

# The Flying High Partnership

## Trust School Improvement Strategy



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*Moving to the Next Level - Trust School Improvement Strategy Overview – Annual Cycle*

Ongoing intelligence gathered through...

School identified improvements

Central Team ½ termly Risk Meeting

Director(s) Of QA Quality Assurance visits

Partnership Reviews

Performance Management

Other Sources

Schools categorised as stabilise, repair, improve and sustain.

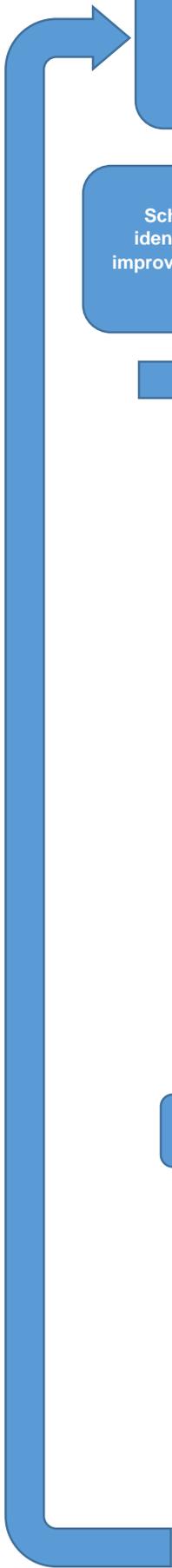
Shared Conversation  
*Individual School Action Plan (ISAP)*

Created by  
Member School /Dir of QA/Dir of TSA

Complementing and supporting the school's own SIP

Considered weekly @ FHT SLT meetings  
Reviewed 1/2 termly @ QA Visits  
Reviewed 1/2 termly @ Risk Meetings  
Summaries presented to Directors Working Party meetings termly  
Briefings presented at termly Directors meetings

Annual Partnership Review



# The Flying High Partnership School Improvement Strategy

## 1. Overview

The school improvement strategy of the Flying High Partnership aims to create a self-sustaining school led system where we develop our collective expertise to enable continual school improvement, through collaboration, support and challenge. The School Improvement Strategy identifies how we will work with individual schools and the collective group of schools within the Trust. It aims to provide clarity around the expectations, values, roles and responsibilities and ways of working, which we adopt, in the pursuit of enabling all children to achieve their maximum potential.

At the heart of our school improvement strategy is a commitment to working in partnership with all our schools, and in supporting all schools in being self-improving, committed to achieving a school-led system in order to promote and secure:

- At least good levels of achievement for all children with many children achieving outstanding outcomes
- High quality teaching
- Effective leadership and governance in all schools
- Access to high quality professional development for staff enabling sustained and continual improvement and developing a workforce in line with future succession planning needs and talent management policies
- Opportunities for the identification and dissemination of effective practice and engagement in research and development opportunities including teacher inquiry
- High quality ITT training in order to enabled a highly skilled supply of future teachers and leaders
- Safe schools with fair access
- Affordability and value for money.

## 2. General Principles

All schools within the Trust subscribe to the following principles as important in promoting positive and appropriate learning experiences for all children:

A vision for learning in the Flying High Trust Partnership

*“A successful primary ethos based on individual care and attention and truly enabling EVERY child to maximise their potential in life should underpin every school. It is the thought of inspiring children to be the best they can be that motivates us. Why wait for the world to change...our children will change it themselves.”*

When carrying out its school improvement role the FHT will:

- Hold in regard the schools’ autonomy though valuing their self-evaluation and other evaluations
- Create, maintain and foster strong relationships between member schools and the Trust
- Promote a school led system as the principal driver for constructing sustainable school improvement, for sharing good practice and being held to account
- Further the equality of opportunity across the Trust as a whole. Aiming to eliminate discrimination through fostered good relationships
- Intervene at the earliest opportunity and commission bespoke support to prevent schools becoming a cause for concern
- Encourage a genuine sense of shared responsibility with children, parents and other stakeholder in relation to behaviour for learning and attendance
- Take into account the myriad of factors that impact on pupil progress and attainment across all phases
- Promote effective partnership and collaboration, to identify, share and develop outstanding practice
- Support schools in their provision for vulnerable learners with the school setting and beyond

