

# GREENACRE SCHOOL TRUST



## STRATEGIC PLAN 2016 – 2020

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## **FOREWORD BY THE CHAIR OF GOVERNORS AND THE HEADTEACHER**

Welcome to Greenacre School Strategic Plan which sets out what the school wants to achieve over the next five years for our pupils, students and the wider community. It explains what we want to do, how we are going to do it and how we will measure whether we are on target to achieve it. The plan also highlights the achievements of the last few years and the challenges and opportunities facing the school over the coming years.

Greenacre has undergone significant change over the last few years including becoming an Academy in April 2015 followed by the departure of the previous long standing Head Teacher after more than 10 years later in the same month. A new Head Teacher was formally appointed in February 2016 after a period acting up to the role. With a new Senior Leadership Team in place this presented an ideal opportunity to re-evaluate the vision and key priorities and objectives for the school. As a result of this was a collectively agreed set of core values have been introduced that determine the culture of how the school will operate in order to achieve its aims over the next five year period.

Molly Beaver  
Chair of Governors

The school has consulted with all its stakeholders (staff, parents, pupils, partner agencies) and revised its vision for the school:

**Our roots run deep.  
Our branches grow high.  
Together we will reach the sky.  
Our ethos is one where we work together,  
giving everyone a fair chance.  
Learners can make their own positive choices  
about being healthy, being safe and having a  
say.  
Learning in an inclusive way is deep within  
the trunk of everything we do.  
Our students are the individual fruits which  
grow and excel planting seeds for their  
future and planning next steps.**

We have also agreed our core values, agreed priorities and outcomes for a school improvement plan over the next five years, and set out the key organisational behaviours that will require developing and embedding across the school in order to collectively deliver the agreed vision, priorities and outcomes.

Like many other organisations the school faces a range of challenges over the next 5 years. However we are fully committed to dealing with these in a positive manner, whilst ensuring that the best outcomes are achieved for all pupils, students and the wider community.

Diane Greaves  
Head Teacher

## **OUR CHALLENGES AND OPPORTUNITIES**

**The need to provide the best start in life for all children and young people, and support them into adulthood remains at the heart of everything the school is trying to achieve despite the challenges it faces.**

The school needs to continuously improve its services in order to deliver its vision within the context of a number of challenges and opportunities:

### **Educational Excellence Everywhere**

The Government White Paper sets out plans for education over the next five years. There are seven main elements within the paper which the government considers fundamental in the delivery of educational excellence everywhere:

- Great Teachers
- Great leaders running schools
- A school-led system with every school an Academy
- Preventing underperformance and helping schools go from good to great
- High expectations and a world-leading curriculum for all
- Fair, stretching accountability, ambitious for every child
- The right resources in the right hands

### **Barnsley SEND Strategy**

This strategy was produced in response to the Government reforms under the Children and Families Act 2014. The core purpose of the strategy is to encourage working together to improve outcomes for children and young people. It focuses on education and also recognises other services that play a role in its success, linking to the Barnsley Joint Health and Wellbeing Strategy. The strategy aims to improve educational, health and emotional wellbeing outcomes for all Barnsley's children and young people with SEND.

### **SEND Code of Practice 2015**

Provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It relates to children and young people with special educational needs (SEN) and disabled children and young people. The code of practice aims to support:

- Participation of children, parents and young people in decision making
- Early identification of needs and early intervention to support them
- Greater choice and control over support
- Collaboration between education, health and social care to provide support
- High quality service provision to meet needs
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood

### **Increasing Demand for Places**

The school continues to be oversubscribed and despite being originally built to accommodate 202 pupils on the main site the school currently meets the needs of 282 pupils with a range of complex needs. In addition to this three mainstream schools host Greenacre satellite provision with up to 53 pupils currently on roll. The school has been engaging with the Local Authority to work with them in terms of supporting the commissioning intentions coming out of the SEND Strategy and to consider how the school can provide an

outreach model for pupils supported across schools in Barnsley.

