

Company Registration No. 08449062 (England and Wales)

**TRINITY ACADEMY NEWCASTLE
(A COMPANY LIMITED BY GUARANTEE)**

**ANNUAL REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2016**

TRINITY ACADEMY NEWCASTLE

REFERENCE AND ADMINISTRATIVE DETAILS

Members

A Calder
L Ellison
S Elliot

Trustees

A Calder (Chair)
L Ellison (Vice chair)
S Elliott (Vice chair)
C Black
C Venosa
C McNally (Resigned 12 January 2016)
K Meikle
W Curley (Accounting Officer)
M Higgins
S Hodgson
P Surtees (Appointed 25 November 2015)
A Florance (Appointed 12 December 2015)
J Leoyord (Appointed 1 February 2016)

Senior management team

- CEO	W Curley
- Head of School (Improvement)	P Tully
- Head of School (Business)	J Renwick
- Head of School (Pastoral)	M Flint
- Head of School (Teaching & Learning)	L McNally
- Assistant Head of the Oakfield Site	L Hendry
- Assistant Head of the Deneview Site	S Northey
- Student Welfare Coordinator	M Higgings

Company secretary

J Renwick

Company registration number

08449062 (England and Wales)

Registered office

Condercum Road
Newcastle upon Tyne
NE4 8XJ

Academies operated

Trinity Academy Newcastle
Trinity Solutions Academy

Location

Newcastle upon Tyne
Newcastle upon Tyne

Independent auditor

RSM UK Audit LLP
1 St James' Gate
Newcastle upon Tyne
NE1 4AD

Bankers

Lloyds Bank PLC
Grey Street
Newcastle upon Tyne
NE99 1SL

TRINITY ACADEMY NEWCASTLE

REFERENCE AND ADMINISTRATIVE DETAILS

Solicitors

Ward Hadaway
Sandgate House
102 Quayside
Newcastle upon Tyne
NE1 3DX

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT

The trustees present their annual report together with the financial statements and auditor's report of the charitable company for the period 1 September 2015 to 31 August 2016. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

Trinity Academy Newcastle is a Specialist Provision for students who have a Statement of Special Educational Needs or Education, Health and Care Plan for Social, Emotional and Mental Health (SEMH). The trust operates an academy for pupils aged 7 to 19 (or 24 for higher funded students with learning difficulties or disabilities).

On 1 January 2016 the Academy converted to a multi-academy trust, with activities split between Trinity Academy Newcastle and Trinity Solutions Academy.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

The academy trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy trust.

The trustees of Trinity Academy Newcastle are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as Trinity Academy Newcastle.

Details of the trustees who served during the year are included in the Reference and Administrative Details on page 1. The trustees who are also the directors of the charitable company for the purposes of company law are:

- A Calder
- S Elliot
- L Ellison

Members' liability

Each member of the charitable company undertakes to contribute to the assets of the charitable company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

Trustees' indemnities

As required in the Academy's Articles of Association indemnity insurance has been taken out to cover the liability of trustees which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they might be guilty in relation to the Academy. Provided that any such insurance shall not extend to any claim arising from any act or omission which the trustees knew to be a breach of trust or breach of duty or which was committed by the trustees in reckless disregard of whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any successful defence to a criminal prosecution brought against the trustees in their capacity as trustees.

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

Method of recruitment and appointment or election of trustees

Articles of Association, 50-64 state:

50. The Members may appoint up to 3 Governors.

50A. The Members may appoint Staff Governors through such process as they may determine.

50B. The total number of Governors (including the Principal) who are employees of the Academy Trust shall not exceed one third of the total number of Governors.

53. Subject to Article 57, the Parent Governors shall be elected by parents of registered pupils at the Special Academy. A Parent Governor must be a parent of a pupil at the Special Academy at the time when he/she is elected.

54. The Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election to Parent Governors, including any question of whether a person is a parent of a registered pupil at the Special Academy. An election of Parent Governors which is contested shall be held by secret ballot.

55. The arrangements made for the election of Parent Governor shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he prefers, by having his ballot paper returned to the Academy Trust by a registered pupil at the Special Academy.

