulfil their potential.
3. We will develop great leaders at all levels, who will lead their own community and the communities in the city and play an active role in public life.
4. We will develop high quality teaching and learning through a high quality programme of career long CPD, with the aim of becoming the best of the best.
5. We will collaborate with other great schools and academy chains in the UK and abroad to develop educational practice that connects learners world-wide. Through this we will strengthen the notion of citizenship on a national and international scale, helping young people make sense of the rapidly changing world they inhabit.

Strategic Priorities:

For the next two years (of the three year development plan) we will focus on these five strategic priorities that have been developed from our core values, vision and aims. Each priority area sets out what the St Bart's Academy Trust will do to achieve these priorities and the reciprocal contribution from each academy, each of whom play an important role in securing the improvements we have prioritised for 2014-17.

In order to become a high performing Academy Trust we need to:

1. Ensure achievement in our academies builds on the previous successes with continued outstanding progress for pupils of all abilities across the Trust.

St Bart's will:

- Monitor and evaluate the quality of delivery and outcomes for all pupils in our academies to ensure that the promise we make to our families that all children will attend good and outstanding schools is fulfilled and to intervene rapidly when it is not;
- Engage additional, as appropriate, external scrutiny in order to provide the SBAT Board, The Executive Board and Academy Principals with a reliable "second opinion" on the performance of each school;
- Acknowledge the distance travelled already that has secured academy improvement and ensure that appropriate challenge and support is delivered to secure sustained high performance over the next three years;
- Create and recruit through BTSA a Teaching School Improvement Team that provides support for our academies to deliver their targets and becomes the vehicle for sharing strategies and best practice;
- Identify and share the practice that has led to improved outcomes in one SBAT academy with the leadership teams in other SBAT schools so that more pupils can benefit from the original idea;
- Identify and share with our academies the strategies that schools in SBAT, as well as those nationally and internationally are implementing, that enable children who are at risk of underachieving to be successful, including those strategies that reduce poor attendance and persistent absenteeism;
- Design and deliver a strategy that enables our most able pupils and those who are gifted and talented to learn together, engaging in academic and sports opportunities that stretch their own expectations of what they can achieve.

The contribution of each academy to the delivery of this priority will be:

- To be judged good or outstanding by September 2017;
- To teach pupils well so that progress of all children results in year on year improved achievement, building on their previous year's personal best;
- To exceed floor targets each year in the key indicators set by the Department for Education (DfE).
- To ensure that the progress of the most vulnerable pupils in the academy improves each year so that the gap between vulnerable and less vulnerable children reduces year on year to the narrowest it has ever been by 2017.

- To ensure that pupils in the academy attend regularly every year and that attendance rates are at least national average or better by 2017 taking into account contextual information.
- To ensure that the proportion of pupils whose attendance is below 90% reduces year on year, with the ambition of eradicating persistent absence by 2020.
- To engage with the SBAT Teaching School Improvement Team and The Britannia Teaching School Alliance (BTSA) to identify areas for development and support; identify staff with the potential to become Specialist Leaders in Education (SLE) and to identify those able to make a wider contribution beyond their own academy in order that performance increases year on year in all academies.

2. Recruitment, training and development of our workforce of leaders, teachers, support staff and administrators will result in the delivery of an outstanding provision for all our pupils.

St Bart's will:

- Monitor the quality of teaching across the Trust to support academies to provide lessons for pupils that are consistently good or outstanding;
- Build capacity to accelerate and sustain the quality of teaching across the Trust through the creation of high quality CPD programmes, where our most consistently outstanding teachers are trained to coach and support others to become consistently good;
- Support the academies to embed the SBAT performance management policy across the Trust so that all staff are treated equally and have access to clear and well defined career pathways, with appropriate rewards for sustained and significant performance;
- Work with Principals and SLT's to ensure that the St Bart's and Teaching School Improvement Team responds to the needs of the academies to support the delivery of their professional development and school improvement priorities;
- Recruit train and deploy School Direct Trainees to ensure a pool of high quality teachers is ready for SBAT to employ each year;
- Add value to the Newly Qualified Teacher (NQT) programme in our academies through the delivery of the BTSA NQT programme so that they will have access to a range of experiences beyond their home academy that will support them to become better teachers;
- Create and deliver high quality CPD for staff across SBAT that they can access together which builds upon and compliments the training in staff "home" academies.

- Deliver an annual St Bart's Conference as well as specialised Collaboration Network meetings each term so that staff recognise them as high quality sessions that promote collaboration for outstanding achievement;

The contribution of each academy to the delivery of this priority will be:

- To embed the SBAT performance management policy into each academy so that it is understood by all staff and becomes an integral component in the improvement of the academy and the wider Trust;
- To recruit and retain high quality staff to work in each academy;
- To train and develop a high quality workforce through a range of learning opportunities;
- To support and challenge teachers so that they consistently deliver learning that is good or outstanding;
- To contribute to an receive support from BTSA;
- To collaborate effectively with colleagues within and across the SBAT to share and develop best practice;
- To identify staff who can benefit from SBAT development programmes and activities which benefit pupils beyond the home academy;
- To contribute to the design and delivery of SBAT network meetings and conferences;
- To host teaching placements for the BTSA ITE cohorts so that they experience a wide range of academy contexts and practices.

