



# **Northern Star Academies Trust**

A SUSTAINABLE TRUST PARTNERSHIP





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Northern Star Academies Trust's vision is to nurture learning in a sustainable environment so that our whole community can thrive, aspire and succeed.



**Northern Star**  
Academies Trust



# Welcome

We are delighted to welcome you to our Trust Partnership Prospectus. We hope that it will give you an insight into our vision, values and ethos, as well as the practicalities of how we work as an organisation.

Our Trust is a collaboration of schools working together for a common purpose: to provide an excellent education for every child and young person, whatever their context, ability or starting point. We recognise that every child is an individual.

Likewise, we believe that every member of our staff is critical to our overall success. Everyone's contribution matters, from those working directly with children in the classroom to our army of associate staff which keeps our schools functioning efficiently everyday. Great schools are created by great teams.

Above all, our Trust Partnership is focused on the future. We are preparing our children and young people for a world far beyond the present – for careers and opportunities not yet imagined. We are equipping them for a world which will be more environmentally conscious, more focused on sustainability and (even) more shaped by new technology.

**If you would like to visit our Trust, just get in touch. You will always be welcome.**



**Helen Flynn**  
Chair



**Jenn Plews**  
Chief Executive Officer

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# 1. Our Trust Partnership

Northern Star Academies Trust is a partnership of nine schools currently, linked together in three hubs across North and West Yorkshire. Staff are able to drive between our schools in under an hour, meaning that we are a geographically compact and coherent trust.

We aim to provide an excellent education for every child, whatever their context or starting point.

Together, we are a community of educators: teachers, associate staff, trustees, governors and our young people and their families. Community and learning is at the heart of everything we do.



## Our Partnership in Numbers

7 Primary Schools

2 Secondary Schools

3880 Pupils

600+ Staff

90+ Local Governors

£20.1m Trust Revenue

## Our Schools

### Willow Tree Community Primary School



**Headteacher:** Helen Davey  
**Location:** Harrogate  
**Phase:** Primary  
**NOR:** 468  
**% FSM:** 29%  
**Ofsted Grade:** RI

### Eastwood Community School



**Headteacher:** Suzanne Carter  
**Location:** Keighley  
**Phase:** Primary  
**NOR:** 469 (age 2-11)  
**% FSM:** 26%  
**Ofsted Grade:** Good

### Greatwood Community Primary School



**Headteacher:** Jonelle Yeoman  
**Location:** Skipton  
**Phase:** Primary  
**NOR:** 215 (age 3-11)  
**% FSM:** 20%  
**Ofsted Grade:** Outstanding

### Holycroft Primary School



**Headteacher:** Geoff Morrison  
**Location:** Keighley  
**Phase:** Primary  
**NOR:** 348 (age 3-11)  
**% FSM:** 37%  
**Ofsted Grade:** Good

### Hookstone Chase Primary School



**Headteacher:** Joe Cooper  
**Location:** Harrogate  
**Phase:** Primary  
**NOR:** 304 (age 5-11)  
**% FSM:** 21%  
**Ofsted Grade:** Good

### New Park Primary Academy



**Headteacher:** Rob Mold  
**Location:** Harrogate  
**Phase:** Primary  
**NOR:** 191 (age 3-11)  
**% FSM:** 20%  
**Ofsted Grade:** Good

### Starbeck Primary Academy



**Headteacher:** Garry de Castro-Morland  
**Location:** Harrogate  
**Phase:** Primary  
**NOR:** 224 (age 3-11)  
**% FSM:** 28%  
**Ofsted Grade:** Good

### Harrogate High School



**Headteacher:** Sukhraj Gill  
**Location:** Harrogate  
**Phase:** Secondary  
**NOR:** 726 (age 11-16)  
**% FSM:** 29%  
**Ofsted Grade:** Good

### Skipton Girls' High School



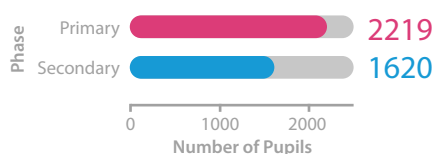
**Headteacher:** Martha Featherstone  
**Location:** Skipton  
**Phase:** Secondary  
**NOR:** 894 (age 11-18)  
**% FSM:** 7%  
**Ofsted Grade:** Outstanding



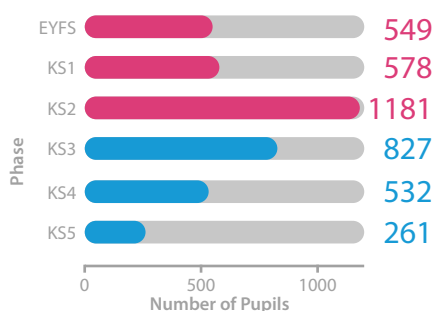
From our inception in April 2015, our Trust Partnership has grown in a measured way – each year welcoming at least one new school. Our careful growth strategy is built on increasing the number of schools in the Trust Partnership to between 12 and 15 in total (with approximately 6,000 learners aged 2 to 19 years old) by 2025. Our vision is that schools joining the Trust will be a combination of primary, secondary, nursery, alternative provision, sponsored, converted and free schools.

