



Northumberland Church of England Academy Trust

Our Vision: 'Enabling everyone in our communities to let their light shine.' [Matthew 5:16]



Love

Care for each other.
Help others do well.
Support those in need.

Mark 12:31, John 3:16, John 13:24-35, Romans 12:10, 1 Corinthians 13:1, John 4:11



Inclusivity

Be welcoming and inclusive.
Celebrate each person's worth.
Forgive and make peace.

Matthew 6:12, Ephesians 4:2, Ephesians 4:32



Goodness

Work hard, do what is right.
Treat others well.
Do good and serve others.

Luke 6:31, Galatians 5:22, Hebrews 10:24, Peter 1:5



Hope

Aspire to be the best we can be.
Learn from our mistakes.
Show determination.

Psalms 25:21, Psalm 31:24, Psalm 33:18, Romans 15:4, Colossians 1:5



Truth

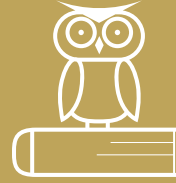
Tell the truth.
Take responsibility.
Act with integrity and respect.

Proverbs 12:17, Mark 12:14, John 1:17, John 8:22, John 14:6

Our mission:



"Life in all its fullness"
John 10:10



Wisdom, knowledge, skills



Hope and aspiration



Dignity and respect



Investing in our people



Serving with integrity

Creating an inclusive, nurturing culture where all pupils are valued and empowered to flourish.

Delivering a broad and balanced curriculum, through quality teaching, focused on knowledge and skills for lifelong success.

Removing barriers and creating opportunities for personal development to enhance life chances.

High expectations for good behaviour and respect towards others, so all pupils can learn with dignity.

Valuing and developing staff, committed to continuous improvement and being 'employer of choice'.

Our thriving schools are at the heart of their communities, building positive, sustainable, relationships with neighbours.

Our 2023-2024 Trust Development Plan Objectives:

2023-24 target

We will ensure that each school has an appropriate target to empower pupils to flourish and enjoy "life in all its fullness".



2023-24 target

We will ensure that curriculum plans include the explicit teaching of subject specific vocabulary development and opportunities for pupils to develop oracy skills.



2023-24 target

We will ensure each school enrichment programme is engaging, supports personal development and that disadvantage is not a barrier to attendance.



2023-24 target

We will plan strategically to meet the challenge of increase in pupils with profound needs in SEND and behaviour support



2023-24 target

We will develop an effective people strategy, setting out how we support, develop and empower staff to be the best they can be.



2023-24 target

We will ensure that we are financially sustainable so we can maximise the impact of our funding on the education of our pupils.





"Life in all its fullness" John 10:10

Creating an inclusive, nurturing culture where all pupils are valued and empowered to flourish.



2023-24 Objective

We will ensure that each school has an appropriate target to empower pupils to flourish and enjoy "life in all its fullness".



Why did we select this objective?

It is integral to the ethos of our schools, especially in the context of Covid recovery, that we plan strategically to ensure our schools provide an environment where each and every pupil can flourish.

