**School Development Plan 2019-2021**

**QUALITY OF EDUCATION (Maintain the quality of education within the school as Outstanding by:)**

1. Reviewing the curriculum offer at all Key Stages to ensure it meets the needs of all pupils and meets the Intent, Implementation and Impact criteria.
2. To review/refine our systems for monitoring the quality of teaching to ensure they are efficient & effective.
3. To review and refine assessment data systems for tracking pupil progress to ensure efficiency & impact.
4. To develop and embed the Evidence for Learning system across the school.
5. To ensure a consistent & effective approach to the teaching of Phonics across the school.

**LEADERSHIP AND MANAGEMENT (Maintain the quality of leadership and management within the school as Outstanding by:)**

1. Continue to offer the appropriate staff the opportunity to attain NPQML; NPQSL and NPQH.
2. Continue to support staff who might want to become an SLE within one of our Teaching Partnerships (Great Sankey; Oakwood Academy).
3. Carry out a review of the senior and middle leadership staff to ensure they continue to be effective.
4. Review the current staffing structure of the school and design plans to bring it closer in line to 85% of the school budget.
5. Review the PM process for teachers to ensure it remains fit for purpose.

**PERSONAL DEVELOPMENT (Maintain the quality of personal development within the school as Outstanding by:)**

1. Ensure that the diversity agenda is properly covered within the curriculum.
2. Ensure that our curriculum meets the personal development needs of all our pupils.

**BEHAVIOUR AND ATTITUDES (Maintain the behaviour and attitudes within the school as Outstanding by:)**

1. Improve systems for reviewing behaviour and positive handling data to allow for more efficient review of trends.
2. Improve the restoration process following behaviour and/or PH incidents.
3. Review our recording of behaviour incidents.
4. Safeguarding incidents and family support issues are captured and dealt with promptly.
5. To improve our attendance figures to 95% attendance for all pupils and reduce the persistent absence figure.

**EARLY YEARS (Maintain the quality of early years education within the school as Outstanding by:)**

1. To increase the schools forest school provision to include early year’s classes.
2. To increase the engagement of parents of pupils in the EYFS with their learning.
3. To develop learning through play in EYFS.

**School Development Plan 2019-2021**

**ASD PROVISION (Maintain the quality of ASD provision within the school as Outstanding by:)**

1. Ensure the school is fully prepared for and achieves reaccreditation from the NAS.
2. The Green Lane classes in 6th Form will be brought into the NAS Accreditation process and become accredited.
3. Ensure the school plays a leading role in developing a partnership for quality assurance between the NAS and school in Warrington.

**SIXTH FORM PROVISION (Maintain the quality of the sixth form as Outstanding by:)**

See sixth form plan.

**BUILDINGS AND GROUNDS (Maintain the quality of the buildings and grounds as Outstanding by:)**

1. Maintain the quality of the building and the site.
2. Liaise with HT and governors at Fox Wood to look for opportunities for cost reduction by having shared expenditure on the building for decoration, upkeep etc.
3. Explore opportunities to have joint SLAs with Fox Wood and the LA for joint services to the site.
4. Review the rolling programme for internal decoration to ensure it meets our requirements.
5. Liaise with Fox Wood to look for further opportunities to develop the school grounds.

**GOVERNANCE (Maintain the quality of governance within the school as Outstanding by:)**

1. Continue with the rolling programme of governor training.
2. Explore the opportunities for the possible ‘soft federation’ of the two governing bodies.
3. Review the format of governing body meetings to ensure we are efficient and effective in our decision-making for the school.
4. Some governors to have direct involvement with subject lead meetings.

**EXTERNAL RELATIONSHIPS (Maintain the quality of external relationships as Outstanding by:)**

1. To develop further our close partnerships with SIA / Great Sankey Teaching School and Oakwood Teaching School.
2. To continue to build relationships and improve SEN provision in other schools across Warrington & beyond.

