Trinity Academy Newcastle Multi Academy Trust Strategic Plan

Introduction

We are a trauma-informed Multi-Academy Trust (MAT) dedicated to supporting the Social, Emotional, and Mental Health (SEMH) needs of our learners. Our approach is rooted in understanding the impact of trauma on learning and development, and we strive to create a safe and nurturing environment for all learners. The Trust comprises Trinity Academy Newcastle Lower Site (primary), Trinity Academy Newcastle Upper Site (secondary), Trinity Academy Newbridge (secondary), Trinity Solutions Academy (post-16 study programme), and Trinity Post 16 Solutions Ltd (Specialist College), collectively serving over 400 young individuals with diverse and complex learning needs. Our vision remains steadfast over the next three years: To create confident, competent, kind citizens of the future. Key performance indicators are strategically aligned to empower the Board of Directors to hold senior leaders accountable.

Core Values

- Calmness
- Kindness
- Honesty

Strategic Objectives

1. Raise attendance across all academies
2. Raise Academic Achievement and Close Attainment Gaps Across All Academies
3. Exceptional Teaching and Leadership
4. Effective Governance and Leadership
5. Sustainable Growth and Financial Health

Key Performance Indicators

1. Raise Attendance Across All Academies

KPI Area	Year 1: Establish & Intervene	Year 2: Embed & Improve	Year 3: Sustain & Impact	DfE Quality Descriptor(s)
Overall Attendance Rate (Trust-wide)	Baseline by phase and pupil group established	+2% increase Trust-wide	60%+ average attendance across all academies	Impact and Outcomes, Inclusive Education
Persistent Absence (PA <90%) Rate	PA baselined across phases	Reduction in PA cohort	PA rate maintained	Behaviour and Culture, Outcomes
Targeted Attendance Action Plans (TAAPs)	100% of PA pupils have TAAPs in place	TAAPs reviewed termly; impact demonstrated	Pupils on TAAPs show improved attendance	Leadership and Improvement, Inclusive Education
Parental Engagement in Attendance	Baseline % of family attendance at meetings	80% of families with PA pupils attend at least 1 attendance mtg	Positive parental satisfaction with attendance support	Culture and Behaviour, Leadership
Attendance Disparity:	Gap analysis across	Gaps narrowed	Maintained	Impact and Outcomes
Attendance Interventions Success Rate	Catalogue of evidence-based strategies piloted	Targeted pupils show term-on-term improvement	Proven interventions embedded in Attendance Policy Trust-wide	Leadership, Behaviour and Culture
Staff CPD on Attendance & Inclusion	100% pastoral teams complete attendance inclusion training	Attendance approaches embedded into classroom and pastoral systems	Staff confidence score >90% on inclusive attendance practices	Leadership and Improvement

2. Raise Academic Achievement and Close Attainment Gaps Across All Academies

KPI Area	Year 1: Embed Systems	Year 2: Strengthen Practice	Year 3: Evidence Impact	Aligned DfE Descriptor(s)
% of pupils meeting academic targets	Baseline established by phase & cohort	Improvement in pupils meeting or exceeding targets	Increase from baseline; gaps narrowed across settings	High Quality & Inclusive Education, Impact and Outcomes
Internal Progress Measures	Internal models validated	uplift in Trust-wide average progress	Sustained progress	High Quality & Inclusive Education
Attainment Gap	Gap measured in Reading, Writing, Maths	Gap reduced in KS2 & KS4	Gap closed across key stages	Impact and Outcomes
Pupil Progress	Pupils tracked with targeted interventions	Demonstrate expected or better progress	Maintain expected or better progress	High Quality & Inclusive Education, Effective Use of Data
Assessment Model Alignment (DfE Ready)	Assessment aligned to EHCP outcomes	100% moderation across schools & external validation	Assessment outcomes used in curriculum redesign	Effective Use of Data, Leadership and Improvement
Reading & Communication Intervention Impact	Intervention baselines across all key phases	Targeted pupils make expected or better gains	Targeted pupils close phonics/reading/communication gaps	High Quality & Inclusive Education
Teacher Judgement Accuracy (Moderation)	Internal & cross-trust moderation cycle created	External moderation validates 95% accuracy	Judgements used confidently to inform whole-school priorities	Leadership and Improvement, Effective Use of Data