	Key Actions	Milestones	Leads
1a.	Bishop's: Bishops Primary will continue to focus on and enhance pupil leadership within our school and the wider community, to enable all children to flourish and develop.	22/09/23 Pupils will apply for and be appointed to key leadership roles in school to enhance their voice in school development - Junior Leadership Team, School Council, Sports Leaders, Peer Mentors, Reading Rangers, School Ambassadors and Headteacher for the Day. 27/10/23 Introduce 'Agents of Change' programme to new Y3 children and continue with Y4. Register children in Y5 and 6 with the Archbishop's Young Leaders Award. Re-establish Peer Mentor training.	Headteacher /Principal
1b.	Castle: Quality of life and wellbeing of all students is enhanced within a holistic approach to personal development.	22/12/23 Establish communication channels and pupil-led forums that allow students to share their learning experiences and actively participate in shaping the educational process. 28/03/24 Promote the exploration of individual talents by enriching the curriculum and introducing extracurricular activities, such as drama, music, technology, and art.	CEO and Director of Primary School Improvement to review and evaluate progress during the regular one to one meetings.
1c.	Duke's: Increase opportunities for students and parents to contribute to the review and development of the school.	22/12/23 Identify parents to represent specific groups within the school community and invite them into school at least once a term to give their views of specific school strategies. 22/12/23 Further develop the student council to allow us to better consider views of all students when making strategic decisions	
1d.	Grace Darling: Increase opportunities for parents to contribute to school growth and for junior leadership within the school to empower our young people to flourish.	22/12/23 A parent panel will be established and there will have been at least one meeting with outcomes and actions. 19/07/24 At least 3 pupil voice activities will have taken place. Established leaderships roles are filled and children are actively contributing to school life (Head Girls/ Boy, Sports Leaders, Junior Librarians, School Council, Eco Club, Worship Team)	Local Governing Bodies will review as part of their review of the full School Development Plan.
1e.	James Knott: To provide opportunities for experiential learning	22/12/23 Develop a programme of local visits so every child has experienced a variety of different settings 28/03/23 Use the JK grounds to its full potential, extending outdoor learning experiences 22/12/23 Fully engage the community, drawing on local skills and knowledge	
1f.	St Michael's: Refine understanding of, and approach to spirituality to enable more effective spiritual development opportunities for pupils to benefit.	27/10/23 Define school's understanding of spirituality within NCEAT definition. 27/10/23 Highlight spiritual development opportunities across the curriculum. 22/12/23 Engage pupils in clearly defining spiritual opportunities they encounter.	Trust Board will have the opportunity to review progress at the final meeting of each term.
1g.	Thomas Bewick: Continue to engage parents in school, providing further opportunities, which in turn will provide wider opportunities for our children in or out of school.	28/03/24 More opportunities for parents to come into school and access learning workshops e.g. phonics, Maths, cookery. 28/03/24 Give parents opportunities to speak to external support agencies such as Citizen's Advice, Frontline and Cygnus 28/03/24 Forge links with external agencies to provide parents/carers with further opportunities in the community. 19/07/24 Purposeful parental volunteer sessions e.g. creating resources used for SEND learners in north-east schools.	
1h.	Warkworth: Linked to our school context, embed wider opportunities for all pupils, ensuring children can enjoy 'life in all its fullness'.	22/12/23 Embed pupil voice opportunities, e.g. School Council, SEA Squad, Vision Club 27/10/23 Roll out range of extracurricular activities for all, including lunch clubs. 22/07/24 Embed and monitor a range of visits that provide cultural capital beyond children's familial experiences. 28/03/24 Ensure learning inside and outside the classroom reflects community and wider Britain.	
1i.	William Leech: To increase the number of opportunities for children to be active during the school day.	22/12/23 Teaching staff emphasise importance and benefits of an active lifestyle during PE and PSHE. 22/12/23 More opportunities developed for all children to be active during school day, e.g. active lessons, daily mile. 22/12/23 A team of children is established to lead activities, games and sports at break and lunch times. 22/12/23 Sports premium funding used to ensure children have sufficient resources for games/sports during breaks.	

Monitoring & Evaluation



Costs

- Each school to apportion costs within School Development Plan



Key Performance Indicators

- Each school to identify KPIs in School Development Plan



Wisdom, knowledge, skills

Delivering a broad and balanced curriculum, through quality teaching, focused on knowledge and skills for lifelong success.







2023-24 Objective

We will ensure that curriculum plans include the explicit teaching of subject specific vocabulary development and opportunities for pupils to develop oracy skills.



Why did we select this objective?

The development of language, vocabulary acquisition and communication skills provide pupils with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. We need explicit teaching to develop these areas and a relentless focus on supporting children who are below age expectations to catch up with their peers.

	 Key Actions	 Milestones	 Leads	 Monitoring & Evaluation	
2a.	Embed the Read Write Inc. phonics scheme in all NCEAT primary schools.	04/10/23	Review and evaluate the first year of RWI	Directors of Primary School Improvement & Literacy	Evaluation report to EQS 15/11/23 CEO to monitor. Report to first EQS meeting in 2024-15.
		22/12/23	Complete delivery of additional training as required		
		12/07/24	Evaluation of year 2 completed		
2b.	Ensure that all curriculum plans include the explicit and progressive teaching of tier 3 vocabulary.	27/10/23	Review curriculum plans and identify areas where explicit teaching of tier 3 vocabulary can be strengthened.	Headteachers	CEO & Director of Primary School Improvement to monitor. Headteachers to report changes to LGBs in spring term meetings. Report to EQS 06/03/24
		22/12/23	Curriculum plans updated with further opportunities for explicit teaching of tier 3 vocabulary	Headteachers	
		16/02/24	Review of updated plan and observations of delivery	CEO	
2c.	Ensure that all curriculum plans include explicit opportunities for pupils to develop their oracy skills.	27/10/23	Review curriculum plans and identify areas where explicit opportunities to develop oracy skills can be strengthened.	Headteachers	CEO & Director of Primary School Improvement to monitor. Headteachers to report changes to LGBs in spring term meetings. Report to EQS 06/03/24
		22/12/23	Curriculum plans updated with further opportunities for explicit teaching of tier 3 vocabulary	Headteachers	
		16/02/24	Review of updated plan and observations of delivery	CEO	
2d.	Ensure that assessments are well matched to each curriculum plan, providing appropriate and progressive opportunities for develop extended writing and other examination skills.	27/10/23	Review curriculum plans and identify areas where assessment opportunities need to be strengthened.	Headteachers	CEO & Director of Primary School Improvement to monitor. Report to EQS 06/03/24
		22/12/23	Curriculum plans updated to ensure that assessments are well matched to each plan	Headteachers	
		16/02/24	Review of updated plan and observations of delivery	CEO	



Costs

- Costs of additional CPD.
- Staff development time.



Key Performance Indicators

- Increase in phonics pass rates so all schools are above national figures for Years 1 and 2.
- OFSTED inspection verification of the strength of curriculum plans.



Hope and aspiration

Removing barriers and creating opportunities for personal development to enhance life chances.







2023-24 Objective

We will ensure each school enrichment programme is engaging, supports personal development and that disadvantage is not a barrier to attendance.



Why did we select this objective?

Our most vulnerable pupils gain the greatest benefits from good attendance and the opportunity to participate in enrichment activities and extracurricular visits which may not be available to them otherwise

	 Key Actions	 Milestones	 Leads	 Monitoring & Evaluation	
3a.	Ensure that there is a systematic analysis of participation in enrichment activities and extracurricular visits.	27/10/23	Conduct a review of enrichment activities and extracurricular trips offered, including the use of pupil voice.	Headteachers	Share summary with LGBs in November meetings.
		27/10/23	Ensure that accurate participation records are kept for all enrichment activities and extracurricular trips so that these can be analysed by pupil sub-groups.	Headteachers	
		07/06/24	Produce an analysis of participation rates and an action plan for improving participation by identified groups if necessary.	Headteachers	Share with LGBs at summer term 2 meetings
		28/03/24	Investigate securing additional funding to help poverty proof activities and increase participation from disadvantaged pupils.	CEO/CFO	Provide update to FORC 01/05/24
3b.	Review of attendance systems, communications etc. to improve attendance, reduce PA and increase parental engagement.	27/10/23	Review attendance communications to look at impact and identify best practice within Trust, attendance hubs, EEF research, etc.	CEO	ELT to meet and discuss changes to attendance communications
		22/12/23	Update communications and systems in light of the review so that all Trust schools are employing best practice.	Headteachers	CEO and Director of Primary School Improvement to monitor.
		07/06/24	Monitor and review the impact of the change in approach to attendance. Make recommendations for 2024-25 for autumn 2024 review of school attendance policies.	CEO	Share conclusions with LGBs in summer term meeting and summarise for Trust Board meeting on 10/07/24.



Costs

- Costs of providing additional enrichment activities and extracurricular trips.
- Costs of any additional staff and interventions to improve attendance.



Key Performance Indicators

- Increased participation in enrichment activities and extracurricular trips from disadvantaged pupils.
- Improved attendance rates relative to 2022-23.
- Reduced persistent absence rates relative to 2022-23.