**SEF FOCUS: QUALITY OF EDUCATION (Maintain the quality of education within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To review the curriculum offer at all Key Stages to ensure it meets the needs of all pupils | Subject Leaders to review curric offers for Intent, Implementation & Impact. Does the curriculum on offer meet pupil need?  Subject Leaders to ensure SOW are updated to reflect class structure at KS3/4.  SLG/SLT to consider the curriculum on offer/is timetabling conducive to this offer? | Summer 2/Aut 1 2019  Summer 2 2019  Summer 2 2019 | Subj Leaders  Subj Leaders  SLG/SLT | JM  JM  JM | Time  Time  Time | Subject Leaders will have SOW that are appropriate, creative and relevant to pupil need  The school timetable will reflect the curriculum being taught. | GLS will offer a Curriculum that is exciting, relevant, creative & meets the needs of all pupils |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: QUALITY OF EDUCATION (Maintain the quality of education within the school as Outstanding by:)**

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To review/refine our systems for monitoring the quality of teaching to ensure they are efficient & effective. | Annual Calendar for Learning walks and book scrutiny week to be reviewed to ensure effectiveness & impact.  Joint lesson observations to take place for quality assurance between PK/JM & all subject leaders.  Annual Teaching & Learning review to take place (external lead) | Sum 2/Aut 1 2019  Across the year  Spring Term 2020 | JM  JM  JM | JM  JM  JM | Time  Time  £500 approx | There will be a calendar in place which ensure regular monitoring of the quality of teaching.  Joint lesson observations will take place between JM/PK & Subject Leaders.  Teaching and Learning Review will take place lead by a current Inspector or an NLE. | There will be a rigorous system for monitoring the Quality of Teaching at GLS which will ensure teaching remains outstanding. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: QUALITY OF EDUCATION (Maintain the quality of education within the school as Outstanding by:)**

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To review and refine assessment data systems for tracking pupil progress to ensure efficiency & impact | Pupil Progress Meetings will take place Termly following Data analysis.  CASPA will be used as a tool during data analysis to allow for National Benchmarking with like schools.  Science assessment will continue and develop the use of the GAP Assessment system for all pupils working at PLevels.  SLD Pupils in KS3/4 will move to a more appropriate assessment system which will allow smaller steps of progress to be monitored and tracked.  Subject Leaders of all Foundation Subjects to ensure that pupil progress is tracked, monitored and analysed in a meaningful way. | Over the year  Over the year  Termly  Termly  Over the Year | JM/LB  JM/LB  SD  SVR/TK  JM/LB | JM  JM  JM  JM  JM | Time  Time  Time  Time  Time | Rigorous, evidence based meetings will take place termly to ensure there is a commentary for progress or any under achievement.  CASPA graphs (data) will be used effectively to benchmark nationally with like special schools.  GAP assessment system in place which allows progress to be tracked across the year.  Pre Entry assessment system in place. Small steps of progress being tracked and a smoother trf of data and progress when pupils move on to 6th form provision.  All subjects will have a tracking system to monitor and track progress over time. | All tracking and data systems will be used effectively & hold staff to account. Pupil Progress across the whole school in all subjects will remain outstanding.  GLS will be in line with other outstanding special school Nationally. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: QUALITY OF EDUCATION (Maintain the quality of education within the school as Outstanding by:)**

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| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To develop and embed the Evidence for Learning System across the school | Set up the program app on all teachers ipads  Allow a time period for familiarity for staff to use and explore the app.  Ensure GLS Tracking Grids are uploaded to the system  Provide training for all staff  Explore the effective use of EFL for reporting to Parents, EHCPs, ROAs. | Spring 2019  Spr 2/ Sum 1 2019  Sum 1 2019  Sum 2019  Across the year | JM/DT  JM/DT  JM/DT  JM/DT | JM  JM  JM/PK  JM/PK | £3,000 ? Evidence for Learning App.  Ipads for TAs x17 approx £300 each £5100 | All teachers will have access to EFL System.  Staff will have time to use EFL and feedback gained to develop further.  All GLS Tracking Grids will be uploaded onto the system for staff to access.  All staff will know how to use EFL.  Discussions and decisions will be made as to a way forward to improve reporting to Parents via EOY Reports and ROAs. | The collection of evidence of pupil progress will be more efficient, effective & robust with a reduction in staff workload & time & a more meaningful and effective method of reporting to stakeholders. |