3. Exceptional Teaching and Leadership

KPI Area	Year 1: Embed Foundations	Year 2: Strengthen Practice	Year 3: Sustain Excellence	DfE Quality Descriptor(s)
% of Good or Outstanding Teaching	Baseline via QA or external review	85% of teaching rated good or better	≥95% teaching consistently good/outstanding	High Quality Education, Impact and Outcomes
Leadership Bench Strength	Leadership audit by phase, setting, and subject	Succession plan in place for 100% key leadership roles	90%+ leadership roles filled internally or from leadership pool	Leadership and Improvement
Subject Leadership Development	All middle leaders complete skills audit and CPD plan	85% report confidence in curriculum leadership	100% subject leaders demonstrate impact on pupil outcomes	Leadership and Improvement
Staff Retention Rate	Trust-wide baseline by role, phase, academy	Improvement/maintain retention	Retention of high-performing staff	Staff Development & Retention
New Teacher Induction Satisfaction	ECT programme reviewed and baselined	≥85% ECT satisfaction and mentor support scores	≥90% ECTs retained into Year 3	High Quality Education, Staff Development
Teaching CPD Impact	Baseline CPD mapped to improvement priorities	Staff show performance increase post-CPD	CPD plans linked to measurable outcomes	Leadership and Improvement
Curriculum Implementation Score	Internal audits on sequencing, depth, accessibility	100% subject areas reviewed and adjusted	Curriculum areas show improved pupil progress	High Quality Education, Impact and Outcomes
Pupil Voice on Teaching Quality	Pupil surveys introduced across phases	80% of pupils agree teachers help them progress	≥90% pupil satisfaction with learning experience	Impact and Outcomes, Inclusive Education

4. Sustainable Growth and Financial Health

KPI Area	Year 1: Stabilise & Plan	Year 2: Strengthen & Align	Year 3: Sustain & Expand	Aligned DfE Descriptor
In-Year Financial Surplus/Deficit	All academies balanced or improved vs prior year	100% in-year surplus or break-even	3-year cumulative surplus of appropriate level of GAG	Strategic Governance & Financial Oversight
Reserve Levels	To invest reserves in line with reserves policy	To review and invest reserves to drive School Improvement	To review and invest reserves to drive Sustainability	Financial Oversight, Sustainability
Funding Efficiency (Cost per pupil)	Baseline cost-per-pupil and benchmarking	Procurement/ centralisation	Maintain or reinvest savings in frontline delivery	Sustainability, Organisational Capacity
Capital Project Delivery (on time/budget)	Capital plans delivered on schedule	Projects to be delivered on time and within budget	Capital projects meeting value-for-money tests	Financial Oversight, Risk Management
Growth Readiness Framework	Conduct trust-wide capacity review	Governance, leadership, finance readiness	At least one new school successfully integrated	Leadership & Improvement, Organisational Capacity
Trust-Wide Learner Growth	Develop growth strategy	Secure new partnerships or pipeline conversations	Net growth in learner numbers across trust	Organisational Capacity, Leadership
Staff Cost as % of Total Income	<80% target established	78–80% trust-wide average	<78% with investment in frontline roles sustained	Financial Oversight
Audit Outcomes	All academies with clean audit	Unqualified with no major material concerns	Same as Year 2; integrate sustainability reporting	Strategic Governance & Financial Oversight

5. Effective Governance and Leadership

KPI Area	Year 1: Foundations	Year 2: Consolidation	Year 3: Excellence	DfE Descriptor Alignment
Board & Committee Attendance	≥85% average across all meetings	≥90% sustained	≥95% sustained	Strategic Governance
Skills Audit Coverage	100% of Directors and LGBs complete baseline audit	Gap-closing CPD initiated for all skill deficits	No identified skills gaps in 95% of board structure	Governance Capacity
Training Compliance	≥90% of Directors trained in safeguarding, finance, SEND	100% trained, including advanced modules	Annual refresher and impact evaluation in place	Leadership & Accountability
Chair/CEO/Exec Review Cycle	Annual performance reviews introduced	100% completion with actions monitored	Independent/external validation every 3 years	Accountability & Assurance
Leadership Succession Plans	Succession risk map developed at trust and school level	All key roles have successors identified and developing	>80% of senior appointments made internally	Organisational Capacity
ESG/Governance Reporting	ESG and EDI metrics piloted	ESG included in board reporting dashboards	ESG published in annual report	Culture & Sustainability
Trust Risk Register Review Cycle	Full review conducted and board approved Termly	Risks tied to strategic KPIs and regularly updated	Embedded into termly governance reports	Risk Management, Assurance
Stakeholder Feedback on Governance	Annual feedback survey launched (staff & parents)	≥80% positive ratings from stakeholders	≥90% by Year 3	Leadership & Improvement
Governance Quality Assurance Score	QA tool piloted across 50% of academies	100% coverage and improvement plans tracked	90% of LGBs rated Good+ in self and external reviews	Strategic Governance