



3 YEAR STRATEGIC PLAN

2024-2027

Vision

What do we want to achieve?

We are a family of academies who share one vision:

To provide the highest quality education in the communities we serve.

Our vision goes beyond our own Trust. We want to contribute to the broader regeneration of our region by empowering our students to have high aspirations, achieve excellent outcomes and enjoy learning.

Mission

We will achieve our vision by being an excellent employer which ensures that all staff within and across our academies work together with high levels of moral integrity. We base every decision around one fundamental question: how will things improve for our young people as a result of this? Visit any of our academies and you will see:

V Value of every one in our school communities.

A Alignment of clear, purposeful policies and practices.

L Learning experiences of high quality within and beyond the classroom. We empower staff and students to demonstrate their own creativity, flare and passion for learning.

U Understanding that positive relationships are central to our success as a learning organisation. Our young people know that we work tirelessly in their best interests.

E Expectations are high. For everyone. We aspire to be the best we can be now and in the future.

S Success for one represents success for all.

Who are we?

We are a small multi academy trust serving our local communities. This is the second Strategic Plan since the rebranding of Aspire North East MAT in 2021. Since that time, our Academies have shared one vision and implemented the same policies, but despite this strong common goal, we are proud that each has its own unique identity.

Our staff collaborate within and across our academies. We are committed to continually developing all staff so that they have high levels of satisfaction and are motivated to provide the best possible teaching and support to our students.

We have the organisational expertise to support our academies and to support the sustainable growth of the Trust. Our central team has specialists in school improvement, marketing, estates management, HR, Governance and Information Technology.

We are passionate about our partnership and are open to steady, sustainable growth by building further relationships with local education providers who share our values. We are confident that the best way to have a positive impact in our local community is by working with local stakeholders.

This three-year strategic plan explains how we expect to achieve our ambition. As trustees, we are collectively committed to ensuring the Trust is a success.

We want our communities to be proud of our academies' achievements, inspired by our leaders, and confident in the quality of our provision.

Strategic Plan Executive Summary

This Strategic has been informed by national, local and academy priorities. It sets out the overall direction of travel for our School Improvement Plans in the coming three years.

	Strategic area	Strategic goal	Strategic outcome
1	School Improvement	Our academies have an 'open to learning' culture with a focus on continual improvement on school improvement which delivers excellent education.	All academies within the MAT will be rated as good or better by Ofsted. Those who are good work towards being recognised as outstanding.
2	Attendance	Our pupils understand the importance of excellent attendance and the impact this has on their chances of future success. Appropriate support is in place to ensure that pupils quickly catch up on learning missed by absence.	Attendance in all academies is in line with or higher than city averages. (NB for pupils in alternative provision, attendance is above that of similar provision on a broader geographical area)
3	Curriculum	Our academies deliver a broad and balanced curriculum which meets the National Curriculum and is matched to the needs of their intake.	All students know that their education will support them to 'know more, do more and go further'.
4	Attitudes to learning	Our academies are positive and calm learning environments in which effort and engagement is valued and rewarded.	Pupils indicate that they value learning through year on year increases in: - engagement in enrichment - completion of homework
5	'Basics' Accountability measures	Our academies make intelligent use of data resulting in excellent outcomes for all young people in the basics of English and maths.	All academies achieve in line with or above national basics measures or indicate a year on year improvement towards national measures.
6	Attainment and Progress	Every teacher makes a contribution to their curriculum area's 'collective accountability culture', which focuses on the highest levels of progress and attainment for all.	Each academy can demonstrate year on year improvements in attainment (and Progress data where it is available). Attainment gaps between groups become smaller.
7	SEND	Our academies continually evolve to develop the expertise to confidently meet the increasing number and complexity of SEND needs within our communities.	Biannual external SEND reviews recognise both the level of our commitment to inclusive education, and our increasingly comprehensive on-site specialist support.
8	Progression	The delivery of our curriculum and our 'Aspire' character curriculum equips all students with the knowledge, understanding and skills to progress to higher education and the world of work.	'Personal Development' in our academies is recognised as outstanding. NEET figures are lower than the city and national averages.
9	Catch up and intervention	Our academies recognise that some pupils need additional support, beyond the usual curriculum offer. This is planned strategically according to need using a tier 1,2,3 approach and reviewed termly.	Data for pupils receiving catch up and intervention indicates that they are making faster progress. The catch up and intervention programme for each academy stabilises to become part of the core offer.
10	Leadership and management	Trust leaders are authentic. They are self-aware, genuine and focused on students' success in the short and long term. They have integrity and lead with their heart as well as their mind.	Bi weekly staff surveys indicate that each academy has a clear vision and that leaders communicate effectively (overall score of 80%)
11	Staff development and wellbeing	Staff know they are valued as individuals and as part of their Academy and Trust Team. Their views matter and drive the improvement of the Trust.	Staff turnover and absence is low. Staff survey outcomes indicate that staff feel valued within their individual academy. 90% of staff rate CPD as good or better.

		Professional development is high quality and has impact.	The impact of CPD is identified in 90% of routine monitoring activities.
12	Finance and resources	The Trust demonstrates high standards of probity in the management of public funds, particularly regularity, propriety and value for money.	Each academy is financially sustainable in its own right. Audit and review identifies that the Trust provides good value for money.
13	Governance	Ensures clarity of vision, ethos and strategic direction. Provides professional challenge and support to Academy leaders with regard to educational outcomes for pupils and performance management of staff. Oversees the effective financial performance of each academy and the Trust as a whole.	Minutes from all governance meetings include evidence of a high level of challenge. Those in governance are able to triangulate the evidence that is presented to them by questioning data, outcomes, senior and middle leaders.
14	MAT growth and development	To grow sustainably as a family of schools within the Tyne and Wear area.	Schools in the MAT build partnership arrangements with at least one additional educational provider.