School Evaluation and Development Plan 2019/’23
Introduction
At Greenside School a rigorous and objective, on-going, self-evaluation process of practice and provision informs short term action and long term development planning.

The school values of: Respect; Creativity and Collaboration, together with the school’s mission statement of: Learning; Achieving; Together inform all aspects of evaluation and development planning.

School Evaluation and Development Plan 2019 / ‘20
The school’s action plan provides short term goals with specific success criteria. It covers the period 2019 – 20.
The improvement plan has 5 numbered sub-headings:

1. Quality of education - Curriculum (1.1), Assessment (1.2), Teaching & learning (1.3), Outcomes (1.4).
2. Personal development – including support for Children Looked After and those taught at home.
3. Behaviour and attitudes – including attendance
4. Leadership and management – including safeguarding; welfare; health and safety
5. Overall Effectiveness (summary of the effectiveness of the school including its value for money)
6. Asset Management Plan (caring for and maintaining existing school facilities)
7. Resources and facilities development plan (developing new resources and facilities)
8. 3-year Financial plan (forecast of learner numbers; income and expenditure)
Evaluation and Development planning
Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.

Intent – Aims, knowledge and understanding (the design of the curriculum).
Implementation – Structure and narrative (teaching and assessment)
Impact – Evaluating what knowledge and skills learners have gained (attainment, achievement and progress)

At Greenside School evaluation and development planning is an ongoing cycle of...

*Evaluation of the quality of practice and provision ➔
Leads to the identification of areas for improvement / development ➔
Addressed through improvement / development planning ➔
Impact is evaluated ➔
Informing future planning.*
Summary of Evaluation and Development Plan

1. Evaluation - Our strengths
   - We are creative in our thinking and practice.
   - We are inclusive and open to new ideas and opportunities
   - Our curriculum framework ("My Curriculum") enables a highly personalised approach, based on the learning outcomes of each EHCP.
   - We know each learner well and constantly seek to understand their strengths and potential.
   - There are strong, trusting relationships between adults and learners.
   - Our school acts as a hub, enabling a range of professionals to consider the needs of the whole family.

Judgements
We are a good school, some aspects are outstanding…
   - Quality of education is good
   - Personal development is outstanding
   - Behaviour and attitudes are outstanding
   - Leadership and management is good
   - Quality of provision for Early Years and Foundation Stage is good
   - Quality of provision for Post 16 is good.

2. School Development Plan - Summary of objectives

Quality of Education
   - Barriers to learning are identified and overcome
   - Augmented communication aids, visual cues, adaptations to the learning environment improves engagement and enables progress
   - Tailored training, coaching and guidance provided for teaching assistants enables them be effective in supporting learning.
   - Fully embed the “My Curriculum” framework, ensure that it is effective in informing planning, assessment and evaluation.

Personal development
   - Develop strategies to enable all learners to have a voice

Behaviour and Attitudes
   - Specific actions support individual families and enable an improvement in attendance
   - Sensory integration used to enable self-regulation.

Leadership and Management
   - Roles of extended leadership team fully embedded and enables development and improvement, improving outcomes.
   - Judgements of quality of practice are robust and consistent across the leadership team

11.03.19
Section 1
School-Evaluation and Action plan 2019 – 20

Contextual Information
Greenside is a Hertfordshire County Council special school for learners with severe and / or profound & multiple learning difficulties. Many learners have additional complex needs including those with autistic spectrum condition, medical needs, physical and sensory impairments.

All learners have Education Health Care (EHC) plans.

For 2018 /19 Greenside is funded for 140 places. The number of learners attending Greenside has increased significantly since 2010. (2010 = 107; 2019 = 143). The increase followed the development of further accommodation in 2014, when a neighbouring secondary school closed. These facilities are now shared by Greenside and Barnwell High School.

In February 2019, there were 143 on roll. Greenside had 3 children looked after. 2 learners were supported at home due to their medical needs. 1 learner was in specialist hospital and not expected to be able to return to school before May 2019.

The percentage of learners with Autistic Spectrum Condition (ASC) has increased (approximately 30% 2000; 40% 2010 to 60% 2018). The school recognises the specific needs of these learners. Specialist resources and teaching strategies have been developed, as well as extensive and on-going training. Our provision is accredited by The National Autistic Society (NAS).

Greenside has an experienced staff team - turnover is low. The school works effectively with colleges and other providers to enable career progression. For example, since 2000, Greenside has worked in partnership with The University of Hertfordshire to provide opportunities for 12 teaching assistants to progress to gain full teaching qualifications.

In 2012 a social enterprise was established at The Hyde shopping centre (½ mile from Greenside). “The Greenside Studio” is a business selling sweets as well as providing a ceramic studio. This social enterprise enables work related and self-help learning opportunities in the heart of the local community. In 2016, Greenside leased a former caretakers bungalow from Barnwell School and converted this for use as part of the school’s Post 16 provision.
School Evaluation

1. Quality of Education

1.1 Curriculum
The curriculum at Greenside is judged at least good because…
- The curriculum is broad, relevant and highly personalised curriculum.
- The 4 main aspects of the school’s curriculum are: My Body; My Communication; My Thinking; My Wellbeing. These reflect the learning, sensory, emotional and physical needs of each learner and are highly effective in supporting planning and assessment.
- The learner is at the heart of all planning, which is undertaken in partnership with parents and carers.
- Teaching strategies are based on the abilities, interests and needs of each individual person, enabling high levels of engagement.
- Learners’ spiritual, moral, social and cultural development is effectively promoted throughout the school day.
- There is evidence that the impact of specific curriculum developments and training (e.g training in communication; intensive interaction; sensory integration, use of visual cues and sensory diets) has supported leaners to extend their engagement in learning and has led the majority of learners demonstrating relatively high levels of independence.
- The vast majority of staff display a very good understanding of the learning styles of each young person as well as their emotional, communication, and sensory needs. This enables good and often outstanding levels of progress and achievement.
- Curriculum delivery is enhanced through the use of specialist facilities at Barnwell School, these include: science, food tech, drama, dance and gym. A librarian is jointly employed by both schools; they enable inclusive literacy opportunities at the Barnwell library. The co-location of Greenside and Barnwell schools has enabled exceptional opportunities for inclusive learning and social activities. Everyday up to 20 learners from Greenside have their lunch with mainstream peers at “The Barnwell Bistro.”
- Learners have access to appropriate communication methods (such as BSL, PECs, communication books, symbolic timetables and other augmented systems).
- Specialist classes for learners with ASC ensures that the needs of learners who have sensory processing difficulties, higher levels of anxiety and complex communication difficulties are met in a highly individual and effective way. The impact of this specialist curriculum is demonstrated in the progress learners have made in self-regularly skills as well as higher levels of engagement.
- Specialist classes enable learners with PMLD to access a curriculum that is relevant to the physical, sensory and medical needs of each young person. As a result, there is a higher proportion of immersive lessons and learning activities, higher levels of engagement, high levels progress and achievement based on individual baselines.
1.2 Assessment

Assessment is judged to be at least *good* because...