### 3. Overview of Roles and Responsibilities

#### 3.1 Head teachers and Local Governing Bodies

- Head teachers are responsible for providing high quality leadership for their school and for working in line with the national standards for Head teachers.
- Each school also has a Local Governing Body (LGB) who have delegated responsibilities in relation monitoring, holding the school to account regarding the standards and ongoing school improvement (delegated responsibilities are identified in the individual school's Scheme of Delegation).

#### 3.2 The Flying High Trust

The FHT has **overall responsibility** for:

- Overseeing and ensuring all schools in the Trust are providing the best possible education for children within their schools.
- Supporting and challenging head teachers and Local Governing Bodies in relation to their delegated roles and responsibilities.

In order to achieve this FHT needs to know its' schools well, including individual strengths and priorities for development, and in response to this provide support and challenge, for individual schools, proportionate to the assessment of need.

In response to this the FHT will play a key role in:

- Carrying out regular review of data for all trust schools and ensuring swift action in relation to any areas of concern
- Overseeing the outcomes of recent Ofsted Inspections or interim assessments
- Working with individual schools to identify/ agree risks or priorities for development and monitoring the impact of the action taken
- Identifying and agreeing relevant support and intervention for individual schools requiring 'school-to-school support' and ensuring appropriate support and challenge in order to bring about rapid improvement
- Working with individual schools with short term challenges or in areas which put them at risk of 'slipping a category'
- Agreeing and providing CPD and Leadership Development opportunities in line with national priorities or the collective priorities of FHT schools.

In order to meet these commitments to all of the schools the School Improvement Team within the FHT includes:

#### 3.3 The CEO

The CEO has overall responsibility:

- for ensuring all schools in the FHT improve year-on-year and that the overall targets for the Trust and individual Trust schools are achieved.
- for the Performance Management of Head teachers and Senior Central Team Leaders, and in response to this has a key responsibility to ensure that the Trust has high quality leaders who are responsible for driving school improvement for individual schools and for the trust as a whole.

#### 3.4 Director(s) of Quality Assurance/School Improvement

As the Trust grows in size the distinct roles of quality assurance and school improvement become increasingly separate. In order for the directors to fulfil their responsibilities in these area they will have the following functions;

- developing, implementing and driving the **School Improvement** Strategy for individual schools in the Trust, in line with individual needs.
- **Quality assuring** and monitoring the impact of school improvement in relation to all schools, including those receiving support from system leaders, and ensuring the on-going cycle of school improvement is effective.

#### 3.5 Lead Practitioners

- Targeted support in individual schools, based on priorities identified by a Director of Quality Assurance. This includes intensive support for our most vulnerable schools.
- Oversee and broker support through designated SLEs into identified schools

- A range of CPD, delivered through the teaching school. This includes the SCITT taught programme, networks, NQT programme and NQT + 1. This ensures that we are delivering a professional continuum for all staff, responsive to the needs and priorities of schools within the trust.
- Working with practitioners to develop resources based on shared priorities. Therefore, creating resources that benefit all schools across the trust.
- Developing a consistent vision for their area of responsibility.
- Identifying and disseminating good practice from across the Trust.
- Disseminating national practice, research and policy updates to schools and leaders across the trust.

### **3.6 System Leaders - NLEs, LLEs, SLES & NLGs**

- In line with the commitment of the FHT to a school-led-system the Trust will work with relevant system leaders to provide individual support for schools.
- These leaders will work in line with the remit of the designated roles and will be responsible for agreeing priorities with the Director of School Improvement and the relevant school and for reporting back the impact of their support.

### **3.7 Executive Head teachers including Head teacher+**

- Interim Executive Head teachers are put in place for those schools who we judge to be at the 'stabilise' stage with insufficient leadership capacity to drive the improvements necessary.
- Head teacher+ is a designation linked to Head teacher performance management for those leading schools at the 'sustain' stage with capacity to support others. Head teacher + are aligned to support the leadership in identified schools. Their activity is monitored and accountable to the Directors of Quality Assurance and School Improvement.

