

Adopt, Adapt and Fly

Flying High

Business & Strategic Development Plan

September 2021 – August 2024

December 2021

Updated April 2022



**Flying
High
Partnership**



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The Flying High Trust

The Flying High Trust was established in June 2012 with an outstanding Nottinghamshire school as the founder member. The trust has a clear vision for careful growth, ensuring that we remain focused on sustainable school improvement. 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. This is achieved through the development and embedding of a professional continuum; attracting high calibre trainees to our School Centered Initial Teacher Training programme, nurturing talent, providing high quality bespoke CPD and ensuring we grow our own inspirational school leaders. This is achieved through the following 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.

Mission statement

At the heart of our trust is a mission statement that all schools, staff, children, and communities adhere to when they become a part of the Flying High Trust:

“Working together, relentless in our pursuit of excellence to create the best schools in the universe.”

Vision

A clear vision is in place, to deliver the mission statement.

- An unshakeable commitment to a school led system, where every member of staff is empowered to improve our partnership and shape the futures of our children.
- A determination to develop talent, delivered through a professional continuum available staff at all very level.
- Relentless in our pursuit of excellence for every child, every school and every community.

Values

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

- Aspiration
- Confidence
- Enjoyment
- Creative
- Responsible
- Perseverance
- Pride

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.

To support all schools to strive for continual improvement, to mitigate risk and to determine the services we provide for our schools, we profile each school using a four-phase improvement model. These four phases include:

- Phase 4- Sustain
- Phase 3- Improve
- Phase 2- Repair
- Phase 1- Stabilise

All service areas have identified key characteristic that will determine the phase profile of each school. This profile will determine the amount of support provided and the nature of this support. All schools will be matched against this four-phase model as part of the due diligence process when joining the trust, and through systematic quality assurance.



Current context – as of June 2021

Schools

The Trust currently consists of 28 schools cross Nottinghamshire, Nottingham City and Derbyshire. There are 2 schools currently going through conversion, with conversions anticipated during July and August 2021.

School	Date of Conversion	Last Ofsted Inspection	School Improvement Phase
Alderman Pounder	1st September 2018	10/11/2015 – Good	1
Beeston Fields	1st September 2015	17-18/05/2018 – Good	3
Bilsthorpe FHA	1st September 2015	17/09/2018 – Good	3
Brooklands	1st July 2019	14-15/07/2016 – Good	1
Candleby Lane	1st June 2012	17-18/01/2008 – Outstanding	1
Edwalton	1st October 2015	26-27/11/2019 – Good	4
Ernehale Junior	1st April 2015	24/01/2018 – Good	2
Ernehale Infant	1st December 2018	5-6/05/2010 – Outstanding	2
Forest Glade Primary & Nursery School	1st March 2020	13/11/2018 – Good	4
Greythorn	1st January 2016	11-12/07/2018 – Good	3
Greenwood	1st September 2016	12/06/2019 – Good	3
Haddon	1st January 2017	12-13/09/2019 – Good	4
Hawthorn Primary School	TBC	24/01/201999 – Good	2
Hucknall Flying High	1st September 2019	N/A	3
Horsendale	1st November 2016	16-17/10/2019 – Good	2
Hillside	1st November 2013	27/09/2016 – Good	2
Hollingwood Primary School	1st July 2021	06/03/2018 – Good	3
John King Infants	1st January 2018	30/11/2017 – Good	1
Killisick	1st October 2016	10-11/09/2019 – Good	4

Kirkstead Junior School	1 st January 2018	07-08/02/2017 - Inadequate	1
Leamington	1 st January 2017	26-27/11/2019 - Good	3
Longwood Infants	1 st January 2018	15/06/2009 - Outstanding	1
Mapplewells	1 st February 2017	4-5/12/2013 - Outstanding	4
Peafield	1 st January 2014	22-24/11/2016 - Good	4
Poolsbrook	1 st January 2021	20-21/03/2019 - Inadequate	1
Porchester	1 st February 2017	04/10/2016 - Good	2
The Flying High Academy, Ladybrook	1 st January 2014	6-7/12/2016 - Good	3
Stanstead	1 st September 2017	01/03/2017 - Good	1
The Green Infants	1 st November 2019	28/02-01/03/2019 - Inadequate	1
Whitecotes (to be named Walton Peak, Flying High Academy)	1 st January 2021	06-07/06/2019 - Inadequate	1

Core Offer – 2021/22

Schools within the Flying High Trust all receive the core services listed below as standard. The cost of the offer has been agreed at 5.75% of the total General Annual Grant (GAG) allocation for each school for 2021/22. This amount will be deducted from the monthly GAG transfer that each school receives from the Trust.

Additional support over and above the core services listed below can be accessed through the Trust subject to additional charges.

The core and additional charged for services offer will subject to an annual review.

Activity	Central Team Lead
<p>Head teacher Performance Management</p> <p>Head teacher performance management aims to provide comprehensive challenge and support, with the aim of both supporting the school's development and the development of the Head teacher. 3 meetings per year will take place as follows:</p> <ul style="list-style-type: none"> • Review of targets and personal development- September/ October • Setting new targets and personal development- November/ December • Mid- year review and personal development- Feb- April 	<p>Paul Goodman</p> <p>- Rebecca Kerr responsible for scheduling</p>
<p>Quality Assurance & School Improvement</p> <p>Aligned with the Trust School Improvement Strategy, a core support offer will be provided focused on the following areas delivered through a team of DQASIs, System Leaders and HT+:</p> <ul style="list-style-type: none"> • Standards. • Culture. • School leadership. • Individual school development / improvement plan. • Opportunity to moderate action / impact of development priorities. • Discussion regarding staffing. • Half termly focus on teaching and learning / curriculum / behaviour / attendance / safeguarding /achievement of all, including vulnerable groups: 	<p>Claire Varley</p> <p>- Education PA responsible for scheduling</p>

- School Self Evaluation.
- Ofsted preparation.

Support will be provided half termly, with additional support provided based on the 4-phase model.

The level of support / frequency of visits will be determined by the Trust's evaluation of the school's phase of school improvement. This phase is determined through due diligence and on-going quality assurance activity. Allocated support is detailed below.

Phase	SI Support	QA	Total
Stabilise	35 days	10 days	45 days
Repair	14 days	6 days	20 days
Improve	9 days		9 days
Sustain	6 days		6 days

In addition, a team of lead practitioners will provide targeted support in English, Maths, Teaching and Learning, Curriculum and EYFS.

For details of charged for school improvement services please see the 'additional charged for services' section of this document.

Partnership Review

All schools will engage in a bi-annual partnership review, over a two-day period. Partnership reviews will consist of the following:

- School improvement, including a focus on Ofsted readiness.
- Culture and partnership contribution
- Finance
- Operations- Estates, Health and Safety and ICT
- HR

Pupil Premium

- Peer to peer evaluation of PP strategies.
- Pupil Premium Network.
- PP reviews completed in response to needs identified.
- Support for Ofsted preparation.