### **Working Together to Safeguard Children 2015**

A guide to inter-agency working to safeguard and promote the welfare of children. The guidance sets out what professionals need to do and what they can expect of one another in order to safeguard children. It focuses on the core legal requirements and makes clear the two key principles that need to underpin safeguarding:

- Safeguarding is everyone's responsibility
- The need for a child centred approach

### **Keeping Children Safe in Education 2016**

Sets out what schools should do and reinforces the legal duties with which schools and colleges must comply in order to keep children safe. The recent national consultation on proposed amendments has resulted in some significant changes. As a result, the duty placed on school to ensure each adult working within its environment accesses a safeguarding training schedule that is more rigorous than ever.

### **Future in Mind**

Barnsley Transformation Plan for Children and Young People's Mental Health and Emotional Wellbeing 2015 – 2020 sets out the CCG's findings on the current Child and Adolescent Mental Health services (CAMHs) provision locally and the steps that need to be taken to improve the service to secure better outcomes for the children and young people of Barnsley.

### **Healthy Child Programme (HCP)**

The HCP is the early intervention and prevention Public Health programme describing a universal progressive service for children, young people and their families. Based on the Every Child Matters outcomes, the HCP team is a multi-disciplinary team delivering across localities, which can also facilitate access to a wider range of specialist support.

### **OFSTED Inspection Framework**

The inspection provides independent, external evaluation of performance in schools that includes a diagnosis of what should improve. The framework introduces a common set of judgements, underpinned by consistent criteria for reaching those judgements. Inspection provides assurance to the public and to the Government that minimum standards of education, skills and childcare are being met; that where relevant, public money is being spent well; and that arrangements for safeguarding are effective.

### **Financial Position**

The latest Government Comprehensive Spending Review made reference to funding for schools being protected in real terms over the next spending review period, with a continuation of the minimum funding guarantee, ensuring no school would see a per pupil reduction in funding of more than 1.5% year on year. However to date there has been no uplift in terms of per pupil funding, which when set against annual pay inflation results in a real term reduction in funding. If this position is to continue it will place significant pressure on the school's overall financial position over the next five years. There is also now a degree of uncertainty in terms of the medium term economic outlook following the outcome of the EU referendum, which may place further pressure on already restricted Government funding. The Government is also currently consulting on a revised formula for funding schools including a review of funding through the High Needs Block, moving to a national funding formula for High Needs. This could have a positive or negative impact on the overall level of funding available for the school in the longer term.

## **OUR ACHIEVEMENTS**

**It is important for us to understand what we have achieved over the last few years in order for us to build on our success moving forward.**

Some of our key achievements:

### **Conversion into an Academy**

In April 2015 the school successfully converted into a Multi-Academy Trust, becoming a company limited by guarantee and an exempt charity. The Academy Trust's objectives are restricted to:

- Advance education for the public benefit; and
- To provide a community benefit for the area in which the Academy is situated

The primary governing documents of the Trust are the Company's memorandum and Articles of Association. The school now receives the majority of its funding direct from the Department for Education (DfE) through funding agreements.

### **OFSTED Rated Outstanding**

In March 2013 the school received an 'Outstanding' judgement from OFSTED with the following being highlighted:

- Senior leaders and all staff share the highest expectations for students
- Students make exceptional progress
- A significant proportion of teaching is outstanding
- The sixth form is outstanding
- Students feel safe and secure
- Parents are key partners in their children's learning and progress
- Senior leaders and governors work together effectively to deliver the ambitions for the school

### **Pupil Performance**

Detailed analysis of end of key and within key stage pupil progress shows that the majority of students make exceptional progress in most areas of learning and development. Pupils in year 11 achieve well in Entry Level qualifications in English, Maths, PE, Science, IT and PSD. Pupils from disadvantaged backgrounds perform at least as well as other pupils, largely due to the individual support they receive to improve attendance, emotional resilience and wellbeing. Early Years pupils make exceptional progress considering their starting points and this has been a consistent pattern over the last 5 years. Post 16 students make very good progress particularly in the development of their emotional independence and employability skills. They take full advantage of the school vocational bases; shop; and life-skills house so they are well prepared for the next stage of their life.