### **3.8 FHT Trustees**

The FHT Trustees are responsible for:

- holding the Trust to account in relation to its wider responsibilities, and in particular in relation to school and Trust compliance in relation to statutory and legislative requirements.
- ensuring standards in Trust schools are raised.
- overall decision making in relation to the FHT, in the context that specific responsibilities being delegated to Local Governing Bodies (LGB) in line with their individual Scheme of Delegation.
- holding the various Trust officers to account for ensuring all FHT schools improve to become good or better schools, with many achieving outstanding, in order to ensure that the very best is achieved for all children.

### **3.9 External Partners**

- The Schools Commissioner and Regional Schools Commissioners (RSC) work with school leaders to promote and monitor academies and they are part of the DFE.
- The Regional Schools Commissioner is responsible for schools in their local area and have responsibility for:
  - Approving new academies
  - Intervening in underperforming academies
  - Acting on behalf of the Secretary of State for Education
- The RSC is supported by a board of 6 – 8 experienced academy head teachers and other sector leaders.
- The CEO is the main link with the RSC on behalf of the FHT
- The Education Funding Agency (EFA) is responsible for funding arrangements in relation to learners from 3 – 19 and for academies. It is also responsible for monitoring academies and therefore is the named contact for the Local Authorities in relation to specific areas such as safeguarding concerns.
- The Local Authority role, in relation to school improvement, is mainly related to maintained schools however the Local Authority can discuss concerns it has about particular schools with the RSC, or it may also choose to discuss these concerns with the Trust.
- In addition to this Local Authorities maintain a central responsibility for SEN and Safeguarding in relation to all schools in the Local Authority Area.

## **4. The Flying High Trust School Improvement Procedures**

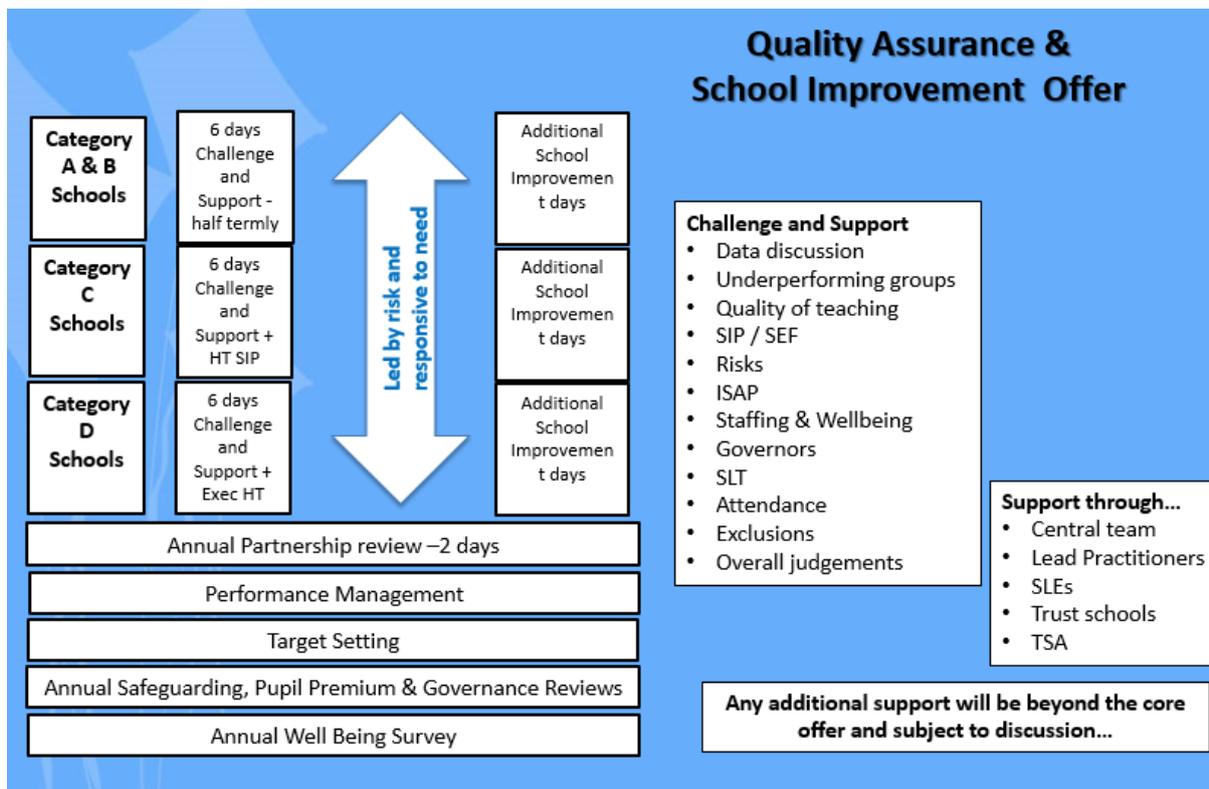
In line with its responsibilities, as identified above, the Trust is accountable for ensuring that all trust schools fully understand the procedures that will be followed by the Trust in order to bring about continual school improvement, either through the individual school's own ability to self-improve or through relevant support and intervention.

