



Improvement Plan

2023 to 2026



Trinity MAT

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1. Introduction

In 2010, when Trinity Academy Halifax (TAH) opened in Calderdale, its mission was to address more than a decade of underperformance at secondary school level. It delivered, being rated as Ofsted 'outstanding' twice and enabling its students to achieve results that transformed their lives.

In 2015, Trinity Multi-Academy Trust was born. It is currently eleven institutions, across primary, secondary and post-16 phases of education, and operates across five local authorities (Calderdale, Wakefield, Bradford, Leeds and Barnsley.)

The Trust also contains the Trinity Institute of Education, the West Yorkshire Maths Hub and White Rose Education. Our collaborative work through these initiatives has meant developing partnerships with thousands of other schools, both nationally and internationally.

The ethos if the Trust has always remained simple and easy to articulate: **To make a positive difference to the lives of as many young people as possible.**

As a Diocesan Trust, we are committed to working within a respectful and compassionate environment. We exist to serve the young people in our care and have a small number of core principles:

- We expect all our schools to actively support each other and to share best practice for the benefit of all;
- We encourage each of our schools to celebrate its distinctive identity within our Trust community;
- We are committed to providing quality-assured services to keep our schools legal, financially robust and continually improving.

The Trust Development Plan is summarised in the 'Strategy On A Page' (Figure 1 - SOAP), along with a road map for the next twelve months (outlined in Figure 2).

The Trust Development Plan will allow us to confidently approach the next phase in our journey. It has been created by a range of key stakeholders who work across our schools in a variety of roles.

2. Background and Context

The Trust's Improvement Plan brings together work and thinking from the 2022/23 academic year, including several workshops, visits to other organisations (both education and commercial) and a review of the education landscape (including the demography of the next 10 years using ONS data.) It diagnoses the challenges the sector will face going forwards to develop a strategic response and plan the future roadmap of the Trust.

A main challenge we face is falling birth rates, which has caused a drop in primary-aged pupils (and therefore demand for places), and so there is excess capacity in the system. We have

reacted proactively to this, working in partnership with LAs and local providers to reduce a school's Pupil Admission Number (PAN) or introduce mixed-age teaching. As a consequence of that, opportunities are identified to enhance provision e.g. the introduction of a science laboratory (and environmental garden) in each of our primary schools, utilising the spare classrooms a drop in PAN provides.) This fall in pupil numbers will impact on secondary provision post 2026, so having 'good' or 'outstanding' academies locally, for parents and carers to access, is vital.

Another main challenge we face is financial. It appears more needs to be done with less, and so this includes controlling expenditure and ensuring that there are always enough reserves in hand. The main cost drivers are salary increases and the rising cost of consumables e.g. utilities etc..

The MAT Improvement Plan, crystallised in the SOAP, focuses upon how the organisation intends to grow, both educationally and commercially, whilst noting the current and future challenges ahead.

3. Putting the Trust Development Plan into Operation

The SOAP is a concise and clear way to present the organisation's vision, strategic intent, and the strategic pillars to deliver this intent. It also includes the Trust's 'brand promises' to all, underpinned by our values and behaviours. Finally, there are Key Performance Indicators (KPIs), intended to measure the impact and performance of the plan.

The Trust's Executive Team (ET) will be charged with delivery of the IP, under the leadership of the CEO. The Trust's Board of Directors' (BoD) responsibility will be to monitor progress of delivery, providing challenge and support as needed over the course of 12 months (for priorities) to three years (lifetime of plan).

The Trust's separate Finance and Audit Committees will ensure that probity and risk are overseen, which is within their remit, and report the BoD at regularly agreed intervals. The Chair of Governors' (CoG) meeting will act as communication conduit to ensure that Local Governing Boards (LGBs) are kept informed and are able to provide supportive feedback where appropriate.

The main vehicle in driving the Trust Development Plan will be the CEO's Executive meetings. It is intended that three of the six meetings per year will report progress and make any necessary adjustments. A sub-group will review the progress termly to ensure delivery and make immediate, necessary adjustments.

The SOAP will also act as a good reference point for decision making in the organisation, to test if a strategic decision contributes towards the Trust vision and strategic intent. The 12-month priorities may go beyond the academic cycle of business i.e. be only partly achieved, and as such these will be carried forward into the following year's priorities. The SOAP will be checked annually to ensure it is still fit-for-purpose but will undergo a full review every three years to keep it relevant to external policy and direction changes that may occur.