- Assessment strategies are tailored to the learning needs of each young person, this has ensured that assessment is relevant and valued by the vast majority of parents and carers.
- Assessment is rigorous and informs planning.
- Teachers use the outcomes of Education Health Care Plans (EHC) to inform personalised planning and the setting of learning targets in individual education plans (IEPs).
- The use of the Evidence for Learning tool has enabled a highly individualised record of progress and achievement, which can be shared with parents and carers. In February 2019, approximately 65% of parents and carers used this tool to upload achievements at home.
- 3 main assessment tools used by teachers reflected learners needs. Routes for Learning, is used for those learners who are at an early stage of their understanding. Autism Education Trust (AET) assessment used for learners with complex levels of autism, Performance Indicators for Valued Assessment and Targets (PIVATs), is used for learners who have a severe learning difficulty. The Recognising and Recording Progress and Achievement (RARPA) accreditation system is used by the majority of Post 16 students. This system is used by the 2 main FE collages that the majority of leavers go onto. This ensures that accreditation is relevant for the learner and supports a successful transition.
- School leaders provide training and coaching for all class staff in the use of the assessment tool.
- Senior leaders correlating and analysing assessment data, identifying patterns, feeding this back to class teams and using this information to inform changes in planning and practice to enable progress.
- Assessment for Learning (AfL) strategies used throughout lessons as a result teaching strategies are adapted, learning opportunities identified and the quality of practice enhanced.
- Staff receive training in using AfL, which has resulted in improved use of AfL techniques in lessons across the school. Participation in the Herts AfL project has enabled examples of good practice from other schools to inform and develop practice.
- Speech and Language therapist work alongside class staff teams, supporting the implementation of ECHP outcomes and IEPs.
- Collaboration with other SLD special schools and FE collages enables rigour in moderation of assessment judgements.
1.3 Quality of teaching and learning

The quality of teaching is judged to be at least **good** overall because…
- Since the last OfSTED inspection (June 2016), the pattern shows an improving picture in the quality of teaching.
- There are high levels of engagement in the vast majority of lessons and social activities.
- The quality of relationships between adults and learners is a consistent strength of the school. Adults effectively motivate learners and promote high levels of engagement, with a focus on learning, progress and achievement.
- The vast majority of learners enjoy lessons; there is sufficient levels of challenge.
- Lessons are well organised and resources are of a high quality.
- Creative teaching approaches are used effectively by staff to enable high levels of engagement and motivation. This has been an area of particular focus for Continuous Professional Development (CPD) for all class staff since September 2017, for example, The Bamboozle drama company have enabled improvement in immersive strategies.
- Aspects of teaching that require improvement are always fully acted upon through action planning, coaching, additional training and support leading to improvement.
- Staff demonstrate high levels of empathy with learners. Use of de-escalation strategies is effective in supporting the emotional needs of learners reducing disruption to lessons.
- Teachers use of appropriate technology to meet individual needs, to promote learning and secure successful outcomes.
- Teachers respond effectively to the views and aspirations of parents/carers setting and amending priority targets and giving advice and guidance to parents/carers in order to maximise their child's learning.
- Skilled and experienced Teaching Assistants (TAs) operate as a part of a team with the teachers in each class to enable the achievement of good and often outcomes for the learners.
- All TAs receive regular in-house training during the school day which is relevant to the needs/teaching of learners and enables individual needs to be met.
- The support provided when aspects of practice are regarded as requiring improvement is effective as evidenced by the impact on the quality of teaching and learning outcomes.
- Use of staff who are familiar with the learners ensures the quality of teaching is maintained in the absence of the teacher,
- Effective training, coaching and support has secured improvement in the quality of teaching.

<table>
<thead>
<tr>
<th></th>
<th>2015 / 16</th>
<th>2016 / 2017</th>
<th>2017 / 18</th>
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<tbody>
<tr>
<td><strong>Number of lessons seen</strong></td>
<td>Outstanding</td>
<td>Good or better</td>
<td>Requires improvement</td>
</tr>
<tr>
<td>132</td>
<td>43</td>
<td>33%</td>
<td>86</td>
</tr>
</tbody>
</table>

- Number of lessons seen
- Outstanding
- Good or better
- Requires improvement
1.4 Outcomes
Outcomes for the vast majority of learners at Greenside are at least good, because...
- In excess of 70% of learners achieve their aspirational targets as a result of good and outstanding teaching.
- Staff work effectively in partnership with the majority of parents and carers enabling them to be involved in learning.
- Analysis of learner performance data shows that there is no difference in rates of progress or levels of achievement based on: gender, learners receiving a free school dinner (FSM), learners for whom English is an additional language (EAL), ethnic and cultural backgrounds, as well as children looked after (CLA).
- The vast majority of leavers (in excess of 90%) make successful transition to college or to appropriate provision.

Quality of Education for Early Years, Foundation Stage (EYFS)
The quality of education at EYFS is judged at least good because...
- In excess of 90% of lessons are judged outstanding as a result the vast majority (in excess of 80%) make outstanding levels of progress from their very low starting points.
- The EYFS curriculum is appropriate and fully embedded.
- Levels of engagement and enjoyment are high
- Staff are effective in promoting the early development of skills and progress in all areas of learning and provides an excellent foundation for continued progress throughout the school.
- The vast majority of learners demonstrate a sense of fun and enjoyment.
- Particular care is taken in ensuring that the individual medical, physical and sensory needs of each child is planned for and addressed in differentiated practise.

Quality of Education for Post 16
The quality of education at Post 16 is judged at least good because...
- The majority (in excess of 80%) of practice is at least good and much (at least 20%) is outstanding.
- The curriculum, teaching practice and facilities reflect the chronological age as well as the developmental level of each learner.
- Learners develop their capacity to independently problem solve by taking part in relevant and age appropriate activities at a range of community based resources, for example the school's social enterprise (The Greenside Studio), forest school, Church Farm sports centres and public swimming pools.
- There are very high levels of engagement. The vast majority of learners demonstrate pleasure and pride in what they achieve.
- The vast majority transition successfully to an appropriate FE college course.
- Effective liaison with parents, carers, Connexions, transition workers, colleges and adult service providers ensure effective placements and smooth transitions.
- A strong focus on community based learning, including residential trips, promotes independence, confidence and self-esteem.
How evidence is gained to inform judgements
- Early Years Foundation Stage (EYFS) learning profiles and journals
- Progress towards achieving The Education Health Care Plans (EHCP) outcomes
- Progress information gained from “The Evidence for Learning” app
- Progress in structured schemes such as Lexia reading.
- Destinations of learners leaving school at the age of 19.
- Monitoring outcomes for learners after they have completed FE courses.
- Progress in meeting Individual Education Plans (IEP) targets.
- Progress in communication plans
- Progress in behaviour support plans
- Feedback from parents and carers, visitors and specialists, visiting professionals.
- Impact of the curriculum structure developed 2017 / 18 (see Greenside Curriculum).
- Comparison of progress and outcomes with other SLD special schools are made.
- Termly learner progress meetings are undertaken led by members of the senior leadership team (SLT).
- Learning walks, lesson visits and formal lesson observations by senior leaders, governors, education consultant(s)
- Structured and informal lesson observations and an analysis of impact of feedback
- Paired observations and learning walks (subject / aspect leaders and SLT paired with teachers)
- Governor visits and paired observations with external education advisers / inspectors.
- Analysis of progress data including the use of the Evidence for Learning assessment tool.
- Parent’s comments - at EHCP meetings, parent’s evenings, Home/School diaries and parent questionnaires.
- Moderation sessions with colleagues from other special schools
- Staff feedback – staff meetings/steering group meetings / individual performance meetings, questionnaires

The quality of education will be judged as better when:
1.1 Analysis of progress in learning is embedded in day to day teaching; outcomes are quickly evidenced, so that barriers are identified and planning ensures that these are rapidly overcome
1.2 Better use is made of augmented communication including use of sign vocabulary, symbols, switches and electronic communication aids to promote engagement, communication, independence.
1.3 Visual cues are used more constantly by adults in order to enable learners to engage more productively in learning.
1.4 The organisation of learning environments enables higher levels of independence and engagement.
1.5 Learners engagement improves as a result of the effective deployment and contribution of all teaching assistants
1.6 “My Curriculum” is fully embedded and improves the quality of planning, practice and assessment. (2.5) Focus on Intent; Implementation and Impact.
1.7 Effective, coaching training, mentoring and support enables higher proportion lessons are judged to be outstanding. (2.6)
# Action Plan - Quality of Education

