Greenside School
Learning Achieving Together

Self - Evaluation 2023 / 24

Introduction

Self - evaluation at Greenside is an on-going process which informs school development and should be read in conjunction with the School Development Plan (SDP).

The 4 areas of the Ofsted framework are used as the structure for the school's self-evaluation.

Outcomes of learning walks, observations and the analysis of learner progress meetings, Evidence for Learning (EfL) tool, Education Health Care Plans (EHCP) reviews, Child Protection Online Management System (CPOMs) and attainment data inform judgements, as well as external judgements, OFSTED, Herts Improvement Partner (HIP) and Challenge Partners, Herts Health and Safety Officers audit (Feb '23); Professional Partner Virtual Schools; Herts County Council Safeguarding audit (Nov '22)

The impact of training and continuous professional development are also reflected in our evaluation, together with reports and feedback from external advisors.

The self-evaluation informs the schools development plan and should be viewed in association with this document (see Appendix - Progress Review Spring 2023).

Key
- ➢ = Judgment
- o = Evidence
- ✓ = Impact
- ● = Next steps

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1. **The Quality of Education**
   Overall judgement – Good

Curriculum / Teaching and Learning	
Provision and Evidence	**Impact**
➢ Greenside offers a relevant and personalised curriculum. ➢ Progression pathways are in place thematic approach is used in the main part of the school (up to PfA) ➢ Teaching activities enable high levels of engagement, learner participation, progress and achievement ➢ Planning and practice expectations have been shared with all class to leads to inform constancy of practice. ➢ Therapeutic practice meets sensory processing and emotional needs ○ Observations; learning walks; feedback visitors and advisors. ○ Learner progress meetings - EHCP reviews / EfL. ○ Evidence for Learning Assessment tool – demonstrating process from each starting point. ○	✓ High levels of differentiation and engagement. ✓ The majority of learners' made good, and many outstanding, process in key areas: communication, emotional wellbeing; physical and sensory development; decision making. ✓ Learners demonstrate high levels of independence – related to their learning, physical, sensory and emotional development. ✓ Develop maths, literacy and Relationships Sex and Health Education (RSHE)
HIP comments – autumn '22 "…opportunity for the new leadership team to audit the curriculum in terms of purpose, structure and content." Therapeutic practice regarded as a "key strength" by HIP **Ofsted** judgement Jan 2020 "good" "Staff have high expectations." *(Challenge Partners audit due April 2023 – focus teaching and learning).*	**Next steps - see School Development Plan (SDP)** - Review assessment policy and practice linked to schemes of work - Update pathways - Develop teaching and progress in phonics throughout the school. - Develop use of core boards and symbols

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'High quality opportunities for community based learning'	
➢ Shared use of facilities and inclusive learning activities at Barnwell Middle school – including shared dining re-established in Oct '23 following pandemic. ➢ Colocation / shared use agreement with Barnwell Middle School in place, 3 Greenside classes located at Barnwell ➢ Post 19 learners with PMLD enrolled with North Hertfordshire College (NHC) based at 2Learn – service level agreement in place. ➢ Well established social enterprise "The Greenside Studio". ➢ Use of Church Farm (4 groups a week KS2 / 3 / 4 /5). ➢ Use of Saxon swimming pool. ➢ Horse riding for learners with PMLD ➢ Qualified forest school lead – use of Mudlarks Forest School. - o Observations. - o Feedback from learners and parents. - o Learner progress meetings - EHCP reviews / EfL. - o Evidence for Learning Assessment tool – demonstrating process from each starting point. - o EHCP reviews. - o Feedback from therapists, social workers and careers advisors. - o Case study of 2Learn students - o Farm as a post school outcome for school leavers - o Feedback from services for young people (LDD team) - o Feedback from 0-25 team	✓ Learners demonstrate greater levels of independence, confidence, self-esteem, decision making and problem solving. ✓ Learners demonstrate resilience, ability to complete tasks and work collaboratively. ✓ High levels of engagement / motivation. ✓ Learners demonstrate enjoyment / sense of fun. ✓ Development of communication skills. ✓ Development of travel skills. ✓ Community based learning enhances understanding of "stranger danger". ✓ Successful transition to post school provision ✓ Range of post school outcomes **Next steps** • Revise and develop use of the social enterprise • Develop extended work related learning opportunities (with local businesses) • Develop links with support internship and supported employment providers • In partnership with LA consider further development of provision with Barnwell School • Develop extended learning opportunities – after school and lunch time clubs