**SEF FOCUS: QUALITY OF EDUCATION (Maintain the quality of education within the school as Outstanding by:)**

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| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To ensure a consistent & effective approach to the teaching of Phonics across the school | Full Staff meeting to discuss current teaching of phonics  Create a working party of core staff to explore different phonics programs in consultation with other schools  Adopt a phonics approach and provide whole staff training to ensure a consistent approach across school.  Develop an effective system for tracking progress that is used consistently | Sum 2019  Sum 2019  Sum 2019  Autumn 2019 | JM/BF/KJW  JM  JM/KJW/BF  JM/KJW/BF | JM  JM  JM  JM | Time  Time  Time  Time | There will be a consistent approach to the teaching of phonics.  There will be a robust assessment system in place to allow progress in phonics to be shown year on year.  Phonics scheme in place and training given.  Tracking system in place and used by all staff across school. | All staff will be more skilled & confident in the teaching of phonics. There will be a consistent & effective approach to the teaching & assessment of phonics across the school. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: LEADERSHIP AND MANAGEMENT (Maintain the quality of leadership and management within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Continue to offer the appropriate staff the opportunity to attain NPQML; NPQSL and NPQH | As part of their PM reviews staff will, where appropriate, be encouraged to seek further professional leadership training. | Over the year | PK | Governors | £800 per programme  Possible 4 staff  **= £3,200** | More staff will be enrolled and successfully complete one of the programmes. | We will have a highly skilled staff that is willing and able to take on more leadership responsibilities. |
| **Progress Review:** | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Continue to support staff who might want to become an SLE within one of our Teaching Partnerships (Great Sankey; Oakwood Academy) | As part of their PM reviews staff will, where appropriate, be encouraged to seek further professional leadership training by becoming an SLE. | By July 2020 | JM | PK | Time | More staff will have put themselves forward and been successful in attaining SLE status. | The staff will have developed further their leadership skills and will be putting these skills into practice by supporting other schools. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: LEADERSHIP AND MANAGEMENT (Maintain the quality of leadership and management within the school as Outstanding by:)**

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Carry out a review of the senior and middle leadership staff to ensure they continue to be effective. | We will look at the role requirements of each post, the number of non-contact time required to carry out the role and any training issues required to ensure members of staff have the best preparation possible for the roles. | Over the year | PK | Governors | Time | Where changes have seen to be required they have been made. Key roles have clear job descriptions and terms of reference. | Leadership at both senior and middle levels continues to impact positively on the school. |
| **Progress Review:** | | | | | | | |

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| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Review the current staffing structure of the school and design plans to bring it closer in line to 85% of the school budget |  | By July 2020 | JM | PK | Time |  |  |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: LEADERSHIP AND MANAGEMENT (Maintain the quality of leadership and management within the school as Outstanding by:)**

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| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Review the PM process for teachers to ensure it remains fit for purpose. | Meet with the Chair of Governors to talk through the effectiveness of the PM system. Get teachers views as to how they feel the PM process might alter for the better. | By Christmas 2019. | PK | Governors | Time | Where changes have seen to be required they have been made. All staff have bought into the new process. | Our PM system for teachers continues to be robust and meaningful for teaching staff. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: PERSONAL DEVELOPMENT (Maintain the quality of personal development within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Ensure that the diversity agenda is properly covered within the curriculum. | PSHE coordinator to ensure that diversity is properly covered within the PHSE curriculum. | Over the year | PHSE curriculum | PK | Release time | We are confident that the Diversity agenda is properly covered. | Evidence that pupils with gender identity issues are supported in school. |
| **Progress Review:** | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Ensure that our curriculum meets the personal development needs of all our pupils. | Review the curriculum and discuss at School Council about how we can make the curriculum as relevant to all pupils as possible. | Over the coming year. | DHT (JM) | PK | Meeting time. | Pupil engagement shows that they are happy with the curriculum they encounter within school. | Pupils receiving a fully rounded curriculum that addresses all of their needs. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: BEHAVIOUR AND ATTITUDES (Maintain the behaviour and attitudes within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Improve systems for reviewing behaviour and positive handling data to allow for more efficient review of trends | Scrutinising behaviour and PH data in greater depth by introducing a new recording system for behaviour and PH | Summer 2019 for initial phase – aim for launch in Aut 2019 | MK | PK | £1,400 set up fee  £4,495 annual fee 3 year contract with behaviour watch | Behaviour/PH reports on trends can be produced in seconds for scrutiny and discussion at SLT/SLG.  This data to drive any future behaviour planning meetings and inform various parties of behaviour issues | Improved systems for monitoring behaviour in school – allowing for quicker access to behaviour data for evidencing and discussion |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: BEHAVIOUR AND ATTITUDES (Maintain the behaviour and attitudes within the school as Outstanding by:)**

