

SIP Priority:	Leadership and Management		
Target:	Develop an ambitious and inclusive culture in which pupils and staff feel invested in the school, share its vision and feel proud to be part of an exceptional learning community in which everybody is supported to achieve their aspirational goals.	Lead:	AG

School Improvement Plan (SIP)	Objective 1:		To utilise the expertise of the Governing Body and Senior Leadership Team to ensure that the school transitions from a Foundation school to a MAT by ensuring that resources are managed well and leaders are held to account for the quality of education.
	Lead:	AG	<p><i>Governance Structure</i></p> <p><i>Health and Safety</i></p> <p><i>New Build</i></p> <p><i>Budget Management</i></p> <p><i>Income Streams – Lettings Catering Trinity Bids</i></p> <p><i>Compliance Tracker for statutory returns</i></p> <p><i>Health Checks</i></p> <p><i>MAT Committee Meetings</i></p> <p><i>Formal expansion of the school</i></p> <p><i>Accountability Meetings</i></p> <p><i>NGA training courses</i></p> <p><i>Access to External CPD</i></p> <p><i>National Governance award</i></p> <p><i>Wider impact on school and local decisions.</i></p> <p><i>DFE and RSC communication</i></p> <p><i>Partnership work with the Local Authority</i></p>
	Impact Measures:		<p>1: Formal expansion of the school is approved at Council and funding agreed</p> <p>2: 3 year balanced budget set and maintained</p> <p>3: Successful application to the DFE for a whole school rebuild</p> <p>4: New Block is built within budget for September 2023 opening</p> <p>5: MAT conversion takes place by September 2023 and growth plan is adhered to.</p> <p>6: Stakeholder response to MAT from GHS staff and parents is 95% in agreement</p>

		<p>7. Percentage of budget spend on staffing – reduced to between 87 and 90%</p> <p>8: DFE Financial Benchmarking continues to show the schools finances are well led and managed</p> <p>9: SOFA, SFVS, Quarterly returns all submitted to deadlines</p> <p>10: LA Budget monitoring report is positive with few action steps.</p> <p>11. PP, SEND and PP+ and COVID catch up funding demonstrate impact of spending.</p> <p>12. 12. Annual audit identifies no areas of weakness and shows effective action has been taken from the 2021 September audit</p> <p>13. 13. ICT support staff restructure in place with Half Termly QA contracted to ABTEC.</p> <p>14. 14. New build completed on time (August 2021) with no additional costs to the £750,000 allocated (over 2 years)</p> <p>15. 15. Income streams show a 50% profit on last year (catering, lettings, Trinity TA).</p> <p>16. 16. All statutory Health and Safety procedures are followed and external inspections are passed and reflect the improvements made from the previous audit.</p> <p>17. 17. 100% attendance at all FGB and Committee meetings</p> <p>18. 18. 3x Termly visit reports from link Governors</p> <p>19. 19. 100% of Health Checks attended by link Governors</p> <p>20. 20. Chair gains National Governance accreditation</p> <p>21. 21. All vacancies are filled with Governors who fill the gaps in the current Governing Body as identified by the annual skills audit.</p> <p>22. 22. Minutes of meetings and visits show impact from Governor challenge and support.</p> <p>23. 23. Individual Governor expertise is fully utilised to create a positive impact on the performance outcome of the school.</p> <p>24. 24. Performance measure are above National and local in all areas and continue to show a 3-year improvement trend</p> <p>25. School is placed in the top 5% Nationally and is graded 'outstanding' in the Section 5 inspection</p>
	Monitoring:	<ul style="list-style-type: none"> • MAT Sub – committee minutes • Joint MAT committee minutes • Health Checks • Business Committee and Full Governing Body minutes • Curriculum Reviews • Curriculum Accountability Meetings • Pay Committee Meetings • LA budget monitoring report • Audit report 2021 • Link Finance Governor Termly reports • Behaviour and Safety committee (Health and Safety) • External Inspection Reports • Health and Safety termly Health Check reports and termly reports from link Governor

		<ul style="list-style-type: none"> • Minutes of meetings with the and contractors relating to the progress of the new build • Governor visit reports • Attendance figures from Committee meetings and FGB meetings • Attendance figures from LA and NGA courses • Minutes of all Governor meetings • SIP visit reports • LA financial audit reports. • ABTEC Half Termly reports • Link Governor Website Compliance Report 			
	Costs:	<ul style="list-style-type: none"> • £750,000 over 2 years to the new build • £25, 000 legal fees for MAT conversion • NGA membership fees • Clerking SLA 			
Self-Evaluation Form (SEF)	SEF				
	May 2022	July 2022	September 2022	November 2022	February 2023
	<u>Current Position</u>				
	<u>Next Steps</u>				