<table>
<thead>
<tr>
<th>Specific target</th>
<th>Actions</th>
<th>Success measures</th>
<th>Lead</th>
<th>Time &amp; Cost</th>
<th>Progress Update</th>
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<tr>
<td>Will be better when</td>
<td>Analysis of progress in learning is ongoing; outcomes are quickly evidenced, so that barriers are identified and planning ensures that these are rapidly overcome</td>
<td>Develop the use of the Evidence for Learning App to enable parents and carers to contribute to gathering progress information. Review / evaluate current practice relating to planning for individual learners – identify examples of innovative / outstanding practice. Consult / prepare policy and guidance Review home / school communication</td>
<td>Planning is concise / enables outcomes from each EHCP to be realized. At least 85% of targets are achieved. Analysis of progress is frequent and accessible. Barriers to learning are identified and addressed – effective strategies are quickly put in place.</td>
<td>AT</td>
<td>By May’19</td>
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11.03.19
### 1.2 Better use is made of augmentative communication…

| i. | Use of switches and electronic communication aids to promote engagement, communication, independence. |
| ii. | Use of sign vocabulary |
| i. | Audit current resources / practice. See examples of outstanding practice Prepare and implement action plan (see attached). |
| ii. | Establish communication team (MB; DH; SC). Prepare policy, explaining the importance of signing and expectations of all class staff. Provide structured signing workshops Communication team undertake regular learning walks, providing coaching and feedback |

Class teams are confident, effective and consistent in the use of high quality switches & communication aids. The vast majority of learners (at least 95%), who require an augmented communication aids make at least good progress and many make outstanding progress. The communication team is effective support for class staff and MSAs. Workshops and training opportunities are tailored to needs. High standards of signing are maintained throughout the school.

**LC** By July ’19 Release time - £1k Meeting time Evidence of strategies demonstrated by Bamboozle are enabling immersive teaching for PMLD classes. SCERTS training provided for all TA’s LW’s feedback includes advice on the use of TA’s AAC Training provided by LC for all class staff. Monthly communication workshops provided for MSA’s Switch assessment pack in use

### 1.3 Visual cues are used more constantly by adults in order to enable learners to engage more productively in learning.

| i. | Prepare guidance for class staff, explaining the importance of symbols and expectations regarding their use. Deliver workshops, support in preparing high quality resources. Monitor / feedback use of symbols across the curriculum |
| ii. | Staff understand the importance of constantly using visual cues through the day, in all contexts. Learners are supported effectively and enabled to make smooth transitions. |

**LC** Specialist resources £16k Overtime for TA’s and MSAs SLT reviewing impact of mid-morning breaks on the timetable. Support by senior leads reduction in use of circle time / waiting time – Blue class to be used as an example of outstanding practice. TA’s to join learning walks
| 1.4 | The organization and the creative use of learning environments enables higher levels of independence and engagement. | Undertake an evaluation of learning environments, identifying aspects of good practice and areas requiring improvement. Tailor guidance to colleagues regarding the organisation of their class. Monitor, support, enable further development. Undertake an evaluation of practice, identifying aspects of good practice and areas requiring improvement. | Colleagues reflect on own practice make changes to their classroom that are effective in promoting and enabling engagement; independence and progress and attainment. Learners are fully engaged and focused on their learning for the majority of their whole day. Evidenced through LWs, observations and PMR. | DB / LS | By Feb ’19 Release time £750 + Meeting / INSET time | Feedback from LW and observations has informed review of the organisation of classrooms, Reduction in number of whole class activities and waiting times. De-cluttered area outside Apples |
| 1.5 | Learners engagement improves as a result of the effective deployment and contribution of all teaching assistants | Tailor guidance to colleagues regarding the support and deployment of TAs Monitor, support, enable further development. | Teachers and tutors develop effective management communication skills. - The majority of TA’s outstanding in supporting learning, enabling engagement and progress - Evidenced through LWs, | DB / LS | | Feedback from LW and observations has informed review and improved practice. ELT reviewing guidance on career progression for assistants |
1.6  The “My Curriculum” is fully embedded and improves the quality of planning, practice and assessment, focus on Intent; Implementation and Impact.

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<tr>
<th>1.6</th>
<th>Audit curriculum documents, identifying those that are relevant to the “My Curriculum.” Prepare medium term planning using thematic approach / schemes of work as appropriate. Monitor and support implementation of themes / schemes</th>
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- Curriculum documents on the school’s network are well organised; relevant and support planning.
- Use of an embedded, well-resourced curriculum enables outstanding progress evidenced through EFL app.
- Teachers, tutors and TAs are well supported in their planning, which impacts on the quality of their practice and learning.

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<thead>
<tr>
<th>FS / MK / SB</th>
<th>Meeting time. Release time £350 By March ’19</th>
<th>Video explaining the curriculum on website. Regular curriculum planning meetings. Evidence from learning walks / observations of an effective whole school approach which supports learners level of engagement, enjoyment and progress.</th>
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1.7 Effective, coaching training, mentoring and support enables a higher proportion of lessons are judged to be outstanding. (From 39% to 50%)

| 1.7 | i. Exempla of descriptors linked to national professional standards is reviewed and updated.  
  ii. The focus of the performance management process will be on improving quality of practice.  
  iii. Training, coaching, mentoring is tailored to the requirements of each member of the class team.  
  iv. SLT performance targets link to improving quality of teaching.  
  v. SLT; UPS and TLR teachers work with external consultants (MR; RH) to inform judgements of teaching practice.  
  vi. Learning walks, lesson visits and structured observations inform constructive, feedback – which is followed up to review / evaluate impact. |
| --- | --- |

- Ambitious targets have clear success measures and enable development of outstanding practice.  
  ii. Training, coaching and mentoring is effective and impacts on practice.  
  iii. Senior leaders are effective in making informed judgements.  
  iv. The extended leadership team are rigorous in driving up standards ensuring that at least 50% of practice is outstanding.  
  v. Effective monitoring embeds outstanding practice. |

| SLT and ELT | By Sept ’19 Meeting time.  
  ii. From Oct ‘18 Meeting time  
  iii. From Nov ‘18 consult fees £3k  
  v. By May ’19 | Highly effective support from behavior support team has enabled class teams to develop the quality of practice, reducing disruption to lessons. Support for augmented communication has improved the use of switches and communication aids. Sharing the responsibility for sign practice has led to an increase in confidence and use of sign. Staff supported in use of use of body signing and use of object cues. |
| --- | --- | --- |
2. Personal Development