56. Where a vacancy for a Parent Governor is required to be filled by election, the Governing Body shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the Special Academy is informed of the vacancy and that it is required to be filled by election, informed that he is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

57. The number of Parent Governors required shall be made up by Parent Governors appointed by the Governing Body if the number of parents standing for election is less than the number of vacancies.

CO-OPTED GOVERNORS

59. The Governors may appoint Co-opted Governors. A co-opted Governor means a person who is appointed to be a Governor by being Co-opted by Governors who have not themselves been so appointed. The Governors may not co-opt an employee of the Academy Trust as a Co-opted Governor if thereby the number of Governors who are employees of the Academy Trust would exceed one third of the total number of Governors (including the Principal).

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

Policies and procedures adopted for the induction and training of trustees

Support for new trustees:-

To help new trustees learn about their role and quickly contribute to the work of the governing body, there will be an initial meeting with the Chair and the Headteacher and a mentor (a named and experienced trustee) will be appointed. There will be welcome and full introductions at the first meeting.

New trustees will be provided with the following:

- Trustee's Handbook
- Minutes from last FGB meeting
- School Development Plan
- Last Ofsted Report
- Any self-evaluation materials
- Access to Academy shared folders (This will provide all trustees with access to the Academy's policies, Funding Agreements, Financial Handbook and Articles of Association)

We encourage all new trustees to take up training opportunities – especially Induction – offered by Governor Services and from Modern Governor (eLearning). The PA to the CEO records all Trustees Training. These records are updated on a half termly bases and published at all FGB Meetings and all Resources Committees.

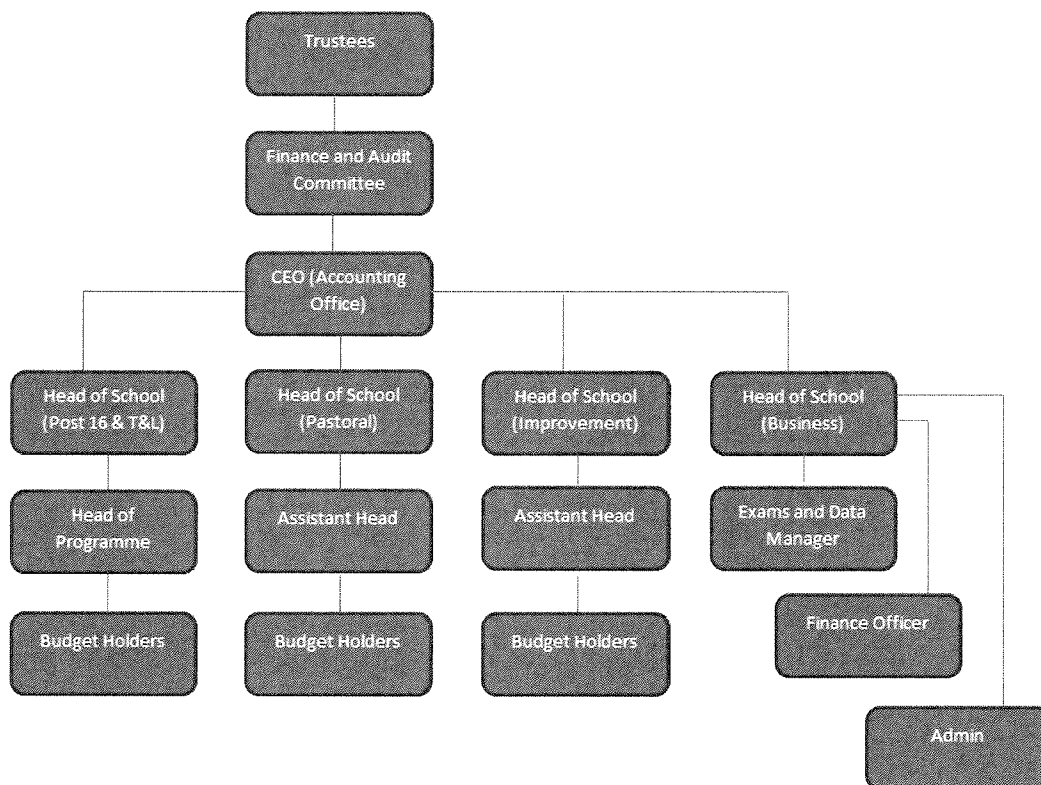
A mentor (usually the Chair) will do the following:

- Meet with the new trustee before the meetings for the first year to answer questions, explain the agenda etc
- Sit with the new governor at meetings to answer questions
- Make regular contact to answer questions

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

Organisational structure



Arrangements for setting pay and remuneration of key management personnel

All arrangements for setting pay and remuneration of key management (CEO and Leadership Team) is set out in the Trusts Pay Policy.

Related parties and co-operation with other organisations

Details of the transactions with related parties are stated on Note 23 to the financial statements.

A subsidiary company Trinity Post 16 Solutions Limited, was incorporated on 18 December 2015. Details of the subsidiary, including its results for the year are included in Note 13.

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

OBJECTIVES AND ACTIVITIES

Trinity Academy Newcastle is dedicated to providing a rich, experiential curriculum which promotes children's independence, a thirst for enquiry and a life-long passion for learning. We believe this is done best through cross-curricular learning, in which children learn through linking subjects together. The National Curriculum is the statutory requirement for student's learning during Key Stage 1 to 4. In addition to the National Curriculum, Trinity has supplementary subjects build into the curriculum offer which not only ensures the coverage of the National Curriculum, but also facilitates learning experiences that enable our pupils to achieve their full potential. We believe in providing enriching opportunities which develop the core skills of Communication, Numeracy, Reading and Writing.

The lower school provides a flexible and rounded curriculum fulfilling all national curriculum requirements for KS2 and KS3. This is supported by a range of enrichment activities to provide cross curriculum learning experiences and SMSC objectives.

In the upper school Pre 16 students follow a diverse, flexible curriculum which includes 9 GCSE and 2 vocational options. There is still a core component of subjects, namely English, Mathematics, Science, ICT, Physical Education, PHSE, WRL and Technology.

However in the upper School Post 16 learners follow the Learn to Work Programme (Study Programme); which provides learners with a chance to learn and gain qualifications (including GCSE English and Maths) in a real working environment, whilst also having the opportunity to gain real work experience with local employers.

Objectives, strategies and activities - OfSTED Framework

- Achievement
- Behaviour and Safety
- Teaching and Learning
- Leadership and Management

A detailed Self Evaluation Form (SEF) and School Improvement Plan (SIP) are available on the schools website; these outline the strategies implemented to achieve the above.

Public benefit

The trustees have complied with their duty to have due regard to the guidance on public benefit issued by the Charity Commission in exercising their powers and duties.

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

STRATEGIC REPORT

Achievements and performance

Achievement

- **KS2 Attainment:** Despite significant changes in national testing, over 4 years there has been improvements in pupils achieving the national standard.
- **GCSE:** In 2015-16, there is a 54% improvement in students achieving 5 A*-Gs' from the previous year.
- **KS4 Attainment:** Improvement in the proportion of students achieving English and Maths GCSE.
- **KS4:** An increasing proportion of students are either achieving or exceeding their FFT-expected grades.
- **GCSE's improved:** There has been a clear shift towards GCSE qualifications over the past two years. Over 3 years the range and number of GCSEs has increased.
- The **earlier** a student joins Trinity, the better their performance in national testing.
- **Maths** continues to be our higher performing subject but significant improvements have been made since 2014/15.
- On average, **76%** of pupils have made or exceeded their target in 2015-16 in English and/or Maths, this was a significant improvement from the previous year.
- The **new national curriculum** has had a significant impact upon student performance against national standards. At Trinity, students are working on average 3 years behind where they should be. Although this is the first year, we can already demonstrate that we are closing the gap.
- **Pupil premium** students achievement is alongside and at times above that of students not eligible for the grant. The number of students achieving/exceeding their target has increased from the previous year.