## Trust Characteristics

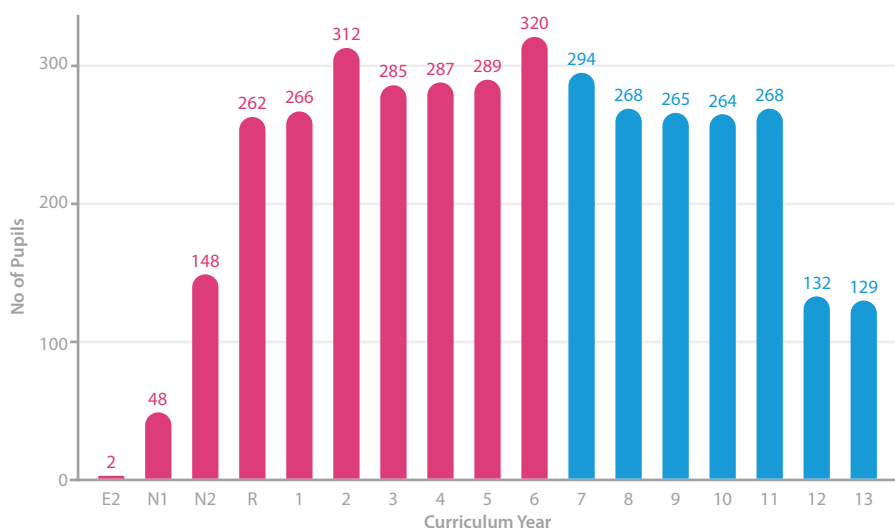
### No. of Pupils by Phase



### No. of Pupils by Key Stage



### No. of Pupils by Curriculum Year



NORTHERN STAR ACADEMIES	SECONDARY	PRIMARY
% of pupils in receipt of free school meals as a proportion of all pupils on roll	16%	25%
% of pupils from a black, Asian or minority ethnic background as a proportion of all pupils on roll	26%	43%
% of pupils on either an EHCP or in receipt of SEN support as a proportion of all pupils on roll	9%	13%

## Our Values

These are the behaviours we strive for across our Trust Partnership.

N

### Nurture:

We show empathy and care for others and practice self-kindness.

S

### Sustain:

We are green. We are resilient and show leadership. We are steadfast and trustworthy.

A

### Aspire:

We are imaginative and demonstrate innovative and entrepreneurial thinking. We are inclusive and embrace diversity.

T

### Thrive:

We show courage, confidence and curiosity. We seek partnership and collaboration.





## 2. A Clear Strategy

Our Board is leading the Trust Partnership in a five year strategy to raise standards of education. That is our core purpose.

Our particular focus leading up to 2025 will be on new ways to deliver green, relevant and sustainable education in all our schools. We will do this by optimising our school environments and shaping our curriculum for a rapidly changing world. We are embracing digital technology to better respond to our learners' needs and to improve our systems and processes.



**NURTURE: People make the difference.** We are a learning organisation supporting and connecting learning, teaching, leadership and governance.

### GOALS

1	To be deeply committed to providing inclusion and diversity in education, playing a leading role in practice and advocacy.
2	To enable NSAT's people to thrive as a dynamic and engaged team of professionals and ensure our workforce more closely reflect the diversity of the communities NSAT schools serve.
3	To support all staff to play a part in building a more inclusive and diverse culture where they benefit from high quality professional development designed uniquely to support career progression and role satisfaction.
4	To maximise partnerships and networks across and beyond the Trust to advance knowledge and skill sharing, contribute to national and international dialogue about education and further increase grant funded projects. Develop a Hub of exchange with peer institutions.
5	To grow the next generation of teachers by promoting Northern Lights SCITT as a Teacher-Training 'centre of excellence'.



**SUSTAIN: We are one learning community** that educates children and young people in an inclusive, progressive and sustainable school improvement model which transforms their life chances.

### GOALS

1	To provide children and young people with the highest standards of academic excellence from EYFS to Post 16.
2	To deliver an innovative, green, comprehensive and progressive curriculum model in each school that develops robust learning skills, habits and competencies.
3	To review what we teach and how we teach so that we close perceived inequalities and social fragmentation in our curriculum provision.
4	To maintain regular and healthy engagement, communication and strong relationships with parents/carers and local communities and ensure that stakeholders feedback inform our positive development





**ASPIRE: Learning in inspiring places.** We educate and look after NSAT children in a safe and secure, green and sustainable, personalised learning environment.

## GOALS

1	To reduce our carbon consumption considerably and lead education sectorial thinking about how best to educate in a sustainable and green way.
2	To make the use of education technology part of all that we do and close the digital divide between all groups of learners. Reliable and flexible information technology solutions will be in place.
3	To use digital thinking and solutions across the Trust partnership to provide a contemporary HR Infrastructure and provide the support that staff need to do their jobs effectively.
4	To develop the physical, digital, technical and environmental infrastructure to preserve NSAT school buildings, develop estates and expand access and inclusion across all estates.
5	To optimise space across all NSAT estates to support real-world learning, curriculum provision, care, guidance and support.



**Thrive: We are a strong and resilient Trust Partnership** who influence by example and operate with a secure long term financial stability. Placing collaboration, partnership and sustainability above short term gains.

## GOALS

1	To increase Trust membership in a considered and strategic way, ensuring new academies share our ambitions and are closely aligned to the NSAT vision, mission and values.
2	To promote a whole organisational approach to wellness and positive mental health in a safe, happy and healthy workplace.
3	To be a steadfast, responsible and compliant organisation with appropriate systems, policies and procedures.
4	To develop a business model with diversified income streams that allows us to be bold and innovative with the education we offer and how we serve our larger communities.

## Our Executive Team



**Jenn Plews**  
Chief Executive Officer



**Peter Addison-Child**  
Chief Operating Officer



**Liz Wood**  
Chief Finance Officer



**Christine Schofield**  
Education Improvement  
Director



**Ann Wheatcroft**  
Education Improvement  
Director



**Lizzie Oliver**  
Director of Governance



# 3. Our Education Vision

Every academy develops its curriculum offer to deliver the NSAT promise in the way that best meets the needs of their children and young people. We believe that individual schools know their communities best.

Woven into our approach is our **“Green Curriculum Promise”** which places learning about our environment, sustainability and stewardship of the natural world at the forefront of school life. (See **page 16** for more about our commitment to sustainability).