Claire Varley and
Zoe Maxey

- Education PA
responsible for
scheduling

Paul Goodman

<p>Inclusion</p> <ul style="list-style-type: none"> • Attendance at SEND/inclusion network. • Annual SEND review and audit. • ELSA supervision network. • Advice and support with behaviour/exclusions. • Advice and support with attendance. • Advice and support about SEND. • Access to a tiered Educational Psychology service- see charged for section. 	<p>Pete Wilkes</p>
<p>Safeguarding</p> <ul style="list-style-type: none"> • A full safeguarding audit for schools joining the Trust/change of head/significant concerns. • Annual updates to the safeguarding and child protection policies to reflect local context. • Safeguarding training for headteachers and governors. • Pre-Ofsted safeguarding checks. 	<p>Pete Wilkes</p>
<p>Strategic Heads Development Group (Full)</p> <ul style="list-style-type: none"> • Briefings from Trust Central Leadership team. • Information sharing. • Development of Trust services. • Head teacher collaborative learning communities. 	<p>Paul Goodman</p> <p>- Rebecca Kerr to schedule</p>
<p>Strategic Heads Hub Groups</p> <ul style="list-style-type: none"> • Development of individual school performance. • School improvement briefing. • Opportunities for support and collaboration. • Co-constructed by headteachers sharing and developing innovations. • Head teacher collaborative learning communities. 	<p>Claire Varley</p> <p>- Education PA to schedule</p>
<p>New Head teacher support</p> <ul style="list-style-type: none"> • Access to the national new to Headship support programme, via the Teaching School Hub. • Access to diagnostics to identify strengths and areas for development. • Targeted support and/ or workshops • Access to Head teacher mentor, from within the Trust. 	<p>Paul Goodman</p>

<p>Annual Residential Leadership Conference for SLT</p> <ul style="list-style-type: none"> • Residential 2-day conference. • Keynote speakers. • Workshops. • 1 funded place per school. 	<p>Paul Goodman</p>
<p>Self- Evaluation and Improvement Planning Residential</p> <ul style="list-style-type: none"> • Residential event for all Head teachers and Deputy Head teachers to support Self Evaluation and School Improvement Planning. 	<p>Paul Goodman - Rebecca Kerr to schedule</p>
<p>Collaborative Learning Communities</p> <ul style="list-style-type: none"> • Allocated to a focused collaborative learning community, meeting at all SHG meetings. • Collaborative communities to access additional CPD, best practice learning visits and engage staff in wider collaborative activity. 	<p>Paul Goodman</p>
<p>Joint Inset day</p> <p>1 per year taking place on the first Monday after February half term – event for teaching/TA staff and non-teaching staff INSET day. Based on collective school improvement issues.</p>	<p>Abi Mayfield</p>
<p>Flying High Futures</p> <p>Centre for excellence innovation and development. Flying High Futures will provide a wide range of training and development opportunities for all staff within the Trust and beyond.</p> <p>Flying High Futures consists of:</p> <ul style="list-style-type: none"> • Trust CPL • Teaching School Hub • Apprenticeships • English Hub • Access to the Maths Hub • Inspiring Leaders Teacher Training 	<p>Paul Goodman</p>
<p>Trust Continuous Professional Learning</p> <ul style="list-style-type: none"> • Core networks in English, Maths, Teaching and Learning and EYFS • Curriculum network (curriculum seminars available at an additional charge) 	<p>Victoria Jones</p>

<ul style="list-style-type: none"> • Foundation subject leader’s networks in History, PE, PSHE, Geography, Design and Technology, Science, Art, Computing, MfL and RE. • Inclusion network. • ELSA supervision network. • Subject leadership development • NQT+ 1 programme- Trust only- including residential opportunity. - at an additional charged • Targeted professional learning, where required. <ul style="list-style-type: none"> ○ EYFS Framework, Reception baseline workshop, Purple Mash, PSHE Complaints workshop. • 5 Online Teach meets. • Moderation in EYFS, Yr2 and Yr6. • Termly book club. • Business and Finance professional’s network. • Site managers network. • Core HR training programme. • Flying High Champions network. • Wellbeing/ Mental Health first aiders network. • Social media network. • Staff Equality, Diversity & Inclusion related networks. • Returning to work network. • Governor training • Full access to the National College online training platform for all Flying High Trust staff and governors. 	
<p>Teaching School Hub</p> <ul style="list-style-type: none"> • National Professional Qualifications for School Leaders • Early Career Framework • Appropriate Body • Initial Teacher Training • Wider Professional Learning offer, to include conferences, Teach meets (available free of charge to Trust schools), Targeted CPL, Head teacher professional learning community and curriculum professional learning community. 	<p>Sarah Heesom</p>
<p>English Hub</p> <p>A wider range of professional learning opportunities and targeted support available via the English Hub.</p> <p>Additional support available to Trust schools.</p>	<p>Carl Pattison</p>

<ul style="list-style-type: none"> • Termly governor hub meetings, attended by a nominated chair or vice chair. • Annual governor visioning event. • Ofsted preparation for governing bodies • NLG support deployed based on risk level. • Skills audit for LGBs. • LGB self-evaluation framework. • Code of conduct for governors. • Governor body agendas and meeting notes. • Committee terms of reference. 	
<p>Policy and Compliance</p> <ul style="list-style-type: none"> • Up to date framework of all policies • Compliance tracker • Website compliance audit 	Rebecca Kerr
<p>School enrichment</p> <ul style="list-style-type: none"> • Children’s Parliament. • Awards ceremony. • Debating clubs and competitions. • Trust-wide events – sports, arts, music. 	Abi Mayfield
<p>Annual Awards</p> <ul style="list-style-type: none"> • Venue hire • All prizes, trophies, pin badges and banners • Ticketing and administration support and guidance • Funding to support delivery of music/arts elements of awards through children’s events – costumes / materials / resources • PR and marketing (Brochures / Billboards) • Photography 	Abi Mayfield
<p>Finance and business management support Guidance and advice on all aspects of school financial management including:</p> <ul style="list-style-type: none"> • Annual and multi-year budget planning. • Budget monitoring and reporting. • Curriculum led financial planning. • School resource management and curriculum led financial planning • Month end financial procedures. • Financial procedures policy. • Cash flow management. • Preparation for year-end accounts and financial closedown. 	Zoe Maxey

- Preparation and completion of VAT returns.
- Support and advice on use of PS Financials accounting software.
- Support and advice on use of Budget Planning software
- Trust-wide procurement strategy and bespoke advice.
- Termly School Business network /development group.
- Monthly School Business on-line briefing
- Focused CPD sessions.

In addition to the above on-going advice and support, all schools also receive individual on-site visits.

Visit	Term
Budget setting	Spring 2 / Summer 1
Budget reforecast	Autumn 2
Year-end reforecast	Summer 2

Accountancy and audit services

- Focused internal audit visit based on risk.
- External audit of the financial statements (interim and final).
- Assurance on regularity.
- Completion and audit of Teachers Scheme EOYC return.
- Completion of annual LGPS returns.
- ESFA Budget Forecast Return Outturn (BFRO).
- ESFA Budget Forecast (BFR).
- Annual accounts return.
- Compilation of statutory financial statements & other accounting advice.

Zoe Maxey

Financial software

- Accounting software.
- Budgeting software.
- Cashflow management reporting.
- Licence costs for financial accounting and budget systems.
- Remote server access.

Zoe Maxey

Premises /Estate Management / Health & Safety

Nick Layfield

- Estate management strategy.
- Project management support – estates capital works.
- Annual Health & Safety compliance review and school compliance tracker.
- Site inspection documentation – checklists.
- H&S policy (school and Trust), Emergency Plan and Business Continuity Plan support.
- Recruitment of site staff support.
- Induction for new Site Managers and availability of Lead Professionals for induction and wider support.
- Termly Site Management network / development group.
- Emergency procedures / incident support.
- Business Continuity template.
- 3 yearly condition survey.
- Suppliers and contractors list – approved / not approved.
- Risk management, in light of national guidance.
- Ongoing Covid support as necessary

ICT

Graham Livesey

- Ongoing auditing.
- Asset management system and set up.
- Individual ICT development plan informed by the school and the ICT Sr Tech Team.
- Termly IT lead network – developing the curriculum.
- Links with technical support provider to ensure the school meets its identified ICT priorities and legislative requirements (those schools not yet part of FHT in-house ICT service).
- Maintenance and development of Trust-wide systems for all schools (e.g. finance, data collection, communication portal).
- Remote back up.
- ICT procurement support
- Staff CPD.
- Annual website audit and term ahead of Ofsted visit.
- Dedicated half termly project weeks to deliver significant projects for schools aligned to priorities and ensuring timely provision of IT team capacity

All Trust schools in addition have a dedicated Senior IT Technician one full day per fortnight (or equivalent) all year round.