Behaviour and Safety

The Power of Choice (POC) is a behaviour monitoring and rewarding system originally developed in 2014. Since then it has been in a state of constant development and improvement in order to adapt to the changing educational landscape. Over the years, we have incorporated the following developments:

- **Rewarding Attendance:** Not only in school, but also in every class. Students are awarded extra points for making sure they're in the *Right Place*, at the *Right Time* in every lesson.
- **Rewarding Positive Behaviour:** Originally, we set the expectation for every student to be doing the *Right Thing* at all times. This has since been expanded and developed further to incorporate additional expectations. Now students are expected to adhere to the academy's high expectations of displaying positive *Behaviour for Learning*. This includes employing *active listening skills*, *kindness* towards peer and staff, and a positive *attitude* all day, every day.
- **Rewarding Uniform:** Students are expected to adhere to our uniform standards. They are rewarded throughout the day for following our uniform guidelines.
- **Rewarding Homework:** In response to our previous Ofsted report highlighting our Homework policy, we have developed new strategies to set more challenging and rewarding homework tasks to further a student's learning. We also incorporated *Homework* reward points in the POC.
- **Rewarding Progress:** With the end result being improved engagement in every lesson, we have developed reward points for Progress in every lesson. A student must be able to either (a) demonstrate an understanding of the topic in the lesson, or (b) at least display a positive attitude and effort towards learning and understanding the subject.
- **Rewarding Learning:** Lastly, perhaps the most important feature is rewarding the application of the knowledge. We have introduced a point parameter where a student must demonstrate their learning by either (a) applying what they have learnt to tasks in lessons, or (b) where an opportunity for (a) doesn't arise in-lesson, students must at least be able to recall the lesson's learning aims.

Attendance - Attendance is now an Academy school improvement priority; Trinity Academy Newcastle has a relentless focus upon increasing our Academy attendance. Our attention to detail and subsequent marginal gains have successfully secured an improving Academy attendance over the last four years.

Academic year	Academy attendance
2015/16	90.06%
2014/15	88.2%
2013/14	88.5%
2012/13	87.4%

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

80% of students have improved their attendance since joining Trinity Academy Newcastle

- We closely monitor **attendance** of every single student of the Academy.
- We celebrate attendance weekly.
- We work closely with our Academy parents & carers to support good school attendance.
- We work closely and act swiftly to address any attendance concerns with parent/carers and partner agencies.
- We hold half-termly *Attendance Intervention and Strategy* meetings where we focus on every single student's attendance performance over the year, the term and since the last meeting.

Behaviour Leadership - Trinity Academy Newcastle are at the forefront of outstanding 'Behaviour Leadership'. We have embedded strategies to promote positive 'behaviour for learning', from our 'outstanding' Ofsted behaviour and safety judgment in 2012. Trinity Academy has reduced incidents on unacceptable behaviour by 39%.

Academic year	Behavioural incidents
2015/16	170
2014/15	176
2013/14	280

Trinity achieved Team Teach 'gold status' and are now the licenced provider to train schools in the Newcastle area. "Trinity are at the forefront of good practice, I am thrilled to award them with the Team Teach Gold Status award, I am happy to confirm that the award of team teach gold standard confirms both on paper evidence, audit and personal testimony that Trinity school is providing a high level of behaviour management and safeguarding" (George Matthews Team Teach director).

Trinity have developed their own unique 'Behaviour Leadership' program enabling to support staff within the academy along with offering training for colleagues outside of our Academy.

Pupils sustained improvement in behaviour has also supported improved outcomes.

Data collated from 2016 HOS survey

- 92% of Academy parents/carers report that their child's behaviour has improved since attending Trinity Academy Newcastle
- 99% of Academy parent/carers believe that Trinity is well led and well managed
- 99% of Academy parents stated that Trinity responds well to any concerns that may arise
- 98% of Academy parents/carers stated that Trinity ensures students are well behaved
- 100% of Academy parents/carers stated that their child was well looked after at Trinity
- 96% of Academy parents/carers stated that their child feels safe in school
- 95% of Academy students reported feeling safe in school (AB survey 16)
- Trinity Academy Newcastle students, staff, parents & carers are proud of our Anti-bullying ethos and outstanding practice. Trinity dramatically reduced bullying incidents since academic year 2011/12 by 93%. Over the last 4 years any incidence of bullying is rare:

Academic year	Bullying incidents
2015/16	2
2014/15	3
2013/14	6
2012/13	5
2011/12	30

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

Data collated from 2016 Anti bullying report

Trinity were awarded in 2016 with ABQM bronze award in recognition of our outstanding Anti bullying practice.