Strategy On A Page

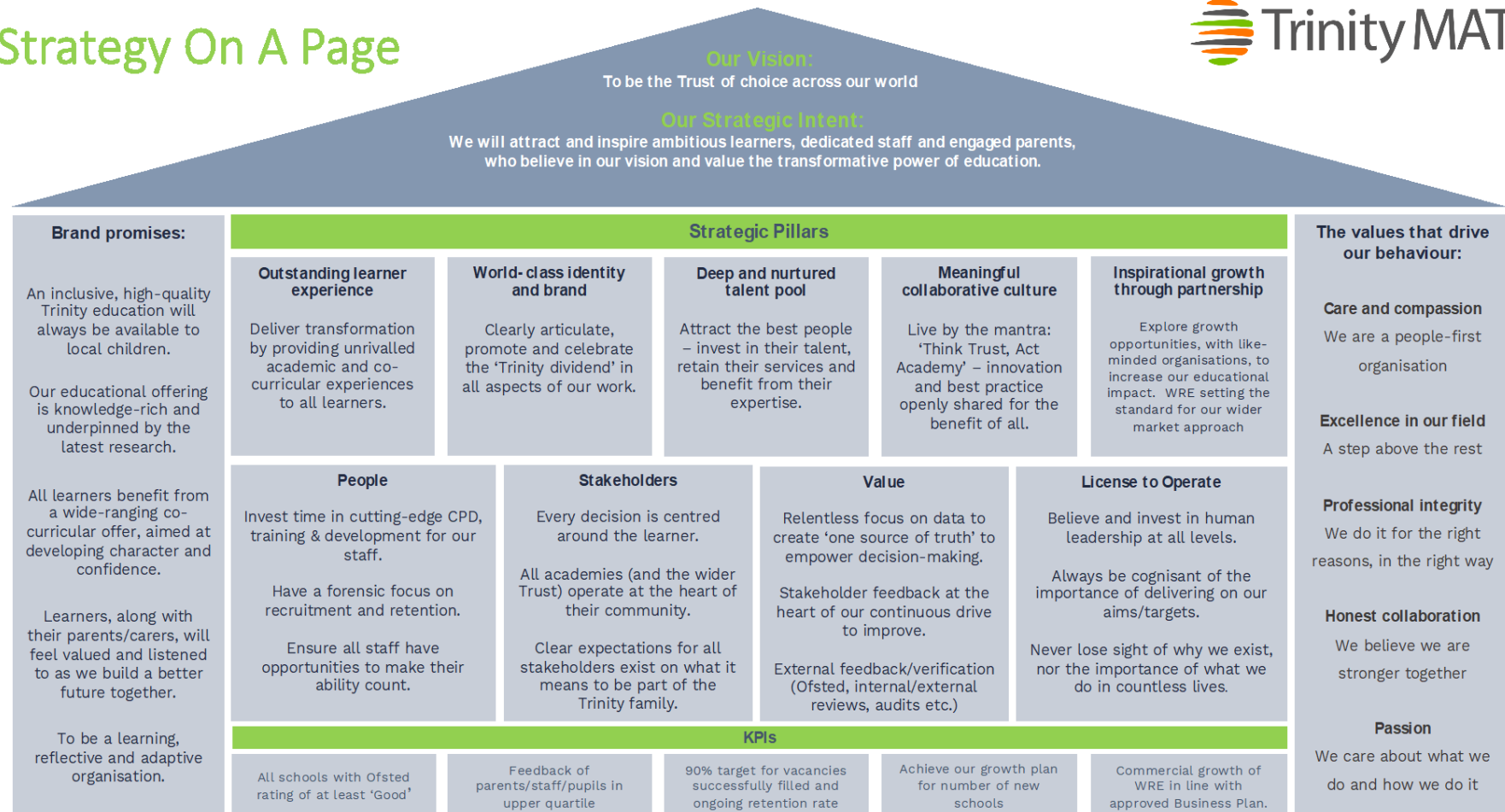


Figure 1

12 month priorities



Outstanding learner experience	World-class identity and brand	Deep and nurtured talent pool	Meaningful collaborative culture	Inspirational growth through partnership
Secure consistency and quality across all key phases and curriculum areas through the use of a central QA system and Trust collaboration	Appoint a Marketing Strategist to lead on a Trust-wide re-brand, fit for the next 3-5 years	Develop and deliver a world class induction programme for central functions	Review and update central services improvement plan to dovetail with overall Trust aims and individual academy needs	Further develop the Trust's relationship(s) with single schools and similar-sized Trusts for the benefit of all parties
All learners are fully engaged with an ambitious co-curricular programme	Define our value proposition in a crystal clear way across parents, staff and other partners	D&D a comprehensive, high-quality pastoral programme for aspiring middle/senior leaders	Develop a mechanism to actively share best practice across Trinity schools	Continue to be a purposefully outward-facing and risk-taking organisation
Data packs, developed in response to educational priorities, fully embedded and operational across all academies	To have a clear articulation of the 'Trinity dividend' as a driver for growth	D&D a high-performing leadership programme for aspiring middle/senior leaders	Develop our collaboration outside of the Trust further through the work of external initiatives e.g. TloE and WYMH	Look to further develop regional, national and potentially international partnerships
The Quality of Education is rated as at least 'good' across all academies with the aim to be 'outstanding'	Develop and implement a marketing strategy designed to establish Trinity as the Trust of choice across our world	Overhaul PM systems to produce a bespoke, impactful appraisal system across all academies	Develop our collaboration outside of the Trust through the impact and reach of WRE	Utilise the scope and growth of WRE to garner relationships to support the overall vision of the Trust

Figure 2

4. Monitoring and Evaluation

The Trust Improvement plan will be monitored as described in section 3 of this report, via the various meetings. However, on an annual basis a formal report will be presented to the Board of Directors to for consideration and supportive challenge.

In terms of evaluation of the Trust Improvement Plan and its impact, this will be benchmarked annually against both national and (wherever possible) 'best in class' organisations, measuring the comparative impact the organisation has made on the children and young people the organisation is proud to serve.

The Trust already measure staff, pupil, and parent/carers feedback in full on an annual basis, as well as an annual pulse survey in addition to the full survey, which will continue. Moreover, there are other measures in place e.g. destination information of young people and, of course, the academic results/Ofsted outcomes of each academy.

Beyond the measures above for evaluation, there are also the KPIs outlined in the SOAP, which will be used to show the impact of this plan.

5. Summary

The Trust Improvement Plan has been created in a logical and consistent manner, reflecting on the journey of the Trust to date, exploring the challenges ahead and setting a clear direction of focus for the organisation. It includes a mechanism for monitoring/evaluating its delivery and impact, as well as clear process for making appropriate adjustments as needed.

The next phase of development of the Trust is an exciting opportunity to make even greater impact on the lives of the young people the organisation serves, and to shape an increasingly positive experience of education local, regionally, nationally, and internationally (via the external initiatives – White Rose Education).