School Improvement Plan (SIP)	Objective 2:	<p>To create a highly skilled, ambitious workforce through the delivery of world-class professional development from ITT to future leaders and to offer staff opportunities to develop and excel in their career pathways at the same time as feeling supported and valued for their contribution to the success of the school.</p> <p><i>Encourage appropriate and ongoing access to the DfE 'Golden Thread' for all staff, in particular Initial Teacher Training (ITT), Early Career Framework (ECF) and National Professional Qualifications (NPQs).</i></p> <p><i>Ensure there is an ongoing plan for the recruitment & retention of staff at all levels</i></p> <p><i>Ensure ongoing ITT recruitment and retention and respond to any changes in ITT provision from the government</i></p> <p><i>Develop the ECF training and mentoring programme within school and in our role as Lead School across Wigan</i></p> <p><i>Widen participation in NPQ programme across the Teaching School hub for both participants and facilitators</i></p> <p><i>Develop future leaders through staffing opportunities in school and bespoke CPD programmes</i></p> <ul style="list-style-type: none"> - Ensure that staff and leaders are expertly trained to both diagnose and meet the needs of SEND learners, particularly for reading. <p><i>Develop a research group that impacts on the Quality of Education</i></p> <p><i>Develop leaders and SLEs (Specialist Leaders in Education) to allow them to engage with more school- to- school support work and drive research informed best practice within and outside of the school community</i></p> <p><i>Make appraisal more impactful by training leaders in coaching conversations</i></p> <p><i>Develop an innovative digital platform to communicate our CPD offer which is bespoke to every member of staff and includes specific CPD around Teaching and Learning of SEND pupils and Reading Strategies</i></p> <p><i>Develop the Wellbeing Committee so that it is responsive to staff voice</i></p> <p><i>Maximise the impact of the staff Workload Committee to ensure that real issues, raised by staff are addressed in policy and procedure</i></p>	
	Lead:	AG (ACS, VLC, FJH)	
	Impact Measures:	<ol style="list-style-type: none"> 1. The number of Trinity ITTs recruited for the 2022-2023 cycle will surpass the number recruited in 2021-2022. 2. At least 50% of the cohort will be recruited within the Trinity Teaching Alliance. 3. 100% if ITTs will enter employment within the first year of completing the course. 4. Ensure continued participant uptake of at least one cohort 	

for each existing NPQ across the Teaching School Alliance and for the new NPQs in Early Years and Literacy

5. Ensure continued participant uptake of at least one cohort for each existing NPQ across the Teaching School Alliance and for the new NPQs in Early Years and Literacy
6. Increase the number of NPQ facilitators across the alliance by 50%
7. 100% of ECTs are retained at GHS until the completion of ECT Year 2 at a minimum.
8. KPI are met for attendance for ECTs and Mentors across the Wigan area for Year 1 and Year 2
9. Wigan area cohorts for ECF in 2022-23 increase from the 7 in 2021-2022
10. There are 0 concerns in the facilitation of the ECF raised by internal (GHS) and external (Teach First) QA
11. School signs up for the DFE Wellbeing Charter
12. New policies and procedures are written for Staff Workload, Staff Wellbeing, Wellbeing Pledge,
13. Communication – internal and external, assessment and marking.
14. 100% of ITT and ECT mentors will have been expertly trained
15. 100% of those Leaders/Aspirant Leaders will have been able to share their expertise with ECTs
16. 100% of colleagues will be aware of the Golden Thread and a system will be in place allowing them to access it
17. 100% of requests for SLE support will have been deliverable and had impact and 100% positive feedback
18. 100% of Departments use external experts [e.g. A level tutors] to enhance staff's subject knowledge
19. 100% of Departments have examiners in their Department who upskill other staff
20. NPQs are delivered by GHS staff and all middle leaders attain an NPQ qualification.

21. 100% of support staff engage with ambitious CPD and feel valued as reported in the bi annual staff surveys.
22. All staff are provided with opportunities to engage with and deliver on the latest research.
23. External partnerships with GMLP, Pixl, TSH, Lab Schools, SEND experts, TTA are maximised to allow GHS staff opportunities to access and deliver on a National and International platform.
24. 100% of staff have bi annual PM reviews and achieve their ambitious targets.
25. TSH KPIs met. DFE benchmarking continues to place us in the lowest percentage for staff costs but highest for number of staff.
26. DFE Workload Toolkit 2022 is used as a guiding principle for the Workload agenda
- 27.** Achieve certification in emotionally friendly schools to recognise that emotional well being is at the heart of the schools ethos.
28. Continue to lead the GM challenge and Logos on mental health and well being and create resources to be used and rolled out across the whole logos consortium.
29. Biannual staff wellbeing survey show 100% of staff are proud to work at GHS, feel valued and listened to.
30. Biannual staff wellbeing survey shows 100% of staff feel that Leaders manage their workload well and that their workload is manageable.
31. Minutes of relevant meetings show 100% consultation on changes to school policy and procedure.
32. The school calendar of meetings/ events is shared and agreed by all staff before it is finalised
33. 100% of staff engage with organised wellbeing activities
34. 100% of staff know how and where to access support for