- 99% of Academy students feel that staff take bullying seriously, and council students with regards to any occurring issue.
- 100% of Academy parents/carers stated that school takes bullying seriously.
- 100% of Academy parents/carers stated that school listens to their child.
- 99% of Academy parents/carers stated that school keeps them informed regarding any incident of bullying and act upon any arising issues.
- 98% of Academy parents/carers referenced that whatever school does to deal with bullying at Trinity works.
- 97% of the Academy parent/carers stated that school deals effectively with bullying, 3% stated that they didn't know (HOS questionnaire 2016).

Teaching and Learning

- Development of Teaching and Learning Cycle - incorporating themed drop ins, observations of teaching and learning, Quality Assurance checks, moderation and assessment.
- Development of new tracking document for Observation of Teaching and Learning which identifies the priority areas within Teaching and Learning.
- Introduction of the new Assessment Policy incorporating Marking and Feedback.
- Targeted CPD across all sites revisiting the Marking Policy, Learning Objectives and Effective Questioning following workbook scrutiny and LA visit report - implemented June 2015.
- Regular workbook scrutiny timetabled across all sites, individual feedback given to staff and action points set and reviewed - implemented June 2015.
- Adherence to the Marking and Feedback Policy reflected in Mid Cycle reviews - implemented 2015.
- Assistant Heads conducting cross site workbook scrutiny every half term - implemented May 2015.
- There were no *Inadequate* Observations in 2015-16.

Areas where high percentage of Outstanding was identified are as follows:

- Good subject and curriculum knowledge (88%)
- Plan and Teach well-structured lessons (71%)
- Manage behaviour effectively (82%)

Priorities across the academy were identified as follows:

- Marking and feedback (26% received outstanding)
- Set high expectations to motivate and challenge (47% received outstanding)
- Adapt teaching to respond to strengths and needs of all pupils (32% received outstanding)

Leadership and Management

- A comprehensive and effective appraisal process, overseen and endorsed by our Board of Trustees, is in place - one teacher successfully went through the threshold to upper pay scale in 15/16
- Similar process for all support staff successfully launched in 15/16
- The committee structure has been streamlined to make it more efficient and effective
- There is a high level of integration and effective communication between the governing body and senior leadership team
- All trustees have attended extensive CPD, enhancing their understanding of their role
- Trustees conduct regular focussed site visits and make recommendations for school improvement
- Our trustees are central to our self-evaluation and school improvement processes; able to maintain clear oversight and influence
- The board of trustees receive regular and timely updates on school performance
- A number of highly skilled trustees from professional backgrounds have been recruited

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

The measures used to assess achievement are:

- FFT (Key stages 2 & 4)
- Raise Online
- Prior Attainment
- 3/+ sub stages of progress between years
- Trackers/End of unit assessments

Financial review

The financial position of the Academy Trust is secure. Refer to minutes of Finance and Audit committee meetings and FGB meetings, available from the school.

The principal financial management policies adopted by the Academy are outlined in the Academies Financial Handbook. These include Internal Financial Regulations and a dedicated Committee which meets four times a year and in turn reports to the Full Governing Body, again, four times a year. The principal source of funding is the General Annual Grant (GAG), Pupil Premium funding, SEN and Post 16 funding. This is turn is delegated to Departments within the Academy and directed to the key objectives in the SEF which are then tracked and analysed in terms of their impact.

The prior year was a six month period and included an exceptional transfer on conversion of £12,182,844.

