



SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN 2020 - 2023

The School Improvement Plan is a live working document that focusses on monitoring progress towards improving learner outcomes. Sections will be updated in time to present at each of the main Full Governing Body Meetings and other Committees as appropriate.

Greenside School

Creativity Respect Collaboration

School Vision, Values, Aims, and Objectives

We want our learners to:

- develop their independence to the best of their ability, have a sense of personal responsibility for themselves and their actions and to be mindful of the needs of others.
- be excited about learning.
- be happy and confident people through a focus on developing their communication and social skills.
- know how to find support and be able to make safe relationships.

To achieve our vision for all our learners, we will:

- value each learner as an individual and develop their sense of personal identity and worth.
- encourage our learners to become effective communicators.
- promote an ethos of respect for all by respecting each other at all times.
- provide excellent standards in teaching and learning based on sound assessments and high expectation.
- encourage learners to take controlled and monitored risks so that they experience success and satisfaction.
- develop personal and social skills through opportunities to be independent and creative.
- coordinate a personalised package of education, therapy and care for each individual.
- celebrate every success informally and through established systems.
- help our learners feel safe and secure



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External Partners

Ofsted "The school continues to be good" - 30th January 2020

External Partner	Area for development/ Even Better If	School Improvement Plan objective
Ofsted 30.1.20	The system for identifying learners' small steps in learning is not used consistently by all teachers. This means that learners do not have access to the range of subjects in the curriculum. Leaders need to ensure that all staff are developed and trained appropriately so that planning for small steps of progress is consistent for all subjects	2,4,18,25,34,35
	The curriculum is not well planned and sequenced for every subject. Teachers do not know how to plan activities in a logical order to support learners' progress. Senior leaders must ensure that curriculum leaders receive the support and training so that all subjects have well-chosen content. Each subject plan must show the sequence of learning so that teachers identify what each learner needs to know to make good progress.	4,5,6,7,18,19,20,21,22,34,35,36,37
Challenge Partners 2.12.19	The purpose of self-evaluative writing was clearly defined and used to capture how well the school meets its ambition.	New SEF and this new style SDP
	Leaders continue to work with staff in developing the Greenside curriculum so that planning has coherent, built-in progression.	4,5,6,7,18,19,20,21,22,34,35,36,37
	Middle leaders came even more to the fore in driving school improvement.	All
	Leaders and Governors clarify how information about school performance could be better presented in order to develop strategic thinking.	25
	Targets displayed on classroom walls were seen and used frequently by all staff to enable each learner to build on stated skills / knowledge.	9
	There was more frequent use of visual cues to support learners' communication.	9,23,24,25
School Improvement Partner RH- 26.6.20	Staff ensured that learning time was maximised at all times of the day.	21,19,22,
	The Headteacher will ensure that the learning pathways are expanded upon and supported by schemes of work that communicate the progression/steps that the learners will experience	4,5,6,7,18,19,20,21,22,34,35,36,37

The School Improvement and Development Plan is structured around four key focus for school development – these are drawn from our School Evaluation Report which is guided by the Ofsted areas

To support impact we have streamlined our focus on four core aims the school, as a whole, would seek to achieve over three years.

School Development Priorities – The three year vision

In 2023....Greenside will be:

An Enquiry informed school

'Staff will be reflective of the learner's needs and abilities. They will use formative assessment to inform planning. Teachers will use research and work together to improve their T&L and the outcomes for all our learners'

A school that has a responsive and engaging curriculum for all

'Greenside will offer an exciting and relevant curriculum which is evidenced. With successes and achievements shared with parents and through which functional skills are developed'

Learning Achieving Together

A place where every learner has a voice

'Greenside will be a place where every child is able to use/understand an appropriate form of communication to share his or hers wishes throughout the school day'

An Environment focussed on Wellbeing

'All in the Greenside community will feel valued, respected and listened to. A culture of wellbeing will be developed and tracked. The school will continue to develop fair and appropriate systems and work collaboratively to help the school grow'