### **Attendance**

When compared with special schools nationally attendance is good at 92%, however the school is not satisfied with this level and works with parents and carers to ensure that all pupils attend at all times. The school does not exclude pupils.

### **Teaching**

By summer 2015 the number of good and outstanding lessons had risen from 69% in the autumn term to 82% in the summer term. By spring 2016 this figure had risen further to 95% with the average over the year being 90% of teaching judged to be good or better.

### **Safeguarding**

The September 2015 shift in leadership and management within the school's Family Team has enabled Greenacre to forge ever-closer and more effective partnerships with key agencies with the focus remaining on securing the very best outcomes for our learners. During the academic year 2015/16 the school has led on a four-fold increase in high-quality, child centred Early Help Assessments (EHAs). This has supported the local social care team in being much more equipped to lead on higher tier cases and has enabled the school to foster a respectfully challenging approach to holding children's social care to account in their duties to protect the most vulnerable children and young people across Barnsley.

### **Child and Adolescent Mental Health Services (CAMHs)**

Over the academic year 2015/16 Greenacre secured an informal agreement with CAMHs for a learning disabilities nurse to be based at the school. This ensures that the waiting times for children between initial referral and receipt of supportive intervention is significantly reduced from the current waiting times which can be up to 12 months.

### **Medical Staff in School**

Following a drive by health to dramatically reduce on-site nursing support, the school managed to successfully secure the provision of a trained Band 7 nurse and an increased number of care workers on a permanent, daily basis. Furthermore, over the past 12 months there has been a determination to forge collaborative working practices that have resulted in the development of an excellent working relationship moving forward.

### **Disadvantaged Pupils**

With effective use of the Pupil Premium Grant for disadvantaged pupils, during 2015/16 every family of children in the disadvantaged pupil group have received a supportive intervention from the school's Family Team along with the offer of an Early Help Assessment.

### **Greenacre Education Support Services (GESS)**

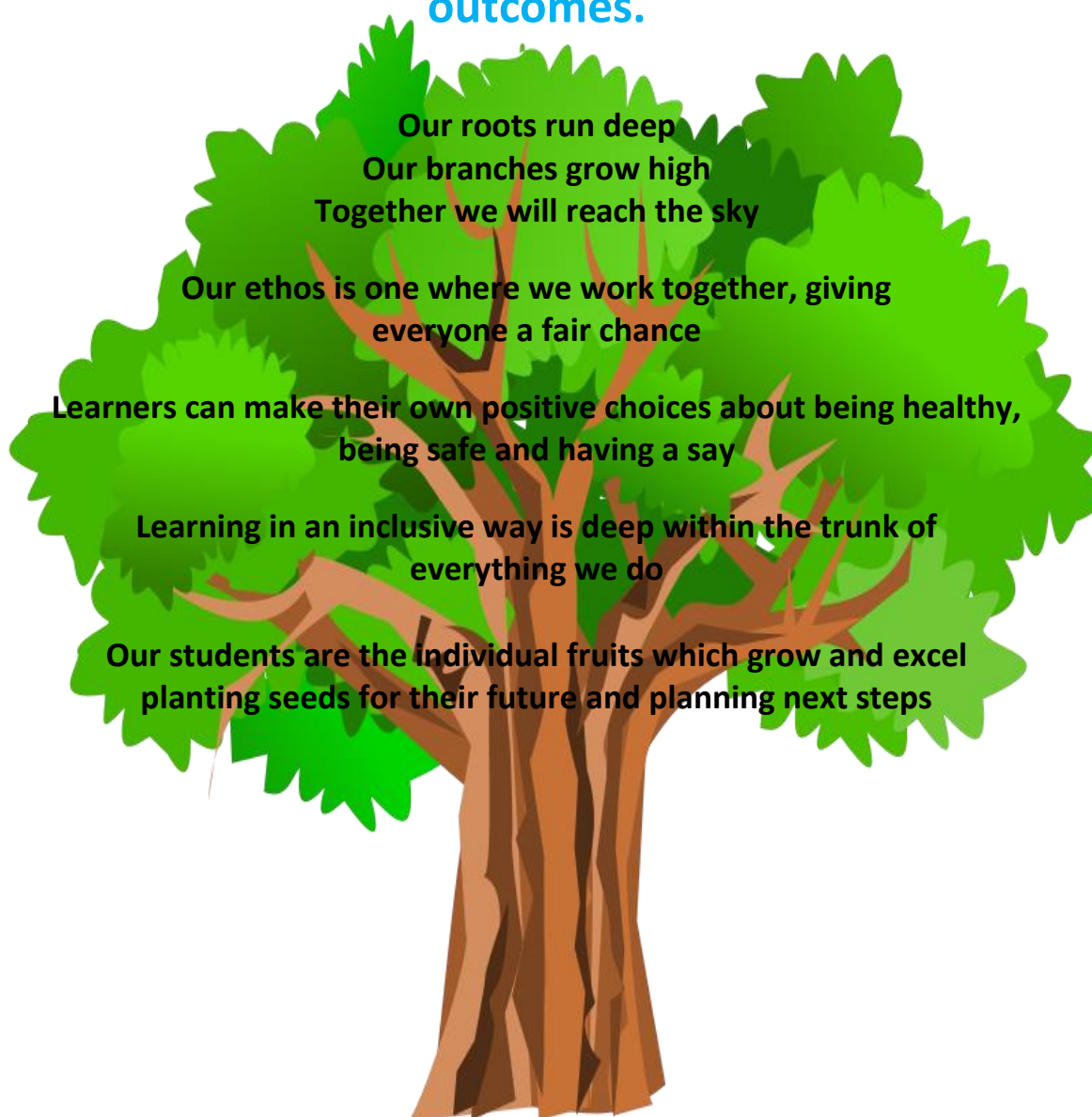
The school, through GESS, provided support to a range of other schools, both primary and secondary, for individual pupil, staff and whole school development issues. Alongside the tailor made support packages which achieve improved outcomes for a diverse range of learners across Barnsley, the school played a fundamental role in supporting the delivery of a targeted programme to the Borough's newly qualified teachers (NQTs). This provides additional capacity across the Borough in the climate of reducing Local Authority services to schools.