## As a Trust Partnership, our vision for learning is founded on the NSAT Promise.

- N Nurture:**  
We promise that children will learn in a nurturing environment in which each child's individuality is respected.
- S Sustain:**  
We promise to provide strong and steady leadership, and to encourage all children to live and learn in a sustainable way.
- A Aspire:**  
We promise that we will provide stimulating, 21st century learning environments and pedagogies, using the most effective digital technologies and EdTech available so that all children can reach their aspirations.
- T Thrive:**  
We promise to all our learning communities – children, parents and the wider community – that we will do all we can to ensure that they thrive in a supportive Trust which is committed to looking after the wellness of everyone.

## Supporting Our Schools

All NSAT schools are ambitious in their plans for delivering continuous improvement.

School leaders work with one another to share expertise and learning, both informally and through a structured process of peer review. Schools are also able to draw on the Trust's central team of improvement and development specialists.

For a medium sized trust, we have significant capacity to support our schools.

- Our CEO is a designated National Leader of Education and works regularly with other schools and trusts to support development of the school system overall.
- In addition, we can call on four LLEs, one SRMA DfE Adviser, one Pupil Premium Reviewer, two Education Improvement Directors (one primary, one secondary), two Inclusion & Wellbeing Directors and over 30 diverse Specialist Leaders of Education who are deployed within and beyond the Trust Partnership.
- Our former Teaching School – now known as the Northern Star Foundation - has a national reputation for delivering excellence and has experience of leading national school improvement programmes, such as DfE Strategic School Improvement Fund (SSIF) Round One, DfE Equality and Diversity Hub for the North and East Midlands and Opportunity Area/DfE School to School Improvement programme and is an NPQ Lead Organisation for Carnegie Leaders in Learning.

We are proud of the depth of our collaboration with other schools, MATs, Teaching School Hubs and other major providers of school improvement and system leadership across the north. The system leader capacity within the Trust has supported four North Yorkshire schools (outside our Trust Partnership) as part of the DfE Covid 19 school to school support programme.





## At the Fore-front of Teacher Development

With our own SCITT, judged by Ofsted as Good with Outstanding Leadership and Management, we are engaged directly in recruiting and developing the next generation of teachers, many of whom go on to work in our schools. We also work as a regional Hub for Education Development Trust to deliver the Early Career Framework for new teachers, placing us at the heart of the teacher development agenda.

## Enabling Schools to Succeed

Our School Improvement Strategy is shaped by our NSAT promise. It sets out our approach for securing continuing improvement across all our schools, that is both transformational and progressive, yet sustainable.

Our approach is founded on the belief that our Trust Partnership is only as strong as its most vulnerable school. Therefore, we allocate resources according to need. As a Trust Partnership of schools, we share a collective responsibility and accountability to transform the life chances and opportunities of every child in our care, wherever they attend school.



## Our Approach to School Improvement

Every school can and should improve irrespective of their Ofsted judgement or the stage of their improvement journey. To this end, we support and develop:

- strong leadership at every level, underpinned by strong, positive and robust professional relationships;
- leaders who feel supported and empowered to develop and implement a curriculum model appropriate to their context;
- NSAT schools which thrive because they enjoy working in partnership to identify the best ideas that unlock the academic and personal abilities of their learners; and
- clarity and agreement around school improvement ownership (between Trust and school).

We achieve this by:

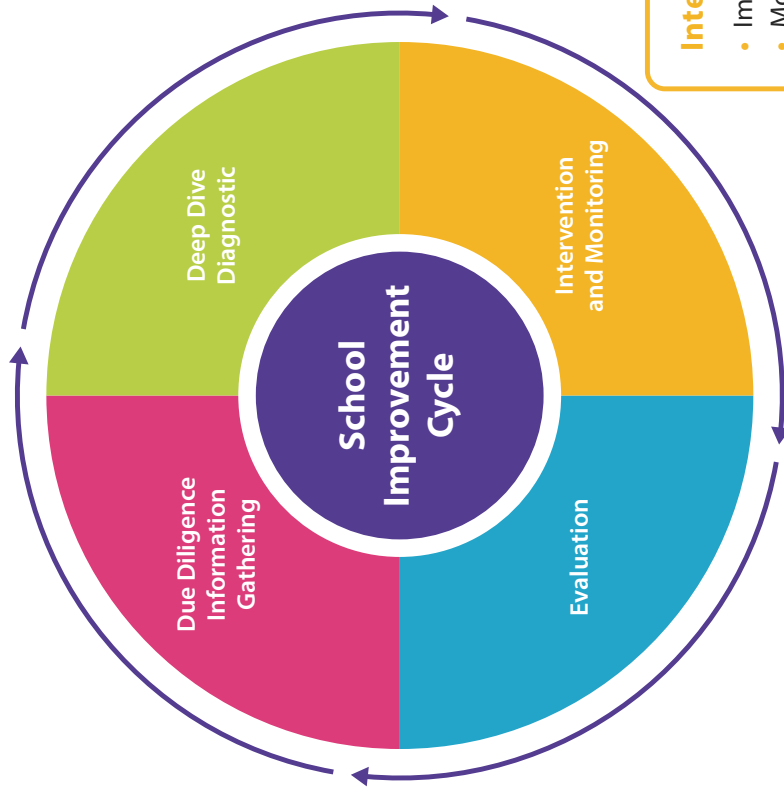
- a forensic diagnosis and analysis of need;
- a peer to peer improvement review model;
- a systematic and precise Academy Development Plan;
- a transparent and scheduled trust quality assurance process;
- strategic leadership support;
- a whole trust approach to appraisal;
- a consistent approach to ensuring that teachers and associate staff are supported and developed;
- a trust-wide talent management plan and career development programme;
- deployment of additional leadership capacity where necessary;
- established trust networks for EYFS, Safeguarding and Child Protection and SENDCo
- secondary lead practitioners in English and maths; and
- primary lead practitioners.