During the year ended 31 August 2016 total income of £4,736,494 (2015 excluding the transfer from the local authority: £2,013,770) was received and total expenditure of £4,433,515 (2015: £2,208,442) was incurred. The excess of total expenditure over income for the year (including other gains/losses) was £789,021 (2015: £12,021,172). The financial performance during the period ended 31 August 2015 was a loss of £161,672 excluding the exceptional transfer.

Financial and risk management objectives and policies

From conversion, at 31 August 2015, the Academy was liable for a £632,000 Local Government Pension Scheme deficit along with £258,700 for past service additional contributions.

Past Service Amount Payable in year ending 31 March 2015	-	£10,200
Past Service Amount Payable in year ending 31 March 2016	-	£122,200
Past Service Amount Payable in year ending 31 March 2017	-	£126,300

The Past Service amount is assumed to be paid over the recovery period of 3.1 years in the following amounts. The amounts shown are expected to increase in future in line with our pay inflation assumptions (3.40% p.a.).

The pension deficit as at 31 August 2016 was £1,666,000 as detailed in note 22 of the financial statements.

Reserves policy

The Academy held fund balances at 31 August 2016 of £11,232,151 comprising of £11,579,240 of restricted fixed asset funds, a pension reserve deficit of £1,666,000, a restricted general fund of 476,911 and 842,000 unrestricted general funds. The Academy holds free reserves of £1,318,911.

The Academy does not carry a deficit balance. The Academy agrees to hold a minimum of £600,000 in order to minimise risks to the Academy. Additional funds in excess of £600,000 are carried forward in order to be utilised on planned repairs and maintenance expected going forward.

Investment policy

Apart from cash held for the operation of the academy, there are no realisable investments.

Investments are discussed within the finance/audit resources committee and are approved by the full governing body.

The Academy set up a subsidiary company Trinity Post 16 Solutions Limited, on 18 December 2015. Details of the subsidiary, including its results for the year are included in Note 13.

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

Key performance indicators

The Academy, where available, uses benchmarking opportunities to ensure that performance indicators, financial, environmental and employee matters are reviewed annually and any areas for development are addressed.

The Academy also makes use of comparative data provided by the Education Funding Agency (EFA) and the Local Authority.

Going concern

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Academy has adequate resources to continue in operational existence for the foreseeable future. For this reason it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Accounting Policies note of the financial statements.

Plans for future periods

The aims and objectives for future periods will continue to be those outlined in Objectives, Strategies and Activities as above. The priorities for 2016/17 are the following and all strategies to achieve them are regularly updated in the Academies SEF/SIP :-

- Leadership and Management
- Teaching and Learning
- ICT
- Attendance KS4
- English/Literacy Upper School

Principal risks and uncertainties

The Trustees have reviewed the assessment of major risks to which the Academy is exposed, in particular those relating to the specific teaching, provision of facilities and other operational areas of the Academy, and its finances. The governors have monitored a number of systems to assess risks that the school faces, especially in the operational areas (e.g. in relation to teaching, health and safety, bullying and school trips) and in relation to the control of finance. They have monitored the systems, including operational procedures (e.g. vetting of new staff and visitors, supervision of school grounds) and internal financial controls (see below) in order to minimise risk. Where significant financial risk still remains they have ensured they have adequate insurance cover. The Academy has an effective system of internal financial controls and this is explained in more detail in the following statement.

The Academy has a Business Continuity Plan, Strategic and Reputational Risk Plan, Critical Incident Plan and Emergency Closure Plan.

These are reviewed annually by the Senior Leadership Team and Trustees.

The principal financial risks and uncertainties are contained in the Strategic and Reputational Risk Plan which is reviewed biannually, examples of these include:-

- Human Resources and Staff Welfare
- Quality of Service and Performance
- Financial Management and Budgets
- Safeguarding and Pupil Welfare
- Premises, Health and Safety
- Security
- ICT Provision
- Insurance Protection
- Information Management
- Incident Management and Business Continuity

TRINITY ACADEMY NEWCASTLE

TRUSTEES' REPORT (CONTINUED)

AUDITOR

RSM UK Audit LLP has indicated its willingness to continue in office.

