

# GREENACRE SCHOOL



## STRATEGIC PLAN 2016 - 2020

## **CONTENTS**

FOREWORD	3
OUR CHALLENGES AND OPPORTUNITIES	4 - 5
OUR ACHIEVEMENTS	6 - 7
OUR VISION	8
OUR VALUES	9
OUR PRIORITIES AND OUTCOMES	10 - 11
HOW WILL YOU KNOW IF WE ARE IMPROVING?	12

## **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. Having become an Academy in April 2015 and following 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 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. At the same time and following an exhaustive process of due-diligence the Directors of Greenacre School Trust made the exciting decision to join Wellspring Academy Trust on 1<sup>st</sup> April 2017.

Molly Beaver  
Chair of Governors

In July 2016 the school 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.**

At the same time, core values were established, priorities and outcomes for a school improvement plan over the next five years were agreed, and key organisational behaviours were set out. Work has been ongoing throughout 2016-17 to embed these goals in practice and will continue moving forward in order to collectively deliver the agreed vision, priorities and outcomes.

Like many other organisations the school will continue to face a range of challenges over the coming 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  
Headteacher

## **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. Since the launch several work streams have been established in

order to work towards the actions and outcomes outlined in the strategy. In January 2017 key Greenacre staff were aligned against priority areas in preparation for working parties and networks to form with other professionals from across the borough. These include:

- Building capacity in mainstream schools and settings to meet SEN.
- Reviewing specialist places and provision currently commissioned.
- Developing a commissioning strategy for specialist provision.
- Implementing an action plan to ensure transfer of statements to EHC plans by 2018.
- Improving efficiency of production of EHC plans to ensure children's needs are met promptly.
- Developing a participation plan to strengthen co-production.
- Reviewing transition arrangements to support young people to make a successful transition to adult life.
- Developing arrangements for personalisation and personal budgets.

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

### **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 two mainstream primary schools and a mainstream secondary school host Greenacre satellite provision with up to 53 pupils currently on roll. One of the primary satellites has made it clear that while they continue to support this relationship in the short term the intention is to not pursue it on a long-term basis. While the secondary host school works in relative partnership with Greenacre the natural pursuit of their own agenda means that the provision is restricted and the space currently housing the satellite students is severely restricted. The school has been engaging with the Local Authority and the wider Wellspring Trust in order to establish 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:

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

Sets out what schools should and must 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.

### **Children Missing Education (CME) or Missing out on Education**

The Local Authority has begun work on an action plan resulting from a recent peer review of Children Missing Education in the Barnsley area. It will focus on 7 key areas that the peer review highlighted as 'areas for consideration.' This cohort of children and young people are at greater risk of some forms of abuse and harm. With Barnsley's Elective Home Education (EHE) figures continuing to rise it is important that we work to support a reduction in the number of Children Missing Education.

### **Barnsley Safeguarding Children Board 'Neglect Matters' strategy 2017-2020**

The safeguarding board recognises that in Barnsley there are too many children and young people with childhoods that are damaged by neglect. The May 2017 roll-out of the Neglect Matters strategy sets out how Barnsley will ensure it has effective arrangements for preventing and responding to neglect at the earliest stage. There are 7 underpinning strategy statements: Making an

impact, training & development, community awareness, effective practice, the child's voice, early help and prevention, and assessing neglect.

### **Barnsley Safeguarding Children Board Anti-Bullying Strategy 2017-2019**

This local strategy, developed by a multi-agency task group including Greenacre School, provides an overarching framework to ensure that bullying behaviour is recognised and addressed appropriately whenever it occurs, by agencies working together to devise and implement effective strategies.

### **0-19 Years 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. On 1 October 2016 Barnsley Council became responsible for providing the 0-19 Years Healthy Child Programme which comprises health visiting and School nursing services. The 0-19 Years Healthy Child Programme provides community health services for children, young people and families in Barnsley.

### **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 of up to £0.150m per year. If this position is to continue it will place significant pressure on the school's overall financial position over the next 5 years. 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.