Our school improvement cycle begins in September when schools share their analysis of pupil outcomes data, Academy Development Plan and whole school targets for the coming year. This evidence forms the basis for dialogue and focus between the Trust's central school improvement team and individual headteachers, which leads to an agreed plan for school improvement support for the year ahead.



# NSAT

## School Improvement



### Due Diligence Information Gathering

- Cultural
- Quality of education (curriculum intent, implementation and impact)
- Behaviour and personal development evidence
- School organisation
- Progress since the last inspection
- Workload and wellbeing
- Leadership & management incl. governance
- Safeguarding
- Organisation and structure
- Terms & conditions
- Pensions
- Policies and procedures review
- Performance, staff and organisational development
- Staff associations, trading and commercial relationships
- Legal risks & risk register
- Pupil numbers
- Accounts & budget forecasts
- Land & title issues
- Premises, leases and joint use
- Insurance

### Evaluation

- Assessing the impact of Academy Development Plan
- New school improvement cycle
- Summer term roundtables

### Intervention and Monitoring

- Self evaluation
  - Academy Development Plan
  - Current progress data
  - Inspection dashboard
  - Quality assurance documentation
  - First hand evidence - learning visits, student voice and work scrutiny
  - Website
  - CPD audit
  - Curriculum framework
  - Exam outcome data and review
  - Ofsted inspection report
  - Governance audit
- ➔
- Bespoke whole school and/ or departmental Improvement Plan with lead personnel, actions and timescales identified

### Intervention and Monitoring

- Implementation of agreed actions
- Monitoring of progress against targets
- Health check information
- Peer to peer reviews
- Intervention and review of Academy Development Plan
- Vulnerable groups evaluation
- Safeguarding 'spotlights'
- Vulnerable Groups review (SEND and Disadvantaged)



## 4. Inclusive Learning

All children in our community are entitled to the highest quality of teaching and a rich, deep curriculum that is appropriate, accessible and challenging – whatever their needs, context or background.

A young person's achievement is not determined by where they come from, but by the support they receive to develop a passion for learning, thirst for knowledge and excellent behaviours for learning.

This belief is our starting point for designing and delivering an inclusive approach to education. We take this commitment seriously and commit time and resources accordingly.



- Our two Directors of Inclusion and Well Being support headteachers and SENDCos across the Trust in the development of inclusion strategies, policies and practice with a clear focus on improving outcomes for children and young people with SEND, vulnerabilities, barriers to learning and additional needs.
- Family Support Work is well established in all schools and its impact is clear, resulting in excellent relationships with parents, improved attendance and engagement from parents.
- Three of our schools - Starbeck, Hookstone Chase and Greatwood - have extensive experience of positive and proactive partnership working with a range of local schools and agencies as a result of their previous designations as EMS outreach work to support schools, pupils and their families.
- Our schools in Keighley – Eastwood and Holycroft - have a proven track record of excellent provision and achievement of EAL Pupils.
- SENDCos from all NSAT schools come together half-termly to work strategically as well as address operational matters. The groups also benefit from keynote speakers and invited guests who specialise in the field of SEND and Inclusion.



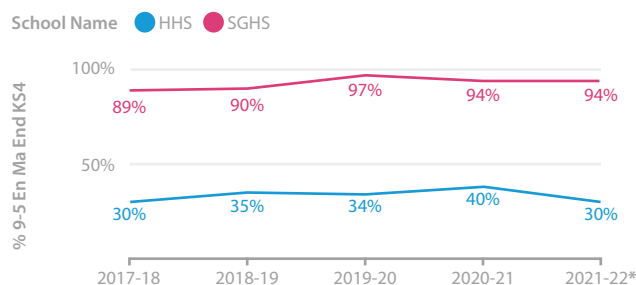
# 5. Education Outcomes

Two of NSAT's primary schools were the highest performing in Harrogate for the last externally validated KS2 attainment and progress data in 2019, and in North Yorkshire for KS2 combined progress results.

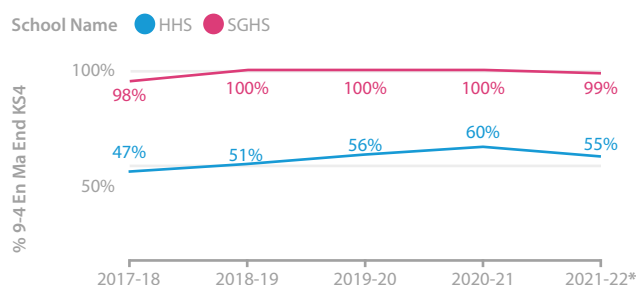
Our Trust Partnership runs six highly successful nurseries and one two year-old provision.

Our secondary schools are diverse in the context. Skipton Girls' High School is one of England's highest performing state schools, with a demonstrable track record of upholding academic excellence. Harrogate High School has undergone a wholesale turnaround and is now set on a clear improvement path which is showing results. As a result Harrogate High School is now oversubscribed for applications for entry at year 7.