### **Opening Doors Community Interest Company**

The school continued to provide support to young people post 19, through the Community interest Company, enabling young people to engage in meaningful activities working towards positive outcomes for their transition at the age of 25. This provision continues to expand year on year. Having evolved from providing support to three young people the provision now meets the needs of 17 young people, with opportunities for further expansion over the coming years. The provision includes a retail shop, which has recently re-located from the town centre to a more community based setting in Barugh Green. Comprising of a gift shop, café and florist, this facility provides a beacon to other Barnsley businesses, showcasing exactly what our students can achieve.

## **OUR VISION AND VALUES**

**We have developed a new vision for the school that will focus all our efforts on achieving the best outcomes for children and young people and a set of values that will drive the culture across the school in supporting the delivery of our priorities and outcomes.**




We provide a rich education so that we can watch our little trees grow. The roots must be healthy, strong and well fed in order for the tree to begin to grow. Only then does the trunk of the tree begin to develop. Eventually the branches and the leaves will grow. Over time, with care, attention and input, you will find a lush strong and mature tree.

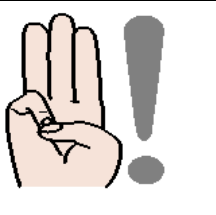
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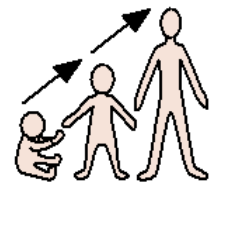
## Our core values set out the way the school 'does things' to achieve its vision, priorities and outcomes.




**Aspire** – To direct ones hopes or ambitions towards achieving something or being successful.



**Dignity** – The importance and value that a person has, that makes other people respect them or makes them respect themselves.



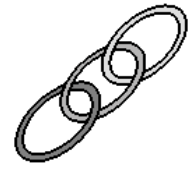
**Nurture** – To take care of, feed and protect someone, especially young children, helping them to develop and be successful.




**Pride** – A feeling of pleasure and satisfaction that you get because you or people connected with you have done or got something good.