### **The Rochford Review 2016**

The Rochford Review recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests. Many of these students have SEND that affect their rate of cognitive development or speed of learning. It is important that they have the opportunity to demonstrate both attainment and progress, and that the way their progress is measured accounts for potential differences in the way these pupils learn.

### **Guiding principles**

In line with The Complex Learning Difficulties and Disabilities (CLDD) research project, the review believes that early development in cognition and learning should centre on a range of skills that enable pupils to engage in learning situations and on their growing ability to seek out or direct learning opportunities autonomously.

### **Recommendations**

The Rochford review makes the following recommendations to government for the

statutory assessment of pupils working below the standard of national curriculum tests at the end of key stages 1 and 2:

1. The removal of the statutory requirement to assess pupils using P scales.

2. The interim pre-key stage standards for pupils working below the standard of national curriculum tests are made permanent and extended to include all pupils engaged in subject-specific learning.

3. Schools assess pupils' development in all 4 areas of need outlined in the SEND Code of Practice, but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning.

4. A statutory duty to assess pupils not engaged in subject-specific learning against the following 7 aspects of cognition and learning and report this to parents and carers:

responsiveness, curiosity, discovery, anticipation, persistence, initiation, investigation

Following recommendation 4, schools should decide their own approach to making these assessments according to the curriculum they use and the needs of their pupils.

There should be no requirement to submit assessment data on the 7 areas of cognition and learning to the DfE, but schools must be able to provide evidence to support a

dialogue with parents and carers, inspectors, regional schools' commissioners, local authorities, school governors and those engaged in peer review to ensure robust and effective accountability.

### **Wellspring Academy Trust Strategic Plan**

This strategic plan is consistent with the Strategic Plan for the Trust and its aims:

- All schools to become outstanding
- To improve the outcomes and life chances for pupils
- To impact positively on the communities it serves
- To increase its influence in Yorkshire and the Humber
- To contribute towards system-wide improvement in education

## **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:

### **From MAT to WAT!**

In April 2015 Greenacre School successfully converted into a Multi-Academy Trust, becoming a company limited by guarantee and an exempt charity. However, by April of the following year it was clear that joining Wellspring Academy Trust provided an ideal vehicle to support the school to achieve its goals. With an ethos and values in line with our own, a drive and determination to ensure outstanding outcomes for trust learners and a network of innovative leaders eager to embrace the strengths of Greenacre SLT, joining WAT on 1<sup>st</sup> April 2017 has been a pivotal step forward on the Greenacre journey.

### **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 stage 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**

2015/16 national attendance data shows that schools similar to Greenacre have an average attendance rate of 91.2%. The current (May 2017) in-year whole school attendance for Greenacre (Y1-11) is 93.2% and analysis of data in May 2017 indicates that 100% of the ten pupils with the lowest attendance in 2015/16 have made significant attendance improvements in 2016/17. Together this evidences that Greenacre's ongoing commitment to strive to attain 95% whole-school attendance is aspirational but also a realistic and achievable target. Greenacre continues to work with parents and carers to ensure that all pupils attend at all times. The school does not exclude pupils.

### **Teaching**

The percentage of lessons judged good or better in autumn 2016 stood at 80% which showed an increase of 11% on the same time the previous year. By spring term 2017 this had risen to 89%.

### **Safeguarding**

The September 2015 shift in leadership and management within the school's Family Team 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 led on a four-fold increase in high-quality, child centred early Help Assessments (EHAs). This supported the local social care team in being much more equipped to lead on higher tier cases and 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. In the 2016/17 academic year whilst maintaining the commitment to Early Help there has also been a drive to further strengthen the school's transition arrangements for those pupils leaving Greenacre. There are now robust systems in place to ensure every young person leaving Greenacre does so either with adequate support in place from social care and/or education.

### **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. During the 2016/17 academic year there were significant changes within the structure of the CAMHs Learning Disability pathway. This has resulted in a dual-qualified learning disabilities nurse and social worker being recruited. As part of their role they will have a 50% timetable commitment to Greenacre. This will ensure 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 situated permanently on site. However, despite a robust recruitment

process the NHS appointment proved unsuccessful and a series of temporary measures have covered the immediate shortfall. This said, over the past 12 months there has been a sustained determination to maintain collaborative working practices with key CCG personnel as well as care workers at ground level and this has resulted in the development of an excellent working relationship moving forward. Current discussions are set to establish even closer ties which will result in additional care workers established in school.