		<p>their mental health and wellbeing - evidenced in wellbeing minutes</p> <p>35. Termly HR report to Governors shows staff attendance is over 95% consistently and that HR policies and procedures relating to the management of attendance are effective.</p> <p>36. There are 0 staff grievances throughout 2022-23</p> <p>37. All PM targets are supported by identified CPD or internal support</p> <p>38. All staff achieve their PM targets.</p> <p>39. School is Nationally recognised for its culture of support and investment in staff.</p> <p>40. 100% compliance with the Employers' Handbook</p> <p>41. Staff retention figures rise by 20%</p> <p>42. 100% staff exit questionnaires are positive about the school environment, culture and support for their wellbeing</p>	
	Monitoring:	<ul style="list-style-type: none"> • Mentor Voice • Monitoring of Trinity deployments, including stakeholder voice • QA of Friday Programme • Teaching School Hub (TSH) QA measures • DFE measures for NLE and Lead school provision • TSH KPIs • Department Minutes • Standards Committee Minutes • Middle Leaders minutes • NPQ evaluations • CPD evaluations • SLE support school evaluations • Staff Workload and Wellbeing Committee Meetings • HR report to Business Committee (Termly) • Biannual staff wellbeing survey • SMT, Middle Leaders Minutes • Staff Meeting minutes • Participation in wellbeing activities 	
	Costs:	<p>CPD budget Staffing budget Trinity TA Budget TSH budget HR SLA School Counsellor Cokes Lawyers SLA Legal Team SLA Staff Wellbeing – rewards and incentives £5,000</p>	
SEF			

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<p>School Improvement Plan (SIP)</p>	Objective 3:		Develop outstanding community cohesion through exceptional relationships with stakeholders who feel invested in the school community
	Lead:	AG (ACS, AKB)	<ul style="list-style-type: none"> - Communication Policy - whole-school and Department - Impactful and regular use of social media - Maximise the impact of the Parent Partnership - Further develop partnerships with an extensive range of providers to remove the barriers to learning and support our pupils and families - Develop links with the community in all curriculum areas - Maximise links with local sports clubs to improve the wider curriculum offer to our pupils - Support the local need for mental health support through internal and external expertise - Support the needs of our SEND pupils through both our internal expertise and our external partnerships to ensure high quality provision - Develop partnerships with parents of SEND pupils through regular 'Drop Ins' weekly communication, newsletters - Raise literacy levels by engaging parents and members of the local community in reading with targeted pupils. - Fully utilise the Wetlands as a community resource - Restructure the School Council, prefect system, Goal Co, <i>LGBTQI+ group</i> so that children can engage more with the local community and have a more impactful voice in school. - Develop more formal links with local organisations – MPs, Faith Leaders, Charities, Counsellors - Redefine GoalCo and maximise its potential as a hub of the community - Support the work of the local community to safeguard families <i>more</i> effectively using locality information - Engage with community forums to address the social deprivation and increasing socio-economic problems that <i>COVID19</i> has created <p>Enhance post 16 links to enrich and widen KS3 –5 <i>opportunities</i> <i>Widen the lettings offer in response to community needs</i> <i>Develop LOGOS links to offer broader and richer KS 2–3 collaborative projects</i></p>
	Impact Measures:		<ol style="list-style-type: none"> 1. 100% of Y6 pupils transition successfully to High School and no pupils move forms or become school refusers. <ul style="list-style-type: none"> • 100% OF Departments and Houses have a wider curriculum offer that involves working with the local community. • All pupil led forums show a positive impact on the local and wider community which is evidenced in 100% positive stakeholder evaluations. • Lettings are fully booked up and show at least 25% wider use by the local community • 100% of community Hub meetings are attended by Golborne Staff.