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Improve the restoration process following behaviour and/or PH incidents | Research the use of restorative conversations.  Provide training for staff | Academic year 2019/20 | MK | PK | **N/A** | Each major behaviour or PH incident to be accompanied by an account of the restorative action taken by the staff member. | * Improve relationships * Empower staff to feel more confident in dealing with challenging behaviour |
| **Progress Review:** | | | | | | | |

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Review our recording of behaviour incidents. | Review the Behaviour Watch system and introduce if we feel it meets our needs. | Autumn term 2019 | MK | PK | Approx. £2K per annum. | If the system is suitable then we will have purchased it. | Our analysis of data of behaviour incidents will allow us to have very targeted interventions. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: BEHAVIOUR AND ATTITUDES (Maintain the behaviour and attitudes within the school as Outstanding by:)**

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| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Safeguarding incidents and family support issues are captured and dealt with promptly. | Ensure CPOMs is working effectively across the school and College. | Autumn term onwards. | Safeguarding team + all staff. | PK | One off cost for the purchase of CPOMs. | CPOMs being effectively used by all staff to capture safeguarding and any other incidents involving our pupils. | Family support is targeted and effective. |
| **Progress Review:** | | | | | | | |

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| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To improve our attendance figures to 95% attendance for all pupils and reduce the persistent absence figure. | By working with our attendance officer, identifying pupils at risk of persistent absence, contacting parents on first day of absence and informing parents of the impact of holidays in term time, improve our attendance figure to 95%. | Autumn term onwards. | MK | PK | Cost of SLA for Attendance Officer. | The measures we take start to have a positive impact on persistent absence figures and overall attendance. an | By achieving a 95% attendance figure we will see an improvement in pupils progress. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: EARLY YEARS (Maintain the quality of early years education within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To increase the schools forest school provision to include early years classes. | A teaching assistant from lower school to complete forest school training and to plan and lead forest school sessions in collaboration with EYFS staff. Sessions to be appropriate for the needs of the pupils. | By Spring 2019 | CSK /JN and AR | PK | Forest school an first aid training for T.A. | Pupils from EYFS engaged in forest school sessions. Observations from forest schools as part of the pupils learning journals. | EYFS pupils to have the opportunity to learn in a variety of different environments and in a variety of different ways. |
| **Progress Review:** | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To increase the engagement of parents of pupils in the EYFS with their learning. | Using a variety of methods parents will be encouraged to contribute to their child’s learning. This will include, parent interviews, SCERTS clinics, stay and play sessions, homework and support with communication e.g. PECS and Makaton. | By July 2020 | CSK/ JN | PK |  | Learning journals will include observations from home as well as school. School will have evidence of pupil’s homework being completed. | Parents will engage more in the children’s learning.  Parents will have the opportunity to support each other and their children.  School will support in equipping parents with skills that can help them support their children. |
| **Progress Review:** | | | | | | | |

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To develop learning through play in EYFS. | Staff working in EYFS to access training in supporting learning through play. | By July 2020 | CSK/ JN | PK | **Training to be provided by outside agency** | All staff in EYFS to have had appropriate training. Learning journals to have more child initiated observations, encouraged by staff. | Children to engage more in exploratory play. Speech and language work to be supported by learning through play. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: ASD PROVISION (Maintain the quality of ASD provision within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Ensure the school is fully prepared for and achieves reaccreditation from the NAS. | ASD coordinator will complete the accreditation submission and meet with NAS advisor on a regular basis to begin the process. | October 2019 | JN | PK | **?** | School will continue to be accredited by NAS | School will continue to be recognised as achieving an outstanding level of ASD practice. |
| **Progress Review:** | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| The Green Lane classes in 6th Form will be brought into the NAS Accreditation process and become accredited | The coordinator will work with college staff and the NAS advisor to ensure college meet the criteria. | Oct 2019 | JN/LL | PK | **?** | 6th Form classes will become accredited for the first time. | 6th form will be recognises as achieving an outstanding level of ASD practise. |
| **Progress Review:** | | | | | | | |