**Respect** – Politeness, honour and care shown towards someone or something that is considered important.



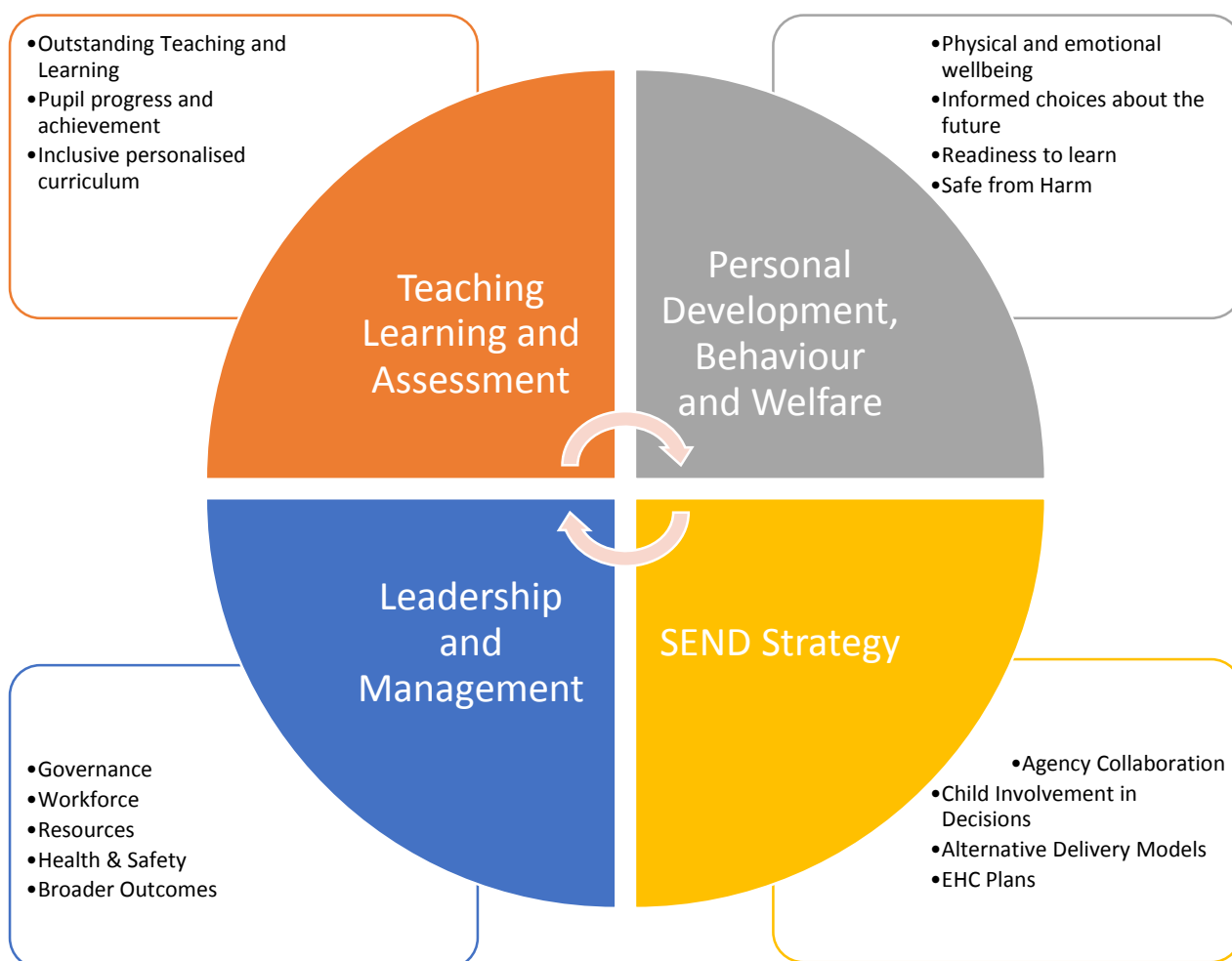
**Together** – With each other – so as to combine.