## % 9-5 English and Maths KS4

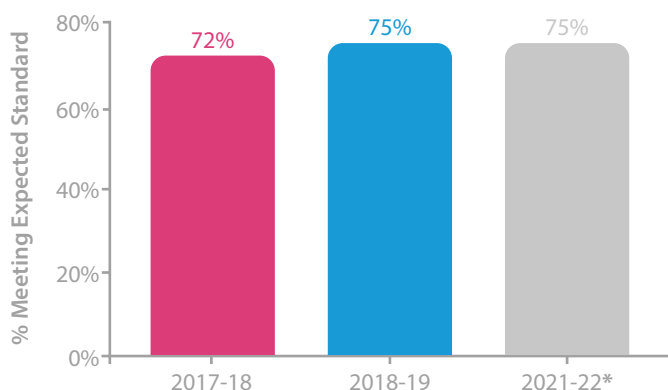


## % 9-4 English and Maths KS4

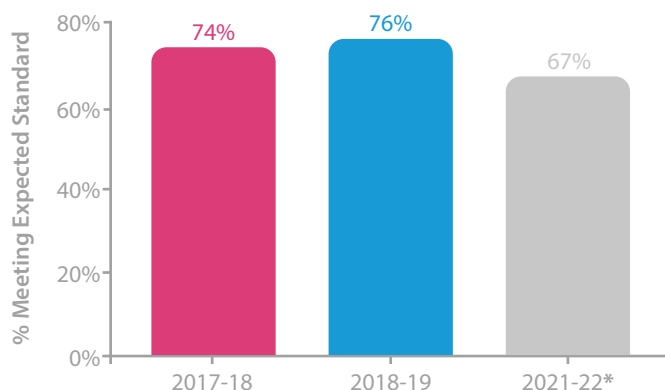


## KS2 outcomes for last year of externally validated outcomes, whole trust

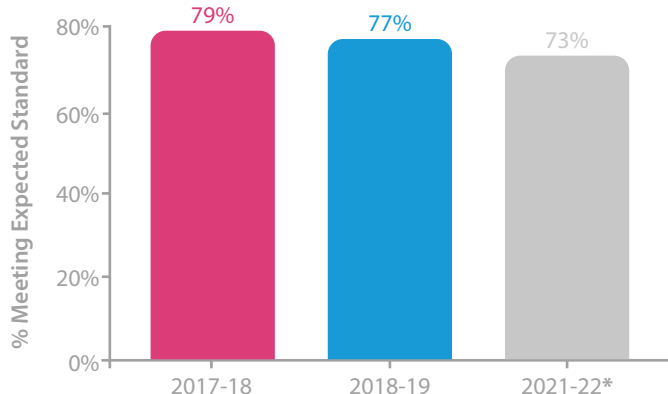
### Reading - % Meeting Expected Standard



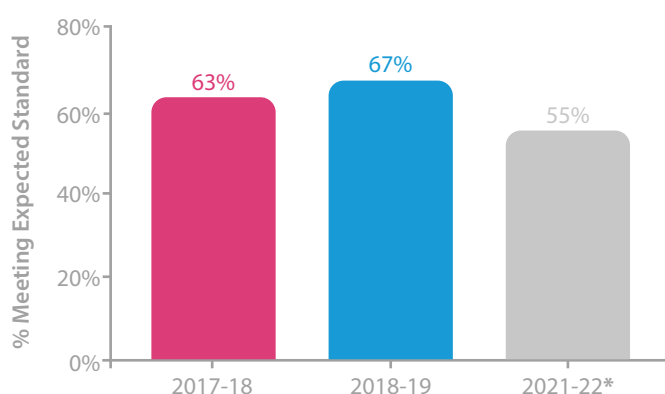
### Writing - % Meeting Expected Standard



### Maths - % Meeting Expected Standard



### Combined - % Meeting Expected Standard



**\*Uneven impact of the pandemic on 2021/22 performance data. Comparisons should not be made with data from previous years**

# 6. Keeping Children Safe

Safeguarding is embedded at every level of our Trust Partnership. Our Trust-wide strategic approach is based on three overarching principles which are realistic, achievable, and measurable.

- A Trust safeguarding culture which is underpinned by operational consistency, continuous improvement, and robust communication.
- A workforce that understands and can recognise abuse against children, young people and vulnerable adults in all its forms and is equipped to respond in a timely, appropriate, sensitive, and appropriate manner.
- A belief that the voice and experience of the child, young person and vulnerable adult is central to the work we do to uphold strong safeguarding standards across our Trust Partnership. We will promote, hear, and learn from stakeholder groups which in turn will inform our responses and policies.

## Delivering Our Safeguarding Strategy

We have clear objectives in 2021/22 for driving constant improvement in safeguarding culture, policy and practice.

### Operational Consistency

- Our Trust-wide Safeguarding and Child Protection Policy (implemented Sept 2021) acts as the foundation stone of all Trust safeguarding practice. All school-centred policies will align with this and our Trust Safeguarding Strategy, by the end of the academic year policy cycle. We will conduct a desktop QA analysis of each schools child protection related policies to support this process – ensuring that policies are fit for context and phase of education.
- We are developing a Trust-wide quality assurance approach, to include: SCR reviews, Safeguarding Spotlights on topical and relevant issues, incident reviews, site learning walks, review of annual statutory audits, policy, and procedures (setting and phase specific), staff safeguarding training, updating and record-keeping.
- We are standardising operating forms/ pro-formas.

### Trust-wide Communication

- We are establishing a Trust-wide DSL Supervision Network (once a half term meetings) to: share practical advice and experiences, learn from each other, and provide opportunities to talk, listen and reflect.

- We are making explicit the Trust Safeguarding Escalation and Safeguarding Leadership structures and communicating the trigger points that require a school to escalate safeguarding/CP cases to Trust Lead DSL and safeguarding allegations made against staff to the CEO.
- The NSAT Lead DSL is conducting an evaluation of current safeguarding systems, process, and arrangements to ensure we: consistently and accurately report; maximise our safeguarding software platform; effectively use data to manage our responses; and support effective and robust multi-agency partnerships.

### Continuous Improvement

- We use gap analysis audit across the Trust Partnership so that we understand where we have a strength of knowledge and identify where we may have gaps in knowledge and understanding.
- We ensure we have the right training in place for the right people, with specialist training for NSAT DSLs, headteachers, and the Executive Team, whilst offering a wider programme of safeguarding CPD, as part of the NSAT Career Entitlement Programme.
- We develop trustee and governor board knowledge through the Safeguarding/SEND Governor Trust Network (once a term meeting) – delivering statutory and bespoke training and development. We identify gaps in knowledge to inform future professional development.