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HIP comments – autumn '22 "key strengths identified from visit – community learning and inclusive practice" **Ofsted** = "Pupils access a variety of opportunities to develop and practice skills in the community outside the school."	

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'Planning within the themes provides challenge and motivation to learners at all levels'

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➢ Quality of curriculum planning. ➢ Quality of resources. ➢ Choice of themes reflects learners' interests. ➢ Learning pathways enables sequencing ➢ Individual targets inform and enables the assessment of progress. o Observations; learning walks; feedback from visitors, advisors. o Feedback from learners. o Quality of resources. o Quality of collaboration in planning. o Leadership / support provided by area leads. o Presentation of the learning environment. o Learner progress / achievement.	✓ Learning opportunities relate to the interest, age, level of understanding and needs of each learner. ✓ Effective differentiation. ✓ Class staff plan collaboratively – share ideas, good practice – which informs the quality of teaching and learning. ✓ Effective planning enables appropriate levels of challenge. Learners are motivated, high levels of learner engagement. ✓ Medium term planning enables breadth and sequencing.
HIP comments – Need to link EHCP targets to the curriculum and practice **Ofsted** = "Pupils access a variety of opportunities to develop and practice skills in the community outside the school."	**Next steps** • Review curriculum pathways, assessment and EHCP outcomes – to ensure link is clear, transparent for all class leads, parents and carers.

'Provision of Augmentative and Alternative Communication (AAC) is effective'	
➢ Communication specialist and communication assistant work with Speech and Language Therapist to provide assessment guidance and support throughout the school. ➢ Communication needs inform class groups. ➢ Range and quality of communication resources – tailored for needs of each class base. ➢ Range and quality of training for staff. ➢ Support to parents and carers. ➢ Use of intensive interaction. ➢ Quality of personalised communication plans. ➢ EKLAN communication training delivered and used across the school for teachers, tutors and assistants o Evidence of progress and achievement - feedback from parents. o Use of core boards tailored to the needs of each learner. o Use of British Sign Language (BSL) / Intensive interaction. o Use of visual communication to support transitions. o Effective collaboration with speech and language therapists. o Number of staff gaining accreditation in the EKLAN training programme.	✓ Progress in communication skills – enabling access to the curriculum. ✓ Staff develop skills and understanding in this key aspect. ✓ Core boards used by learners to expressed wants, needs as well as initiating engagement. ✓ Progress individual learners have made in the use of the Eye-Gaze communication tool. ✓ Signing supports learners to engage and be effective communicators. ✓ Intensive interaction embedded throughout the school, supports engagement and communication. ✓ EKLAN informs planning and practice **Next steps** • Train new staff in EKLAN • Provide further training in Intensive Interaction • Develop use of British Sign Language (BSL) • Develop use of core boards

HIP comments – "Highly effective provision to support the development of pupil communication." **OfSTED** "They develop communication skills well."	

