

**Trinity Academy Newcastle Trust**  
**Value for Money Statement**  
**Year ended 31 August 2017**  
Company number 08449062

I accept that as Accounting Officer of Trinity Academy Newcastle Trust ("TAN MAT") I am responsible and accountable for ensuring that the academy trust 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 & Skills 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 trust's use of its resources has provided good value for money during the academic year.

## **STRATEGY**

We are determined to strive for excellence in everything we do. In doing so, we know that we change lives on a daily basis.

In an environment where "kindness", "honesty" and "calm" are revered, we are "preparing the parents of the future".

Our job at Trinity Academy Newcastle Trust is to prepare your child for life. The well planned curriculum looks at your child as a whole person, preparing them for adulthood, relationships and the possibility that one day they may become a parent. Our aim is to give them knowledge and wisdom to make informed decisions.

## **PREPARE**

- **Positive relationships**
- **Resilience**
- **Empathy**
- **Praise**
- **Articulate**
- **Responsible**
- **Evaluate**

The Trust Board's whole purpose is to raise standards for all students by sustaining and enhancing performance and to develop the whole child, whilst at the same time engaging.

## **ACTIONS**

Value for Money depends on managing inputs, processes and outputs to achieve the best possible outcomes.

As can be seen, Value for Money is not about reducing cost per se; rather it is about the chain of inputs and processes which lead to good outcomes for our students and a positive impact on their communities.

## **OUR APPROACH TO SCHOOL IMPROVEMENT**

The TAN MAT is committed to the professional development of its Board of Directors and staff team. Working to a strategic 3-year plan, with strong structures and a central focus on developing high quality teaching and learning, we are continuously improving and developing our service through high quality training for all, through a concerted drive towards distributed leadership and succession planning. Our commitment is evident through our high level of annual investment in training and development.

The structures referred to include, for example, the Self Evaluation Cycle, the School Improvement Plan, the Self-Evaluation Form and the processes that result in their completion, implementation, and monitoring. These include rigorous procedures to monitor and evaluate teaching and learning.

### **The Trust will set high standards for all, confident that all can experience success by:**

- Providing for all pupils an appropriate grounding in literacy and numeracy;
- Prepare all children and young people for life. Delivering a planned curriculum that looks at each child/young person as a whole person, preparing them for adulthood, relationships and the possibility that one day they may become a parent
- Encouraging the development of pupils' digital skills to broaden knowledge and wisdom, helping them to make informed life decisions.

## **FINANCIAL GOVERNANCE AND OVERSIGHT**

The Board of Directors scheme of delegation was annually reviewed and provides clear remits and accountability at all levels across the trust. Governance was robust throughout the year and appropriate challenge was provided by the range of professionals.

The Finance, Audit and Resource Committee assisted the decision making of the trust board, enabling more detailed consideration to be given to the best means of

fulfilling the board's responsibility to ensure sound management of the Trust's finances and resources.

The Trust received support during the year from its external partners and external auditors on accounting practice and compliance. The Audit committee received two positive internal assurance reports during the year.

### ***Teaching Costs***

The largest single element of cost is the payroll cost of teaching and educational support staff. This year TAN MAT reviewed its staffing using a curriculum-led planning model to optimise the numbers of such staff required in each academy. The parameter we used is 0.79 contact ratio and ratios of adult to students closely in line with national averages.

### ***Non-pay costs***

The refinement of our support systems continues. The Trust continues to drive the streamlining of our finance and administration systems. The Trust has a single finance system that operates across our academies and we integrate as much administration as possible into this system.

Despite the majority of our costs being payroll, the Trust continues to drive cost reductions in non-pay areas.

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 Trust promotes fair competition through quotations and tenders (where necessary) in accordance with its financial regulations and EU public procurement threshold levels, to ensure that goods and services are secured in the most economic, efficient and effective way. This was evident in the robust procurement exercise taken in the appointment of contractors for the major engineering restructure of a boundary wall on the Oakfield Site

Staff with budget responsibility, regardless of the amounts involved were supported and encouraged to achieve value for money from the finance team. The Trust has endeavoured to benchmark its costs against similar organisations to identify potential areas for savings with limited success, mainly due to the lack of data for split site special provisions. This is an area that we will continue to explore.

The Trustees and SLT purchased equipment, materials and services to provide pupils and staff with resources which promote quality teaching and learning. The

academy trust strives to focus on value for money and understands the value of our assets and how they can be used to increase our student' rate of progress. All assets above £50 are recorded on a data base (Asset Manager), all ICT assets are recorded by the LA managed service.

## **IMPROVEMENT IN EDUCATIONAL OUTCOMES**

The Trust has offered a diverse curriculum to ensure all students have had the opportunity to raise their individual levels of attainment. This included accessing bespoke specialist vocational opportunities and experiences, and where appropriate, procuring off-site provision. In addition, after school and revision clubs have continued to run throughout the year providing students with further opportunities to develop and learn.

Regular and comprehensive training and development underpins the appraisal process and staff continued to be encouraged and supported in their personal professional development.

Robust tracking and recording student progress ensure timely interventions and support is targeted to student learning when it is needed.

### **Achievement**

- More students are making and exceeding expectations in core subjects than previous year.
- Disadvantaged student's achievement is alongside and often above that of students not eligible for the grant.
- Key Stage 4 students left with an average of seven qualifications including five GCSEs.
- The longer a student attends the Trust, the more qualifications they gain.
- Key Stage 2 significant improvement in students reaching their potential by achieving scores closer to their estimates than previous years.
- 86% of the students attending Trinity Post 16 Solutions Limited progressed onto employment or further education.
- 89% of students attending Trinity Post 16 Solutions Limited achieved their core aim.
- Trinity Solutions Academy is significantly above the national average for GCSEs.

### **Attendance**

- Trinity Academy Newcastle attendance finished at an Academy high of 90.5% a 3.1 percentage – point improvement over the last five years.
- Trinity Post 16 Solutions Limited had a record high attendance of 97% in 2016/17.
- The Trust has invested in attendance champions, as well as an attendance support assistant whose role is to transport students to and from school.
- Students have significantly improved their attendance since joining the Trust.

### **Behaviour**

- The Trust has developed their own unique 'Behaviour Leadership' program enabling to support staff within the Trust along with offering training for colleagues outside the Trust.
- The Trust achieved Team Teach Gold status and holds the authority training provider licence for our region.
- The Trust has achieved the ABMQ bronze award in recognition of our proactive anti-bullying ethos, Trust students, staff, parents and carers are proud of our Anti-Bullying ethos and outstanding practice.
- The Trust has dramatically reduced bullying incidents since academic year 2011/12. The Trust anti-bullying training continues to be delivered.

Signed:

A handwritten signature in black ink, appearing to read 'Bill Curley', written over a light blue rectangular background.

Bill Curley  
Academy Trust Accounting Officer