Statement as to disclosure of information to auditor

In so far as the trustees are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

The trustees' report is approved by order of the board of trustees and the strategic report (included therein) is approved by the board of trustees in their capacity as the directors at a meeting on 01 December 2016 and signed on its behalf by:

A Calder
Chair



TRINITY ACADEMY NEWCASTLE

GOVERNANCE STATEMENT

Scope of responsibility

As trustees, we acknowledge we have overall responsibility for ensuring that Trinity Academy Newcastle has an effective and appropriate system of control, financial and otherwise. However, such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss.

The Board of Trustees has delegated the day-to-day responsibility to the CEO; as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the Funding Agreement between Trinity Academy Newcastle and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The Board of Trustees has formally met 4 times during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

Trustees	Meetings attended	Out of possible
A Calder (Chair)	4	4
L Ellison (Vice chair)	4	4
S Elliott (Vice chair)	2	4
C Black	3	4
C Venosa	2	4
C McNally (Resigned 12 January 2016)	1	1
K Meikle	2	4
W Curley (Accounting Officer)	3	4
M Higgins	4	4
S Hodgson	3	4
P Surtees (Appointed 25 November 2015)	2	3
A Florance (Appointed 12 December 2015)	1	3
J Leoyord (Appointed 1 February 2016)	0	2

TRINITY ACADEMY NEWCASTLE

GOVERNANCE STATEMENT (CONTINUED)

The Finance and Audit Committee is a sub-committee of the main board of trustees. The responsibilities of the Finance and Audit Committee are:

- Initial review and recommendation to the governing body of the annual budget;
- Regular monitoring of actual expenditure and income against budget;
- Ensuring the annual accounts are produced in accordance with requirements of the Companies Act 2006 and the EFA and DfE guidance issued to Academies;
- Authorising the award of contracts up to the amount stated in the Scheme of Delegation
- Reviewing the internal assurance reports on the effectiveness of the financial procedures and controls. These reports must also be reported to the governing body.
- To review the financial policies of the Academy and where necessary make recommendations to the governing body.
- Authorising changes to the Academy personnel establishment.

Attendance at meetings in the year was as follows:

Trustees	Meetings attended	Out of possible
A Calder (Chair)	4	4
L Ellison (Vice chair)	4	4
S Elliott (Vice chair)	3	4
K Meikle	1	4
W Curley (Accounting Officer)	4	4
P Surtees (Appointed 25 November 2015)	1	1
A Florance (Appointed 12 December 2015)	0	1

The Resources Committee is also a sub-committee of the main board of trustees. The responsibilities of the Resources Committee are:

- Policies
- Health, Safety and Wellbeing
- Premise and Development report
- Governors Reports and Training
- Curriculum topics
- Staffing Report

Attendance at meetings in the year was as follows:

Trustees	Meetings attended	Out of possible
A Calder (Chair)	4	4
L Ellison (Vice chair)	4	4
S Elliott (Vice chair)	4	4
C Black	3	4
C Venosa	1	4
C McNally (Resigned 12 January 2016)	1	1
W Curley (Accounting Officer)	4	4
M Higgins	4	4

TRINITY ACADEMY NEWCASTLE

GOVERNANCE STATEMENT (CONTINUED)

Review of value for money

I accept that as the accounting officer of Trinity Academy Newcastle I am responsible and accountable for ensuring that the school delivers good value in the use of public resources. I am aware of the guide to academy value for money statements published by the Education Funding Agency and understand that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received. I set out below how I have ensured that the academy's use of its resources has provided good value for money from September 2015 to August 2016.

As the Accounting Officer I have considered how the Academy Trusts use of its resources has provided good value for money during the academic year, and reports to the Board of Trustees where Value for Money can be improved, including the use of benchmarking data where available. Improved value for money during the year by:

- Reviewed all contracts such as building management, photocopiers, access management and changing suppliers where necessary.
- Reviewed the amount of student benefits such as bursary and travel.
- Reviewed all subcontractors.
- Jointly purchased training alongside other schools/ academies.

What is best value?