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Ensure the school plays a leading role in developing a partnership for quality assurance between the NAS and school in Warrington. | School will work with the NAS to establish an achievable way for local designated provisions to achieve accreditation. | Over the next year | PK/JN/JKnowles | PK/JN | **£0 – possible cover for JN to work with DPs?** | Warrington designated ASD provision providers will become NAS accredited | Warrington DPs will be recognised as having achieved an outstanding level of ASD provision |

**SEF FOCUS: SIXTH FORM PROVISION (Maintain the quality of the sixth form as Outstanding by:) (see separate plan)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
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| **Progress Review:** | | | | | | | |

**SEF FOCUS: BUILDINGS AND GROUNDS (Maintain the quality of the buildings and grounds as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Maintain the quality of the building and the site. | Appoint a new Maintenance Officer who is committed to the upkeep of the school building and grounds | For Sept. 2019 or sooner. | PK | Governors | Salary cost – already built into the budget. | A new maintenance officer appointed and working to the high standards we demand. | Buildings and grounds are maintained at a good level which has a positive impact on pupils and staff. |
| **Progress Review:** | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Liaise with HT and governors at Fox Wood to look for opportunities for cost reduction by having shared expenditure on the building for decoration, upkeep etc. | Initially discuss with Fox Wood HT to look for ways we can reduce costs by employing the same tradespeople and having joint SLAs. | Over the summer term. | PK | Governors | Potential reduction in some of the costs we are incurring. | Agreement reached between the two schools on potential cooperative ventures where can be saved. | A much greater degree of integration of processes for the site as a whole. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: BUILDINGS AND GROUNDS (Maintain the quality of the buildings and grounds as Outstanding by:)**

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Explore opportunities to have joint SLAs with Fox Wood and the LA for joint services to the site. | Meet with Fox Wood HT to go through current SLAs and negotiate with LA on potential SLA savings if we enter into joint SLAs. | ASAP | PK | Governors | Unknown as yet but dependent on potential savings. | Joint SLAs agreed between schools and LA. | Reduction in costs for SLAs without impacting on the quality of the service. |
| **Progress Review:** | | | | | | | |

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| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Review the rolling programme for internal decoration to ensure it meets our requirements. | Once the first year is over, review what has been accomplished / missed; what the costs have been and evaluate whether the model works. | By September 2019. | PK | Governors | Projected costs for the whole school decoration was £10K. | All of school decorated internally and a clear model for phased decoration produced. | School continues to look and feel well-maintained. Pupils and staff working in a clean, bright and stimulating environment. |
| **Progress Review:** | | | | | | | |

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| **Objective 5** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Liaise with Fox Wood to look for further opportunities to develop the school grounds. | PK to meet with Fox Wood HT to discuss what we currently have on offer, what we might want to develop in the future and how we do this together for the benefit of all our pupils | By summer 2019 | PK | Governors | Unknown as yet but initially time to meet. | Plans are in place for the development of the school grounds where required. | All pupils on site are able to use all parts of the school grounds. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: GOVERNANCE (Maintain the quality of governance within the school as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Continue with the rolling programme of governor training. | Encourage as many governors as possible engage with the LA governor training programmes, particularly around Finance and Complaints | Over the coming year. | Trish Chapman | Alan Lee | Annual SLA with LA. | All governors are suitably trained or are undergoing training to assist with their roles. | A knowledgeable and committed governing body are assisting the school to make progress. |
| **Progress Review:** | | | | | | | |