### **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 received a supportive intervention from the school's Family Team along with the offer of an Early Help Assessment. Building upon the Greenacre Early Help tier in 2016/17 resulted in a significant reduction in the number of pupils' subject to a Child Protection plan.

### **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) via the TSA. This provides additional capacity across the Borough in the climate of reducing Local Authority services to schools. In October 2016 an exceptional funding arrangement was agreed between the LA SEN Team and Greenacre School to deliver a bespoke support package to a Barnsley mainstream school. This was secured from the high needs block funding budget and it is hoped that further discussions will take place with strategic leaders in the Barnsley SEND Team to agree a more formal Service Level Agreement.

### **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.

#### **Recruitment and Retention/Workforce**

The school has established secure links with a number of local Further Education (FE) and Higher Education (HE) providers. This enables us to work with the providers in order to train students from level 2 through to full Degree status. In 2017/2018 Greenacre School will

employ 9 level 2 Apprentices and provide support to a current member of staff on a level 3 Apprenticeship. In the future, Apprentices and students will provide Greenacre with a supply of professional, skilled, specialist Teaching Assistants. Greenacre is committed to the professional development of its staff and are in a position to 'home grow' staff to all levels. This in conjunction with the personalised Induction Programme and Performance Management scheme for current staff will support Greenacre with future recruitment and retention issues that have been highlighted as a national issue. Opportunities to provide School-Centred Initial Teacher Training (SCITT) are currently being explored for the near future.

## **OUR VISION AND VALUES**

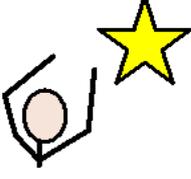
**We have embedded a new vision for the school that will focus all our efforts on achieving the best outcomes for children and young people and a set of values that will drive the culture across the school in supporting the delivery of our priorities and outcomes.**



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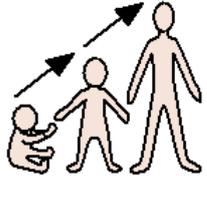
**Our core values set out the way the school 'does things' to achieve its vision, priorities and outcomes.**