**Trust** – Firm belief in the reliability, truth or ability of someone or something.

## OUR PRIORITIES AND OUTCOMES

**Our priorities set out the key areas we will need to focus on in order to achieve the vision for the school, whilst the outcomes establish what we are trying to achieve within each of the priority areas.**



## **Teaching, Learning and Assessment**

Effective teaching, learning and assessment is critical to pupils achieving the best start in life and preparing them for adulthood. We want to ensure that children achieve to their maximum potential and that the school has everything in place in order for this to happen.

We will achieve this through delivering the following outcomes:

- An inclusive, personalised curriculum
- Students enjoying their learning and being resilient to failure
- Pupils consistently achieving at the national upper quartile
- Delivery of an effective assessment process
- Teaching and learning is outstanding

## **Personal Development, Behaviour and Welfare**

The school believes that in order for pupils to make outstanding academic progress and to make measurable steps towards becoming self-sufficient and valued members of their local community, it is of paramount importance that the holistic needs of the learner are identified, nurtured and promoted. With this belief held firmly at the centre of the ethos of the school we employ a team of professionals to ensure that each individual pupil is able to thrive, remain healthy and safe, is able to contribute and that they enjoy and achieve in all aspects of life.

We will achieve this through delivering the following outcomes:

- All children and young people are safe and know how to keep themselves safe from harm
- All children and young people display a readiness to learn
- All children and young people make informed choices about their future and go on to lead fulfilling lives
- All children and young people reach their full potential in terms of physical and emotional health and wellbeing

## **SEND Strategy**

This strategy was produced in response to the Government reforms under the Children and Families Act 2014. The core purpose of the strategy is to encourage working together to improve outcomes for children and young people. The strategy aims to improve educational, health and emotional wellbeing outcomes for all Barnsley's children and young people with SEND.

We will achieve this through delivering the following outcomes:

- Greater collaboration to achieve the best outcomes for SEND children and young people
- An increase in support offered and delivered to schools across Barnsley
- All young people consulted regarding decisions about their future pathways
- All children and young people to have their views represented
- All SEND children and young people to have an EHC plan

## **Leadership and Management**

The school considers effective leadership and management to be the cornerstone in terms of the actual ability of the school to deliver against its vision, priorities and outcomes. The school seeks to harness leaders at every level including Governors, The Senior Leadership Team, Middle Managers and all other staff across the school.

We will achieve this through delivering the following outcomes:

- Work collaboratively across agencies to deliver services consistent with local commissioning requirements
- Effective governance and management arrangements in place
- Effective management of all resources aligned to the school's medium term strategic and operational plans
- Value for money achieved across all resource utilisation
- A safe and healthy place to work
- A flexible, effective and motivated workforce

## **HOW WILL YOU KNOW IF WE ARE IMPROVING?**

**We need to ensure we have robust mechanisms in place to turn the plan into reality and have a means of measuring progress.**

We know that given the significant pressures and challenges that the school is facing, achieving our aims and ambitions will not be easy. However the school is committed to doing everything it can to ensure the best possible outcomes for all our children and young people.

We will do this in the following ways:

- A detailed action plan has been produced setting out the individual actions that need to happen over the next five years in order to achieve the required outcomes. This will set out in detail for the next academic year the action; a lead individual; a target completion date and any measurable targets or performance indicators.
- A performance dashboard will be established to pull together a suite of performance indicators that will identify progress against the priorities and outcomes to include current baseline performance data, target performance and current performance.
- A revised risk management process will be established to separate the strategic risks from the day to day operational risks so a focus can be placed on the key strategic issues whilst day to day risks can be managed at a more appropriate level.
- A medium term financial forecast will be produced covering the 5 year planning period, looking to align available resources against the detailed action plans
- Progress will be monitored on a regular basis through the Senior Leadership Team, with a termly Finance and Performance report going to the Governors and Directors of the Trust
- An annual review will be carried out towards the end of each academic year to evaluate progress and to make any changes to the plans.
- We will seek feedback from our key stakeholders and pupils in terms of how well we are performing
- Any OFSTED inspection undertaken during the planning period would give an independent measure of progress and performance.