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Explore the opportunities for the possible ‘soft federation’ of the two governing bodies. | Look at the outcomes of the LAs review of the special schools and judge whether there is any appetite for soft federation. | Over the coming year. | PK / Alan Lee | Governing Body | Time to meet | Decision taken after serious conversations on the feasibility or otherwise of a soft federated governing body. | If the move to a soft federation has taken place evidence that the new governing body is proving to be effective. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: GOVERNANCE (Maintain the quality of governance within the school as Outstanding by:)**

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| **Objective 3** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Review the format of governing body meetings to ensure we are efficient and effective in our decision-making for the school. | At the first governors meeting in October discuss the format of the meetings and what governors would like to see by way of improvement. | Oct 2019 | PK and Govs | Chair | Time | Format of governing body meetings altered if that is requested. | Governors satisfied they are getting what they need from the governor meetings. |
| **Progress Review:** | | | | | | | |

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| **Objective 4** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| Some governors to have direct involvement with subject lead meetings. | Initially Chair and Vice Chair to attend meetings between HT / DHT and subject leaders to discuss curriculum matters. | Over the coming year | PK / Chair / Vice Chair / DHT | Governors | Time | Chair and Vice Chair will have first-hand experience of the curriculum meetings. | Greater levels of scrutiny and questioning of subject leads. Extend to other governors if successful. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: EXTERNAL RELATIONSHIPS (Maintain the quality of external relationships as Outstanding by:)**

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| **Objective 1** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To develop further our close partnerships with SIA / Great Sankey Teaching School and Oakwood Teaching School. | * Regular attendance at SIA mtgs ½ termly. * Regular attendance at OSAP Mtgs termly. * Contribute to the delivery of training programmes for NQTs/RQTs & School Direct Trainees. * Offer Primary placements for School Direct Trainees. * CPD Training programmes | Across the year  Across the year  Across the year  Spring/Summer Terms 19/20  Across the year | JM  JM  JM  JM  JM | JM  JM  JM  JM  JM | Time  Time  Time  Time – Will bring funding into school  Time – Will bring funding into school | All SIA Meetings attended and actions completed.  All OSAP Meetings attended and actions completed.  GLS contributing to the training programmes for NQT/RQT & Sch Direct Trainees.  GLS will host Primary School Direct Trainees successfully  Colleagues from across Warrington and beyond will attend CPD Training provided by GLS. | GLS will maintain its outstanding reputation across Warrington and beyond.  Improved SEN Provision across Warrington and beyond. |
| **Progress Review:** | | | | | | | |

**SEF FOCUS: EXTERNAL RELATIONSHIPS (Maintain the quality of external relationships as Outstanding by:)**

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| **Objective 2** | **How** | **Time span** | **Led by** | **Monitored by** | **Cost(£s)** | **Success criteria** | **Impact** |
| To continue to build relationships and improve SEN provision in other schools across Warrington & beyond | * Develop and updated, bespoke CPD Package of training for other schools/colleagues to buy into. Eg ASD, Team Teach, Outstanding T&L, TA Development, Makaton, Manual Handling, Forest School. * Develop our capacity to provide training by encouraging more staff to become SLEs/ trained facilitators. * Continue to lead SEN Reviews across SIA Schools and other Local Authority schools. * Continue to provide an outreach service that is accessible to all schools based on the gift culture. * Continue involvement and affiliation to the TCAT & Omega MATs-Attendance at relevant meetings | Sum 19  Across the year  Across the year  Across the year  Across the year | JM  JM/GSTSA/OSAP  JM  JM/PK  JM/PK | JM  JM  JM/Local Authority  JM/PK  JM/PK | Time – Will bring funding into school.  Time – No cost to become and SLE. Cost of course to train facilitators. £500.  Time – Will bring funding into school.  Time  Time | GLS will have a bespoke CPD Package available to colleagues across Warrington & beyond.  GLS will have more trained facilitators & more SLEs  GLS will be represented as the SEND specialist and consult with MATs GLS with provide advice and support on SEND to TCAT & Omega | GLS will maintain its outstanding reputation across Warrington and beyond.  Improved SEN Provision across Warrington and beyond.  Training programmes will be led by SLEs/Trained faciliators which adds Qudos.  GLS will maintain its outstanding reputation across Warrington  Improved SEN Provision across Warrington.  Improved SEND provision across Warrington. |
| **Progress Review:** | | | | | | | |