Personal Development is **outstanding** because…
- The vast majority of learners demonstrate high levels of independence (related to their physical, sensory, emotional and learning needs).
- The “My Wellbeing” aspect of the school’s curriculum is effective in informing assessment and planning in personal development throughout the school.
- Learners respond positively and with pride when their achievements are recognised and celebrated.
- Learners make exceptional progress in the development of their self-help skills (related to their relative starting points).
- The quality of relationships is a strength as a result, positive, respectful, trusting relationships and friendships are fostered.
- There is a culture of caring for others; respecting the feelings of others, demonstrating tolerance.
- The vast majority of learners develop and understanding of personal safety (related to their learning and emotional needs).
- Creative practice is embedded and enables high levels of engagement, progress and achievement.
- Extended learning activities, including after school clubs and residential journeys, promote learner’s confidence and independence. As a result, many learners demonstrate high levels of autonomy.
- The views of learners are valued and acted on. This can be through formal, structured consultation such as learner voice meetings, or informal comments / observations that staff have heard or observed. Examples of learner’s influence on planning and provision range from expressing a choice / preference in undertaking an activity; working with particular staff or peers; informing the choice of outside play facilities and resources; choosing the theme for the leaver’s prom.
- Exceptional inclusive learning opportunities help to secure outstanding progress in personal development. These include: co-location with Barnwell School, partnership with Broom Barnes Primary School.
- The content and delivery of RE is enhanced through relationships with faith groups, churches and associations, enrich.
- The sense of community is enriched though school assemblies, which are tailored to sensory and emotional needs of our learners. Assemblies assist learners to experience uplifting feelings of celebration as well as sharing feelings of loss. A special sense-assembly has been very effective in enabling learners with complex autism to come together.
- A special prayer and poem communicates and reinforces the values of our school.
- Teachers are proactive in their teaching of difference. This includes inclusive assemblies with learners from Barnwell School.
- British values are taught and celebrated across the whole curriculum, promoting an understanding of democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs.
- Work by creative practitioners and a trained drama therapist are effective in promoting the development of pupil’s own ideas and is successful in enabling learners to demonstrate passion, imagination, pleasure as well as feeling of anxiety, frustration and anger in a constructive.
- Teaching resources and displays are of a high quality, reflect and celebrate the diversity of the whole community. This is monitored by senior leaders.
- Dance and drama, is led by specialists and provides outstanding opportunities for learners to access, enjoy, understand and appreciate a range of different cultures.
- There is a strong emphasis on work related learning, fostering expectations that learners will be able to gain some form of employment in the future. In order to provide a strong role model, the school engages people who have learning difficulties and who support outstanding practice in dance.
- Support for learners for whom English is an additional language is of a very high standard, for example the school has engaged staff to speak: Romanian; Italian and Polish to support individual learners.
- Class teams work effectively with nurses and doctors to ensure that complex medical needs are understood, supported and do not present a barrier to learning.
- A senior lead oversees a team of staff who provide a high quality programme to each learner who is unable to attend school due to their complex medical needs. The use of Skype and visits by classes to the learner’s homes helps ensure that they feel part of the school community, joining lessons, assemblies and special events.
- The provision of a “buddy dog” has been successful in supporting learners overcome a fear of dogs.

The quality of Personal Development at EYFS is judged as outstanding because…
- Learners are taught to develop effective relationships
- Structured play is effective in teaching key aspects such as sharing, caring, empathy and problem solving.
- Learners demonstrate confidence and high levels of independence (related to their learning, physical, sensory and emotional needs).

The quality of Personal Development at Post 16 is judged as outstanding because…
- Learners demonstrate high levels of maturity, autonomy, confidence (related to their physical, sensory, emotional and learning needs).
- Learners display respect for themselves and others.
- Learners demonstrate an understanding of personal safety (related to their physical, sensory, emotional and learning needs).
- Learners display a high degree of resilience (related to their emotional needs).
- Learners are well prepared for the challenges and opportunities beyond Greenside School.
How evidence is gained...
- Focused learning walks / Lesson observations / Informal lesson visits
- Feedback from psychologists, therapists, visitors, LA officers, community groups
- Feedback / reports from HIP and educational consultants
- Views of parents, informal, questionnaires and comments at consultation and review meetings
- The views of learners.
- Feedback from governor visits
- Feedback from therapists, nurses and other professionals
- Feedback from visitors representing different faiths, denominations
- Evaluation of the impact of specific plans to support individual learners
- Children Looked After reviews
- Virtual School Self Evaluation

Personal Development will be better when...
- Effective strategies are developed that facilitate a voice for all learners

**Action Plan - Personal Development**

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<tr>
<th>Specific target</th>
<th>Actions</th>
<th>Success Measures</th>
<th>Lead</th>
<th>Time and Cost</th>
<th>Progress update</th>
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</table>
| Develop effective strategies to facilitate a voice for all learners | Identify examples of innovative, creative practice in enabling young people with PMLD to have “a voice” and for their views to be known.  
Review “Learner Voice” policy  
Develop opportunities for learner voice – including a school council in partnership with Broom Barns Primary School and Barnwell High School.  
Share photos at EHC as part of learner’s views | The views of all learners, including those with the most complex needs are valued, understood and inform planning, practice and development. Evidenced through LWs, observations, evidence records in EFL app. | LS | By March ’19 Time | LS with SLT investigated creative ways to gain the learner’s voice including involvement in annual reviews and use of Evidence for Learning app. |
3. Behaviour and Attitudes

The behaviour and attitudes of learners is judged to be outstanding because...

- High quality of relationships between learners and staff are maintained throughout the school, as a result the vast majority of learners feel happy, safe, secure, confident and are able to engage.
- Learners are motivated to maintain positive behaviour, the vast majority enjoy taking part in learning activities and lessons.
- Class staff are highly effective in recognising and celebrating positive behaviour. Learners are seen to have positive attitudes to learning and their behaviour in the majority of lessons are good and often outstanding.
- There is an atmosphere of calm, fulfilment and enjoyment.
- The learning environment is conducive to progress and achievement.
- As a result of effective training, coaching and support, the vast majority of staff are able to understand the meaning and influences that may cause behaviours that reduce the quality of life of all concerned and ensure that planning focuses on addressing the reasons for such behaviours. Over time the vast majority of learners (in excess of 95%) make exceptional progress with their behaviour and attitudes.
- A nurturing, caring ethos is demonstrated in practice and (over time) enables learners to learn appropriate and effective ways to meet their needs, self-regulate their behaviour and gain an understanding of their emotions.
- Staff training in understanding and supporting emotional needs is extensive and effective. Training includes: Hertfordshire Steps (Assessing and understanding the meaning / purpose of a particular behaviour; assessment of risk; behaviour support planning; restrictive physical interventions (RPI). Sensory Integration; Sensory Diets; Intensive Interaction; Social Communication, Emotional Regulation and Transitional Support (SCERTS).
- Through assessment, planning and review, highly effective arrangements are made for those learners who have complex emotional needs including: adaptations to the learning environment; changes to the timetable and individualised curriculum, appropriate levels of adult support, specialist advice and provision of specific training.
- The positive, creative, reflective culture of the whole school promotes effective collaboration.
- The behaviour support plans are clear, understood and implemented consistently. Parents and carers contribute to plans. As a result, they are effective in reducing risk, understanding of triggers and informing proactive, positive practice.
- Teachers and assistants work effectively as a team in implementing behaviour support plans, enabling progress and outstanding outcomes for the vast majority of learners.
- Teachers are highly effective in the support provided for parents and carers in dealing with difficult behaviours at home. When further support is required school leaders act to ensure that specialist services such as CAHMS and PALMS have the information they require.
- Staff work as a team to interpret the meaning (purpose) of a learner’s behaviour from the perspective of the young person as helping the person to learn appropriate ways of meeting these needs.
- The schools’ behaviour support policy emphasises the importance of de-escalation. Additionally, the policy incorporates procedures for Restrictive Physical Intervention’s (RPI), as a result, the use of RPI is kept to a minimum and is carefully monitored by 2 named senior leads.
- Emotional progress is robustly analysed and any concerns are quickly ameliorated, through coaching, training, changes to the learning environment, staffing personnel, Staffing levels, peer group etc.
- Training and workshops provided by the specialist company “Bamboozle” has been effective in embedding staff to use non-judgemental commentary when feeding back to learners. This promotes intrinsic motivation, learners become more effective in understanding and self-regulating their emotions and behaviour.
- There have been no racist or homophobic incidents reported since 2013 (when a learner repeated phases he had heard at home, effective support was provided which resulted in the learner demonstrating greater understanding and respect).
- Lunch time activities reflect learner’s interests and preferences and is effective in promoting positive relationships; reducing anxiety and enabling learners to make appropriate choices.
- The vast majority of parent’s report, in the annual survey, that their child feels safe in school.
- The vast majority of learner’s value and respect the school and its property.
- The adoption of an online recording tool, Child Protection Online Management System (CPOMS) has enabled effecting monitoring and analysis of incidents of harm at Greenside School.
- Staff are effective in recording incidents of harm and concern. School uses the system to record safeguarding concerns and meetings with professionals and first aid treatments. This informs planning and support.
- A behaviour support team are effective in assisting class teachers analyse for patterns and trends in behaviours. From this they adapt environments, implement de-escalation strategies to reduce risk and harm and in turn pupils are in a reduced anxiety state and engagement in learning. Case studies explain the positive impact these on outcomes have on progress.
- As CPOMS informs SLT, behaviour team and class leads instantaneously the impact has been to improve awareness of frequency and details of harm and concern. Previously information was collated in class and audited ½ termly by behaviour team, the immediate accountability has meant staff are deployed more effectively to reduce harm and difficult situations.
- The creation of a debrief team has been very effective in supporting colleagues following an incident, providing an opportunity for reflection and consideration of changes that are effective in supporting the needs of learners and staff.
- Collaboration with parent support groups has enabled a range of training, workshops and conferences for staff, parents / carers relating to behaviour support.
- No learner has been permanently excluded in the past 20 years (the last 1 fixed term exclusion was 2013).
**Attendance**

The overall attendance figure for 2017/18 was 90.7%. This was an increase of from 89.0% in 2016/17.

