

**MAT Comparison Chart June 2017**

As a starting point for our next steps, can you score each criteria out of 10 with 10 being the highest?

You might not be able to comment on some of the questions, but you will still come out with a ranked score. Thank you, Rachel

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| --- | --- | --- | --- | --- |
|  | **Tove** | **Grand Union** | **Hawksmoor** | **Cluster** |
| **Did the MAT clearly share its vision and strategy?** |  |  |  |  |
| **How does it seem to match our ethos and vision?**  Consider curriculum, performance management, school policies, behaviour management, teaching and learning. |  |  |  |  |
| **Previous working relationships.**  If these are in place it could possibly give us a stronger start? |  |  |  |  |
| **Does the vision for the future, in terms of size and taking on new schools, match what we feel will provide strength for DPS?** |  |  |  |  |
| **Will DPS be seen as ‘equal’ even though we are not the lead school and there will be a CEO?** |  |  |  |  |
| **Non negotiables**  Do they match the future direction of our school? |  |  |  |  |
| **Level of control**  Does DPS feel able to continue leading the direction alongside MAT support and vision? |  |  |  |  |
| **Is it understood how the size and makeup of the MAT will add real value to DPS?** |  |  |  |  |
| **Does the MAT model have a clear and acceptable model for governance?** |  |  |  |  |
| **Is the financial model understood and agreed?** |  |  |  |  |
| **Although key people can change, could the School currently work well with them?** |  |  |  |  |
| **Does the geographical placement of the schools within the MAT enable its schools to exploit the benefits of collaboration, including sharing staff, benchmarking, CPD and shared services?** |  |  |  |  |
| **Are there sufficient schools in the trust that are similar to ours, to ensure stakeholder understanding of our issues, and to help benchmark our performance appropriately?** |  |  |  |  |
| **Is it clear how the schools in the trust will work together to support and challenge each other?** |  |  |  |  |
| **Do the trustees appear to have the right knowledge, skills and experience to effectively govern the MAT?** |  |  |  |  |
| **Is the MAT’s policy on school reserves known and agreeable?** |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |