

Flying High Partnership

Trust Business Plan 2017-2020



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Flying High Trust: Introduction, vision and values:

The Flying High Trust was established in June 2012 with an outstanding Nottinghamshire school as the founder member. Over a three year period the Trust intends to grow to thirty to forty schools in line with the growth plan.

The ethos behind the Trust is one of sustainable school improvement; and schools joining the Trust do so with the prime aim of improving themselves and each other so that they can all become outstanding schools driven by a self-improving system. This is achieved through the development and embedding of the professional continuum; attracting high calibre trainees to our School Centred Initial Teacher Training programme, nurturing talent, providing high quality bespoke CPD to shape careers and ensuring we grow our own inspirational school leaders. ***Together we can achieve excellence.*** This ethos is guided by our core principles:

- Children first - at the heart of every decision is, will this benefit our children?
- Aspiration for all - children, staff, families and local communities to aim high and dream big. ***Look back with pride and forward with confidence.***
- Ensuring our schools are at the heart of their communities.
- Supporting meaningful partnership - schools that support and challenge each other to become the best schools in the universe through mutual accountability.
- A commitment to continuous improvement - to strive to provide the best opportunities for our children so that they can look back with pride and forward with confidence.
- Primary led - this is our area of passion and expertise and we focus on developing the whole child and each child as an individual.

We aim for our schools to be the best schools in the universe!

By the end of their primary education we aim for all of our children to be ready for secondary school and be inspired to be the best they can be through our seven values:

- Aspiration
- Confidence
- Creativity
- Enjoyment
- Perseverance
- Pride
- Responsibility

The values are fundamental to everything the Trust represents and they run through all elements of school improvement and understood and owned by all members of the school community.

As a Trust Partnership our expectation is that all schools:

- Demonstrate a restlessness to continually improve, to never stand still, with the ultimate aim providing the best opportunities and experiences for our children.
- Strive to ensure every child fulfils their potential regardless of potential barriers to learning.
- Commit to become an outstanding, self-improving school and to supporting the profession and development of all schools within the partnership.
- Commit to a school-led system.
- Commit to the values, principles, policies and procedures of the Trust.
- To ultimately strive to be the best school in the Universe.

In our schools you will see we work together to:

- Ensure schools feel connected to the Trust whilst maintaining their unique qualities, character and relationship with their community.
- Engage with our communities to raise aspirations for all.
- Develop the whole child and create inquisitive learners.
- Enable all children to be confident, building on strengths and improving in areas of need.
- Enable children to understand the part they play in the world in the future - as a positive citizen and a driver of business and enterprise.
- Create high aspirations for all school stakeholders.

- Ensure high quality teaching and learning.
- Support the development of all staff to be the best they can be and to realise their career potential.
- Support the development of effective teaching across the region and country.

Why wait for the world to change – we can change it ourselves!



Strategic Partnerships

Candleby Lane Teaching School Alliance

Candleby Lane Teaching School Alliance, is a cohort one teaching school designated to the lead school within the multi- academy trust and operated through the Flying High Trust central team. The alliance consists of 53 primary schools across Nottinghamshire and surrounding areas, and is central to the trusts plans for growth and the resource for school improvement. The teaching school has developed the capacity for improvement through the following:

- A comprehensive membership programme, consisting of a range of school led professional development and partnership improvement opportunities, available to all staff at all levels, from across the alliance. The majority of this CPD is founded on collaborative learning and a process of joint practice development.
- High quality CPD opportunities, including accredited programmes, one off CPD events delivered through expert facilitators, and a programme of regional conferences, all delivered under the brand of NETS training, www.netstraining.com. This comprehensive programme ensures the trust has access to a wide range of expert led, high quality CPD, and conferences, to inform and develop practice. Through our CPD activity we successfully engage over 3000 members of staff each academic year.
- High quality leadership development opportunities including NPQH, NPQSL, NPQML and DSBM, delivered through Inspiring Leaders, www.inspiringleaderstoday.com.
- High quality Initial Teacher Training, delivered through our School Direct Programme, in partnership with Inspiring Leaders Teacher Training, www.inspiringleaderstoday.com.
- A highly developed professional continuum, with talent management at its heart, ensuring we are able to develop staff through the above opportunities, and identify talent to recruit to those schools most in need.
- A process of school to school peer review, delivered through our 'Peer Review Partners' model. Ensuring trust schools are engaging in outward facing peer review with schools within and beyond the trust.
- Bespoke school improvement support, delivered through our team of over 30 SLEs, a growing team of lead practitioners and TSA associates. This capacity is central to the targeted support put in place for every school within the trust.
- Targeted leadership and S2S support, delivered through a growing team of LLEs and NLEs.

Inspiring leaders Teacher Training

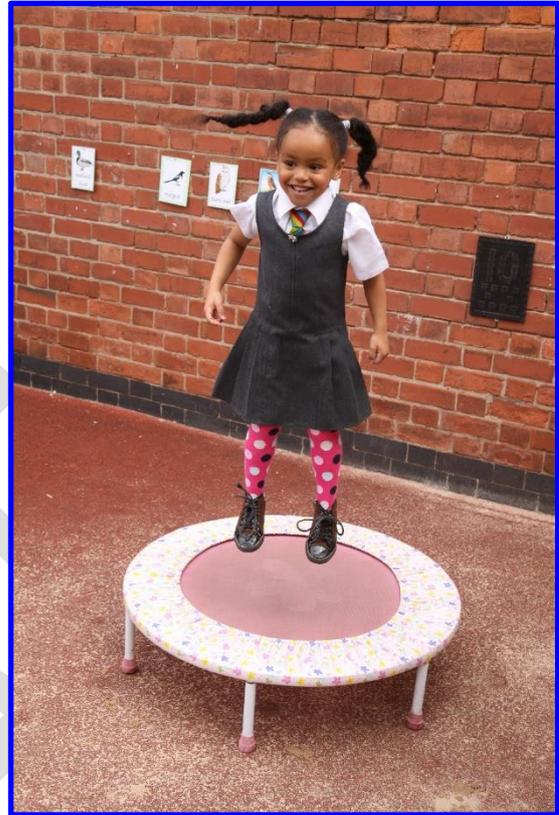
Inspiring leader's teacher training is the brand used to promote and deliver our SCITT school direct programme, delivered in partnership with another TSA and Trust. This provision ensures that we can attract high quality aspirant teachers, train and develop these teachers in line with the vision for our schools and ensure that quality graduates are employed within our schools across our trust. This acts as the first step in our professional continuum, where we aim to manage the talent of those entering the profession, providing the appropriate support and opportunities to retain and fulfil the potential of all.

Inspiring Leaders Leadership Development

Candleby Lane Teaching School and the Flying High Trust have successfully secured, one of three licensees in our region to deliver the National leadership curriculum, including NPQH, NPQSL and NPQML. We have since successfully secured designation through the Institute of Leadership and Management and deliver the DSBM. These qualifications are delivered through our not for profit partnership company, Inspiring Leaders, led by the Flying High Trust, in partnership with five other teaching schools across our region. These professional development opportunities are central to developing the talent of existing staff, and identifying talent to match with schools in need of leadership capacity. Inspiring Leaders is the most successful licensed provider in our region, having trained over 1000 school leaders, and delivered the NPQH to two thirds of aspirant Head teachers in our region.

Multi Academy Trusts

The trust is pro-active in engaging with Multi-academy trusts across our region and beyond. Through these partnerships we have engaged in networking and peer evaluation activity. We are currently working to establish a process of peer review with multi academy trusts in our area and a CEO network under the brand of Inspiring Leaders.



Growth

The Trust is centred on schools working in collaboration to ensure sustainable improvement. The growth model is centred on capacity, ensuring that the Trust has the internal capacity, both within the central team and our partner schools, to effect positive change in supporting all schools to become outstanding. Capacity is based on a 2:1 ratio, whereby there are a minimum of two good or better schools (those with the capacity to support) to one school requiring support.

The growth plan of the Trust is measured and deliberate to ensure that it is sustainable, and there is sufficient school improvement and business development capacity. The experience of establishing and growing a Multi Academy Trust has enabled the Trust to clearly identify principles for growth, effective strategies and systems to ensure consistency and impact, and to develop at a sustainable rate. We have also learned the importance of:

- A robust school improvement offer, bespoke to each school, to ensure continuous and measurable progress for all schools regardless of Ofsted category.
- A core services offer costed and designed to ensure functionality and capacity of the central Trust team as well as to ensure academies receive a value-for-money school improvement and support services offer.
- A robust conversion and due diligence process ensuring recommendations of the central trust team and the decisions taken by the Board of Directors reflect the strengths of potential schools, the key areas for development, the capacity of the Trust to deliver school improvement and the potential liabilities to the Trust. This process engages with all elements of the school: school improvement, leadership, business, finance, estates, resourcing, ICT, outcomes for pupils, governance, health and safety and safeguarding. Most significantly, the Trust has learned when progressing with a conversion would not be in the best interests of the school, the Trust and existing Trust schools.
- Ensuring that the central team, governance structure and regional staffing development plan is based on sustainable and affordable growth; and ensuring the vision, values, ethos and quality of the Trust offer remain consistent or improve with expansion.
- The establishment of the current Multi Academy Trust has enabled the development and refinement of a model based on ten schools per hub, replicated for each additional ten schools (it should be noted that the term "hub" is used to identify the systems and individuals required to support a group of schools). The Trust aims to grow its central capacity in line with the 'hub model'.

Our business plan targets the following growth pattern over the next three years:

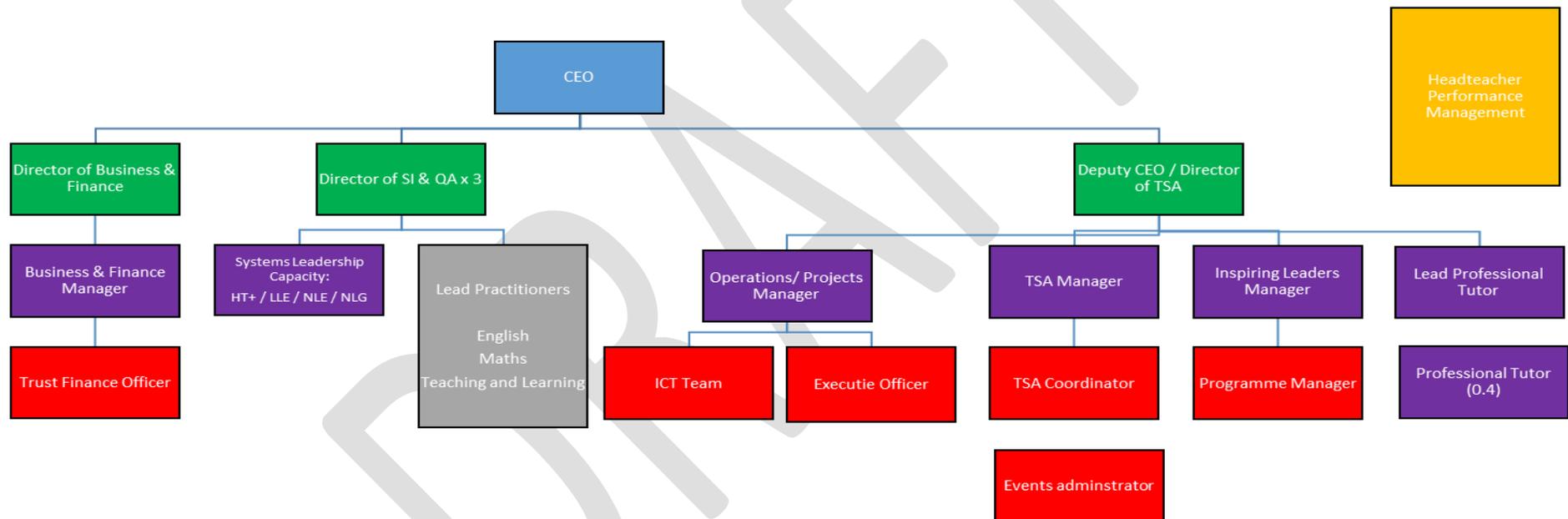


FHT: 3-year financial projection 2017/18 to 2019/20

See appendix 3 for three year financial projections aligned to anticipated growth



Staffing Structure- Sept 2017



Development of Trust staffing capacity

Key appointment and timeline, based on three year growth and financial projections

The trust has a projected staffing structure based on anticipated growth over the next three years. To achieve the projected growth, the trust has identified the appointment of the following key posts:

Operations Manager- 1st January

This position is created through the job evaluation of the existing project manager. Roles will include oversight of estates, health and safety, ICT, communications/ marketing, conversions and act as company secretary. This position will report to the Deputy CEO.

Finance Accounting/ Systems Manager- 1st January

To provide oversight and support for all financial systems within the central team and across schools within the partnership. This position will report to the Director of Business and Finance.

HR Manager- 1st January.

To have strategic oversight of Human Resources across the Flying High Partnership. This capacity will provide both support in schools and to the central team to oversee all HR processes. This position will report to the Director of Business and Finance

Director of Education: 1st September

An internal appointment from the existing team of Directors of Quality Assurance and School Improvement. This post will provide strategic leadership and lines of accountability for the school improvement team. This position will report to the CEO.

Director of Quality Assurance and School Improvement

In line with our growth plan and financial projections we anticipate the appointment of two further directors of quality assurance and school improvement across the next three years. This will enable the development of a third and fourth hub for the trust. These positions will report to the Director of Education.

EYFS Lead Practitioner- 1st September

Forming part of the lead practitioner team, this is a 2-day secondment to add expertise and capacity to EYFS. This position will report to the Deputy CEO and School Improvement team.

Director of Inclusion- TBC

Forming 0.5 of an existing member of the school improvement team, this will provide strategic leadership and capacity to support inclusion across the trust. This position will report to the Director of Education.

Lead Teacher- 1st September 2019

Lead teachers will be outstanding practitioners recruited to the lead practitioner salary scales. Lead teachers will be deployed to our most vulnerable schools to role model outstanding practice and to coach and support the development of teaching across the school. These positions are not yet budgeted for, as the majority of the cost would be met by the school in which they are deployed. These positions will be accountable to the Head teacher of the school they are deployed too, however their role will be monitored and ongoing support and CPD through the Lead Practitioner for Teaching and Learning.

ICT Team- 1st September 2018

This capacity is currently under review by the Operations Manager. New ICT capacity will be established to support the central function of the trust, and to provide in-school support across the partnership. This is yet to be detailed within the financial projections, however we anticipate that all in-school support will be funded as a sold offer. A full business plan for this service will be developed and presented to trustees. Once established the service will be overseen by the Operations Manager.

Apprenticeship Capacity- 1st September 2018

Through the apprenticeship levy as a trust we aim to create two apprenticeship posts to support our development. These posts will be in estates and marketing/ communication. These positions will report to the Operations Manager.

Education Psychology Service- 1st September 2018

We are currently in process of developing a business plan to launch a trust Education Psychology Service as a sold offer to our schools and schools across the teaching school alliance. A full business plan for this service will be developed and presented to trustees. Once established this service will be overseen by the Director of Inclusion.

Speech and Language Service- 1st September 2019

We are currently in process of developing a business plan to launch a trust Speech and Language Service as a sold offer to our schools and schools across the teaching school alliance. A full business plan for this service will be developed and presented to trustees. Once established this service will be overseen by the Director of Inclusion.



Flying High Trust Governance

Background

As of 31 December 2016 the Trust took the decision, supported by the DfE that there was a need to adopt the latest Articles of Association for all current, soon to join and future schools. The Board of Trustees took the opportunity to review the and restructure governance in line with the new Articles and to ensure the composition and remit of the Members, Trustees and Local Hub Boards (LHBs) was fit for purpose and to support sustainable improvement and growth. The model enables strategic leadership, accountability and effective communication between schools, Trustees and Members and to ensure effectiveness of governance at all levels of the Trust and schools have representation within the governance model as well as ensuring compliance with the DfE model Articles. The restructure also enabled the Trust to ensure that Members and Directors as a collective have a relevant range of skills, expertise, and experience to support governance and deliver consistency in paperwork, effective two way communication and removal of duplication of activity.

The new structure and adoption of the Articles of Association came into effect as of 1 January 2017.

Previous structure to 31 December 2016:

The structure comprised members, a Board of Trustees (on which five of the nine schools were represented) and each school with its own local governing body. The structure was supported by a Chairs' Forum which met termly and the Strategic Heads' Group which met every three weeks.

Previous members: Neil Robinson (Chair of Directors), Chris Wheatley (CEO), James Brown, Ian Collinson, Devon Elliott and Jacqueline Shaw.

Previous trustees: Neil Robinson (Chair), Chris Wheatley (CEO), Jason Beaumont (Ernehale Junior School Vice Chair), Paul Bennett, James Brown, Wendy Daley, Sara Dawson (Edwalton Chair), Devon Elliott, Peter Flint (Hillside Chair) and Stuart Hoult (Peafield Lane Chair).

Key actions undertaken to restructure governance:

A working group of chairs and trustees:

- agreed new Articles of Association that meet DfE requirements.
- established a new governance structure with distinct and clearly defined functions for each layer of governance.
- defined the skills, experience and expertise needed for members and trustees.
- established an appropriate process for appointing members and trustees to the new structure.
- implemented the new governance structure from 1 January 2017.
- ensured that the Trust establishes consistent procedures, expectations and communications across all levels of governance.

Governance structure: The diagram below indicates the new model which includes a new layer – ‘local hub boards’. It was important that the functions of each layer are distinct and provide for more effective governance and communication, avoiding unnecessary duplication and replication of activity.

The composition and function of each layer is as follows:

Members:

Composition: There are up to five members of whom only one can also be a trustee.

Function of members: The Members will meet annually and their key roles will be to:

- act as custodians of the visions and values of the Trust; and fulfil the duties of charitable trustees in terms of compliance, prudence and care
- receive the annual report and accounts
- appoint trustees
- ensure that the Board is fulfilling its responsibilities.

Appointed members as of 1 January 2017:

Name	Overview
Neil Robinson	Local government finance manager and experienced school governor; National Leader of Governance
James Brown	Sales and marketing executive; experienced school governor
Wendy Daley	Wendy Daley – retired headteacher; education consultant
Paul Stone	CEO of Discovery Trust; NLE; former Headteacher

Board of trustees:

Composition: Up to five trustees and CEO will be appointed by the members; and two or more trustees will be co-opted by the Board of Trustees. Two of the trustees will chair the local hub boards. Board meetings will be attended by the Directors of School Improvement and Quality Assurance, the Director of Business and Finance, Deputy CEO and the Company Secretary.

Function of trustees: The trustees will meet termly as a full Board, as well as in committees - Pupils, Standards and Strategic Development committee, and Finance, People and Resources committee.

The Board will focus on the high level performance of the Trust and its strategic development.

The key roles of trustees will be to:

- account to members for the performance of the Trust
- hold Local Hub Boards to account for the performance of schools in each hub
- hold the Director of Business and Finance to account for the financial performance of the Trust and the effective use of resources
- hold the Directors of School Improvement and Quality Assurance to account for the effectiveness of school improvement strategies, the overall performance of schools, and the attainment and progress of children across the Trust
- be responsible for the ‘operation’ of the Trust and its strategic development

- oversee the Trust’s strategic risk register and ensure that key risks are addressed or mitigated
- ensure that the Trust complies with its statutory responsibilities
- oversee the strategic development and performance of the Teaching School.

Appointed trustees as of 1 January 2017:

Name	Overview
Neil Robinson	Local government finance manager and experienced school governor; National Leader of Governance
Chris Wheatley	Chris Wheatley (CEH) – Executive Head of FHT and National Leader of Education; East Midlands representative on the Teaching Schools’ Council
Jason Beaumont	Company director and Vice Chair of Ernehale Junior School (partner school in the Flying High Trust)
Paul Bennett	Formerly director, primary school leadership at the National College for School Leadership, former headteacher
Lucy Littlefair	HR manager, experienced governor, education background in HR.
Kate McKenna	Education consultant, LA experience , TSC lead

Local hub boards: The local hub boards are a sub-committee of the Director working group Pupils, Standards and Strategic Development.

As the number of schools in the Trust increases, the local hubs will play a vital role in ensuring that the performance of each school is well scrutinised and that appropriate resources are deployed to support school improvement priorities. The local hub boards enable local governing bodies to influence the development of policy and practice across an expanding trust. There are currently three hubs aligned to the associated Director of School Improvement and Quality Assurance (maximum of 10 schools dependent on support need). The hubs RE constituted on the basis of creating a balance in terms of school performance (a ratio of 2:1 good or better schools to those requiring improvement or inadequate) and recognising existing working relationships and partnerships. They are not ‘geographic’ hubs.

Composition: The local hub board comprises a representative (normally the chair or vice-chair) of each of the schools in the hub regardless of Ofsted or Trust grading so long as the local governing body has the capacity to provide representation for the regional hub. The local hub boards are chaired by a trustee, appointed by the Board of Trustees. The local hub boards will be supported by the hub’s Director of Quality Assurance and School Improvement, the hub’s business manager, and the FHT Project Manager and a National Leader of Governance (when appropriate).

Function of the local hub boards: The local hub boards focus on school improvement and the performance of the schools in the hub. These boards meet termly. The roles of each local hub board is to:

- scrutinise the performance of each school within the hub, based on their performance dashboards and focusing particularly on the areas judged to be ‘red’ and ‘amber’

- ensure that FHT resources and support are being deployed effectively, and are having a positive impact across hub schools, based on the priorities identified within individual school action plans
- moderate and ensure consistency in policy implementation across the hub
- identify and share effective practice within and between schools
- maintain effective two-way communications between the Board, the local hub and local governing bodies.

Local governing bodies:

Each school retains its own local governing body, or could join together with another school(s) to share a local governing body.

Composition of local governing bodies (LGB): As per current Schemes of Delegation which allow significant flexibility to meet local context and needs. LGBs should focus on creating governing bodies comprising people with the right skills and commitment to ensure effective governance.

Function of local governing bodies: The Trust delegates powers to local governing bodies through their Schemes of Delegation. LGBs will continue to function as now but will account to the local hub boards for the performance of their schools. They are expected to undertake an annual self-evaluation of the effectiveness of their governance and identify priorities for improving governance. While the functions of LGBs are largely the same (as identified in their Schemes of Delegation), they will receive different levels of support and intervention based on their performance and that of the school.

In general, it is expected that LGBs will be responsible, in each school, for:

- ensuring that the school promotes the vision and values of the Trust
- the safety and well-being of staff and pupils
- the attainment and progress of pupils
- the quality of teaching and learning
- the range and quality of the curriculum
- the appointment, development and performance management of staff
- the effective deployment of funds and resources
- ensuring that the school meets the standards of financial management and controls set out in the FHT Finance Policy
- the maintenance of the site and buildings
- engaging effectively with parents and the local community
- ensuring that the school fulfils the Trust's Expectations for Engagement policy.

Governor training: A minimum of one session per term to be offered to all governors based on the identified priorities for the development of governing bodies and their effectiveness within the annual self-evaluation and partnership review.

Strategic Headteachers' Group: This will meet circa every three weeks and will include all headteachers of Trust schools. The group will meet alternately as whole group and then within hub groups to focus on collective school improvement priorities.

Skills, experience and expertise needed for members and trustees:

Members and trustees should have the following qualities:

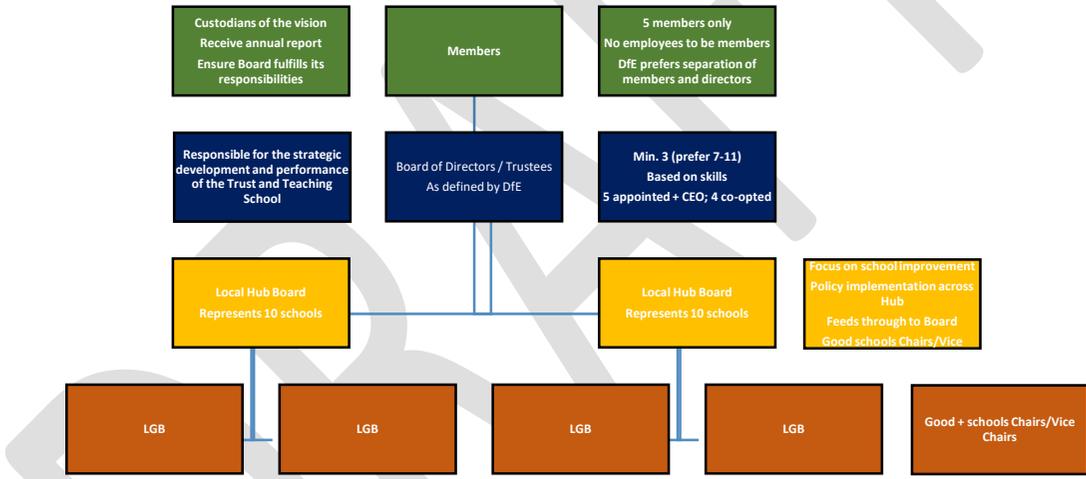
- A commitment to improving education for all pupils
- Ability to work in a professional manner as part of a team and take collective responsibility for decisions
- Ability and willingness to commit time and energy to the role, including attendance at meetings and prompt engagement with communications
- Commitment to the Trust's ethos, vision and values
- Good literacy and numeracy skills
- Basic IT skills – word processing, using e mail, accessing web portal, etc.
- Experience of being a governor or board member in another school / sector
- Understanding and experience of strategic planning
- Ability to analyse information and data and extract key information
- Ability to analyse and review complex issues objectively
- Ability to propose and consider innovative solutions
- Understanding of current education policy and landscape
- Good communication skills including being able to discuss and handle sensitive and confidential issues
- Ability to question and challenge
- Experience of managing the performance of other people
- Experience of financial planning, management and oversight
- Links with business and the community

In addition to these generic skills, the Trust would be looking for individuals who also have higher level skills and experience in one or more of the following domains:

- Education leadership and school improvement
- Finance and business management
- Company law
- Human resources and personnel management particularly in the public sector
- Project management
- Building and facilities management
- Marketing and public relations
- Fund raising and income generation
- IT management

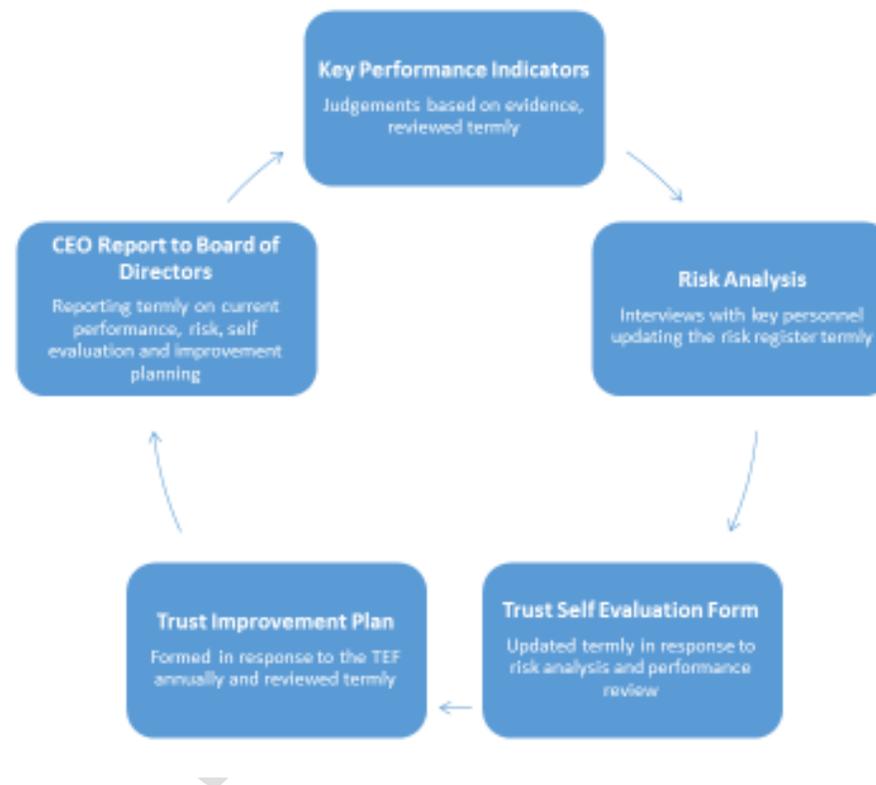


Flying High Trust Governance Structure





Trust Self Evaluation and Improvement Cycle 2016/ 17



Key Performance Indicator (KPI)

Strategic Development of the Trust

1. The Trust has a robust process for identifying, evaluating and approving potential new academies
2. The Trust has a rigorous long-term development plan that identifies the rate and priorities for expansion
3. The Trust ensures capacity within schools to enable support of schools identified as requiring improvement, maintaining a proportion of 2:1 good/requiring improvement
4. Trust staffing structure changes in response to the growth of the trust
5. The Trust has a succession plan for the key functions of the Trust central team
6. The trust communicates effectively with individual schools, ensuring all sections of the school community have a clear understanding of the vision, development and impact of the trust.
7. The trust has a strong reputation locally, regionally and nationally with all key stakeholders
8. Trust core principles are explicit and implemented by all trust schools
9. Trust values are in place and recognised in the communities served by the trust schools
10. The Trust central team has appropriate skills and capacity; and provides effective and efficient management of the Trust
11. The trust seek support, challenge and quality assurance from others.
12. The trust carefully monitors and mitigates against organisation risk.
13. All schools engage in trust wide activity, including collaborative review, learning and development opportunities.
14. The trust (schools and central team) are outward facing, engaging in schools and practice outside the MAT.

Trust Governance and Accountability

15. The Board of Trustees is highly effective and comprises an appropriate range of skills and experience for the size and structure of the Trust as it grows
16. Roles and responsibilities of trustees are clear with particular clarity regarding child protection and Safeguarding policy and practice
17. Trustees and LGBs have clarity and champion the vision and values of the trust.
18. LGBs are clear on their responsibilities with clarity on the level of delegated decision making.
19. The Trust governance structure is designed for the context of the organisations and the schools being governed, with provision for escalation of issues to the Trust board.
20. The Trust measures the effectiveness of LGBs and intervenes where necessary
21. The Trust provides effective support and training to develop effective governance in all schools
22. The Trust measures the effectiveness of Head teachers and intervenes where necessary
23. Data: The Trust has a calendar of data collection, submitted accurately and in a timely manner, to enable systematic monitoring of school performance. Ensure timely intervention, challenging and supporting schools in areas of under-performance and sharing effective practice.
24. Compliance: all schools are compliant in statutory policy and website content
25. Trustees and LGBs have a clear understanding of financial planning and accountability for future performance.

Key Performance Indicator (KPI)

26. Safeguarding is monitored effectively with clear lines of accountability

Outcomes for children

27. 100% of EYFS Trust children make GLD with measurable year on year improvement

A = 90% to 100%

B = 81% to 89%

C = 69% (National average 2016) to 80%

D = 68% or below

28. 100% to achieve the Year 1 Phonics Screening Check

A = 93% to 100%

B = 87% to 92%

C = 81% (National average 2016) to 86%

D = 80% or below

29. **KS1 Reading**

A: 90% to 100%

B: 81% to 89%

C: 74% (National average 2016) to 80%

D: 73% or below

Writing

A: 85% and above

B: 71% to 84%

C: 65% (National average 2016) to 70%

D: 64% or below

Maths

A: 90% to 100%

B: 81% to 89%

C: 73% (National average 2016) to 80%

D: 79% or below

30. **KS2 Reading**

A: 90% to 100%

B: 76% to 89%

C: 66% (National average 2016) to

75%

Key Performance Indicator (KPI)