2. Behaviour and Attitudes
Overall judgment – Outstanding

'Positive, solution focused, therapeutic approach, high exceptions, flexibility in practice, specialist learning environments'	
Provision and Evidence	**Impact**
➢ Staff understanding of learners sensory processing, emotional and environmental needs. ➢ Adaptations to the learning environment. ➢ The success of the implementation of a "small garden" approach. ➢ Increase in the level of engagement. ➢ Use of creative activities such as music, drama therapy and massage to change emotional states. ➢ Therapeutic Support Team is proactive – delivering outstanding training, guidance, support for staff and parents. ➢ Effective Well-being Team. ➢ High quality risk reduction plans. ➢ Proactive – solution focused support ➢ Effective multi-agency practice. ➢ High quality of interactions between staff and learners. ➢ High quality of relationships between learners.	✓ The vast majority of learners enjoy school, they are settled and happy. ✓ High levels of engagement in learning. ✓ High quality interactions between adults and learners promote positive relationships and effective communication. ✓ Learners make positive relationships with peers. ✓ Learners are able to access the curriculum. ✓ Learners are given experiences, opportunities and strategies to enable them to regulate their emotions. ✓ Learners are confident and exercise choice. ✓ Parents and carers feel supported – advice is of value. ✓ Reduced use of RPI. ✓ Reduction of risk following adaptations to the learning environment (including the use of the "small garden approach"). ✓ Staff receive effective training, guidance and support – develop knowledge and understanding of learning and emotional needs. ✓ Staff demonstrate an understanding of emotional needs ✓ The causes of behaviour is analysed and addressed.

➢ Use of RPI is structured and effectively monitored. ○ Exclusion and bullying data. ○ Monitoring of use of Restrictive Physical Interactions (RPI). ○ Analysis of the use of RPI. ○ Robust recording and monitoring procedures in place. ○ Feedback from Herts Steps LA officers. ○ Analysis of behaviour support plans – use of RPI's. ○ Observations of learners interacting with adults and one another in a wide range of contexts including play and in the wider community. ○ Feedback from external advisors (over many years – demonstrating that outstanding practice in this area is embedded). ○ Learner progress meetings. ○ Quality of advice, guidance, assessment, risk reduction planning provided by the behaviour support team. ○ Learner progress meetings / EHCP reviews / parents evenings / informal feedback / EfL. ○ Monitoring use of incidents --- **HIP** "The school has highly effective systems and provision to support pupils with challenging behaviour and anxiety." **Ofsted** "Pupils are polite and well behaved"	✓ Exclusions are low (1 permanent exclusion 2000 1 fixed term exclusion 2022 - no incidents of bullying or racist behaviour recorded since 2011). ✓ Effective communication with other agencies including educational psychologists, social workers, nurses and paediatricians supports families and promotes consistent practice. ✓ Effective, consistent, prompt responses to specific incidents by the behaviour team supports staff and is effective in reducing risk. ✓ Monitoring and analysis of the changes following the implementation of different strategies is robust and effective. _____ **Next steps** - Review use and monitoring of CPOMs - Review use of Herts Steps in calibration with "Therapeutic Thinking."

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3. Personal Development
Overall judgment – Outstanding

'Staff demonstrate an outstanding understanding of learner's sensory processing, communication and emotional needs, including trauma, stress and anxiety'	
Provision and Evidence	**Impact**
- Each learner is valued as an individual and develop their sense of personal identity and worth. - Culture of respect for all by respecting each other. - When possible learners are empowered to take controlled and monitored risks so that they experience success and satisfaction. - Personal and social skills are developed through opportunities to be independent and creative. - Learners feel safe and secure. - Engaging and creative learning experiences based on a rolling programme of themes, contexts, and subjects. - Members of the therapeutic support team share a passion for therapeutic practice, understanding of sensory processing needs and communication. The team plan and deliver outstanding training, based on the original principles of Herts Steps. Training at Greenside is tailored to specific groups and individual needs. The team are proactive in following up training with coaching, guidance and support; embedding values, principles and outstanding practice; supporting learners with complex sensory, communication and emotional needs. - The constancy and quality of interactions is effectively monitored.	- Nurturing philosophy is embedded enabling high levels of engagement, achievement and progress. - Learners with more complex Autistic Spectrum Condition (ASC) & PMLD are able to engage and make good / outstanding progress. - High quality of interactions, relationships between staff and learners as well as between learners. - High levels of consistency of practice. - Members of staff teams demonstrate an excellent understanding of the needs of each learner. - Effective communication strategies support transitions. - Adaptations to learning environments are highly effective in reducing trauma, stress and anxiety of individual learners. - Appropriate actions and support is provided based on recorded incidents. - Learners demonstrate a range of strategies that are effective in self-regulating emotions and reducing the incidents of harm. - Learners make outstanding progress in swimming. - Relationships are built on trust and respect. Knowledge and understanding of adults enables a highly differentiated approach; enabling high levels of engagement and equalling progress and achievement.