<p>PR / Marketing</p> <ul style="list-style-type: none"> • On request to the trust, directed support provided through Trust PR provider on crisis management and school development. • Marketing of school and Trust vacancies through Trust channels – website and social media • Promotion of school and Trust achievements and good news stories through website and social media • Weekly email briefing for all staff on key news, dates and opportunities • Annual stakeholder survey for all stakeholders linked to analysis and development of school and central support, core offer and priorities • All stakeholder newsletters • End of year Trust newsletter • Support for developing numbers on roll strategies – communications, website, admissions, linking to external support where necessary • School prospectus through Lou Brimble targeted support where identified need • Support and advise with schools' social media • Virtual assemblies in schools • Weekly Headteacher briefing • Trustee and Chairs briefings 	<p>Abi Mayfield</p>
<p>Complaints</p> <p>Standardised complaints policy. Management of Trust-level complaints. Guidance on the application of the Complaints Policy. Chairing support can be accessed through an additional charge, see 'additional charged for services' section of this document.</p>	<p>Jess Hannan, Paul Goodman and Nick Layfield</p>
<p>HR</p> <ul style="list-style-type: none"> • Development of Trust standard policies and procedures. • Core HR Training programme. • Casework visits and attendance at formal meetings. • Attendance at informal meetings (capacity dependent) • HRBP dashboard and action plans <p>Advice, support and guidance on:</p> <ul style="list-style-type: none"> • Restructures • Redundancies • Absence Management 	<p>Jess Hannan</p>

<ul style="list-style-type: none"> • Performance Management • TUPE • Varying terms and conditions of employment • Investigations and disciplinary • HR related letters • Contracts • Working with unions • Job descriptions • Pay • Terms and conditions. 	
<p>Telephone Support</p> <ul style="list-style-type: none"> • School improvement /development. • Academy finance, audit and accountancy. • Compliance, policy development, crisis management. • Governance. 	<p>All</p>



Vision for schools

As a trust we have established a vision for how we hope our schools will operate. This vision aims to provide a blueprint to inform the development of services provided to schools, the orientation of this support and the capacity required to achieve this vision.

- An understanding that everyone creates and belongs to the Flying High Trust/Partnership
- A positive advocate and proud member of the Flying High Trust/Partnership.
- A tangible feeling of the culture of Flying High, whilst developing an individual identity.
- All staff as a team reflect and role model the individual identity of the school, as well as the culture and mission of Flying High Trust/Partnership
- A learning organisation, where workforce planning and succession planning are pivotal, and everyone has a responsibility for professional development and to grow talent for the whole organisation.
- A wide curriculum, that provides all children with a range of experiences, opportunities to discover their talents and flourish and prepare for an evolving world.
- Standards are high, delivering outcomes that are at least in line with national to give all children the best opportunities in life.
- Aspirational and safe environments for all to be proud which are welcoming, professional and support the learning of all children.
- Where it will benefit the community, schools provide high quality nursery provision, with a clear understanding of early needs and interventions to support.
- Schools provide before, after and holiday provision that extends learning opportunities for all children.
- A model of distributed leadership is in place with clear roles and lines of accountability.
- The school embraces a culture of well-informed innovation over time.
- All staff have selected and understand the community they serve and the role they play within it.
- Schools are financially sustainable.
- Well-resourced schools with the capacity to sustain and develop.
- A popular school with a strong reputation in the local community.
- A genuine representation of parents/community to act as the voice/champions.
- Parents are enabled to be partners in their child's education through the sharing of information and are empowered to support their child's learning.
- All children and staff feel safe and there is a culture of trust.
- A commitment to the wellbeing of staff and children.
- Ensuring the needs of all children are met with integrity, including access to specialist support where appropriate.
- All children and staff display the FHT values and kindness.
- Children leave a legacy through positive contributions to their community and wider society.
- Leaders that consistently exhibit courage and clarity.

Growth projections

Flying High trust has currently grown to 29 primary schools (June 2021), spread across Nottinghamshire, Nottingham City and Derbyshire. The Derbyshire schools are currently in Pinxton, South Normanton, Long Eaton and Chesterfield. This growth and the nature of the geographical change within the partnership has led trustees and strategic leaders to consider the future structure and orientation of the partnership to best meet the needs of current schools and potential future growth.

The Trust is centered on schools working in collaboration to ensure sustainable improvement. The growth model is centered on capacity, ensuring that the Trust has the internal capacity, both within the central team and across the partnership to ensure continuous improvement for all schools. Capacity is based on a 2:1 ratio, whereby there are a minimum of two phase 3 and 4 schools (those with the capacity to support) to one phase 1.

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. Central to ensuring this sustainable growth is a robust process of due diligence and decision making through our trust's governance structure.

- A robust process of due diligence which provides a clear understanding, informed by evidence of school improvement, leadership, finance, estates, HR, resourcing, ICT, outcomes for pupils, governance, health, and safety and safeguarding. Crucially this process will identify key risks and any liabilities that the trust may inherit. Through this process of due diligence, the school will be identified within a phase of improvement. This phase of improvement will inform if the trust has the capacity to provide appropriate support.
- A robust process of decision making through trust governance, to inform decision making. This process will include the following.
 - Schools to provide an expression of interest, detailing key financial and school improvement information. This to be assessed by SDG to enable an informed recommendation to the board of trustees on whether to progress to due diligence. All trustees to approve this recommendation.
 - After completion of due diligence, SDG to review in detail to make an informed recommendation to the board of trustees, clearly identifying the school's phase of improvement and

The core offer provided, delivers sufficient services to all schools in phases 3 and 4, with the flexibility to respond to the needs of schools, who phase of improvement changes post joining the trust. Schools joining trust, who are identified as phase 1 or phase 2 through the due diligence process will require additional support across the whole team, but in particular through the capacity of school improvement support, delivered via a System Leader or HT+, for the first 12 months- 2 years of joining the trust.

Schools identified as phase 1 in due diligence will therefore need further funding to support their needs. This funding to be secured either through a DfE sponsorship grant, or equivalent, or through additional funding from the schools' budget. This additional funding has been set at £19,500 per year for phase 1 schools. This accounts for 39 days of additional school improvement capacity. In exceptional circumstance the capacity for leadership may mean that this support needs to be further enhanced, increasing to a 0.4 system leader, providing 78 days of school improvement capacity. This would therefore require additional funding of £39,000. For phase 1 schools this support will be provided for two years and therefore funded via the school but reviewed annually via partnership review. There is a recognition that in addition to this capacity schools within this phase of improvement are also likely to need substantial support via additional lead practitioner and identified areas in HR, Finance and Estates capacity. For sponsored academies, DfE sponsorship funding will support an increase in this capacity to respond to these needs. Where sponsorship funding is not available, this additional support will be encompassed within the core, but careful consideration through due diligence will be required, to ensure there is the capacity and resource available to respond to this need.