Dignity and respect

High expectations for good behaviour and respect towards others, so all pupils can learn with dignity.







2023-24 Objective

We will plan strategically to meet the challenge of increase in pupils with profound needs in SEND and behaviour support.



Why did we select this objective?

Our community is facing a huge rise in the number of children with more profound SEND. We need to plan strategically so that we can meet their needs as effectively as possible in mainstream schools as well as specialist provisions.

	 Key Actions		Milestones	 Leads	 Monitoring & Evaluation
4a.	Implement strategic planning to support our mainstream schools with the increasing number of pupils with more profound SEND and behavioural needs.	29/09/23	Visit primary Additionally Resourced Provision to look at feasibility of adding this type of provision to a NCEAT primary school.	Director of Primary SEND / Headteachers	Follow up meeting with CEO and Director of Primary School Improvement to assess feasibility.
		13/12/23	Develop proposal for recommendation to Trust Board on application for ARP or other alternative solutions.	Directors of Primary SEND & School Improvement /Headteachers	CEO to support. Consultation may be required with one or more LGBs in November meetings if ARP or alternative is being considered at one or more schools.
		22/12/23	Review Duke's internal inclusion provision in light of changes for 2023-24 and consider future developments.	CEO /Principal /SENDCo	SIP will have a role here. Possible external review with NCC.
		17/04/24	Develop proposal for recommendation to Trust Board on application for ARP or other alternative solutions.	CEO /Principal /SENDCo	Consultation may be required with LGB in March meeting if ARP is being considered.
4b.	Increase the capacity of Castle School sustainably in stages to support Northumberland with meeting the growing demand for special school places	04/09/23	New classrooms ready for increased cohort of 134.	Headteacher	CEO to monitor.
		23/11/23	Initial review of expanded provision.	Headteacher / CEO /Director of Special School Improvement	SIP report to LGB
		16/02/24	Review potential pupil numbers and identify future needs to support planning for 2024-25 and beyond.		Report to LGB 07/03/24
		07/03/24	Hold discussion with NCC about future needs and whether a further Significant Change application will be required.		Report to LGB on 07/03/24 (and Trust Board on 17/04/24) if Significant Change application is required
4c.	Ensure that there is a systematic approach for staff visits, monitoring and record keeping for pupils in Alternative Provision.	06/10/23	Develop a clear, written protocol for visits to pupils in AP and ensure staff receive training.	Principal	CEO to review in 1:1 meetings.
		24/01/24	Review AP visits during the autumn term to ensure that protocol is being followed to provide assurance to LGB.	Principal /CEO	Brief assurance report to LGB Quality of Education meeting 24/024.



Costs

- Capital costs and set up costs for any Additionally Resourced Provision or Significant Change development.



Key Performance Indicators

- Decrease in suspension and exclusion rates for pupils with SEND due to improved provision.
- Castle School continues to grow towards its new capacity of 150.



Investing in our people

Valuing and developing staff, committed to continuous improvement and being 'employer of choice'.







2023-24 Objective

We will develop an effective people strategy, setting out how we support, develop and empower staff to be the best they can be.



Why did we select this objective?

We recognise that the single most important resource we have is our people. Every person who works in our trust, irrespective of role, is integral to our team and our success. If we want the best for our pupils then we need a happy, well trained and highly motivated staff.

