

Leadership and Management

1.1 To ensure leadership and governance of the school remains effective and sustainable for the mid to long term through a review of governance and academy structures.

Rationale: the school continues to abide by its Articles of Association (signed in 2013) and the Academies' Handbook. The school appreciates that a review of governance (and its position as a single academy trust) would be timely to ensure it benefits from best practice initiatives and builds in succession planning within governance and school structures.

1.2 Use the information gleaned from financial forecasting to ensure the school's financial stability beyond the next 3 year period.

Rationale: The school has been financially well led and managed over a number of years and have delivered an outstanding education to pupils whilst, at the same time, doing so within allocated funds. In addition, the school has held reserves amassed (mainly) from academy conversion. Financial forecasting identifies that school is not be able to run on current levels of expenditure and maintain a balanced budget. In addition, school reserves are forecast to deplete after 3 years. The school needs to maintain a position of financial viability to deliver its moral purpose.

1.3 Increase the number of staff who are aware of and use wellbeing resources within school and grow the school's wellbeing offer.

Rationale: The school has always recognised that its staff are the greatest asset the school has. Now more than ever it is imperative that staff are and feel supported to manage the complexities of their work in a challenging national context. Whilst 81% of staff report that work often has a positive impact on their mental health, we acknowledge that this doesn't happen by chance, needs to be nurtured and periods of poor mental health need support. Poor mental health leads to absence and can lead to reduced levels of performance. Without its workforce, the school would be unable to deliver on its moral purpose.

1.4 To enhance student, staff and family knowledge and practice within online safety

Rationale: The school recognises that it has a small cohort of pupils at post 16 who are online independently and a review of current online safety curriculum is in order to ensure the needs of this group of pupils is met.

Quality of Education

2.1 Ensuring best outcomes for all pupils through enabling class teams (teachers and teaching assistants) to consistently impact at the highest levels on their pupil's learning (and wellbeing); and develop systems and structures to systematically analyse and improve how and what their pupils are learning.

Rationale: School acknowledges that the best resource it has in terms of implementing curriculum and delivering impact is class teams. It is imperative that this resource is invested in; particularly after the pandemic years and with a number of newer staff. This initiative will involve whole school training on understanding learning for our pupil cohort and the roll-out of Team Development meetings as a significant CPD investment.

2.2 To further develop the school's curriculum for its oldest pupils who aspire to employment through running a pilot Supported Internship (in partnership with a local Supported Employment provider).

Rationale: September '20 saw an additional cohort join the Faculty (post 16) from Saxon Mount School. These pupils have a baseline assessment that is quite different to our usual Faculty cohort and, co-incidentally, were joined in Sept '21 by several pupils who have moved through the school and are some of our highest attainers. School development last year ensured that these pupils (as year 12 and year 13) accessed systematic work experience and Careers education relevant to their abilities and aspirations. These pupils, in their final year, will access this Supported Internship with a hope of leaving school for supported employment in July '23.

2.3 To extend the skills of a group of pupils working towards subject specific skills within literacy and numeracy.

Rationale: Literacy and numeracy skills are a skill in themselves and provide a significant bridge to other learning, opportunities and outcomes. This group of pupils remains small within our cohort and each key stage is likely to have (at most) two or three pupils working towards subject specific skills. It is imperative that this curriculum is given time and expertise to enable those pupils to make best progress.

<p>1.5 Ensure safeguarding continues to be effective Rationale: The school sees this as central to its accountabilities and moral purpose.</p>	
<p>Behaviour and Attitudes 3.1 Ensuring highest levels of behaviour and positive attitudes for all pupils through enabling class teams (teachers and teaching assistants) to consistently expect, recognise and facilitate excellent behaviour for learning. In addition, we seek to streamline recording of behaviour incidents to lessen teacher workload and ensure information recorded is useful. Rationale: School acknowledges that positive behaviour for learning is a pre-requisite to all other learning and is the biggest barrier to a happy and fulfilled life for a number of our pupils. After the pandemic years and with a number of newer staff, this initiative will involve whole school training in promoting positive behaviour and managing behaviour that is a barrier to learning for our pupil cohort.</p> <p>3.2 To enable pupils who use AAC systems to support their communication, behaviour and attitude to learning show the same levels of achievement and positive behaviour at home as they do at school. Rationale: This item began last year and will be further developed this year. Covid catch up assessment suggested that a number of pupils who use augmented and alternative communication and who need consistent support to follow an adult-led agenda regressed in terms of behaviour and ability to access learning over lockdown periods. Parents/carers have responded to say they cannot always implement AAC systems that support communication and behaviour at home. Last year saw the implementation of a home learning practitioner within the Communication Team who can support families to understand and use AAC in the home setting through a 6 week block of home visits. This year, we will endeavour to support parent/carer training through a comprehensive package of support including general themed workshops and intensive family support on supporting positive behaviour at home.</p>	<p>Personal Development 4.1 (see 2.2) To further develop the school's Careers education for its oldest pupils who aspire to employment through running a pilot Supported Internship (in partnership with a local Supported Employment provider). Rationale: At our last Ofsted inspection, the Careers education offered by the school was appropriate for the pupils of the school. Since that time we have had an additional cohort of pupils join the school at post 16 (see Quality of Education next steps). Our Careers education offer needs revision and further depth to meet the needs of these pupils.</p> <p>4.2 To develop teacher confidence in delivering higher level RSE skills. Rationale: Glyne Gap School PSHE curriculum meets the needs of pupils and the RSE statutory guidance. This work, completed as part of our previous school development plan, identified that some colleagues do not feel confident in delivering some RSE concepts and values to pupils. This initiative is planned to meet that need.</p>