Schools identified as phase 2 through the due diligence process will also require further support above and beyond the core offer, which will be funded by the schools' budget. This additional funding has been set at £7500 per year for phase 2 schools. This accounts for an additional 15 days of school improvement capacity, delivered via a HT+ or System Leader. For phase 2 schools this funded via the schools' budget and initially committed for one year. This support will be reviewed annually, via a partnership review, with the potential to extend this additional capacity for a further year, where the school cannot demonstrate that it has progress to phase 3 or 4. There is a recognition that in addition to this capacity to meet the needs of schools within this phase of improvement are also likely to require additional lead practitioner support, HR, Finance and Estates capacity. This additional support will be encompassed within the core, but careful consideration through due diligence will be required, to ensure there is the capacity and resource available to respond to this need.

Expectations of growth

The anticipated growth of Flying High Trust is estimated to be between 4 and 6 schools each academic year. This will lead to anticipated growth to approximately 40 schools by September 2024. These schools will include both sponsored academies, converter academies and free schools, anticipating one additional sponsored school per year. It is anticipated that a significant proportion of this growth will be within the central to north Derbyshire area. The following model has provided an estimation on current growth and the types of schools that will join the MAT to enable this growth. The model also provides an estimation on how our current schools will move through the improvement phases. This is essential to ensuring that growth is in line with capacity, maintaining our vision of 2 phase 3 and 4 schools, to every 1 school within phase 1.

	2020/ 21 - phase 1	2021/ 22 - phase 2	2022/23 - phase 3	2023/ 24 - phase 4
Current schools as of September	26	30	34	38
Phase 4- current schools	6	6	6	6
Phase 3- current schools	7	10	18	25
Phase 2- current schools	5	8	7	5
Phase 1- current schools	8	6	3	2
Projected in- year growth				
Phase 3 and 4- new schools	1			
Phase 2 schools- new schools	1	2	2	2
Phase 1- sponsored academies- new schools	2	1	1	1
Free schools		1	1	1

The above projections of school's development through the phases of school improvement, are based on the assumption that phase 2, takes on average 1 year to move to phase 3, and phase 1 takes on average 2 years to move to phase 2. This would mean a school entering the trust will have reached phase 3 within 3 years, matching the Ofsted cycle. The assumption has also been made that free schools will be treated as phase 2 schools for their first year of opening. This model has worked on a worst-case assumption that phase 3 schools, will not progress to phase 4. School improvement capacity has been modelled on this projected improvement, but with the flexibility for capacity to respond where a school's phase of improvement is reduced, or a school does not progress as expected. School improvement capacity will be modelled based on 100 days of spare school improvement capacity, allowing the flexibility to respond to a school that drops to phase 1 or phase 2, and where absolutely necessary form part of an interim leadership solution.

This anticipated growth may not be realised and may be accelerated and flexibility within the strategic development plan and financial model has been considered. Staffing development should be driven by growth, as opposed to timelines. We will therefore model staffing based on three phases of growth, with new staffing introduced at the start of each of these phases.

- Phase 1- 26- 30 schools
- Phase 2- 30- 34 schools
- Phase 3- 34- 38 schools
- Phase 4- 38- 42 schools

Increased growth, may achieved through securing TCAF funding through the RSC, which will enable an accelerated growth through these phases.

Sponsored academies form an integral part of the trust's strategic growth. In line with the trusts vision to make everyday count for every child, it is essential that Flying High utilises our experience and expertise to meet the needs of the most vulnerable schools. Sponsored academies are supported via DfE funding. This funding has been included within financial projections and is essential to ensure that the capacity of the trust is developed to meet the needs of these new schools. Where an increase of sponsored academies within each phase of growth is approved, TCAF funding would be needed to support this.

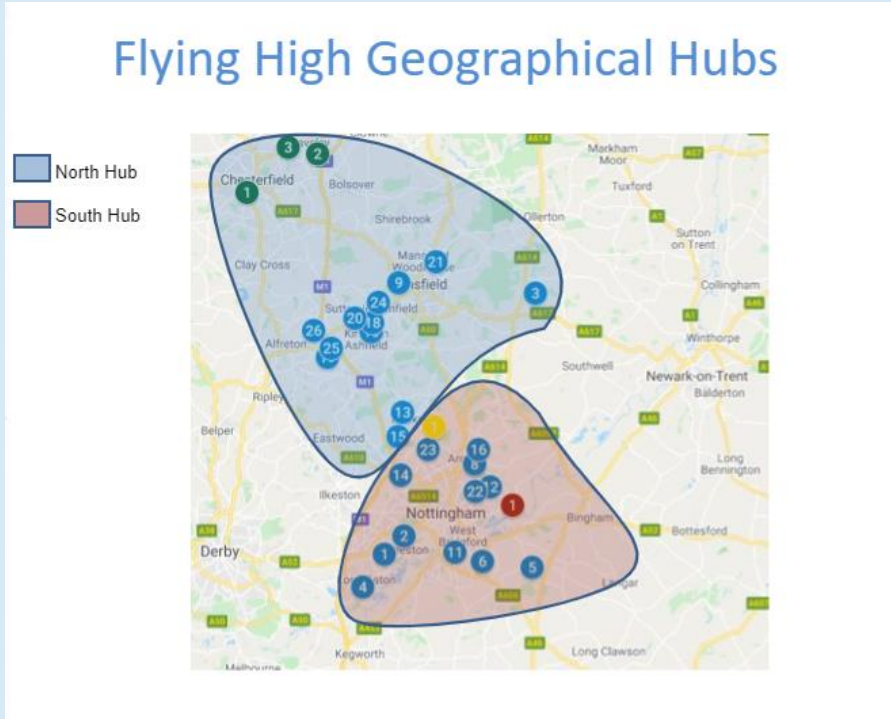
Where schools are identified as phase 1 or 2, but do not qualify for DfE sponsorship funding, the school will need to self-fund additional capacity at £39,000 per year at phase 1 and £7,500 per year at phase 2. This additional funding has been included within financial projections and is essential to ensure that growth does not compromise the needs of existing schools.

Securing free schools is also a fundamental part of the trust's strategic development. The trusts second free school has been secured and due to open in September 2022. In addition, the trust has identified a further 2 free schools to secure, which geographical are in line with the footprint of the trust. These free schools will act as a 'gold standard' for the trust, enabling staffing, curriculum, and the culture of the school to be developed in line with the vision for schools within the trust. Free schools are also accompanied by a pre- opening grant, this pre- opening grant is used to support the set-up of the school, including school staff that are appointed pre- opening. The trust has developed the capacity to support the pre- opening phase of free school development and as such has factored income for this pre- opening grant into financial projections to offset this capacity. Phase 4 of growth will require the formation of a new geographical hub.



Flying High hub model

Based on anticipated growth and the geographical changes to the orientation of our partnership there is a need to review the model that enables our trust to function effective as a team. As part of phase 1 of our strategic development we will be moving to a grouping of schools, which over time we hope to inform our governance, meeting structure, CPD structure and the services we provide to schools. We will therefore evolve to a geographical hub model, with schools operating within a north and south hub, consisting of 15- 20 schools within each hub.



Based on two geographical hubs, the trusts growth is capped at 40 schools. If growth beyond 40 schools is approved the trust will move to three geographical hubs: north, south, and central. This move to geographical hubs will influence the following practices of the trust.

Governance

Governance will move to two geographical hubs, meeting with a focus on business and education separately. The central team will report into these meetings, providing a dashboard for each hub.