### Governance and Accountability

- The appointed NSAT Safeguarding Trustee meets with the CEO and Trust Lead DSL on a half termly basis. Following this, a termly report to Trustee Board is presented for scrutiny.
- The Education and Standards Trustee Committee has oversight of the NSAT Safeguarding Strategy and review, support and challenge the priorities of the Executive Safeguarding Team.
- The Audit and Finance Committee of the Board of Trustees helps to ensure Board level oversight and necessary knowledge and involvement. The Committee meets once a term and receives risk mitigation progress reports and updates, including safeguarding health and safety risks and compliance.
- Link Safeguarding Governors conduct a school visit at least once a half term and will formally produce a written assurance report to the full LGB once a term. The Trust Lead DSL will support school DSLs with this visit.



# 7. Supporting and Developing Our People

Northern Star Academies Trust is made up of over 600 people, working as a team to deliver high quality education. The Trust employs around 250 teachers and leaders and just over 350 associate staff across other disciplines.

Everyone's contribution matters – from our classroom teachers working directly with children and young people to our colleagues who keep our schools clean, safe and secure; from our finance team who ensure we get the most for our money, to our teaching assistants who support some of our most vulnerable pupils.



## Career Entitlement

Every member of the NSAT team – teachers and associate staff - is eligible for our Career Entitlement Programme. This is a mixture of our own internal CPD programme alongside external programmes and experiences. The Entitlement is designed to support staff at each of stage of their career, to support their practice and enable them to move to the next stage of their career.

Our internal programmes range from inputs to support specific areas of professional practice in our "What Makes Great Teaching?" series, to CPD in leadership and management development for aspiring individuals from all professional backgrounds in our Trust Partnership.

Externally, Northern Star Academies Trust is Strategic Partner to the Bradford Teaching School Hub. Through this Teaching School Hub, our own teams are able to access the full suite of National Professional Qualifications and our new teachers are supported through the Early Career Teacher (ECT) Induction Programme - all of which are delivered in partnership with Ambition Institute.

As a partner to the Teaching School Hub, our central team is also involved in delivery of NPQs and the ECT Induction Programme to teachers in other schools and trusts across the region.



# Well-being

As a Trust Partnership, we take pupil and staff well-being seriously. For the people who work for our Trust Partnership, we want every individual to enjoy their job, as part of a healthy work/life balance.

- We have a network of highly committed Well-being Ambassadors representing each of our schools. The role is helping to raise awareness of positive mental health and well-being and provide colleagues with information and share ideas and strategies.
- In Summer 2021, we appointed a 'Thinker in Residence' (a Research Doctorate) to work with the Trust to develop effective and sustainable evidence-based practice, as part of several workstreams intended to support and promote positive staff mental and physical health and well-being.
- We are developing a Trust Well-being Charter to set out our shared aim to improve well-being for both pupils and staff.
- Each of our Local Governing Bodies has a designated well-being link governor as we believe this is a crucial role to support leaders in ensuring that well-being and reducing workload are prioritised.



**Northern Star  
Foundation**

## Northern Star Foundation

As a Trust, we have built on the success of our former Northern Lights Teaching School to launch the Northern Star Foundation. The Foundation delivers projects across the region, including a regional Science Learning Partnership, for STEM Learning, a city-wide teacher recruitment and retention project for the Bradford Opportunity area and a number of individual school improvement projects to support other trusts.

The Foundation team leads development within our Trust Partnership, too, co-ordinating our Career Entitlement Programme as well as other conferences and events to support staff development.

## Staff Reward

The pay and remuneration of Northern Star Academies Trust staff is determined within the framework of our Trust's Scheme of Delegation and Pay Policy. Our Trust Pay Policy is based on the nationally agreed pay and conditions outlined in the School Teachers' Pay and Conditions Document and "Burgundy Book" and National Joint Council for local government services known as the "Green Book".

When schools have joined the Trust and their staff have joined our Trust under the TUPE process, individuals have retained their previous terms and conditions of employment.



# 8. Committed to Sustainability

Our Trust Partnership is a future-focused organisation. We develop knowledgeable and active citizens who are curious about the world around them. Our schools prepare children and young people for a rapidly changing world with exciting new career opportunities shaped by a greener, more sustainable economy.

## Future-focused education

Our **Green Curriculum Promise** places learning about our environment, sustainability and stewardship of nature at the forefront of school life and is integral to how we develop the curriculum.

Our mission is to make sure that all children live and learn in a sustainable way; we are highly committed to giving our pupils and young people an 'equitable childhood' and full access to fulfilling life experiences that help them understand, explore and respect our living planet.

Our Green Curriculum makes explicit connections between the places our pupils live and their learning, including the built environment and the resources that underpin and flow through the school.

## Working sustainably

Our ambition is to reduce our environmental impact as a Trust in everything that we do. Alongside our Green Curriculum Promise, we aim to make our daily activities greener, leading by example.

We are working towards:

- targets to increase re-use and recycling and to reduce landfill waste
- removing single use plastics from our school
- improving energy efficiency
- creating more "green learning spaces across our school estates, for education, recreation and growing food
- making it easier to walk or cycle to school

Like all Trusts, we publish details of our carbon footprint as part of our annual report and accounts.





# What we have done

## Sustainable food



In 2022 we are re-structuring all of our school catering services around a common charter, which places sustainable and ethical food production at its core. Our students have been at the heart of the decision-making process about how our new catering services should be provided.

We aim to reduce single use plastics and other unnecessary waste – as well as cutting food-miles by sourcing local produce wherever possible. School chefs will make use of any school-grown produce to add variety to menus and encourage pupils to be curious about food provenance.

## Sustainable buildings



Our schools' buildings vary widely – from a 21st century new build, to longstanding community schools dating from the early 1900s. Whatever the age of our estate, we are committed to making it as efficient as possible, based on clear principles of sustainability.

In 2015, we opened a purpose-built STEM Centre at Skipton Girls' High School, designed with sustainability in mind. We have also systematically switched our buildings to motion sensor lighting to save energy.