- ➢ There is an effective daily review of incidents recorded on CPOMs.
- ➢ Use of Restrictive Physical Interventions (RPIs) is effectively monitored, an analysis of their use is undertaken and reports shared with Governors.
- ➢ Our induction programme is highly effective in sharing the values of our school and enabling new colleagues to gain an understanding of the importance of focusing on learners' sensory processing, communication and emotional needs.
- ➢ Development in enabling learners to "find their voice" using drama, music, dance, yoga as well as AAC.
- ➢ Range and quality of creative practice – including for those unable to attend school. Quality and range of creative practice, including Drama therapist, artist, musician, play therapist
- ➢ Feedback from creative practitioners.
- ➢ High quality relationships between learners and adults.
- o Feedback from external advisors.
- o Learner progress meetings.
- o Quality of advice, guidance, assessment, risk reduction planning provided by the Therapeutic Support Team.
- o Learner progress meetings / EHCP reviews / parents evenings / informal feedback / EfL.
- o Monitoring use of incidents (recorded using the CPOMs online tool).
- o Feedback from creative practitioner's parents, mainstream provides (primary, secondary schools and colleges.

- ✓ Learners develop confidence, self-esteem, independence and autonomy.
- ✓ Learners are able to express their emotions, wants and desires.
- ✓ Learners have opportunities to make choices.
- ✓ Staff demonstrate an understanding of therapeutic practices, which supports and enables learners to develop resilience and self-regulation.

Next Steps
- • Further training in understanding the effects of trauma
- • Development of Play Therapy to support emotional needs
- • Development of training staff in therapeutic approaches
- • Implementation of new induction programme
- • Deployment of Occupational Therapist to support understanding and practice in relation to sensory processing needs
- • Further training opportunities for parents, carers, family members and members of the wider community

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HIP "…an excellent pastoral system in the school" **OfSTED** "By the time they leave school pupils gain the skills and knowledge needed to become confident and independent."	

4. Leadership and Management
Overall judgment – Good

'Outward looking culture of continuous, rigorous reflection, evaluation and review'	
Evidence	**Impact**
➢ Solution focused approach. ➢ Parents' views are sought and acted upon. ➢ Effective communication with staff. ➢ Evidence of creativity and innovation in whole school developments. ➢ Quality and ambition of development / improvement planning. ➢ Evidence of the impact of whole school developments. ➢ Quality of thought and understanding demonstrated by staff in meetings and practice. ➢ Governors reports of visits. ➢ Effective staff training and induction plan ➢ Provision of a comprehensive staff well-being service ➢ Development of teaching and learning accommodation ➢ Herts for Learning (HfL) officer engaged (Jan '23) to review administration needs of the school ○ Feedback from members of public as well as other businesses at The Hyde.	✓ Shared drive for improvement; an ethos of ambition and creativity, which enables aspirational outcomes for learners to achieve is embedded. ✓ High expectations. ✓ A reflective culture enables ongoing improvement. ✓ Innovative practice enables complex, changing, needs to be met. ✓ Evaluation and development planning inform practice and enable improvement. ✓ Governors are aware of the strengths and weaknesses of the school and they are able to make informed judgements. ✓ Opportunities for staff to progress (including initial teacher training). **Next Steps** • Define the roles and exceptions of senior and middle leads • Develop the coaching skills of schools senior leads