3. Leadership and governance across SBAT will be outstanding and succession planning effective in securing leaders of high calibre across the Trust.

St Bart's will:

- Build capacity across SBAT to accelerate and sustain school improvement through the creation of an Executive Board who will support and challenge academies to deliver improvement;
- Prioritise with academy leaders the annual focus for leadership development across the Trust that meets the needs of each academy;
- Deliver future leaders for our academies at every level of the Trust through high quality CPD opportunities;
- Facilitate secondments and exchanges that share skills, fill vacancies or develop capabilities that adds value to the learning of pupils in another academy;
- Review, revise and update the model of governance across SBAT to ensure that the structure is fit for purpose and capable of meeting the Objects of the

Trust, is consistently compliant and capable of holding the Executive Board and academy principals to account;

- To support LGB's to have full and appropriate membership.

The contribution of each academy to the delivery of this priority will be:

- To be clear and strategic with the Executive Board in order to identify priorities for improvement;
- To implement SBAT performance management policies;
- To identify staff in the academy who are ready for further leadership development and to support and engage in SBAT leadership training;
- To contribute to the delivery of SBAT succession planning and leadership programmes;
- To host and take advantage of secondments and exchanges to other academies;
- To work with the Executive Board to deepen the understanding and awareness of the improvements required in the academy;
- To attend performance scrutiny meetings and deliver feedback and reports on the academy's progress to the highest possible standard.

4. The Learning Journey of all pupils from the age of 2 to 11 across the SBAT will be excellent.

St Bart's will:

- Support the design and delivery of a curriculum entitlement, with a clear focus on basic skills (literacy and numeracy), to provide a model of best practice that supports core subject progression across the phases;
- Monitor the transition points for all pupils to ensure that there is no loss of learning progression;
- Ensure that there is a clear focus on care, guidance and support across the Trust so that all pupils are clear about their own aspirations and understand how to fulfil them to achieve their full potential;
- Create opportunities for pupils from different SBAT academies to learn together to reinforce pan-Trust peer learning;
- Celebrate and share the successes of children from FS1 to Y6 and beyond, so that more staff, pupils and parents witness and attest to student achievement;
- Create appropriate space where parents and families can access advice, guidance and training related to the education of students in our academies.

The contribution of each academy to the delivery of this priority will be:

- To identify pupils who have made outstanding progress, made an outstanding contribution to their school and overcome significant obstacles to academic and personal success in order that their achievement can be shared across the Trust;
- Contribute to the development and sharing of best practice;
- To maintain close links with the other SBAT Academies and local schools to ensure that children and their parents benefit from the sharing of best practice;
- To support the implementation of a high quality curriculum entitlement, focussed on basic skills for learning;
- Ensure that the needs of all children and those of vulnerable groups are met through clear guidance and support strategies that maximise opportunities and fulfil potential;
- To develop, publicise and support pan-Trust student and staff learning opportunities.

5. A sustainable Business Plan

St Bart's will:

- Establish, maintain and update the SBAT Risk Register so that potential risks to the successful delivery of this strategic plan that might have implications for our academies are mitigated;
- Ensure that SBAT is compliant with financial rules and regulations of the charities commission and the Education Funding Agency (EFA);
- Deliver financial advice and guidance to each academy that is accurate and relevant;
- Support the academies in their development of their own risk registers that mitigates the broader risk to SBAT;
- Support the academies to maximise student admissions to each academy;
- Support the academies to appoint the right staff of the right quality to deliver outstanding education;
- Ensure that the academy based finance and HR processes are compliant with the SBAT policies and procedures, so that academies can manage their budgets successfully, so that key improvement objectives can be delivered;
- Continually review the structure and expertise of the SBAT Operations Board and BTSA to ensure that they have adequate capacity and skill sets to support the SBAT to deliver its goals;

- Support and develop the skills and knowledge of the SBAT Business Management Team so that they can contribute to the sustainability of their home academy and the Trust;
- Monitor the SBAT protocol for expansion annually to ensure that the criteria for the admission of a new academy member is fit for purpose and that the expansion does not limit the capacity of the Trust to deliver its charitable objects of improving education for our current pupils;
- Create an estates management team that will provide expert advice for the Executive Board and the Directors on the state and condition of our buildings leading to a maintenance plan for 2015-20;
- Take advantage of any opportunities that exist to bid for additional grants to support the achievement and success of our pupils or the development of our capital stock and buildings;
- Continue to develop the commercial arm of the Trust through BTSA in order to generate additional income to support learning and achievement;
- Maintain a strong local and national media presence to ensure we share the SBAT success as widely as possible.