Strategic Head teachers

As part of a move to geographical hubs, Strategic Head teachers' group meeting will be orientated in two different formats. SHG will meet as full group, including all schools within the partnership a minimum of once per term and as a geographical hub a minimum of once per term. Geographical hub meetings will be led by the relevant Education Leader.

Staffing

Staffing will be modelled based on geographical hubs, with teams providing services to schools clearly aligned to a geographical hub. This will ensure that schools have clarity and consistency on their point of contact and service provider. This will also ensure increased distributed accountability for a geographical area. Further details provided within the staffing section.

CPL

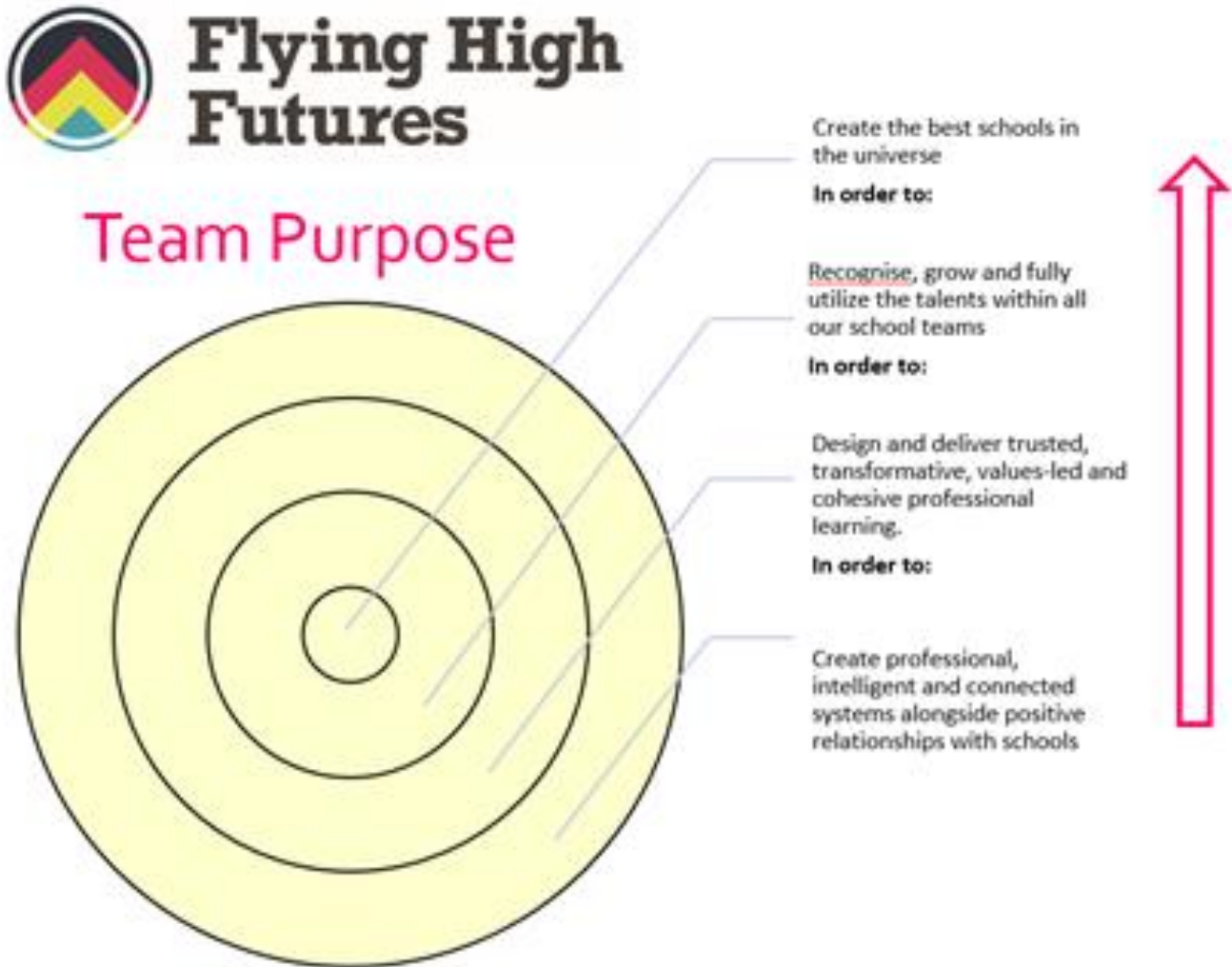
Over time we anticipate a move to some professional leadership orientated to the geographical hubs, physically taking place in a venue suitable for schools within the hub. This will include ITT delivered through the SCITT and trust networks.

Partnership development

Flying High Futures

As of 1st September 2021, Flying High Partnership will consist of two distinct parts: Flying High Trust and the brand new Flying High Futures.

Flying High Futures will provide transformative, values-led and cohesive professional learning for schools. Flying High Futures aims to deliver the following.



The objectives of the team are to:

- Develop a culture that promotes professional learning, personal growth, innovative practice and collaboration.
- Develop and implement a comprehensive programme of professional learning for leaders and staff teams in all Flying High Trust schools and across the central team.
- Develop resources and opportunities to support Flying High Trust priorities and future growth.
- Develop and deliver the Flying High Teaching School Hub delivering high quality DfE national programmes to Flying High and other schools across EMH10.
- Develop and deliver the Flying High English Hub, meeting the needs of schools across the locality and all current and future trust schools.
- Develop a cohesive and consistent professional continuum for all staff within Flying High Trust and across the locality.
- Manage and coordinate the Flying High Trust Apprenticeship Levy.
- Be a 'one stop shop' for CPL and support across the locality and all staff across the Flying High trust, sign posting to opportunities available through other organisations.

Flying High Futures will bring together will bring together a cohesive staffing structure and infrastructure to deliver the above aims. This infrastructure will include a new training facility and a new website enabling quick identification of professional learning.



Flying High Futures

PROFESSIONAL LEARNING FOR SCHOOLS



Flying High Futures
PROFESSIONAL LEARNING FOR SCHOOLS

Flying High Trust



Flying High Teaching School Hub

Forming part of Flying High Futures, is a significant development for our partnership in the introduction of our brand-new Teaching School Hub. Teaching Schools Hubs have been introduced across the country, replacing the existing network of over 900 Teaching Schools. The focus of Teaching School Hubs is to support recruitment, retention and development of all teachers. Flying High Teaching School hub, joins one of 87 centres of excellence across the country. School across Flying High Trust, and all 282 schools within Nottingham City, Broxtowe, Rushcliffe, Mansfield and Ashfield, will access support through the Teaching School Hub in the following areas:

- Initial Teacher Training- delivered through Inspiring Leaders Teacher Training.
- The brand new national Early Career Framework, providing professional development for first- and second-year teachers and associated mentors.
- Continuous professional learning delivered by the Teaching School Hub and through our network of partners including curriculum hubs and the research school.
- Leadership development delivered through a new suite of NPQ qualifications including the following.
 - National Professional Qualification in Teacher Development
 - National Professional Qualification in Teaching and Learning
 - National Professional Qualification in Behaviour and Culture
 - National Professional Qualification in Senior Leadership
 - National Professional Qualification in Headship
 - The new Headship support programme
 - National Professional Qualification in Executive Leadership
 - Two new NPQs launching in 2022 – Teaching Literacy and Leadership of Early Years.

Collectively this provision acts as a golden thread of continuous professional learning which support teacher's development at every stage of their journey.