- The “Greenside Learner Absence Flowchart” ensures all absence is followed up in a timely manner. This is part of rigorous and effective policies and practice which are fully embedded enabling effective monitoring and recording.
- Senior leaders and class teachers have a clear understanding of the reason for an absence and are proactive and effective in supporting particular learners in order to improve attendance and secure good outcomes.
- Some learners encounter particular difficulties in attending school, due to their complex medical conditions. 2 learners are not well enough to attend school. A structured and effective programme of education is provided; this is overseen by a senior lead. A senior leader oversees a team of staff, including music and drama specialist to ensure very high quality and consistent home learning provision. 1 of these learners has made outstanding progress. The other has demonstrated significant achievement.
- A clear policy is in place setting out how learners’ medical needs will be met and the school nurses play a key role in meeting these needs, which is effective in enabling good attendance of learners with complex medical conditions and needs.
- The school receives support of two nurses for the majority of the academic year. The nursing team work in partnership with teachers and are proactive in providing highly effective support for parents and carers and play a key role in facilitating the attendance of those learners who have complex medical needs.

**Behaviour and Attitudes at EYFS** is judged to be at least **good** because…

- Staff are highly effective in nurturing in learner’s strong relationships and friendships.
- The vast majority of learners develop an understanding of right and wrong.
- The majority of learners develop confidence in making correct decisions in social situations.
- Learners make a successful transition into school understanding skills that are important throughout their school career such as turn taking, sharing and engaging.
- Learners are taught to manage transitions and changes.

**Behaviour and Attitudes at Post 16** is judged to be at least **good** because…

- Learners demonstrate a respect for others.
- Learners display caring attitudes towards others.
- Learners have fostered strong friendships and trusting relationships.
- The vast majority of learners are able to establish new relationships.
- Learners demonstrate an understanding and respect for their environment.
- As a result of the impact of behaviour support plans learners are able to effectively self-regulate their behaviours.
- Community based learning opportunities prepare the majority of learners with the behaviours and attitudes required for the collage and the work place.
How evidence is gained…
- An analysis of recorded incidents (COMPS)
- Evaluation of the impact of specific plans to support individual learners
- Safeguarding audit (including regular monitoring of the Single Central Record).
- Monitoring of Restrictive Physical Intervention (RPI) book.
- Case studies identifying the impact support has for individual learners and their families.
- Governor’s annual audit of safeguarding polices and practice.
- Virtual School Self Evaluation
- Monitoring of attendance
- Monitoring of exclusions
- Monitoring of incidents of bullying
- Monitoring of racial incidents
- Health and safety audit
- Focused learning walks / Lesson observations / Informal lesson visits
- Feed-back from psychologists, therapists and visitors
- Feed-back / reports from LA officers
- Feed-back / reports from HIP and other educational consultants
- Views of parents and carers
- Views of learners.
- Feedback from visitors representing community groups, different faiths, denominations
- Feedback from governor visits

Behaviour and Welfare will be better when...
- Attendance is further improved through targeted support for parents and carers who have difficulty in supporting their child’s emotional needs
- Incidents of negative behaviour reduce because learners are able to use specialist sensory integration resources to self-regulate and explore.
## Action Plan – Behaviour and Attitudes

<table>
<thead>
<tr>
<th>Specific Target</th>
<th>Actions</th>
<th>Success Measures</th>
<th>Lead</th>
<th>Time &amp; Cost</th>
<th>Progress Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance is further improved through targeted support for parents and carers who have difficulty in supporting their child’s emotional needs</td>
<td>Rigorous analysis of attendance data, identifying specific trends / patterns is completed weekly is line with attendance flow chart. Review / audit current arrangements and support arrangements. Prepare and implement action plan. Evaluate action plan.</td>
<td>Processes for monitoring and supporting attendance are rigorous, effective and proactive. Specific issues are understood and appropriate action / support provided. Overall attendance improves (from 90.7% to 92%)</td>
<td>DV</td>
<td>Time</td>
<td>Improving attendance is performance target for DV. Sept ’18 Oct ’18 AT reviewed monitoring systems. CPOMs effectively used to monitor attendance patterns. Dec ’18 AT prepared a detailed analysis of attendance to be shared with governors.</td>
</tr>
<tr>
<td>Incidents of negative behaviour reduce because learners are able to use specialist sensory integration resources to self-regulate and explore.</td>
<td>Develop understanding and practice of staff in all aspects of sensory integration though training and coaching. Develop range of resources for use in classrooms and recreational areas. Prepare plans for a specialist sensory integration room (new build). Submit to planning department. Establish fund raising target and campaign. Detailed design, including specialist facilities. Provide training for staff. Open, review, monitor, evaluate impact.</td>
<td>Staff understand principles and impact of sensory integration, this is demonstrated in outstanding planning and practice. Learners develop sensory processing and self-regulatory skills, through structured, repetitive activities, in a high quality specialist facility.</td>
<td>DV / DB</td>
<td>By May ‘19 (Est target £100k)</td>
<td>Tom and Glenn preparing sensory paths in ASC playground. Ex Large hammock installed Dec ‘18. Structured sensory integration practice has a positive impact on self-regulation. Plan submitted for permission to start work on a sensory integration room to be built in April 2019.</td>
</tr>
</tbody>
</table>
4. **School Leadership and Management**
The quality of leadership and management is at least *good* overall because...

- There is a shared drive for improvement throughout the school. This is demonstrated by the rigorous focus on achievement and progress for all learners.
- Governors and school leaders have embedded an ethos of ambition and creativity which ensures aspirational outcomes for learners are achieved.
- Senior leaders share the challenge of bringing out the best in everyone enabling others to take responsibly and demonstrate leadership.
- Leadership is effectively devolved, there are many examples where colleagues (teachers, tutors, assistants, support staff) have successfully lead specific aspects facilitating sustained development, improvement and progress.
- A culture of continuous reflection, evaluation and review is in place that enables everyone to contribute to sustained development and improvement.
- Clear and effective leadership has embedded positive, proactive, therapeutic approaches to understanding the sensory and emotional needs of learners, resulting in outstanding quality of provision in personal development, behaviour and attitudes.
- School leaders ensure that the performance development process promotes high quality of practice.
- Performance development is linked to the priorities in the school development plan.
- A high level of provision of CPD for staff develops their specialist skills and knowledge which results in improved quality of provision and outcomes for the learners.
- School leaders provide effective support and training for school staff, other schools, parents and professionals through coffee mornings and advice sessions each week, to enable others to develop a greater knowledge and understanding of working with Special Educational Needs and Disabilities (SEND). This has provided the majority of teachers the opportunity to regularly work in mainstream schools, effective support and training has been provided for them in this role which has proved to be a very valuable form of professional development.
- Evidence demonstrates that as a result of the training, coaching, monitoring and support provided by the extended leadership team, the quality of teaching is improving across the school.
- School leaders and governors are focused and proactive in ensuring that progress and achievement improves.
- The provision of high quality training and professional development opportunities linked to robust performance management targets for all staff enables improvement and learner progress.
- Strong and continuous focus on raising standards in key areas are addressed in the school’s development plan priorities for the school, which in turn aims to improve teaching, learning and progress.
- Governors are knowledgeable and committed to securing excellent outcomes for all learners. They have a diverse and mixed range of skills and experiences.