In response to this the procedures followed by the FHT are outlined below.

## School Improvement Core Offer

- All schools in the FHT will receive a basic school improvement 'core offer' of six support and challenge days from the allocated Director of Quality Assurance and School Improvement.
- Additional support delivered by the Director of Quality Assurance and Lead Practitioners will be brokered in response to risks identified funded through the core offer.
- Further capacity through system leaders, will be brokered and funded by the school itself in line with priorities identified.

The structure for the core support is outlined in the diagram below:



All 'Quality Assurance' visits will focus on the following:

- Data discussion (follow up from data submitted to the Trust and other relevant data tracking/ monitoring priorities)
  - Consideration of the schools self-evaluation grading against the last Ofsted inspection
  - Attendance
  - Quality of teaching
  - Attainment and progress in regards to
    - Entry
    - EYFS
    - Year 1 Phonics screening
    - Key Stage 1
    - Key Stage 2
  - Particular focus on the vulnerable groups of
    - FSM
    - CLA
    - EAL
- Exclusions
- The school's own improvement plan
- The Trust's Development/ Individual School Action Plan for each school (discussion regarding priorities, action taken by the school and school judgements about impact). This will be direct support of the schools own plan.

- Opportunity to moderate action/ impact of development priorities (these will depend on the priorities of the individual school but may include joint lesson observations / learning walks, work sampling, discussion with relevant leaders etc.)
- Discussion regarding staffing (leavers, new staff, performance management / talent management, capability issues/ concerns etc.)
- Behaviour/Attendance
- Achievement/ Progress of vulnerable groups
- Transition

#### 4.1 FHT Categorisation of Schools and identified risk

Through quality assurance activity, including both due diligence and partnership reviews schools risk will be categorised based on the DfE MAT good practice guidance as; stabilise, repair, improve and sustain. At the point of due diligence, the school will be assessed based on these judgements informed by practice observed, previous Ofsted judgement and assessment of data. This initial judgement will inform the capacity required to support the school and the subsequent Individual School Action Plan (ISAP).

On a half termly cycle, each school’s category will be re-assessed based on current quality assurance information. This assessment will be completed at a half termly risk meeting of the FHT central team. This re-assessment will ensure that current provision put in place is continuously assessed, capacity is responsive to need and flexible throughout the year.

