

## Academy Trusts: internal evaluation criteria

The intention of this framework is to offer Academy Trusts, (specifically individual Converter Academies and small Multi-Academy Trusts) a set of criteria addressing both self-evaluation and a systematic approach to gaining robust and reliable knowledge about their Academies. Trustees will be able to use this evidence to provide appropriate challenge and support; they will be in a stronger position to make timely interventions, if necessary, in order to protect the quality of provision:

	SECTION	RAG 1 - 5	EVIDENCE TO SUPPORT YOUR JUDGEMENT	ACTION TO IMPROVE
<b>Section A - Strategy</b>				
1.	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.			
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.			
3.	The Trust uses strategic engagement with other Academies, providers including Teaching Schools and other organisations both to learn and to provide support where appropriate.			
4.	The Trust has a clear and transparent strategy to support improvement; it has defined its approach to monitoring, challenge, support and intervention.			
5.	The data the Trust collects are directly related to its vision and priorities and provide evidence of success or the need for intervention.			
6.	The Trust's top strategic objectives are linked to specific outcomes for pupils.			
7.	Strategic improvement planning covers the priority areas for the whole Trust.			
8.	The Trust's budget-setting processes are firmly based on an accurate and detailed review of needs. Financial planning is transparent, ensuring that resources are systematically allocated to identified priorities.			
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' delivery.			
10.	The Trust's strategic plan and priorities are regularly reviewed and updated. They reflect national priorities and the local context.			
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.			
<b>Section B - Accountability</b>				
12.	There are clear lines of accountability from Academy staff to Principal to CEO to Trust Board to the Regional Schools Commissioner.			
13.	Management information systems permit rapid retrieval and use of data by those who need it to challenge and support.			
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.			
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 trustee may be nominated to lead on this area to emphasise its importance.			
16.	Where delegation arrangements include local governing bodies or advisory boards, there are clear criteria for earned autonomy or intervention.			

### Section C - Monitoring Performance/Supporting Improvement

17.	All identified pupils' demographic groups, including pupils eligible for pupil premium funding, 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.			
18.	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.			
19.	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.			
20.	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.			
21.	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.			
22.	The Trust ensures that high quality outcomes are sustained through regular and reliable monitoring.			

### Section D - Risk Management

23.	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.			
24.	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.			

### Section E - CPD and Performance Management

25.	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.			
26.	The Trust monitors and can show the impact of the CPD that has been provided.			
27.	Training and development include opportunities for staff to move between schools.			
28.	There is effective training and development for administrative staff and support staff.			
29.	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.			
30.	The Trust and schools share and celebrate emerging examples of good practice.			

### Section F - Future Development and Sustainability

31.	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			
32.	The Trust has a strategy for building educational and leadership capacity ahead of need.			
33.	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.			
34.	There are succession planning processes for key management positions (CEO/EP, Chair of Trust Board, directors of finance, HR, IT, members and directors, Principals and Vice Principals).			
35.	Key leadership criteria have been developed for each of the responsibilities above. Potential future leaders have been identified and plans made for their development.			
36.	The Trust has considered whether structural changes will be needed to support the admission of new academies.			
37.	The Trust has considered whether future plans potentially require a different or extended mix of skills in its Board.			