11.03.19
- Each member of the SLT contribute to the termly report provided by the Headteacher to the governing body ensures that governors are aware of the strengths and weaknesses of the school, this report is used as a discussion paper in informing challenging questions and analysis at each full governors meeting, this contributes to the process whereby governors hold senior leaders to account.

- Parents’ views are sought regularly through a variety of effective channels of communication which include: workshops, coffee morning, newsletters and the school website, questionnaires, home / school books; open door policy as well as the shared use of the Evidence for Learning app.

- School leaders make good use of the network of contacts and knowledge of provision available in the local authority, established over many years. This includes hosting 2 parent support groups; providing regular training workshops; providing a range of visiting speaker as well as providing informal meetings.

- The school works effectively with a range of other professionals to enable parents to support learner achievement and progress. This includes hosting a range of medical services and clinics acting as an effective hub which is valued by parents and carers.

- The school provides an outreach service for local primary schools. Evaluations and feedback are very positive. Outreach has also provided valuable opportunities for teachers to further their own continuous professional development.

- School leaders value staff wellbeing. They have been effective in reducing teacher workload, for example reducing requirements for written planning, putting systems in place for passing on resourcing tasks. The introduction of a debrief team has been very supportive for all class staff, enabling them to reflect on their feelings following an incident.

- School leaders are proactive in supporting work life balance and ensuring the wellbeing of staff.

**Safeguarding and Learner Welfare.**

- Safeguarding is effective, robust and is well led by school leaders in partnership with a named governor. As a result, this contributes to good outcomes for learners.

- There is no difference in outcomes for Children Looked After and other learners.

- The safeguarding and child protection software, CPOMS is effectively used to record incidents and inform school leaders. 3 senior leads monitor incidents, and undertake regular analysis which inform effective actions that are effective in reducing the number of incidents for an individual learner.

- A wide range of risk assessments are in place and effective in ensuring the safety of learners, staff and visitors.

- A named lead for health and safety ensures effective communication and action in all areas relating to safety and wellbeing.

- Greenside is a safeguarding community. This is demonstrated in safeguarding policies and procedures that are robust and fully embedded in practice through the school. Each policy is reviewed and updated as part of a regular cycle. Senior leads together with governors follow rigorous procedures to ensure that all safeguarding policies are fully addressed.
- Safeguarding and health and safety are a core part of induction and training for staff and volunteers. Training includes Prevent Strategies as well as female genital mutilation (FGM).
- Rigorous and effective training and guidance are in place in relation to health and safety. LA audit (Nov 2018) judged health and safety as “Outstanding.”
- Issues are identified and quickly acted upon in order to ensure the smooth running of the school.
- There is an appropriate first aid policy and there are above the expected number of qualified first aiders trained on site. First Aid incidents are recorded on CPOMS. Learners needs are fully met as a result supporting attendance and outcomes.
- In order to promote the safety of some learners, access control systems are in place in some classrooms and outside spaces. The use of such controls relates to an audited need for individual learners. This is monitored and reviewed (at least termly) by the Headteacher in partnership with the extended leadership team.
- School security is effective in ensuring that only authorised adults are on site as well as preventing learners from leaving the site without support.
- As a result of high quality and practical teaching strategies, learners have a good understanding of how to keep safe, eg through travel training they learn about how to keep safe, when working at the ‘studio’ and in the community. These experiences are carefully planned to promote learners’ increasing independence.
- The e-safety policy is a clear. Training in e-safety is effective and forms part of the induction programme for all staff and volunteers. As a result, the rights of learners and the requests of parents and carers are fully adhered to.
- The school is General Data Protection Regulation (GDPR) compliant and staff are trained on how to safeguard learners personal details.
- The Single Central Record (SCR) is fully compliant with DFE requirements. Regular (at least each half term) audits are undertaken of the SCR and personnel files by senior leaders. Visiting educational consultants and LA contribute to the auditing of the SCR.
- Governors’ training is regular and appropriate, including training in safer recruitment.
- One of the Assistant Heads is the school’s Designated Senior Person (DSP), The other members of the Senior Leadership Team (SLT) provide 3 deputy DSPs. The prevent strategy is in place, with lead people identified to provide advice and act on extremism.
- The named governor with responsibility for safeguarding is retired from the social worker in the Children with Disabilities team. The named governor and DSP undertake regular visits as well as contact an annual safeguarding audit.
- Safeguarding training and updates are provided for all staff; volunteers and governors.
- Relevant safer recruitment checks in place. Senior leaders, relevant governors and administration staff have received training in this area.
- First Aiders and lifesaving staff are trained in the use of a defibrillator.

11.03.19
- Regular fire practice take place. All alarms are fully services’ and tested each week. Fire risk assessments are in place for all parts of the school premises (including the Greenside Studio).
- Staff working with learners with PMLD are effective in using the training they have received (including Joanna Grace, Health professionals and UPS teachers), to ensure high standards of postural care needs are met.

The quality of leadership and management at EYFS is judged to be at least good because…
- The high quality of teaching and learning.
- The relevance and effectiveness of the curriculum
- The effective use of assessment for learning
- The outstanding progress that learners make in their personal development, enabling them to form successful relationships and friendships.
- The proactive, therapeutic and effective support enables high levels of engagement and positive attitudes towards learning.
- The excellent outcomes for the vast majority of learners.
- The quality of professional development opportunities for all staff.

The quality of leadership and management at Post 16 is judged to be at least good because…
- The curriculum is highly personalised and focused on enabling each learner to achieve successful outcomes
- Teaching and learning is of a high standard and reflects both the chronological age of the learners as well as their development level of understanding.
- The vast majority of learners demonstrate confidence and relatively high abilities to problem solve.
- Learners display respect for others and their environment.
- The inclusive, community based learning opportunities provided are exceptional and contribute to learners and parents having high expectations of post school outcomes including employment.
- Effective liaison with transition and career officers, in partnership with parents and carers secure successful post school outcomes. The use of the school’s social enterprise has enabled an extended period of transition when required.
- As a result of the understanding and therapeutic practice of all staff, the personal development, behaviour and attitudes of learners is outstanding.
How evidence is gained...
- Evaluation of progress made against targets in the school development plan.
- Feedback from staff questionnaire
- Feedback from parent questionnaire
- Learner voice meetings / individual views
- Analysis of the quality of teaching and learning
- Analysis of learner progress against their ECHP outcomes
- Evaluation of how governors hold the school to account
- External evaluations including: HIP; OfSTED; Educational consultants
- Analysis of progress made by teachers and assistants in meeting performance management targets
- Evaluation of training and professional development activities and their impact on learning and outcomes
- Benchmarking use of resources / financial planning
- Minutes of staff steering group
- Minutes of governor’s meetings
- Safeguarding report to governors
- Training records for staff and governors
- External quality assurance, including: NAS accreditation, LA health and safety audit, Virtual School’s report

The quality of leadership and management will be judged as better when:
The extended leadership team is fully embedded, with clear lines of responsibility, accountability and line management. Teaching outcomes improve as a result of effective support from senior leaders. The accuracy of evaluations improves as a result of increased capacity of school leaders to make robust judgements.
## Action Plan - Leadership and Management