**Table 2: FHT Judgement Categorisation**

FHT Category	
A- Sustain	Directly related to the school’s leadership capacity to ensure progress <ul style="list-style-type: none"> <li>• Ofsted</li> <li>• Historic performance in relation to national benchmarks</li> <li>• QA Visits and other intelligence</li> <li>• Performance in relation to the elevator briefing criteria</li> <li>• Performance Management</li> <li>• Partnership Review</li> <li>• Other external reports</li> </ul>
B- Improve	
C- Repair	
D- Stabilise	

#### 4.2 Annual Partnership Review:

A key part of the Trust’s quality assurance process is the Partnership Review, which is usually a two-day visit encompassing all areas of school life. Partnership review are completed by the allocated Director of Quality Assurance, additional members of the school improvement and business and operations teams and an identified Head teacher. It is a partnership exercise between the review team and the school, involving a range of activities focused on:

- highlighting key challenges for the coming year
- celebrating strengths that can be disseminated across the Trust
- assessing the impact of the Trust within your school

Following the partnership review, a report is completed which is shared with the Head teacher. There is an expectation that the Head teacher will share the key findings with staff, children and governors. In addition, a letter will be sent to the parents from the Trust.

#### 4.3 ISAP (Individual School Action Plan):

The ISAP is the mechanism through which the findings from; the Partnership Review, outcomes from an Ofsted inspection, ongoing monitoring of school performance are developed into timely actions for improvement. The ISAP enables the Trust to identify and deploy appropriate resources to complete the actions and support improvement of the school.

School visits: As part of the Quality Assurance process, regular visits are undertaken by the appointed Director of Quality Assurance to support the school in its improvement. During the school visits a range of monitoring activities take place with a variety of staff to gain on ongoing understanding of the school, including;

- Monitoring the progress of the actions on the ISAP
- Target setting
- Analysis of standards and attendance data

- Review of behaviour standards
- Observing the quality of teaching
- Book looks
- Staffing and wellbeing discussions
- Documentation review

**4.4 Data Collection and analysis:**

Throughout the year, there is an expectation that schools will submit a range of information and complete subsequent analysis in line with agreed data collection points. This will include data for attendance and the percentage of children on track to achieve or exceed ARE (Age Related Expectations) for a range of groups. All the information and analysis collected is a key component for the ongoing agendas to frame discussions and monitoring activities during school visits.

**4.5 Schools Causing Concern - FHT Procedures**

Where a school is identified as ‘causing a concern’ either as a result of the category the school is placed in by Ofsted or as a result of concerns being identified/raised by the Trust, then the school and governors are required to take the relevant action in order to ensure that they work in partnership with the Trust to address the concerns, and that an appropriate level of progress is made.

If, however it is felt that the required level of progress is not being made or there is a serious concern in relation to the way the school is managed or governed which is likely to prejudice standards or performance then relevant action/ intervention will be taken by the CEO/ Chair of the Trust Board.