Flying High Teaching School Hub

A PROFESSIONAL PATHWAY

Flying High English Hub

English Hubs are primary schools that excel in early language and literacy teaching. The Flying High English hub has been established with Horsendale Primary School, based on a track record of high performance in phonics outcomes. The focus of the hub is in achieving excellence in early literacy teaching through:

- Developing early language and closing the word gap
- Developing early reading through systematic synthetic phonics
- Promoting a love of reading

Our English Hub will support eligible schools to deliver excellent language and phonics teaching in reception and Key Stage 1 through a series of CPD opportunities and the support of a team of Literacy Specialist Teachers



Flying High English Hub

AUTHENTIC, SUPPORTIVE, CHALLENGING

Inspiring Leaders

Inspiring Leaders is a wider partnership of five multi academy trusts to deliver Teacher Training and large-scale professional learning. This partnership provides a network of support and collaboration to Flying High Trust.

A key function of Inspiring Leaders is the management of the partnership SCITT, which the annual cohort of Flying High Teacher trainees is part of. Our ambition is to expand this cohort in line with workforce planning for Flying High Trust. In line with growth recruitment targets over the next 3 years are as follows:

- 2021/ 22- 26
- 2022/ 23- 28

- 2023/ 24- 30

This growth will align to our geographical hubs and the expansion will have a particular focus on building capacity in the Derbyshire area. To enable this growth, whilst not compromising the quality of placements and support for our trainees, we have introduced a new Training School model. Beeston Fields Primary School and Leamington Primary Academy have been introduced as our pilot Training Schools. Training Schools will host 6 trainees per term, support the delivery of the taught programme, and will develop capacity to support trainees and Early Career Teachers within their own school and across their locality. Over the next 3 years, we aim to expand this to include a minimum of 3 training schools.



Developing central staffing

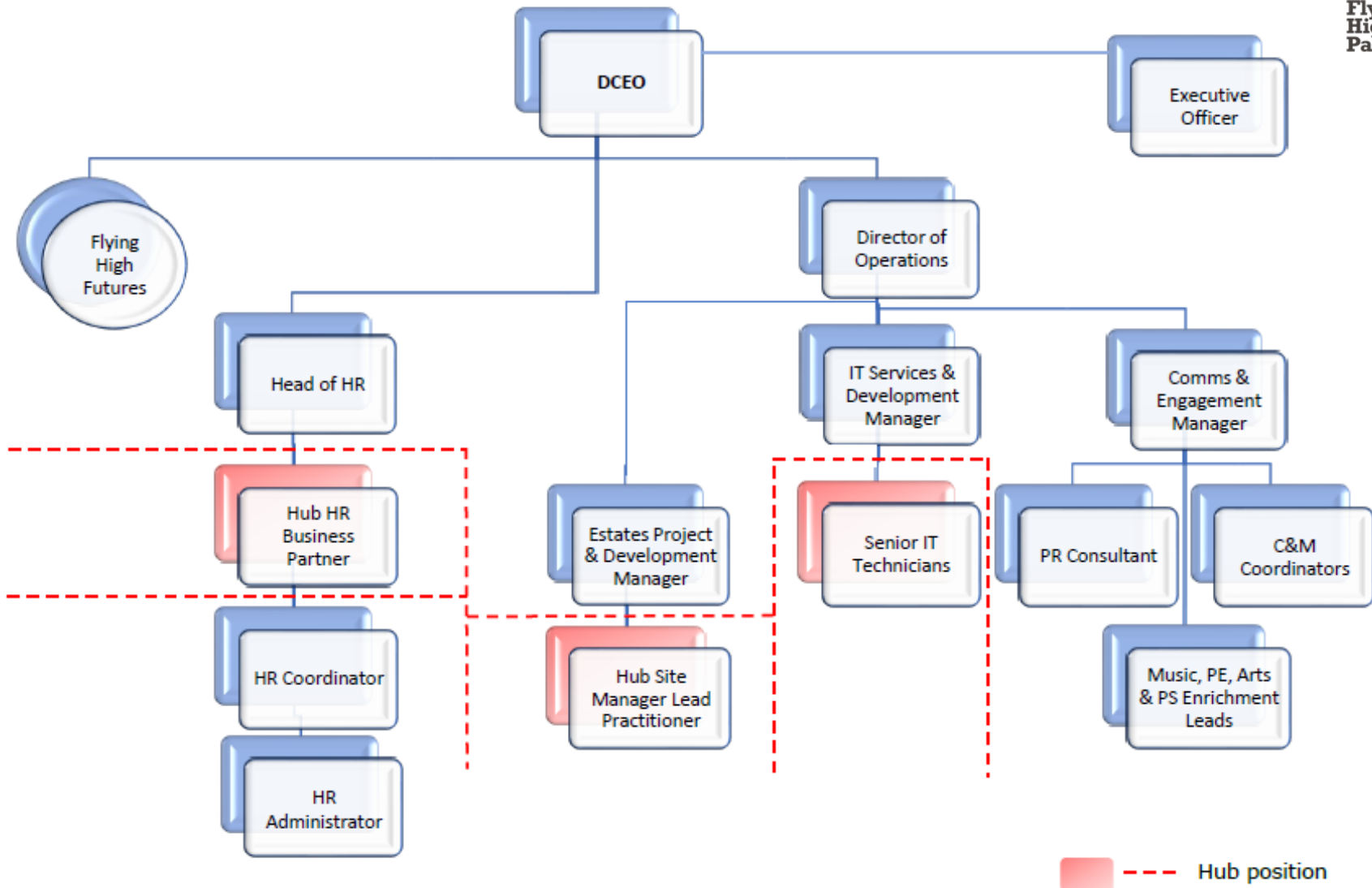
As the trust grows and develop, a new structure for the central team will be development, in line with a move to geographical hubs and the development of three clear departments, led by each of the strategic leaders that form SDG.

- Education- Director of Education
- People and Operations- Deputy CEO
- Flying High Futures – Deputy CEO/ Teaching School Hub Director
- Finance- Director of Finance