The contribution of each academy to the delivery of this priority will be:

- To update and review their own risks addressing key points from the Academy Register that are likely to impact on the SBAT register;
- To develop a close working relationship through an informed and frequent communication that enables both the SBAT Operations Board to carry out their responsibilities and the academy based teams to do the same;
- To do everything possible to ensure that the academy is oversubscribed in nursery and reception classes by 2015;
- To manage the Academy finances to deliver continuous improvement and to meet the target for surplus budget each year.

Future Projects and further expansion

The Trust Board have agreed a proposed cap of 12 academies by September 2016. Any further expansion would have to take account of the SBAT Protocol in order to form a judgment about a potential new partner. All decisions related to the constitution of the Trust must be agreed and approved by the Board of Directors. The Protocol is based on the following key questions:

- What will be the benefit to current SBAT pupils and staff of a new academy joining St. Bart's?
- In view of our moral imperative to improve outcomes for pupils is there a compelling reason for us to consider the application based on need? (E.g. the school is in a category and needs urgent support).
- Is the rationale for the new joiner based on the following:
 - a) Do they share our values as an organisation?
 - b) Are they a school we have an existing relationship with?
 - c) Is it close enough for our staff to travel there easily to support improvement?
 - d) Do they offer skills and expertise that would benefit the SBAT?
 - e) Has an appropriate risk assessment and due diligence been carried out by the CEO and EB.
 - f) Do we have sufficient capacity to help them improve in the first three years after joining?
 - g) Does the prospective new partner understand and accept the value of collaborative practice?
- If the above framework / criteria are met and the EB agree, the decision for admission will be put to the Directors.

RISK ASSESSMENT MATRIX

Name of school				
AREA OF RISK	Specific Information / data	Ofsted Category	Additional information	LEVEL OF RISK 1-5 (1 being low risk)
School Performance Indicators	<i>1. See additional notes below</i>			
Staffing Stability	2.			
Leadership and Governance	3.			
Buildings and Capital	4.			
Finance and Budget Balance	5.			
Pupil Numbers / Pupil Premium numbers / %	6.			
Local Authority / Distance from central Services	7.			
Capacity for improvement / sustainability	8.			

ADDITIONAL NOTES

1. School Performance Indicators

- On entry
- KS1; KS2; GCSE;
- Progress over time

2. Staff Stability

- Number of starters and leavers in the past 3 years. If the number of starters and leavers for the past years are about the same then the school has a high turnover of staff and research may need to be done to ascertain why staff are not staying at the school.
- If the number of starters are significantly larger than the leavers this could mean one of two things; either the school is trying to address the need for educational support or they are trying to support staff that are not performing. A review of the staff and competencies would be required.
- How many staff are on temporary contracts?
- How high are the additional hours costs?
- What are the employers' pension contributions for the next three years for LGPS? N.B. on staff costs: if the structure is not working this could lead to expensive redundancies and take significant time which could impact when the 'sponsor' occurs.

3. Leadership and Governance

- Review the minutes of governors meetings from the last few year – assess the level of challenge and also the skill set of the governors. Are they significantly qualified enough to move the school in the right direction?
- Have governance processes and procedures been followed, e.g. with tendering? Are the governors aware of capital projects or have they been involved with tendering where this is within their delegated limits?
- What other delegated limits do they have?
- Are there any registered interests, or any unregistered interests?

4. Buildings and Capital

- Is the school PFI? If so, what have been the increases in PFI costs over the past three years? This could give an indication of costs to come when looking at section 5 below.
- Is the PFI schedule being kept? Who is running this? Are they effective?
- If the school is not PFI what state is the building in? Consider having your own independent inspection completed rather than the LA survey. This will highlight things the LA may not want to bring to your attention.
- Are there any funds for building improvement within the school budget? If not and it is required, what funding can be secured from the LA before conversion for these works?

- What contracts are in place for the building? Are they monitored? Are they all necessary?
- Who are the neighbours? What are the neighbours like? (May not be relevant – but good to know.)

5. Finance and Budget

- Study the budget for the last 3 years.
- Review all the costs and the increases year on year to see what costs are in-line and what is unexpected – a relatively easy process if the budget has been prepared the same each year.
- What financial information is given to governors – how frequently? What is the quality of the information?
- Is the sponsor going to take financial control of the sponsored schools funds? Or just monitor and guide?
- What funding has the academy received in the past, e.g. hardship funds, growth funds?
- Does the school have any leases?
- How does the school raise additional funds? Are there lettings agreements in place?

6. Pupil numbers

- Are pupil numbers stable? Are there any new projects planned for the area which could increase/decrease numbers?
- Does the school have a good reputation in the area? Is this under any potential threat – e.g. a new school being built nearby?
- What level are pupil mobility levels?
- How has the school used pupil premium funding?

7. LA/ Distance from central MAT Hub

- What is the school's relationship with the LA? What other local services does it use/rely on?
- How far is the school from the sponsor school?

8. Capacity for Improvement/sustainability

- In which direction is the school travelling?
- What is the likely cost in time and resources to bring this school up to the "Good"?

Christopher Brislen
 CEO
 September 2015