School Development Plan One Year Targets 2020 – 2021

An Enquiry informed school	A school that has a responsive and engaging curriculum for all	A place where every learner has a voice	A wellbeing focused school
1. To develop the Learning Walk (LW) system so that it works within COVID limitations	4. To ensure that all learners make at least good progress in Maths by embedding the use of Maths banks into everyday practice	7. To enable all learners to make their needs and views known by ensuring that staff are skilled at the use of signing and visuals to communicate	10. Learner wellbeing will be positive as a result of high quality teaching and support. Accurate assessment supported by formal celebration of achievement with learners and parents.
2. To ensure that all judgements about learning are supported by robust evidence	5. To ensure class leads are planning appropriately and are able to describe why they are teaching a certain topic	8. Each class and outside environment to have the tools needed to enable consistent communication opportunities	11. For the schools' steering group to be redeveloped and used to share staff concerns
3. To ensure that all staff have the necessary skills and knowledge to reflect on teaching and learning in order to make accurate and robust judgements about the quality of learning across the school	6. To ensure that all learners have access to a sequenced and relevant curriculum as detailed on the curriculum maps	9. To ensure that all learners are helped to develop their communication skills by included relevant and ambitious targets in the EHCP, underpinned by accurate assessment	12. To ensure behaviour systems function during COVID restrictions and we continue to offer a supportive and proactive positive behaviour approach

School Development Plan Two Year Targets 2021 – 2022

An Enquiry informed school	A school that has a responsive and engaging curriculum for all	A place where every learner has a voice	A wellbeing focused school
13. To improve the quality of teaching and learning by introducing a lesson study approach to observations in the school – benefits will be monitored	16. All leads know where their learners are in relation to Maths progression	21. To develop a clear communication induction and training plan for a TA/Teachers journey in their career	24. Learners’ wellbeing is promoted at home and other settings – with successes and WOW moments being shared with the school
14. To use enquiry projects to focus on the impact of Maths, behaviour systems and communication development in the school (HertsCam involvement)	17. All leads planning is ambitious and leads are able describe how this fits in with the whole school journey	22. For every learner to be able (with appropriate support) to communicate around the school at anytime.	25. Greenside’s steering group to have named rep that feeds back to SLT and governors
15. To promote and use reflective planning and develop reflective opportunities	18. To have clear maps and systems in place to show how Greenside sequences learning	23. EHCP communication outcomes show development in communication skills and 80% of targets are seen to be achieved in the year	26. Greenside continues to evidence proactive behaviour support across the site
	19. To develop and promote ‘wow learning’		27. Greenside staff surveys show an increase in positive wellbeing across the school
	20. Tags are used to evidence a broad and balanced curriculum across the school		

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School Development Plan Two Year Targets 2022 – 2023

An Enquiry informed school	A school that has a responsive and engaging curriculum for all	A place where every learner has a voice	A wellbeing focused school
28. New leads have an enquiry induction developed to promote practice from the start	32. Parents are partners in the curriculum in the school. continuing topics at home and celebrating successes	36. Communication training for staff is relevant and valued	39. Learners' wellbeing is central to all we do in school – it is promoted and developed consistently in all classes
29. Lesson study and LWs show significant statistical evidence of impact in the school	33. The school's curriculum is progressive and reactive to the learners needs	37. EHCPs have a clear learner voice, either through strategies such as 'me bags' or through having an active role	40. All staff know how they can raise a question, concern or frustration in the school
30. Projects of enquiry are continued and outcomes of finished projects show impact on the learners progress	34. The schools EYFS and Post 16 curriculum is a natural transition to other settings	38. Communication targets for 80% of learners are achieved across all assessment systems with at least good progress seen for all	41. Learners risk is pre-empted and proactive training and support is delivered early to ensure any risk is managed, in most cases before a learner reaches crisis
31. All teaching staff are naturally reflective of their practice and use school based tools independently	35. Our school community can describe our curriculum and are proud of its successes and opportunities		

Targets in the third year – would depend on the outcomes of previous years – refined and adapted as needed in 2022