o Feedback from community based providers such as Church Farm and North Hertfordshire College. o Quality of policies – whole school documentation. o The way the school presents itself through the use of its website and social media. o Observations; learning walks; feedback visitors, advisors, parents. o Feedback from range of visiting professionals, parents, carers. _____ **HIP** "The Wellbeing Support Programme is well used and has had a marked impact on staff wellbeing." – "leadership has ensured that the school premises has continually adapted for the needs of pupils." **OfSTED** "Leaders have high aspirations for pupils."	• Develop the role of governors in monitoring and leading school development • Extend the rigour of teaching observation, coaching and feedback • Improve the quality of the school's financial planning • Develop an equitable and rigours system of monitoring and supporting staff absence • Implement recommendation relating to the development of administrative support at Greenside.

'Safeguarding procedures are robust embedded; quality of provision for Children Looked After and at risk'	
Evidence	**Impact**
➢ Greenside has an effective and trained team of Designated Senior Person (DSP's). ➢ Safeguarding culture has been embedded and is reinforced across the school. ➢ Proactive / effective multi-disciplinary practice. ➢ Effective training and support. ➢ Governors are effective in overseeing safeguarding. ➢ High quality training and support delivered for all staff. ➢ Safer recruitment practice and checks are effective.	✓ Concerns are dealt immediately; in a highly professional manor. ✓ Proactive practice supports learners and families. ✓ There are no differences in outcomes for Children Looked After and for learners for whom English is an additional language. ✓ Staff understand and follow policies and practices. ✓ Learners feel happy, safe and secure.

➢ The school site is safe and secure – unauthorised visitors are unable to gain access.
➢ Effective collaboration with health and social services.
➢ Proactive support for parents, carers and families – including provision of support meetings and workshops
o Rigorous, regular scrutiny by Governors, senior leads and external agencies.
o External evaluation of the single central record; report from Hertfordshire Improvement Partner; feedback from social workers / LADO.
o Herts County Council Safeguarding audit (Nov '22)
o Virtual school audit.
o Safeguarding reports to governors
 	
OfSTED
"The arrangements for safeguarding are effective."
"Governors regularly check that processes are in place."
HCC Commissioned School Visit Report (Nov '22)
"…records show a clear and comprehensive summary of concern, timely responses to issues raised and how the school liaises with social services and other agencies… A detailed and tenacious approach to cases is evident when reviewing cases."
	Next Steps
	• Fully implement the action points raised by the safeguarding audit :-
	  - standardise personal files,
	  - use of Single Central Record tracker;
	  - record lines of actions relating to CPOMs;
	  - develop parameters of online search
	  - low level concerns shared with the right person, recorded and dealt with appropriately.
	• Implement action plan

'High quality opportunities for continuous professional development for all staff'	
Evidence	**Impact**
➢ Culture of high exception. ➢ Opportunities for career progression. ➢ Opportunities for Teaching Assistants to take on further responsibilties and gain qualified teacher status	✓ Opportunities for career progression is embedded. ✓ Level of expertise and understanding demonstrated by staff. ✓ High levels of team work – finding solutions. ✓ High levels of innovation, flexibility and creativity.

➢ Opportunities to undertake further qualifications including masters, doctorates. ➢ Quality of induction programme ➢ Quality of training relating to key aspects – Communication and therapeutic practice ○ Evaluations of training. ○ Monitoring the range of training. ○ Monitoring quality of performance management. ○ High level of relevant qualifications gained and being undertaken by staff. ○ Number of assistants who gain teacher status. ○ Quality of support for class leads. ○ Number of staff able to lead high quality training and provide constructive feedback for colleagues. ○ Feedback from training providers. ○ Feedback from staff.	✓ High quality of practice in classes. ✓ High quality of interactions between adults and learners. ✓ Effective use of augmented communication systems is a growing strength of the school. ✓ Number of Teaching Assistants who have gained qualified teacher status whilst employed at Greenside *(19 since 2000)* ✓ Colleagues whose work is published. **Next steps** • Constantly implement the new (2023) induction programme and evaluate its impact • Enable prompt – proactive training and support in aspects such as supported eating, use of specialist moving and handling and specialist equipment