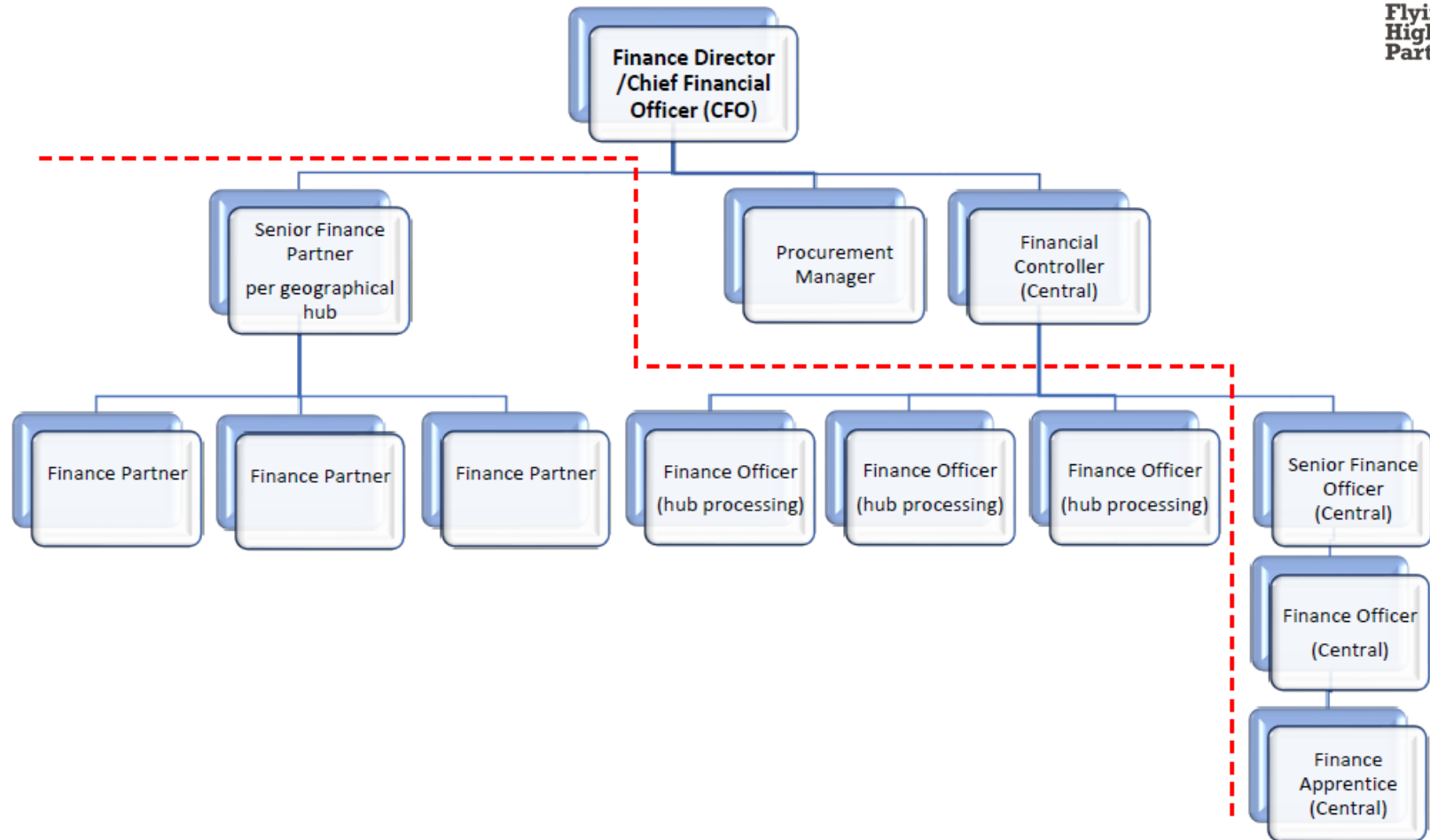
The following structures provide an overview of the vision for each department. The development of new posts within each structure will be subject to growth and prioritised based on the needs of the schools and the organisation as a whole.



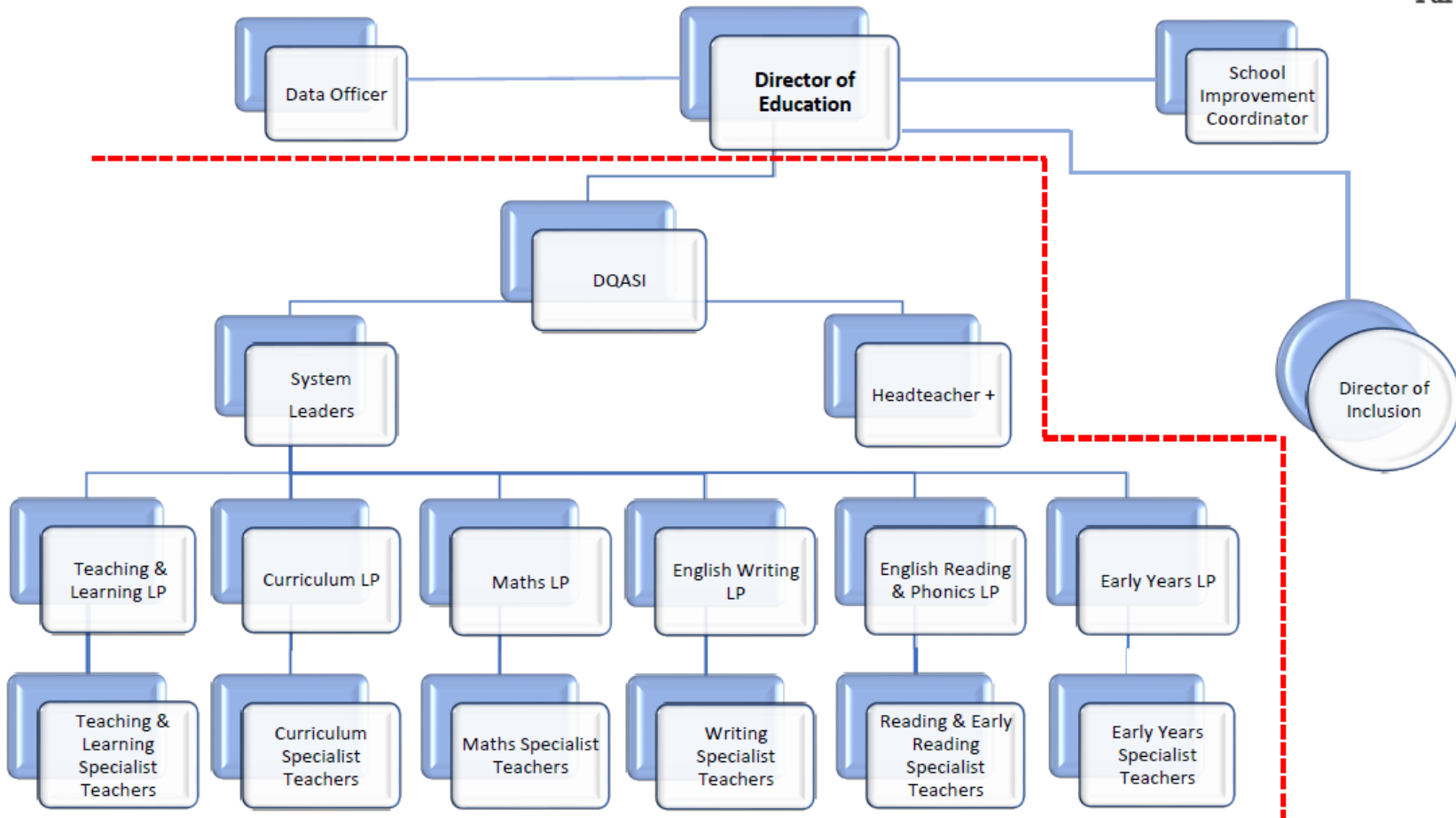
People and Operations Staffing Structure