Detailed Plan 2020-21

An Enquiry informed school

An Enquiry informed school												
Theme		Objectives	Success Criteria/ Impact expected.	Lead <i>SLT mentor</i>	By when	Progress				Committee	Workload test: Refinement/ Replacement or New	Resources Cost/ Implications
						STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE			
An Enquiry informed school		Actions/steps										
	1	To develop a new Learning Walk (LW) system that works within COVID limitations		AT	July 2021						Refinement	
	1.1	To discuss how LWs will look like within COVID restrictions	A safe LW system is developed that ensures any system introduced in the school can be continued throughout the year	AT	Oct 2020						Through directed time	INSET Time
	1.2	New LWs timetable developed – Area leads to manage and coordinate times	Written reports submitted will ensure that all leads have at least one LW within the year and 'impact' box is clearer showing development	AT	Nov 2020						Refinement	AL time
	1.3	Area leads to feed back to SLT/Governors on the impact and highlights of LWs in their area at end of year	Proforma used and timetable completed – Report proforma developed (max 300 words)	SLT	April 2021						New for Area Lead	AL time
	1.4	LWs timetable for Summer to develop ways that Leads can see practice out of their area to support transition (depended on COIVD)	Complete programme of LWs for summer - Impact of knowledge of leads ready for end of year transition	SLT	July 2021						Refinement	Time of SLT
	2	To ensure that all judgements about learning are supported by robust evidence		AT	July 2021						Refinement	
	2.1	All leads have access to a iPad and have their group loaded on and access to EfL	EfL access audit (Oct 2021)	AT	Oct 2020						Refinement	Ipad cost?
	2.2	All learners in school have at least a piece of evidence uploaded to the app every two weeks	Monitored regularly by SLT and ALs – this will allow for impact of learning to evidenced regularly	SLT/AL	Throug hout 2020-2021						New	Lead time

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	2.3	Weekly briefing (Microsoft Stream) developed to share successes and great evidence examples with the school community	Weekly briefing uploaded to Stream – this will support leads to see great examples of evidence and contribute to ideas	SLT	Oct 2021						Replacement for Briefing	3 mins a week SLT time
	2.4	Parental engagement on the app grows to at least 70% access, 45% regular engagement.	Data on the app shows engagement growing Governor report of use (May 2021) Parent engagement with evidence will ensure they have a good knowledge of their child's successes	AT	May 2021						Refinement	
	3	To ensure that all staff have the necessary skills and understanding to reflect on teaching and learning in order to make accurate and robust judgements about the quality of learning across the school		LS	July 2020						New	
	3.1	Planning to be encouraged to be reflective and reactive to the changes in classes	Planning templates/training to have reflection as key element	GW	Sept 2019						Refinement	SLT time
	3.2	INSET time to have time set for reflection – Leads given key questions, once a half term to talk through with their teams to support reflective practice (start Nov 2020)	INSET timetable – feedback from leads/teams – We expect that reflection will have an impact on planning and problem solving in classes	LS	Each half term						New	
	3.3	Reflective training to be developed – COVID may limit this, but possible for areas to meet	Reflective opportunities put in INSET calendar To share reflection techniques so staff have the skills to reflect on their practice	LS/AT	Feb 2021						New	Potential saving

A school that has a responsive and engaging curriculum for all

Theme		Objectives	Success Criteria/ key performance progress indicators.	Lead <i>SLT mentor</i>	By When	Chart				Committee	Workload: Refinement? Replacement? New?	Resources Cost/ Implications
						STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE			
A school that has a responsive and engaging curriculum for all		Actions										
	4	To ensure that all learners make at least good progress in Maths by embedding the use of Maths banks into every day practice		GW	Summer 2021						New	
	4.1	Introduce Maths skills banks to teams – give time for leads to 'highlight' where their learners are on this continuum	Area Meeting to discuss learners current levels Highlighted banks in Green Folders	GW/AL	Nov 2020						New	
	4.2	Promote and monitor #Maths on the EFL to highlight strength of our Maths curriculum in the school	-Examples shared with SLT -Statistics show a significant increase in tag evidence by the spring	SLT/B M	April 2021						Refinement	
	4.3	Maths skills bank is re assessed in the summer term to support Leads to be able to describe Maths progress over the year	-Summer PP Meetings to discuss Maths progress – AL feedback to SLT	AL	July 2021						Refinement	
	5	To ensure leads are planning appropriately and are able to describe why they are teaching a certain topic		DB	Summer 2021						New	
	5.1	Clear planning templates exemplars to be shared with Leads	To gain buy in from Post 19 provisions on a working together plan Have key contacts in each provision to work with	DB/ GW	Oct 2021						New (just advice though)	
	5.2	Consistent planning folders to be used, so that leads are confident of the journey they planning for their learners	Area leads to monitor use the content of folders – no fixed format	DB/AL	Nov 2021						New (introduced last year)	
	5.3	Pupil Progress (PP) Meetings to have specific questions around 'why'	PP Meeting records highlight 'why' for specific areas of the curriculum		All terms						Refinement	