Between 2020 and 2022, we are spending over £1.1m to improve and update our estate, including over £140k replacing windows at Starbeck Primary School to make buildings more energy efficient. We pay careful regard to sustainability in how we allocate our capital budget as Trust Partnership.

## Sustainable energy



In 2021 we switched our electricity supply to tariffs which support power generation from renewable sources of energy. As well as securing value for money, we support sustainable electricity generation.

Like most schools and trusts, our heating systems are gas fired. We have applied previously to the Public Sector Decarbonisation Scheme (PSDS) to replace these with heat pump technology – so far unsuccessfully. We are developing a detailed estates plan which is focused on reducing our Scope 1 and Scope 2 carbon emissions across our Trust Partnership, backed with technical specifications, so that we are ready to apply for future rounds of PSDS funding and to contribute to the UK's Net Zero initiative.

## Green spaces



We place a high premium on outdoor learning and making the most of green spaces in (and around) all our schools to increase participation and engagement in the natural world. Each school takes its own approach, making the most of its environment. Several Trust Partnership schools have accredited Royal Horticultural Society School Garden Clubs, others have allotments and vegetable gardens – and we even have an apiary and a small urban farm complete with chickens and goats, cared for by pupils. Trust Partnership Schools are currently twinning with farms across the Nidderdale area, opening up new learning experiences for pupils and opportunities to explore possible qualifications and careers in the land-based economy.

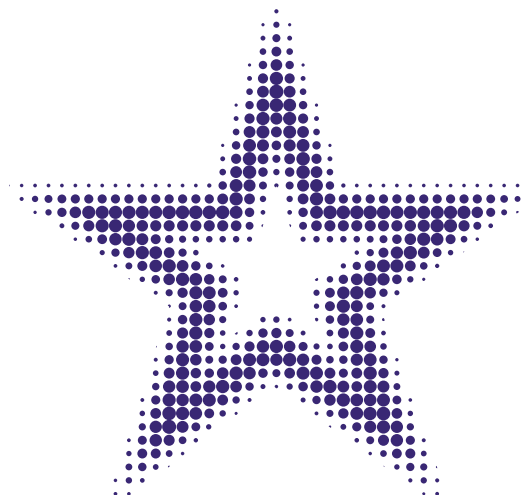


# 9. Effective Governance

Northern Star Academies Trust is a company limited by guarantee and an exempt charity (company number 07553531). The Trust's articles of association is its primary governing document, which has been recently updated to reflect current DfE requirements. Trustees are also Directors for the purposes of company law.

Each school in the Trust Partnership has its own local governing body which is responsible for monitoring school performance and other local matters.

Accountability for decision-making (between Trustees, the Executive and local governing bodies) is determined by the Trust's Scheme of Delegation which also sets out items reserved for the Board.