	 Key Actions	 Milestones	 Leads	 Monitoring & Evaluation	
5a.	Develop and implement an effective people strategy for NCEAT.	15/09/23	Identify and appoint an appropriately qualified expert to conduct a strategic consultancy to support the development of a people strategy.	CFO	CEO /Chair of FORC
		22/12/23	Consultancy undertaken and draft plan produced.	Director of HR/CFO	CEO
		31/01/24	Final plan agreed by FORC and implementation commences	Director of HR/CFO	Review by FORC on 31/01/24
		26/06/24	Review of strategy and amendments for 2024-25 agreed.	Director of HR/CFO	Review by FORC on 26/06/24
5b.	Ensure that all staff are supported in their roles with a high quality appraisal process	13/09/23	Review and update Teacher Appraisal Policy	CEO	Trust Board review on 13/09/23
		04/10/23	Deliver Teacher Appraisal CPD to Warkworth and St Michael's	CEO	Staff feedback surveys
		22/12/23	Reflective Teacher app rolled out in Castle, St Michael's and Warkworth.	School Improvement Team	CEO to monitor in 1:1 meetings with Headteachers
		16/02/24	Review and update Support Staff Appraisal Policy to ensure that the process matches the quality of the process for teaching staff.	CEO / CFO /Director of HR	FORC to review 13/03/24
		12/07/24	Initial implementation of updated policy from April 2024	Director of HR	Staff surveys. CEO to review impact.
5c.	Develop an NCEAT career progression model, supported by appropriate CPD.	16/02/24	Research and evaluate career progression models used by other trusts to create a proposed model for NCEAT	CEO	Draft proposal shared with ELT and Heads of Central Services for discussion and review.
		13/03/24	Proposed career progression model in place.	CEO	FORC to review 13/03/24
		26/06/24	Review of strategy and amendments for 2024-25 agreed.	CEO	Staff survey then update for FORC on 26/06/24.



Costs

- Cost of HR consultancy (£11k)
- Cost of any HR team capacity increase recommended.
- Cost of external accreditation



Key Performance Indicators

- We will agree an appropriate external accreditation for our People Strategy e.g. Investors in People and enrol on the programme to achieve accreditation (1 to 3 years).
- Staff surveys show an increase in satisfaction with the appraisal process.



Serving with integrity

Our thriving schools are at the heart of their communities, building positive, sustainable, relationships with neighbours.





2023-24 Objective

We will ensure that we are financially sustainable so we can maximise the impact of our funding on the education of our pupils.



Why did we select this objective?

While we have made good progress here in recent years, there are a number of areas in which we still need to ensure that we demonstrate consistent high performance.

	 Key Actions	 Milestones	 Leads	 Monitoring & Evaluation	
6a.	ELT will develop and implement an improving internal communications strategy, with a focus on increasing awareness of strategies required to achieve financial stability.	08/09/23	Initial narrative on financial stability strategies for 2023-24 shared with ELT.	CEO/CFO	Regular review as part of ELT meetings.
		06/10/23	Internal communication baseline survey completed.	CEO /CFO	Survey results and suggested response to be presented to Trust Board 18/10/23
		27/10/23	Improving Internal Communications Strategy agreed by ELT, implemented November onwards.	ELT	Progress update to Trust Board 13/12/23
		21/06/24	Internal communication baseline survey repeated, analysed and evaluated to determine impact of strategy and any actions for 2024-25.	CEO/CFO	Evaluation presented to Trust Board 10/7/24
6b.	Agree a set of trust 'non negotiables' for schools joining NCEAT	27/10/23	Initial meeting held to review learning from Warkworth, St Michael's and primary demerger. Identify areas where alignment between schools is beneficial for all.	CEO /CFO /Director of Primary School Improvement	Present initial ideas to ELT and Heads of Central Services for discussion by 01/12/23.
		13/12/23	Presentation to Trust Board.	CEO	Trust Board scrutinise and feedback 13/12/23.
		02/02/24	Non-negotiables included in updated Trust e-prospectus for schools considering joining.	CEO / Marketing & Comms	Copy of e-prospectus shared with Trust Board on 14/02/24
6c.	Review practices in key areas across NCEAT primary schools	08/12/23	Review systems in key areas such as marking and feedback, curriculum planning, etc. where consistency and shared best practice can reduce workload for individual school staff.	CEO /Director of Primary School Improvement & Team	CEO and Primary School improvement team meet to conduct review by 08/12/23.
		22/12/23	Identify key areas for alignment and develop draft plan.		Present initial ideas to primary Headteachers for discussion and agree alignment plan.
		08/05/24	Implement plan then review and evaluate impact during spring term.		Review and evaluation presented to EQS on 08/05/24.



Costs

- Cost of stakeholder surveys



Key Performance Indicators

- Increase in ratings for quality of internal communications
- Trust 'non-negotiables' agreed and used in due diligence process