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	6	To develop and use Curriculum maps to support a sequenced and relevant curriculum for all		DB								
	6.1	Curriculum maps to be completed on consistent template across school	Template shared (Jan 2021) – work as teams in INSET to complete tasks	SLT	Spring 2021						Refinement	INSET time
	6.2	Curriculum maps are sequenced to develop skills and promote a broad balanced curriculum	AL/SLT to review maps for sequencing – follow up work as teams to ensure everyone is happy	AL/SLT	May 2021						New	Leadership time

A place where every learner has a voice

Theme				Chart										
				Lead <i>SLT mentor</i>	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement? Replacement? New?	Resources Cost/ Implications Resources Cost/ Implications		
A place where every learner has a voice		Objectives	Success Criteria/ key performance progress indicators.											
		Actions												
		7	For TAs to develop their signing and knowledge of visual support to ensure consistent use in the school by all		SLT	Summer 2021							New	
		7.1	All TA's to have Signing/visual target on the PMR	All TAs achieve target over the year	SLT	July 2021							New	
		7.2	TA to have termly training relating to communication – led by range of leads	Training is completed – positive feedback received	AT	All year							New	
		7.3	LWs have a highlighted focus on communication in the classroom	LW report highlight improved communication skills in the classrooms	AT	April 2021							Refinement	
		8	Each class and outside environment to have the tools needed to enable consistent opportunities for communication		DB	Spring 2021							Refinement	
		8.1	Core boards to be placed in all outside and inside locations	Working with EC to ensure all places have the tools needed for communication	DB	Nov 2020							Refinement	
		8.2	LW with EC to audit communication needs in all environments – to complete actions identified	-LW and action written up shared with SLT -Actions completed	DB	Spring 2021							New	
		9	To ensure that all learners are helped to develop their communication skills by included relevant and ambitious targets in the EHCP, underpinned by accurate assessment .		AT	July 2021							Refinement	
		9.1	Area leads to have clear role in supporting class leads with setting EHCP outcomes	-Systems set up (Nov 2020 AT) -SLT to monitor	AT/AL	Nov 2020							New	
	9.2	Communication targets on the app are grouped and progress assessed	Technical process on EFL app	AT	March 2021							New		

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	9.3	Progress is seen and shared with SLT/Governors in the summer term via the EFL app	- End of year assessment report	AT	July 2021							Refinement	
	9.4	All classes have a communication mapping document completed – to be used to show progress of communication skills	-Shared to leads Nov 2020 -Audited Jan 2021 -Reviewed July 2021	AT/EC	July 2021							New	
	9.5	To support transition Pen portraits are updated in July 2021 by current teacher	Updated July 2021	AT	July 2021							Refinement	

A wellbeing focused school

Chart													
Theme				Lead	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement? Replacement? New?	Resources Cost/ Implications Resources Cost/ Implications	
A wellbeing focused school		Objectives	Success Criteria/ key performance progress indicators.	<i>SLT mentor</i>									
		Actions											
		10	For learners wellbeing to tracked across the school and celebrated with parents		AT	April 2021						New	
		10.1	#SEMH to be rolled out across school to use – INSET explaining research and reasons	All classes using the tags when recording evidence	AT	Oct 2020						New	INSET time
		10.2	Parents informed in the project and how to get involved	Parents emailed	AT	Nov 2020						New	
		10.3	Areas to meet and reflect on tags seen in area and impact it may have had on learners	Survey of parents	AL	April 2021						New	INSET time
		11	For the schools steering group to redeveloped and used to share staff concerns		LS	Jan 2021						Refinement	

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	11.1	To meet with current members (virtually) to discuss the future and how the steering group would work		LS	Nov 2020							Refinement	
	11.2	New agreed format to be shared with SLT and school, timetable set for rest of year set		LS	Jan 2021							New	
	12	To ensure behaviour systems function during COVID restrictions and we offer a supportive and proactive positive behaviour approach		DB	July 2021							Refinement	
	12.1	Each Area to have steps trained member of the Behaviour Team (BT) working within for guidance	-Class list ensures this occurs	DV	Sep 2020							New	
	12.2	CPOMS is monitored for incidents and a reactive timeline of responses is recorded	-CPOMS/incident summaries to governors highlights reactive examples	BT	Termly							Refinement	
	12.3	Two training sessions in the year are delivered that promote current thinking/discussion around behaviour		BT	Spring/Summer 2021							New	

Codes – DV (Dave Victor), AT (Alex Tomkins), DB (Dawn Brown), LS (Luke Simonds), AL (Area Leads), BT (Behaviour Team), GW (Gemma Wishart), EC (Emma Covington) SLT (Senior Leadership Team)

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