Value for money is about achieving the best possible educational and wider societal outcomes through the economic, efficient and effective use of all resources.

Directors and Senior Leaders apply the four Principles of Best Value:

- **Challenge:** Reviewing the functions of the school, challenging how and why services are provided. Setting targets and performance indicators for improvement
- **Compare:** Monitor outcomes and financial performance comparing with similar schools
- **Consult:** Consult appropriate stakeholders before major decisions are made
- **Compete:** Promote fair competition through quotations and tenders to ensure that goods and services in the most economic, efficient and effective way

In 2015-16 this applied to:

- Staffing
- Premises
- Purchasing of resources
- Health and safety

Reviewing Controls and Managing Risks

The Academy has established robust, segregation of duties within financial control; there is regular financial monitoring with Trustees and reports to Finance and Audit Meetings. Trustee's challenge decisions makers within the school on the cost and effectiveness of spending proposals in order to achieve value for money.

TRINITY ACADEMY NEWCASTLE

GOVERNANCE STATEMENT (CONTINUED)

Staffing:

The Trustees and SLT have deployed staff to provide best value in terms of leadership and management. The staffing structure and CPD has been implemented to ensure the best possible adult-pupil ratio and quality of teaching.

Teaching:

The Trustees and SLT review the quality of teaching, to provide parents and pupils with:

- A curriculum which meets the needs of individual pupils
- Teaching which builds on previous learning and has high expectations of children's achievements

Learning:

The Trustees and SLT will review the quality of children's learning, by cohort, group and individual to provide:

- Teaching which enables children to reach their potential.

Pupil's Welfare:

The Trustees and SLT review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning and achievement.

Monitoring:

There will be monitoring to ensure best value through:

- In-house monitoring by the Headteacher and staff
- Pupil progress meetings
- Staff appraisals
- Analysis of pupil performance data
- Budget planning and financial review
- Trustees' visit reports
- Trustees' meetings
- Committee meetings

Purchasing

The Trustees and SLT have developed procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time, and cost. Measures already in place include:

- competitive tendering procedures
- procedures for accepting "best value" quotes, which are not necessarily the cheapest

The Trustees and SLT purchased equipment, materials and services to provide pupils and staff with resources which promote quality teaching and learning. There is an electronic Asset Register (School Asset Manager) which manages the allocation of resources in terms of costing, effectiveness and depreciation. The Local Authority maintains the Asset Register for all IT equipment.

Health and Safety

The Trustees, School Business Manager and the Health and Safety Committee will review the quality of the school environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe working environment for pupils, staff and visitors.

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Trinity Academy Newcastle for the period 1 September 2015 to 31 August 2016 and up to the date of approval of the annual report and financial statements.

TRINITY ACADEMY NEWCASTLE

GOVERNANCE STATEMENT (CONTINUED)

Capacity to handle risk

The board of trustees has reviewed the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the academy trust's significant risks that has been in place for the period 1 September 2015 to 31 August 2016 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

The risk and control framework

The academy trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the board of trustees;
- regular reviews by the finance and general purposes committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risks.

The board of trustees has considered the need for a specific internal audit function and has decided to appoint RSM Risk Assurance Services LLP to provide internal assurance support.

The internal auditor's role includes giving advice on financial matters and performing a range of checks on the academy trust's financial systems. In particular the checks carried out in the current period included:

- testing of payroll systems
- testing of purchase systems
- testing of control account/ bank reconciliations

RSM Risk Assurance Services LLP reports to the board of trustees, through the finance and audit committee on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities.

TRINITY ACADEMY NEWCASTLE

GOVERNANCE STATEMENT (CONTINUED)

Review of effectiveness

As Accounting Officer, the CEO has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

- The work of the internal auditor
- The work of the external auditor
- The financial management and governance self-assessment process;
- The work of the Head of School (Business) within the Academy Trust who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance and Audit Committee and a plan to address areas for development and ensure continuous improvement of the system is in place.

Approved by order of the board of trustees on 01 December 2016 and signed on its behalf by:

A Calder
Chair



W Curley
Accounting Officer