**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.



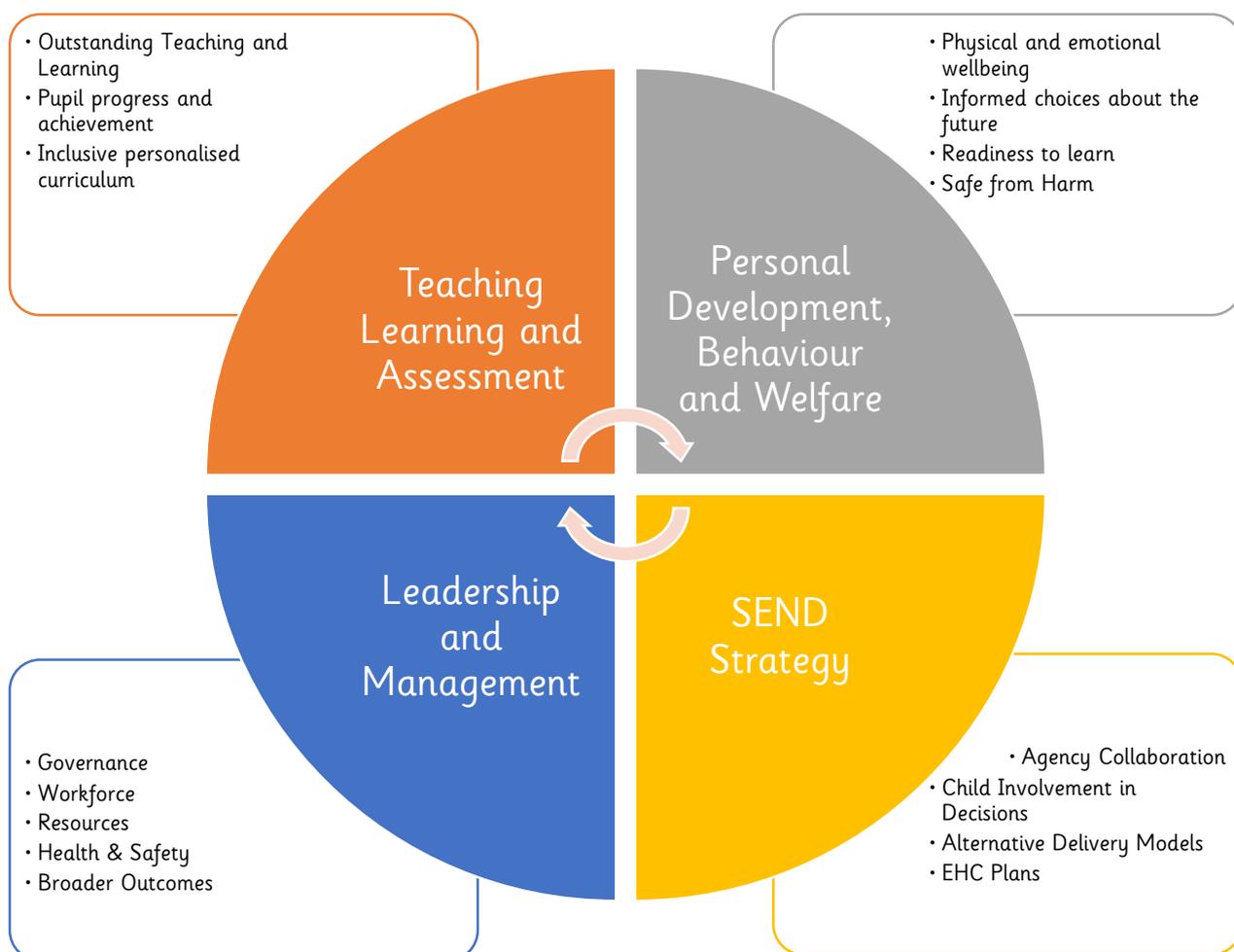
**Together** – With each other – so as to combine.



**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  
In light of the Rochford Review recommendations, we have established a working party (in collaboration with colleagues across the borough) to create an effective curriculum & assessment system for those students with Complex Needs who are working at P4 and below. The work of the party and the new curriculum & assessment system will be based on the work of Professor Barry Carpenter and his engagement profile. It is anticipated that the seven aspects of engagement will become mandatory in September 2018, becoming the replacement for P Levels.
- 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  
BCG is well established and a skills audit is underway to support a model of traded services between schools/settings.
- An increase in support offered and delivered to schools across Barnsley  
We are awaiting a formal SLA and have participated in one successful trial (October 2016).
- All young people consulted regarding decisions about their future pathways

- All children and young people to have their views represented  
Person centred reviews are at the heart of all meetings and parent participation has increased significantly this year.
- All SEND children and young people to have an EHC plan  
All statements have been transferred to EHC Plans ahead of the 2018 deadline.

### **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 schools' 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 (2016-2020) has been produced setting out the individual actions that need to happen 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 has been 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 has been established to separate the strategic risks from the day to day operational risks. This has ensured that a focus is placed on the key strategic issues whilst day to day risks are managed at a more appropriate level.
  - A medium term financial forecast has been produced covering the 2016-2020 planning period. Available
- resources have been aligned against the detailed action plans
- Progress is monitored internally on a regular basis through the Senior Leadership Team. External moderation is a feature of the school with key WAT personnel undertaking Quality Assurance Observations of teaching and learning. A termly Finance and Performance report is shared with the Governors and Board of WAT.
  - 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 seek feedback from our key stakeholders and pupils in terms of how well we are performing.
  - We will have a model of co-production that is effective in engaging all stakeholders.
  - A review of whole school systems and performance was undertaken by WAT earlier in the year and findings confirmed the accuracy of the leadership teams own self evaluation process. Further scrutiny will be revisited periodically.
  - Any OFSTED inspection undertaken during the planning period would give an independent measure of progress and performance.