<table>
<thead>
<tr>
<th>Specific target</th>
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<th>Success measures</th>
<th>Lead</th>
<th>Time and cost</th>
<th>Progress Update</th>
</tr>
</thead>
</table>
| The extended leadership team is fully embedded, with clear lines of responsibility, accountability and line management. | i. Areas of additional responsibility, duties and line management are agreed, shared and implemented  
ii. School leaders prepare action plans which inform the development for their specific aspect and inform the planning of resources (including non-contact time). 
iii. Performance management targets and process reflect action plans  
iv. Action plans are implemented & evaluated. | i. Devolved leadership is clear, school leaders demonstrate consistency of approach without stifling creativity.  
ii. Planning is ambitious, rigorous,  
iii. SDP is completed effectively. | DV | i. By June ’19 Meeting time  
ii. By July ’19 Meeting time  
iii. From Oct ’18 Meeting time  
iv. By June ’19 Meeting time | Working document in place  
Actions plans shared with Gov working groups  
Regular extended leadership meetings focus on development  
Review in Dec ’18 demonstrated the impact that each action plan had made on the quality of practice and provision. |
| Teaching outcomes improve as a result of effective support from senior leaders. | i. Programme of coaching, support and training is linked to the performance management targets of each member of staff  
ii. Mid-year reviews support colleagues to reflect on their personal progress.  
iii. Observations, lesson walks and analysis of learner progress data informs judgements regarding improvements | i. The capacity and capability of leaders to make accurate judgements on the quality of practice and provision is developed by engaging in relevant training; performance development targets and review with an external education consultant; paired learning walks and monitoring of judgements  
ii. Senior leads moderate judgements with SLD schs | DV | i. Performance management targets and review for senior leaders is undertaken by an external consultant (Mary Rayner)  
ii. Training and CPD opportunities relate to targets  
iii. Senior leader partner with SLT in other SLD schools to moderate judgements. | Performance management for SLT undertaken Sept ’18. Targets set. Review date confirmed Feb ’19  
SLT to consider coaching support provided in Luton schools. |
<table>
<thead>
<tr>
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<th>Success measures</th>
<th>Lead</th>
<th>Time and cost</th>
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</tr>
</thead>
</table>
| Will be better when                                                             | i. Paired learning walks, lesson visits structured observation (with MR / RH)  
ii. Constructive, rigorous feedback – guidance for improvement provided for the class team.  
iii. Training opportunities / coaching provided tailored to identified priorities for individuals / small groups  
iv. On-going cycle of monitoring, evaluation, feedback and development | i. School leaders gain a shared, objective view of quality of practice and outcomes  
ii. Class teams are enabled to reflect on, and improve practice  
iii. Extensive CPD impacts practice and outcomes  
iv. Improvements are embedded. A culture of reflection and development is established. | AT   | i. By Oct ‘19 Meeting time  
ii. By Oct’19 Meeting time  
iii. From Oct ‘18  
iv. Release time and fees £5k | Programme of learning walks embedded – supporting colleagues to reflect on their practice whilst acting as critical friends for their colleagues |

**Abbreviations:** DV = Dave Victor; AT = Alex Tomkins; DB = Dawn Brown; LS = Luke Simonds; UPS MK = Miriam Kirby; FS = Fran Stanyer; SB = Sian Bodenham; AW = Amy Warwick; SP = Sam Pegram; SC = Sarah Cullip; LC = Laura Cope. MR = Mary Raynor; RH = Richard Hill. CPD = Continuous Professional Development. SL = School leaders. PMLD = profound and multiple learning difficulties; ASC = Autism Spectrum Condition. LW = learning walks; PMR = performance management review. EFL = Evidence for Learning

11.03.19
5. **Overall effectiveness**

The school’s overall effectiveness is judged to be at least *good* with many outstanding features because…

- The curriculum is broad, creative, relevant to the specific needs of each learner.
- Teaching and learning is high personalised to the sensory, physical, emotional and learning needs of each young person.
- The vast majority of learners make outstanding progress with their personal development.
- As a result of the high quality teaching they receive achievement and progress of the majority of learners is at least good and for many is outstanding.
- The vast majority of young people enjoy school, demonstrate high levels of engagement and positive attitudes towards their learning.
- The high quality training and support provided for all class staff has embedded positive, proactive, creative and effective ways of helping individual learners manage their emotional needs. As a result, behaviour and attitudes of learners is outstanding.
- Governors, senior leaders and members of the extended leadership team share the same values and vision for the school. A culture of review, planning and improvement is embedded. The school runs smoothly on a daily basis.
- The vast majority of parents and carers express high levels of satisfaction.
- Safeguarding arrangements are effective; standards relating to health and safety are outstanding.
- Multi agency practice is effective in supporting parents, carers and pupils.
- The school works effectively with parents / carers and other professional agencies to ensure that the vast majority of young people have an appropriate college placement or access to other opportunities when they leave school.
- The school is proactive in ensuring appropriate post-school placements. The vast majority of young people leave school to appropriate post school destinations.
- The school plays an effective role supporting other schools.
- Greenside has been at or beyond its funded number of pupils for the past 18 years.
- Greenside provides very good value for money.
## 6. Asset Management Plan

Asset management planning ensures a structured, costed programme enabling the maintenance of a high quality, attractive learning environment for the whole school community.

<table>
<thead>
<tr>
<th>What?</th>
<th>Why?</th>
<th>When?</th>
<th>Benefits – known and assumed</th>
<th>Known or estimated cost</th>
<th>Funding source</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal decoration</td>
<td>Maintain appearance and good order of the site</td>
<td>Rolling programme of works each holiday</td>
<td>Demonstration of pride in the school.</td>
<td>Caretaker(s) time and supply’s £350</td>
<td>School budget</td>
<td></td>
</tr>
<tr>
<td>External decoration</td>
<td>Protect wood. Maintain appearance</td>
<td>Rolling programme of works each holiday</td>
<td>Demonstration of pride in the school.</td>
<td>Caretaker(s) time and supply’s £1,350</td>
<td>School budget</td>
<td>Full repaint of Black painted areas by professional decorators undertaken in a 5 year cycle (next 2020)</td>
</tr>
<tr>
<td>Remodel primary play area and improve drainage</td>
<td>Improve drainage, safety and reduce disruption</td>
<td>Summer 2019</td>
<td>Learners have full access to the play facilities throughout the year.</td>
<td>Est £17k</td>
<td>School budget</td>
<td></td>
</tr>
<tr>
<td>Improve drainage at the front of the school</td>
<td>Improve drainage, safety, reduce disruption</td>
<td>Summer 2019</td>
<td>Staff, learners, visitors are able to access the site without going through heavy puddles</td>
<td>Est £25k</td>
<td>School budget</td>
<td></td>
</tr>
<tr>
<td>Replace wooden fencing and gates main playground</td>
<td>Improve safety</td>
<td>Summer 2019</td>
<td>Improved security for staff, learners, visitors</td>
<td>Est £13k</td>
<td>School budget</td>
<td></td>
</tr>
<tr>
<td>Project Description</td>
<td>Target Dates</td>
<td>Expected Impact</td>
<td>Cost Range</td>
<td>Funding Source</td>
<td>Status Notes</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------------</td>
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<td></td>
</tr>
<tr>
<td>Develop new car park</td>
<td>Spring 2019</td>
<td>All learners, parents, staff and visitors gain easier access to school. Reduced congestion for local residents</td>
<td>Est £300k</td>
<td>Herts Capital Programme £15k School budget</td>
<td>Plans submitted for approval July ‘18</td>
<td></td>
</tr>
<tr>
<td>Repair adventure structure</td>
<td>Summer 2019</td>
<td>Learners and staff</td>
<td>£2k</td>
<td>School budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace fire alarm system main school</td>
<td>Summer 2020</td>
<td>Safety of all stakeholders</td>
<td>£35k</td>
<td>School budget</td>
<td>First quote received July ‘18</td>
<td></td>
</tr>
<tr>
<td>Fixed wiring test</td>
<td>Summer 2021</td>
<td>Safety of all stakeholders</td>
<td>£10k</td>
<td>School budget</td>
<td>Booked with IWL</td>
<td></td>
</tr>
<tr>
<td>Repair ramp to Green class</td>
<td>Spring 2019</td>
<td>Safety of all stakeholders</td>
<td>£5k</td>
<td>School budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace Fluorescent lighting with ULD</td>
<td>1st phase summer 2018, 2nd phase summer 2019, 3rd phase summer 2020</td>
<td>All ASC learners and visitors</td>
<td>£50k (complete)</td>
<td>School budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide plaster walls in hall</td>
<td>Summer 2019</td>
<td>All stakeholders</td>
<td>£8k</td>
<td>School budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide plaster board ceilings in primary classes</td>
<td>Summer 2019</td>
<td>All stakeholders</td>
<td></td>
<td>School budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace safety surface roundabout</td>
<td>Autumn 2019</td>
<td>Learners, staff</td>
<td>£16k</td>
<td>School budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace tiling in swimming pool surrounding area</td>
<td>Summer 2020</td>
<td>Safety of all pool users</td>
<td>£18k</td>
<td>School budget</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.03.19
7. Resources and Facilities Development Plan

Planning for the development of resources and facilities relates to the priorities identified in the school evaluation process as well as aspects that staff want developed in order to improve the quality of provision and broaden the range of opportunities for learning & fun.