D: 65% or below

Writing

A: 90% to 100%

B: 80% to 89%

C: 74% (National average 2016) to 79%

D: 73% or below

Maths

A: 90% to 100%

B: 81% to 89%

C: 70% (National average 2016) to 80%

D: 69% or below

EGPS

A: 90% to 100%

B: 81% to 89%

C: 72% (National average 2016) to 80%

D: 71% or below

Combined

A: 86% to 100%

B: 70% to 85%

C: 53% (National average 2016) to 69%

D: 52% or below

31. KS2:

Combined outcomes for children – reading, writing and maths

A: 87% to 100%

B: 64% to 86%

C: 53% (National average 2016) to 63%

D: 52% or below

32. Annual progress score for the end of KS2 children to be at or above the national

A: 4.0 and above

B: 2.1 to 3.9

C: 0 (National average 2016) to 2

D: Below 0

Key Performance Indicator (KPI)

Reading
Writing
Maths

33. Annual progress shows year on year improvement

- A: Improving trend
- B: Sustaining trend
- C: No trend
- D: Declining trend

Reading
Writing
Maths

34. Trust schools narrow the gap in relation to national vulnerable groups by the end of KS2

EAL

- A: Diminishing difference to national
- B: Difference in-line with national
- C: Increasing difference to national

PP

- A: Diminishing difference to national
- B: Difference in-line with national
- C: Increasing difference to national

FSM

- A: Diminishing difference to national
- B: Difference in-line with national
- C: Increasing difference to national

CLA

- A: Diminishing difference to national
- B: Difference in-line with national
- C: Increasing difference to national

School performance

35. The Trust school improvement offer demonstrates a measurable impact on the performance of all schools

Key Performance Indicator (KPI)

A: Highly Effective
B: Effective
C: Developing
D: Emerging

36. All schools within the Trust achieve an improved grading from that achieved at Due Diligence within 3 years of conversion

A: 100% of schools
B: 75% to 99%
C: 50% to 74%
D: 0% to 49%

37. All schools make year-on-year progress in improving performance against Ofsted criteria

38. 100% of T&L to be graded good or better with clear evidence of impact by the trust

A=90% to 100%
B= 81% to 89%
C= 80%

D=79% or below with no unidentified inadequate teaching.

39. Leadership across all schools is highly effective and demonstrates a positive impact on school performance. To include LGB, Head teacher, SLT and Middle leaders. Where performance is in-effective, the trust quickly and effectively intervenes.

40. LGBs across all schools are highly effective and demonstrates a positive impact on school performance. Where performance is in-effective, the trust quickly and effectively intervenes.

41. Trust school exclusions are below the national average, with clear improvement year on year.

42. Attendance in all schools is at or above the national average and continues to improve. Trust baseline set @ 96% with an aspirational target of 97%.
With clear improvement year on year

43. Safeguarding in all schools is effective

Business and Finance

44. The central Trust financial plan is aligned to the strategic business plan ensuring resources are deployed to deliver the Trust strategy for schools

45. Finances across the Trust are well managed, achieve value for money and are tested and benchmarked against schools / MATs operating in a similar context

46. All financial controls are in place

47. Financially sustainable 3-year budget plans are in place for all schools and the Trust

Key Performance Indicator (KPI)

48. A 5% surplus is maintained for all schools and the central Trust

49. Staffing expenditure is maintained for all schools and the central Trust at 75% or lower

50. The Trust is able to evidence the savings that are made in line with collective procurement.

51. The Trust is a single employer with consistent HR policies and practice

Talent management

52. Schools have robust process in place to ensure a 3-year workforce development plan, identifying and developing talent and enabling succession planning

53. All staff at all levels have a personalised and bespoke development plan, irrespective of stage of career.

54. Evidence demonstrates that staff wellbeing is effectively promoted and practiced across all Trust schools

55. The Trust has a clear understanding of skills across the trust and strategically moves strong staff to impact on schools,

56. All schools access and engage in professional development at all levels within and beyond the TSA with a measurable impact. To include CPD events, programmes and enquiry based learning.

57. Staff retention across the trust is a strength, with low mobility outside of the trust for talented staff.

58. 100% of vacancies across the Trust filled by permanent appointments, supported by the Trust and Teaching School including SCITT trainees, NQTs and Leadership Positions

59. The Trust effectively utilises the expertise of leaders to support other schools and Trust priorities

Estates and ICT

60. Estates: The Trust has an effective 5-year estates strategy and programme of works produced, driven by priority, resources and availability/securing of funding

61. Estates: Roles and responsibilities are clear across the Trust and individual schools to deliver site compliance, maintenance and development – trustees, central team and schools

62. Site maintenance and development is strategically managed and linked to budget

63. ICT: enables connectivity and communication

Key Performance Indicator (KPI)

64. ICT: The Trust has developed and implemented a single platform for online systems, applications and storage – Trust and all schools

Health & Safety

65. Emergency procedures: all staff are aware and compliant in school/Trust emergency procedures and reporting

66. Health & Safety procedures: all staff are aware and compliant in school/Trust H&S procedures and reporting

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Flying High Trust – Free School Strategy and Business Planning

Flying High Trust – Free School Strategy and Business Planning

Full Free School Strategy available as a separate document.