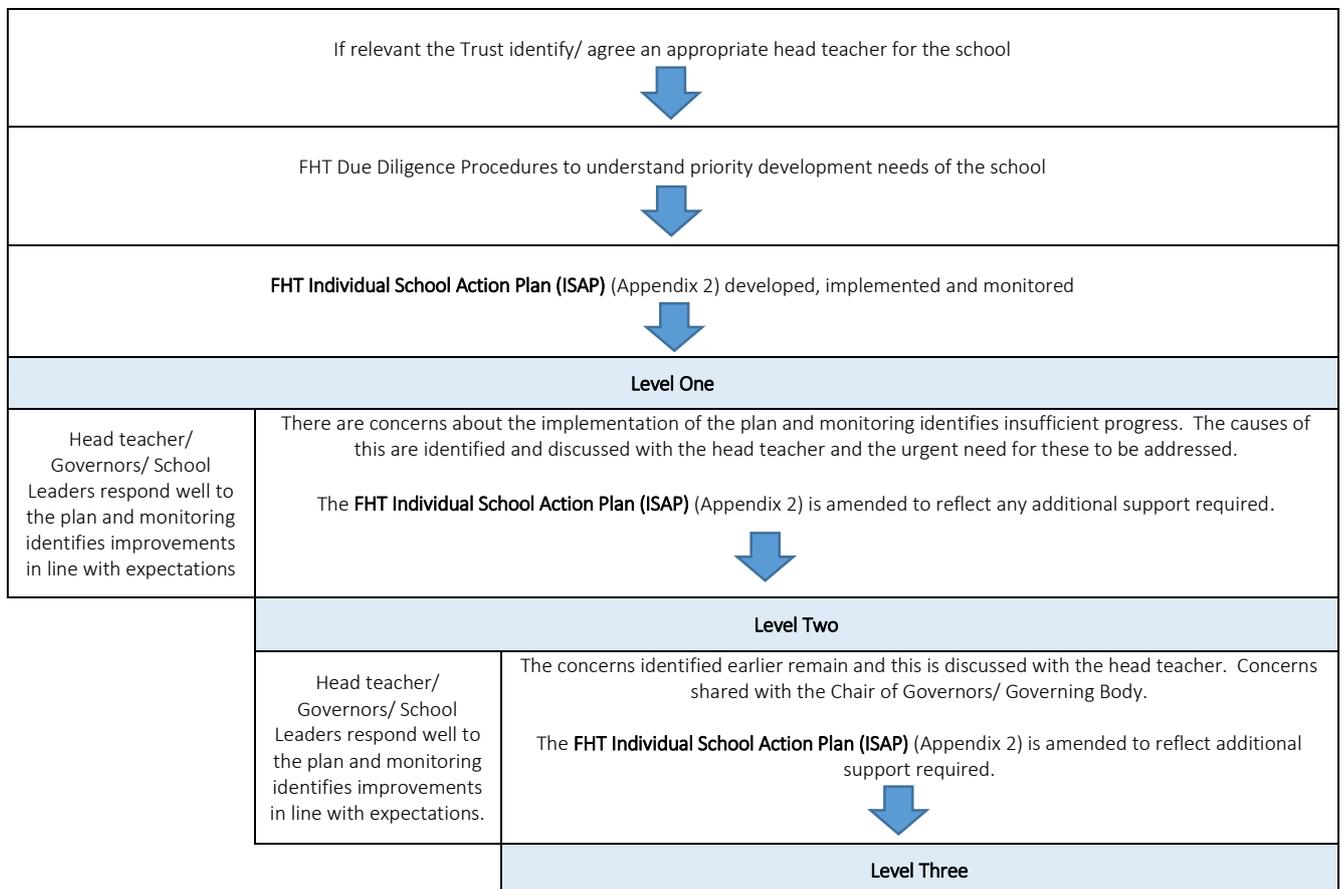
Although the FHT hopes that this action will not be necessary it has a responsibility to ensure all head teachers and governors understand the steps which will be followed by the Trust should there be concerns which they feel are not being addressed.

The following procedures are identified in relation to schools not attaining the required accelerated progress.

**Table 3: Schools Causing Concern**

**FHT Individual School Action Plan (ISAP) (Appendix 2)**

*(in the majority of cases this will be a sponsored academy)*



<p>Head teacher/ Governors/ School Leaders respond well to the plan and monitoring identifies improvements in line with expectations.</p>	<p>The concerns remain. The FHT clearly communicates with the LGB the issues, identifying the actions that will be taken should the required improvements not be made.</p> <p>The <b>FHT Individual School Action Plan (ISAP)</b> (Appendix 2) is amended to reflect any additional support required, including any action at head or Governor level</p> <p>Implications may be possible in HT Performance Management.</p> <p style="text-align: center;"></p>
<b>Level Four</b>	
<p>Head teacher/ Governors/ School Leaders respond well to the plan and monitoring identifies improvements in line with expectations</p>	<p>The concerns remain. Relevant action is taken which may include changes in leadership or at Governor level and possible involvement of the RSC.</p>

## 5 Communication / Reporting

The following information identifies the opportunities available to communicate with relevant groups.