		<ul style="list-style-type: none"> • At least 3 charity events are organised which have been selected by pupils who work in the local community. • Parent Council is widened to include representatives from vulnerable pupils, SEND, BAME, LGBTQI and all abilities and year groups in school. • Parent Council demonstrate a positive impact on the policies and procedures in school. • Local representatives e.g. councillors, Age Concern etc are invited into school on a Termly basis to organise community events where they are most needed. • At least 2, cross-phase Performing Arts events are held and organised by the LOGOS group. <ol style="list-style-type: none"> 2. Analysis of the wider curriculum uptake shows SEND and PP pupils engage to the same level as all other pupils. 3. KS4-5 CEIAG offer ensures there is a 3 year trend of 0 NEETS Parental complaints are managed effectively by the Headteacher with 0 escalating to Stage 2 4. Parental surveys show at least 95% are satisfied with the provision, safeguarding and support offered by the school 5. 0 complaints to Ofsted and the Local Authority 6. Incidents of anti -social behaviour in the community are reduced and complaints from the local community are reduced by at least 20% 7. 100% of invited SEND parents attend the regular 'Drop Ins' 8. Parental attendance at Parents Evenings indicates a minimum of 20% improvement over 12 months and 50% improvement for parents of PP pupils. 9. 100% of SEND parents attend Parents evenings and receive updated passports and regular, systematic communication from school 10. Analysis of Reward Trips indicates equal numbers of SEND and PP pupils access these trips in comparison to all other pupils 11. The Safeguarding register is 100% accurate and shows the impact of early intervention, multi-agency and locality work on young people and their families.
	Monitoring:	<ul style="list-style-type: none"> • <i>Minutes of School Council, LGBTQI+</i> • <i>Minutes of Behaviour and Safety Committee</i> • <i>ACS- Community Lead QA</i> • <i>Lettings Quarterly Report to Business Committee</i> • <i>LOGOS minutes</i> • <i>Golborne Hub Minutes</i> • <i>Press and social media coverage</i> • <i>Parent Council minutes</i> • <i>Analysis of attendance at parents' evenings</i> • <i>Early Help minutes</i> • <i>CPOMS records</i> • <i>Multi agency meeting minutes</i>
	Costs:	<ul style="list-style-type: none"> • Self funding
SEF		

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School Improvement Plan (SIP)	Objective 4:		To be recognised as an expert leader and provider of the DfE's Golden Thread
	Lead:	AG/VL C/ FH/ ACS	
		Impact Measures:	<ul style="list-style-type: none"> - Continue to deliver Initial Teacher Training (ITT), incorporating the Core Content Framework (CCF) - Develop our role as Lead school for ECF. - Identify opportunities for broadening access to evidence informed CPD, which supports the golden thread at every stage. E.g., EYFS training - Develop out status as Delivery Partner for National Professional Qualifications (NPQs). - Deliver the 'golden thread' across Wigan and beyond, in association with Endeavour (ITT), Generate TSH (ECF and NPQ) - Continue to be identified as a Lead school in Wigan for CPD, delivering the golden thread across Wigan and beyond. E.g., lead on subject network meetings - Develop partnerships with the Maths, English and Computing Hub to enrich the CPD provision within school and beyond. <p>Internally:</p> <ul style="list-style-type: none"> • 100% of trainees will have been inducted via the Trinity ITT programme, incorporating CCF • 100% of GHS NQT +1s will have engaged with Year 2 of ECF • 100% of GHS NQTs will have engaged with Year 1 of ECF • 100% of GHS NQTs will have passed at each reporting point • 100% of identified colleagues will have accessed and passed NPQ for Leading Teacher Development (NPQLTD)

		<ul style="list-style-type: none"> • 100% of identified colleagues will have accessed and passed NPQ for Leading Behaviour & Culture (NPQLBC) • 100% of identified colleagues will have accessed and passed NPQ for Leading Teaching (NPQLT) • 100% of identified colleagues will have accessed and passed NPQ for Leadership programmes (NPQSL, NPQH, NPQEL) <p>Externally:</p> <ul style="list-style-type: none"> • NPQLTD - recruitment to meet KPIs (figures to follow) • NPQLBC - recruitment to meet KPIs (figures to follow) • NPQLT - recruitment to meet KPIs (figures to follow) • NPQSL - recruitment to meet KPIs (figures to follow) • NPQH - recruitment to meet KPIs (figures to follow) • NPQEL - recruitment to meet KPIs (figures to follow) • 100% of allocated KPIs for TSH will have been achieved • Wigan offer accepted and accessed by Wigan colleagues across all sectors. 100% positive feedback from staff evaluations. • 100% positive feedback from schools who access our Trinity ECT and CPD offer. • HT to continue to sit on the WEP board and SIB working with at least 1 other school in Wigan.
	Monitoring:	<ul style="list-style-type: none"> • QA of ITT programme • ITT & NQT Mentor Voice • ITT Voice • ECT Voice • NPQ Participant Voice • Year 1 and Year 2 engagement data from ECF • Checkpoint data from NPQs • QA of other CPD • WEP and SIB minutes • TSH minutes • TTA minutes • TSH external QA • DFE QA of NLE work • Wigan QA of Lead school work • QA of SLE work
	Costs:	<ul style="list-style-type: none"> • Business model covers the costs • TSH funding • Lead school Wigan funding • Trinity Business Model • ITT funding

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