1. Contextual Information

Nationally and regionally there has been an increasing shortfall in the number of school places, and this has led to many schools in shortage areas being extended in order to accommodate this growing need. In many areas this strategy has now been exhausted which means that in some areas, particularly where there are significant projected increases in pupil numbers, new schools are required. In line with the Government agenda, it is anticipated that the majority (if not all) of these will be Free Schools.

FHT sees the opening of Free Schools as part of its overall Growth Strategy, which embraces and compliments the existing Trust Growth/Business Planning programme.

2. Overview of Growth/ Business Planning Programme for FHT

Current number of schools and expected growth over the next few years

The Trust is expecting to increase by six schools each year over the next few years, although this will be greater in 2017 as there are a number of schools with plans already in place to join this academic year.

Five Year overview of expected Growth

Year	Number of Trust Schools (including Free Schools)	Free School
Sept 2017	17	0
Sept 2018	22	
Sept 2019	28	3
	34	1

Ratio of Good or better schools v RI/ Sponsored and how this will link with Free School Planning

The Trust Plan identifies a 3:1 ratio between good/outstanding schools and those requiring support. It is recognised that, as the Trust develops and the number of good/outstanding schools grow, then the capacity to support struggling or 'at risk' schools would normally increase. However, future growth planning projections do not increase in line with this because it is also recognised that the setting up of a Free School will require higher levels of investment of time and resources. The Trust is determined to ensure effective levels of support and development continue to be sustainable.

Central Team Leadership

The Trust Business Plan identifies how the Trust Central Team will grow over the next few years, including the extension of the current HUB model (approximately 10 schools), in line with the expected growth of the Trust. This plan is linked to financial planning and therefore reflects the increase in Trust Central Team funding.

'Headteacher +' and Teaching School Systems Leadership Support

The Trust Business Plan identifies the expected growth of the 'Headteacher+' initiative, ensuring that all HUBs have experienced leaders to provide additional support in relation to the development of both new schools joining the trust, and any school requiring additional support. This support will extend to any Free Schools being developed or opening.

In addition to this the growth of systems leadership capacity within the TSA is linked into the Trust Business Plan. This will also reflect the needs of any Free School development. In particular, the Teaching School has 4 designated SLEs specifically to support primary curriculum development, which will be a key strand of support during the development stage of each Free School.

3. Free Schools – Identification of Need

Free Schools identified by FHT as potential for development and support are based on the need for additional school places. In most, if not all, cases the need will be linked to additional housing needs and it is anticipated that a new build school (free school) will be identified as part of the overall building programme. This inevitably determines the timescale for the expected Free School. In addition to this the need to raise standards in the area will also be a contributing factor to the reason why the particular Free School location has been chosen by the Trust. Any engagement with Parents will form part of the later development process.

Other Considerations

Initial growth/ business planning in relation to Free Schools is within the Nottinghamshire Region. The reason for this is that the current infrastructure of FHT, including the HUB model, and Teaching School lends itself to development within the Nottinghamshire area. If, however, additional new HUBs are created which can successfully and sustainably extend beyond the Nottinghamshire area then this may be considered. The Local Authority future needs strategy identifies prospective new builds for the next 10 years (approximately) and it is presumed that this is a key strand of school place planning needs.

4. Free School Applications

In relation to any potential Free Schools it is recognised that there are two routes the Trust may follow:

- FHT makes an application direct to the DFE (it is anticipated that prior to any decision regarding this a discussion will have taken place with the Nottinghamshire Local Authority);
- That the need for a Free School is identified by the Nottinghamshire Local Authority and FHT express an interest and are chosen as the preferred partner. The FHT would work with the LA as part of the application process.

In relation to potential Free Schools, linked to Business Planning, the FHT will consider both of the above routes and in response to this, either independently or in partnership with the LA, will identify the most appropriate route. Ongoing discussions will take place with the Regional Schools Commissioner as part of the ongoing partnership work, and in order to enable her to continue to have an up-to-date understanding of potential future growth and capacity of FHT. It is anticipated that these discussions will:

- inform decision making in relation to the Free School Growth Plan, identification of preferred Free Schools and how these link into the vision for school improvement/ raising standards
- provide support and guidance throughout the application route
- enable FHT to further support the RSC in raising standards throughout the East Midlands.

5. Timeline

The current estimated Free School opening timelines, identified in the Business Plan, are based on prospective house planning growth in the area. In considering preferred Free School locations, estimated timelines have been used in order to ensure that developments and opening times are staggered, except in one case where a leadership solution has been identified as an executive head model.

In order to support initial business planning in relation to the process leading up to the opening of a Free School, the following timeline has been identified and used:

- ↪ Application process (either direct application made to the DFE or a joint application is made to the DFE, in partnership with the LA)
 - ↪ Development of the Free School where the building is already planned in the building programme
 - ↪ Development of the Free School, including building, prior to the Free School opening

The application process will also need to take account of the Free School Application dates provided by the DFE. These are currently around March and September each year. Wave 13 is in March 2017.

It is understood that Nottinghamshire Local Authority are looking at a 10 year plan. Therefore, preferred Free School considerations will also include potential Free Schools in the future. This will also support the Trust in identifying future partnerships between and across Free Schools and other Trust Schools, in order to ensure that the Free School Development Programme is fully integrated into the overall Growth Strategy and Business Planning of the FHT.

***Look back with pride and
forward with confidence***

List of Appendices

Appendix 1: Trust Self Evaluation Form

Appendix 2: Trust Improvement Plan

Appendix: 3 year financial projections

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