By September 2019
- Develop a Sensory Integration room - £65k
- Remodel ball court area - £20k
- AstroTurf around outdoor exercise equipment - £5k
- PE equipment store - £5k
- Extend outdoor recreational area near Yew, Elm and Cherry classes – £20k
- Remodel kitchen and storage, replace flooring in Elm - £15k
- Develop and furnish additional teaching area - £70k
- Provide additional toilets (senior school) - £40k
- Additional parking area (at Barnwell) - £10k
- Develop additional Post 16 teaching base - £50k

Progress update Sept ’18 – January ‘19
- Replaced heating system (capital bid) - £15k
- Replaced 2 mini – buses with Variety Club buses - £24k contribution -
- Provided a 4th mini – bus (to enable one vehicle to be used for learners who use wheelchairs) - £3.5k -
- Hammock ASC play area. (£8k) -
- Post 16 life – skills resource £55k -
- Back lit interactive white boards – 6 installed 2018 (3-year lease £8k per year)
- Door access control system extended £30k
- Sensory area in Jay class - £9k
- Replacement of all computers and server – (3-year lease £20k per year)
- 15 new iPads £7k
- Sensory room in Jay class £12k
- New office for caretaker - £5k

By September 2020
- Develop community based learning resource (at The Hyde Shopping Centre)
- Extend dining hall - (capital bid - £15K contribution from Greenside)
- Remodel entrance £25k.
- Replace fire alarm (Capital bid)
- Develop new Car park (on the site of the former Shephall Infants School (Herts CC capital bid £410k), - £15k contribution from Greenside)
- Develop outdoor recreational facilities area near Yew, Elm and Cherry classes £25k
By September 2021
- Provision of an immersive environment (£145k if new build is required – bid funded)
- Additional admin accommodation (£60k)
- Remodel ramp to AstroTurf (£10k)
- Replace ramp to Green class (£15k)
- Remodel staff toilets (creating 2 additional facilities for male member of staff) - £50k
- Provision of a Changing Place facility at the community learning resource (£30k – bid funded)

By September 2022
- Extend changing facilities for the swimming pool (£50k)
- Remodel staff toilets to create additional male facilities (£60k)
- Replace accessible car (£20k)
- New library and IT suite (£45k)
- Remodel courtyard to include a fully accessible rebound therapy provision.

8. 3-Year financial plan
The school’s financial plan is in 2 parts: a). Learner numbers b) projected income and expenditure.

a. Learner numbers
A significant part of the school’s income and expenditure relates to the number of learners. Hertfordshire County Council has a funding formula whereby a significant proportion of income to the school relates to the number of learners on role. Greenside has, since 2017 been funded for 140 places. In the event of the actual number of role falling below 3% of this number there is a reduction in income of approximately £20k per learner (for the whole year); in the event of the number on role exceeding 3% of the funded number the school receives additional income (of approximately £20k per learner for the whole year). Planning for the number of learners is therefore an important aspect of the school’s financial planning.

Planned leavers; projected and funded learner numbers...

2018 – ‘19
- Funded number of places 140
- Planned number of leavers in July ‘19 = 5
- Learner numbers within the academic year: 137 – 145

11.03.19
2019 - ‘20
- Funded number of places predicted to be 140
- Planned number of leavers in July ‘20 = 11
- Predicted range of learner numbers within the academic year: 139 – 147

2020 – ‘21
- Funded number of places predicted to be 140
- Planned number of leavers in July ‘21 = 14
- Predicted range of learner numbers within the academic year: 133 – 140

2021 – ‘22
- Funded number of places predicted to be 140
- Planned number of leavers in July ‘22 = 8
- Predicted range of learner numbers within the academic year: 132 – 140

Planned Post 16 learner numbers and range of needs 2019 - 2024
(PMLD = profound and multiple learning difficulties; CA = complex autism, currently in school’s specialist ASC provision)

2018/19
KS12 = 14 (4 pmld) + 1 CA
KS 13 = 11 (2 pmld)
KS 14 = 3
Total P16 = 28

2019/20
KS 12 = 8
KS 13 = 14 (4 pmld) + 1 CA
KS 14 = 11 (2 pmld)
Total P16 = 33

11.03.19
2020/21
KS 12 = 6 (5 AC; 1 PMLD)
KS 13 = 8
KS 14 = 14 (4 pmld) + 1 CA)
Total P16 = 28

2021/22
KS 12 = 9
KS 13 = 6 (5 AC; 1 PMLD)
KS 14 = 8
Total P16 = 23

2022/23
KS 12 = 6
KS 13 = 9 (5 AC; 1 PMLD)
KS 14 = 6
Total P16 = 21

2023/24
KS 12 = 8 (2 pmld 4 CA)
KS 13 = 6
KS 14 = 9 (5 AC; 1 PMLD)
Total P16 = 23

The financial plan should be read in conjunction with the school’s planned budget (see RM financial planning)

11.03.19
9. Long-term Vision for Greenside School

The long-term vision for Greenside is based upon aspects that are widely acknowledged to be particular strengths and priorities:

I. Creativity

II. Inclusive practice and support

III. Community based learning, including vocational education

IV. Research and training

V. Multi-agency collaboration to support young people their parents and their families

i. Creativity

• Develop the use of dance, music and drama to enable engagement and progress.
• Develop ways to assess and celebrate creativity
• Develop immersive practice to engage learners with complex emotional / sensory needs
• Develop inclusive and extended creative learning opportunities

ii. Inclusive practice and support

• Develop, creative, innovative, inclusive learning opportunities for secondary ages learners
• Extend range of inclusive lunch time and after school clubs
• Develop high quality, accessible teaching accommodation.
• Develop the use of virtual reality technology.
• Develop training opportunities for staff

iii. Community based learning, including vocational education

• Work in partnership to provide Further Educational opportunities for young people with PMLD aged 19 – 25 years
• Enable young people with complex learning and emotional needs access paid employment
• Develop a learning resource in the local community

iv. Research and training

• Work collaboratively and creatively to extend and enable opportunities for career progression.
• Work in collaboration with research specialists to conduct rigorous reviews into innovative aspects of practice and publish results.
v. Multi-agency collaboration to support young people their parents and families.

- Extend the range of services and opportunities for learners, parents, siblings and community groups.
- Increase opportunities for Greenside to be open outside the academic year and academic day.
- Staff will be specialists in their field and will work in partnership with other agencies including residential providers.
- Multi-agency collaboration will enable a range of extended training opportunities for learners, parents and carers.
- Work with social services and community groups to provide and develop opportunities for all learners during school holidays as well as after school activities.
- Develop role of family support worker(s).

VI Leadership and Management

- Review structure of administrative support – creating a new leadership position.
- Extend opportunities for all staff to take leading roles throughout the school.
- Develop well-being support and services and support for all staff, supporting work life balance.