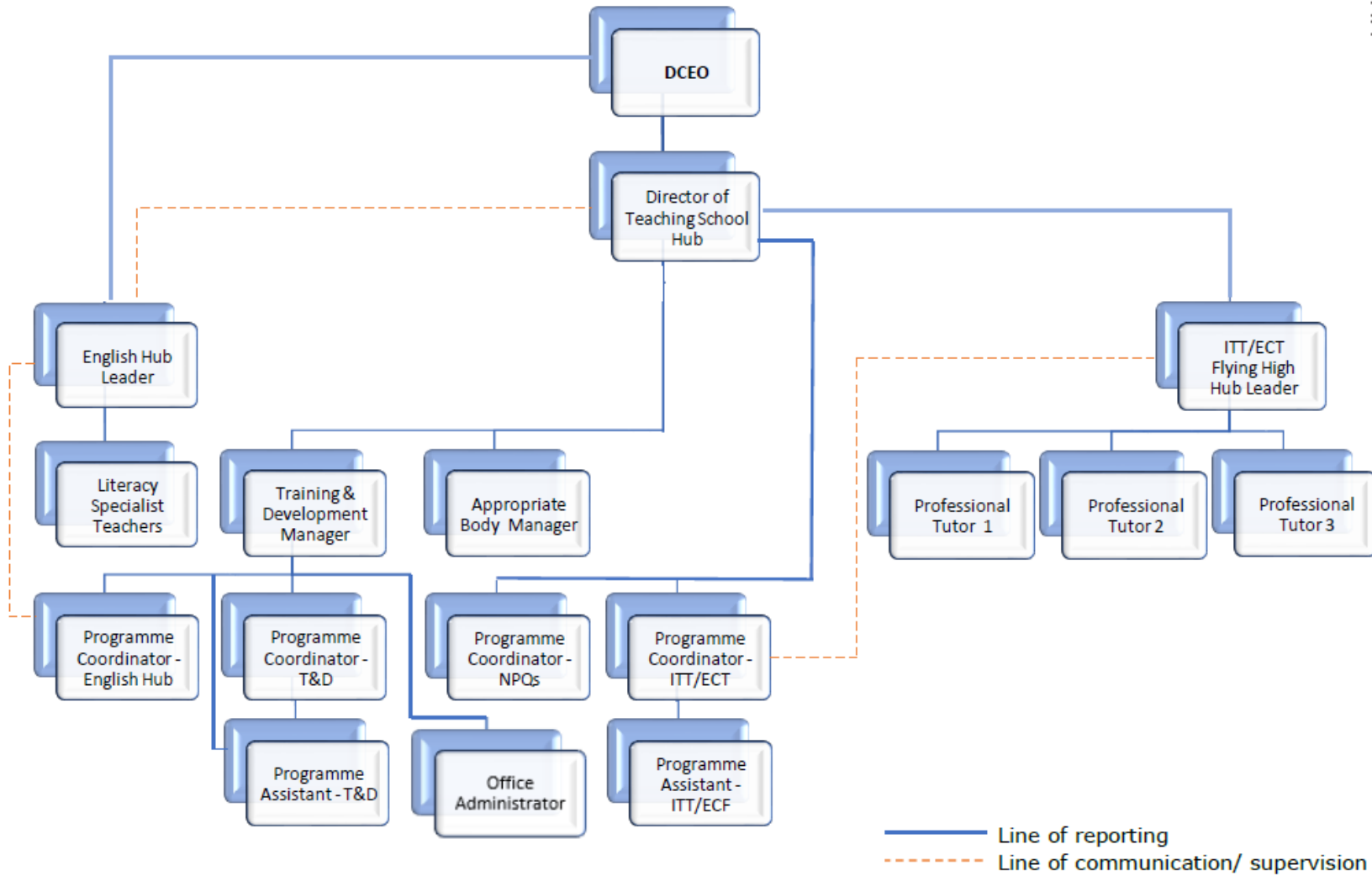
Finance – Staffing Vision



Education – Staffing Vision



Flying High Futures - Staffing Vision



Core offer development

In line with projected growth and to ensure that capacity meets the needs of schools, the core offer will need to evolve. The key developments in the core offer will include the following.

Phase 1- 26- 30 schools- September 2020- August 2021

- Continue to sustain current core offer services.
- Core offer to provide school improvement support to all phase 3 and 4 schools, with the flexibility to increase this support for schools that move into phase 1 or 2 post joining the trust.
- For new schools to the trust, schools in phase 1 and 2, will require funding to support and enhanced core which will enable additional school improvement support. This is intended to ensure that new schools joining the trust, do not have a negative impact on existing schools within the trust.
- Increase HR and Finance capacity, aligned to geographical hubs.
- Introduction of a model of business partners, including finance and HR.
- Ensure separation of school improvement and robust quality assurance.
- Develop capacity to support inclusion, including SEND Lead Practitioner.

Phase 2- 30- 34 schools- September 2021- August 2022

These new services will be developed in- year and integrated into the core offer charge.

- Integrate the current ICT sold service into the core offer from September 2021
- Begin to align the Education capacity to geographical hubs, including the introduction of a Hub Leader of Standards and further System leader's capacity. This will ensure that we can support the needs of schools and have the capacity to be react to changes in leadership capacity.
- Re- structuring of school offices and the role of school business managers throughout the academic year.

Phase 3- - 34- 38 schools - September 2022- August 2023

- Embedding the above core offer services
- Alignment of the Education team to the geographical hub structure.
- A significant increase in lead practitioner capacity

- Centralised financial processing, creating efficiencies for school offices
- Centralised HR functions, including recruitment
- Implementation of a new office management structure across the trust
- Increase the capacity to deliver enrichment opportunities for children across the trust, leading to the development of further activities for children across the trust.
- Increased capacity to support estates management, site managers and health and safety.

Phase 4- 38- 42 schools - September 2023- August 2024

- Embedding the above core offer services

The core offer charge will be reviewed each year by Trustees, with any increases communicated to schools by April of each year.



Financial projections - summary

Key to RAG rating of Trust Key Financial Performance Indicators					
Cumulative reserves maintained at 5% or higher of total income	5% or higher	Between 2.5% and 5%	2.5% or lower		
FORECAST PROJECTIONS	2020/21	2021/22	2022/23	2023/24	2024/25
<i>Growth Phase</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>4</i>
<i>Number of Schools</i>	<i>26 - 30</i>	<i>30 - 34</i>	<i>34 - 38</i>	<i>38 - 42</i>	<i>42</i>
<i>Central Services Charge</i>	<i>5.50%</i>	<i>5.75%</i>	<i>6.00%</i>	<i>6.25%</i>	<i>6.25%</i>
REVENUE RESERVES / (DEFICIT) B-FWD	299,596	376,477	157,625	27,811	157,117
REVENUE INCOME					
Central Services Income	1,633,632	2,050,580	2,366,372	2,717,357	2,808,283
Project Management Income	76,280	109,536	118,805	133,979	144,153
Staff Consultancy	92,300	255,654	256,595	257,563	208,561
Grant Funding Streams	455,568	70,000	70,000	70,000	0
Other Income	15,500	15,650	15,800	15,950	16,100
TOTAL REVENUE INCOME	2,273,280	2,501,420	2,827,572	3,194,849	3,177,097
TOTAL FUNDS AVAILABLE	2,572,876	2,877,897	2,985,197	3,222,660	3,334,214
REVENUE EXPENDITURE					
Staffing Costs	1,581,170	2,156,480	2,399,021	2,487,188	2,573,610
Central Overheads	199,661	190,357	195,628	200,650	205,513
Central Services Direct Delivery Costs	415,568	373,435	362,737	377,705	381,800
TOTAL REVENUE EXPENDITURE	2,196,399	2,720,272	2,957,386	3,065,543	3,160,923
IN-YEAR RESERVES / (DEFICIT)	76,881	-218,852	-129,814	129,306	16,174
REVENUE RESERVES / (DEFICIT) C-FWD	376,477	157,625	27,811	157,117	173,291
FINANCIAL KPIs	2020/21	2021/22	2022/23	2023/24	2023/24
Cumulative Reserves	14.6%	5.5%	0.9%	4.9%	5.2%

Improvement planning

Realising our vision for our schools, strategic development and strategic growth are a series of milestones, that will inform our development. These milestones will be integral to staffing, resourcing and financial planning. Each academic year the trust central team, will develop 3- 4 key trust improvement priorities and each service area a department plan, to improve and develop the service to schools. Milestones will be combined with evidence of trust performance informed by our KPIs and the national agenda, to inform annual improvement planning and department planning. This process will ensure that annual improvement planning is in line with the vision for our 4-year strategic development plan.

Three-year strategic development plan

Annual Trust Improvement Plan

Department Action Plans

Education (to include Inclusion)	Business and Finance	HR	Operations
Teaching School- FHT and 4Derbyshire	Inspiring Leaders- Leadership	Inspiring Leaders- SCITT	English Hub