## Our Trustees



**Helen Flynn**  
Chair of the Board



**Alison Kelly**  
Trustee  
(Safeguarding Trustee)



**Anne-Marie Merifield**  
Trustee  
(Education and Standards  
Committee Chair)



**Neal Walker**  
Trustee  
(Audit and Finance  
Committee Chair)



**Mark Chambers**  
Trustee



**Jenn Plews**  
Chief Executive Officer



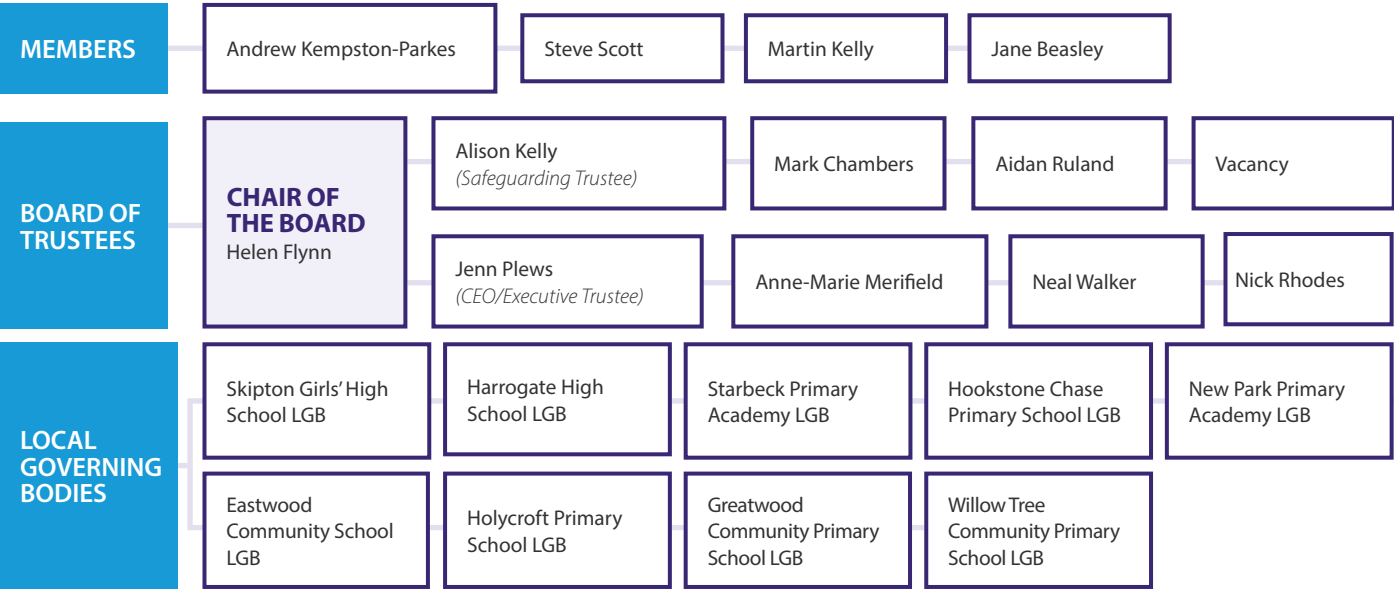
**Aidan Ruland**  
Trustee



**Nick Rhodes**  
Trustee  
(Health and Safety)



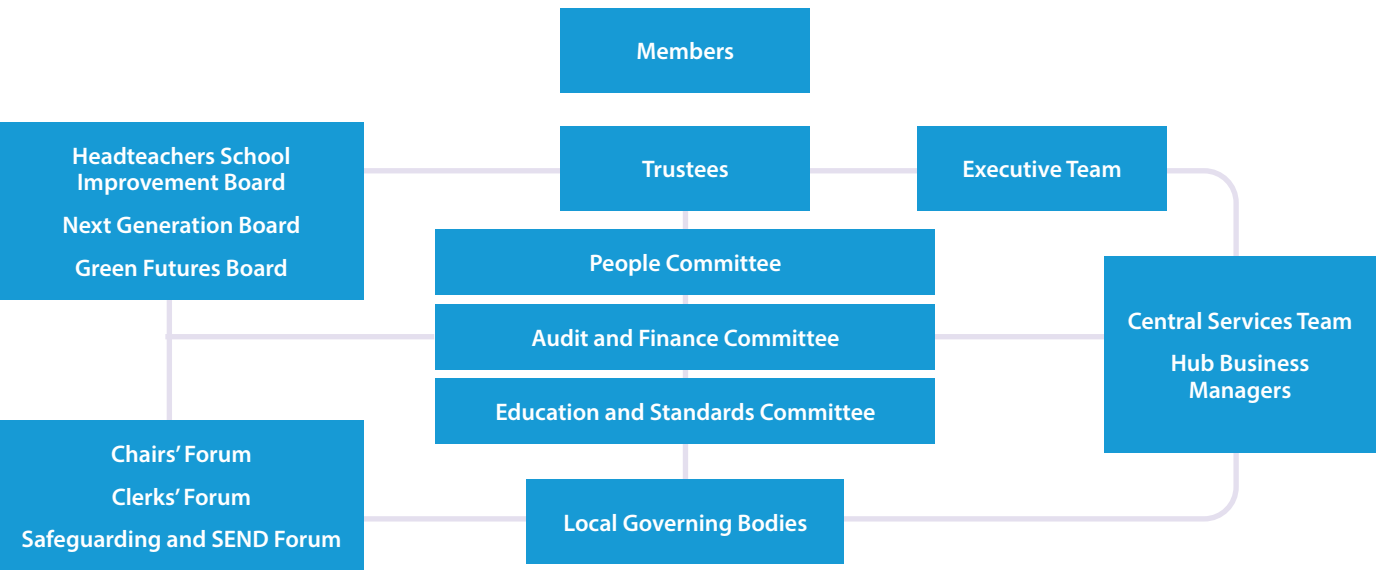
# NSAT Governance Structure



# NSAT Central Executive Team Structure



# How the Strategic, Operational and Governance Structures Work Together Across NSAT











## 10. Our Operating Model

We operate from the principle that schools know their communities best and must always be responsive to local needs. That is why as a Trust Partnership we do not require schools to change their name (or uniform) when they join – although several have opted to do so themselves. Those are matters of local school identity which are best determined locally.

In other matters, we gain more from working together as a Trust Partnership and developing a common, central operating model. Commonly, this is the case where we can achieve an economy of scale, or we can simply be more efficient.

As a Trust Partnership, we have centralised common services covering:

- finance
- governance
- data management
- HR and payroll
- IT support

Estate and day to day school management is carried out by business managers (BMs) located in each of our school hubs. Hub BMs are accountable centrally but embedded in schools to be close to headteachers. Our Keighley and Sipton hubs have one business manager each (covering two schools in each case). In Harrogate, there are two FTE Hub BMs.

Our operating model is underpinned with a comprehensive scheme of delegation. The model is funded by pooling 5% of each school's funding allocation.

Common central services are operated from Trust Hub Offices in Sipton and Harrogate (at Sipton Girls' High School and Starbeck Primary School, respectively).

### Our current operational priorities

- In 2022 we are phasing in a **single catering service partner** to work trust-wide to deliver high quality meals in all schools in line with our Trust Sustainable Food Charter.
- During 2021/22 we are developing our first **Trust-wide Digital Strategy**, leveraging the expertise of our EdTech Demonstrator School. We aim to establish consistent standards of IT infrastructure across all schools and develop classroom practitioners' skills and confidence to make best use of technology.
- In 2022 we will set and begin work towards a defined **carbon reduction target** across the Trust as a whole, with a particular focus on how we develop our capital programme to reduce our environmental impact.





# 11. Finance and Resources

In 2021/22, our income across the whole Trust Partnership is expected to be around £20.1m.

NSAT operates a central finance model. All financial processing is performed by a team with extensive experience of working in education finance functions. We have established financial procedures and a robust controls environment ensuring we are compliant with all financial management and governance requirements.

In line with the latest Academies Accounts Direction, our Trust prepares annual financial statements which are subject to both an external audit and a regularity audit each year. Throughout the year monthly management accounts are prepared and these are subject to scrutiny by our Trustees, through our Audit and Finance Committee and also our full Board of Trustees.

Each summer the Trust prepares a three year budget and plan. This is scrutinised and challenged by Trustees prior to approval.

Across the Trust Partnership, all our schools are expected to maintain a balanced in year budget. In exceptional circumstances Trustees will consider approving a deficit to support growth and development within the Trust.

The underlying budget target is to ensure NSAT maintains an appropriate level of reserves to ensure financial stability whilst maximising the opportunities available to all our students and colleagues.



## Trust Reserves

2017/18	2018/19	2019/20	2021/22
£557k	£1,024k	£1,224k	£1,072k





**Lighting the Way  
Forward in Education**

## Northern Star Academies Trust

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Reviewed date: 10/11/2022



**Northern Star**  
Academies Trust