### *Head Teachers/ Schools/ Governors*

- **Strategic Heads Meeting (every 6 weeks)**
  - Chaired by the CEO with the Deputy CEO, Directors for QA, Director of Finance and the Project Manager in attendance
  - Communicate the growth and development of the trust.
  - Deliver the trust improvement plan.
  - Identify and develop collective priorities
  - Report on overall trust performance
  - Provides policy and research updates.
- **Strategic Head teacher Hub Meetings (every 6 weeks)**
  - Chaired by the hub Directors for QA, with attendance by Lead Practitioners on an invitation basis.
  - Identify individual school improvement priorities
  - Share best practice
  - Address collective priorities
  - Report on hub performance
  - Identify and disseminate best practice nationally and internationally
  - Provides policy and research updates.
- **Annual Strategic Heads Visioning Day**
  - to revisit and review the vision and ethos of the FHT
  - share strengths and areas for development in relation to individual schools and the Trust
  - agree the Partnership Priorities for future development
- **Termly Governor Hub Meetings**
  - Chaired by all allocated trustee and intended by a nominated governor from each school within the hub.
  - Report on hub performance
  - Report on and challenge trust school improvement support for each school.
  - Share best practice
  - Support LGB development
  - Address collective priorities
  - Provides policy and research updates.
- **Termly Chair of Governor briefings**
  - update regarding legislation and statutory changes
  - school improvement updates
  - FHT policies, procedures and recommendations

## **FHT Central Team**

- **FHT Strategic Leadership Team Weekly Meeting**
  - to support developments in relation to FHT, and in relation to schools in the Trust
- **½ Termly Risk Meeting**
  - Attended by the strategic leadership team.
  - to evaluate the current category of each Trust school (4.1) and put remedial actions in place if necessary
  - to review the progress and impact of remedial action set in previous risk meetings
- **½ Termly School Improvement Forum**
  - Chaired by an identified member of the school improvement team and attended by Directors of Quality Assurance and Lead Practitioners.
  - to share intelligence on school risks
  - Identify and agree deployment to support identified risks
  - Assess the impact of deployments
- **Termly PSSD & FPR committee working group meetings**
  - to consider developments, data and information and priorities in relation to the remit of the committee to enable the committee to report relevant information to the Board of Directors
- **Termly Board of Trustee Meeting**
  - to consider key information in relation to the development and progress, and performance of FHT and FHT schools.

## **6 Monitoring of the impact of the Trust's School Improvement Strategy**

The effectiveness of this strategy will be monitored through:

- Progress in relation to targets – individual school targets and FHT targets
- Progress of individual schools in relation to FHT Categorisation and Ofsted Outcomes
- Individual School Self-Evaluations
- FHT Self-Evaluation (TEF) and KPIs
- Evaluation of the impact of the Individual School Action Plan (ISAP) (Appendix 2)
- Feedback from Head teachers and other relevant leaders
- Partnership reviews

## **7 Links with other Key Documents/Policies**

This document links with the following documents:

- FHT Safeguarding
- FHT Health and Safety/ Emergency Planning Procedures
- FHT Financial Procedures and Guidance
- Teaching School Strategies and Documents
- FHT Strategic Development/ Partnership Plan
- FHT Self-Evaluation (including DfE measures and feedback FHT partners)
- FHT KPIs/Targets

## **8 Abbreviations**

<b>CEO</b>	Chief Executive Officer
<b>CLTSA</b>	Candleby Lane Teaching School Alliance
<b>CPD</b>	Continuing Professional Development
<b>DfE</b>	Department for Education
<b>EFA</b>	Education Funding Agency
<b>FHT</b>	Flying High Trust
<b>FPR</b>	Finance, Personnel and Resources board working group
<b>ISAP</b>	Individual School Action Plan
<b>LA</b>	Local Authority
<b>LD</b>	Leadership Development

<b>LGB</b>	Local Governing Body
<b>LLE</b>	Local Leader of Education
<b>QA</b>	Quality Assurance
<b>NLG</b>	National Leader of Governance
<b>NLE</b>	National Leader of Education
<b>PM</b>	Performance Management
<b>PSSD</b>	Pupil, Standards and Strategic Development board working group
<b>RSC</b>	Regional Schools Commissioner
<b>Sch. Imp.</b>	School Improvement
<b>SLE</b>	Specialist Leader of Education