'Outstanding management of Health and Safety (H&S)'	
Evidence	**Impact**
➢ A qualified person leads health and safety, they ensure rigorous, highly effective monitoring of need and rapid response times to all issues raised, ➢ A qualified First Aid Trainer leads an extensive First Aid Team. ➢ Effective monitoring by Governors. ➢ High quality risk assessments, policy and guidance documents. ➢ High quality training and updates. ○ LA Health and Safety audit report (outstanding).	✓ Robust safe practice is embedded. ✓ Colleagues act as critical friends. ✓ High levels of vigilance. ✓ Learners and staff feel and are safe and secure. ✓ Staff knowledge and understanding of health and safety, medical and safeguarding. ✓ Effective team of paediatric and adult first aiders.

	Next Steps
o Quality of risk assessments. o Robust monitoring of practice. o Quality of training for H&S lead. o Monitoring quality of documentation. o Evaluations of H&S training. o Joint monitoring visits by named Governor. o Analysis of incidents recorded in accident book and CPOMs. **Herts County Council H & S audit (2023)** Quality of the work of the Health and Safety lead described as "exemplary" Practice at Greenside maintains "outstanding"	• Implement any recommendations of H & S report • Review fire alarm link with Barnwell School.

Key to acronyms used

EHCP = Education Health Care Plan

EfL = Evidence for Learning (online assessment tool)

CPOMs = Online safeguarding monitoring tool

EKLAN = Communication development programme

LADO = Local Authority Designated Officer

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Appendix - Development Plan - Progress Review Spring 2023

1. **Planning and Assessment**												

						Progress						
	Objective / **Actions/steps**	**Success Criteria/ Impact expected**	**Lead**	**By when**	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	**Governor Committee**	**Workload test: Refinement/ Replacement or New**	**Review Spring '23**
1.1	Implement whole school guidance for planning and review.	Planning is consistent, clear learning goals understood by the whole class team; high quality practice; engagement and progress.	GW / MK	July 2023	✓	✔			Curriculum	Refinement	Senior leads GW and MK reviewing assessment policy visited example of good practice (Brook Sch)
1.1	Prepare and share guidance.	Guidance is understood by all class leads.	GW / MK	Sept 2023	✓	✓	✓		Curriculum	Refinement	Monitored by area leads at Learner progress meetings
	Area Leads develop simple systems of monitoring / reviewing planning and practice through observation; mentoring questioning.	Effective monitoring and review informs supportive / effective coaching and support. Review impact and feedback – present to Governors.	All leads	Dec 2022	✓	✔			Curriculum	Refinement	Area leads undertaking regular observations and learning walks – feedback to SLT informs training and targeted support

Ref	Action	Success criteria	Lead	Date					Area	Status	Notes
	Senior leads monitor through sampling; area lead and learner progress meetings.	Consistency in quality of planning which supports practice and enables progress.	SLT	Dec 2022	✓	✔			Curriculum	Refinement	School leads undertake regular structured learner progress meetings – issues inform changes - support
1.2	EHCP outcomes inform specific targets, which develop skill / knowledge / understanding.	Individual targets used by all, the whole staff team enable each learner to build skill / knowledge / understanding.	SLT	Dec 2022	✓	✔			Curriculum	Refinement	Member of SLT support all EHCP reviews
1.2	Prepare and share guidance; explaining good practice in writing EHCP outcomes.	Guidance is understood by all class leads.	SLT	Oct 2022	✔				Curriculum	New	Guidance shared – informs support
	Prepare and share guidance regarding writing of learning targets to reflect outcomes and sharing these with class team in extended meetings.	Guidance is understood by all class leads	SLT	Nov 2022	✔				Curriculum	New	Guidance shared – informs support
	Senior leads monitor writing of EHCP outcomes and targets.	Sampling by named leads.	SLT	From Nov 2022	✔				Curriculum	Refinement	SLT supporting all EHCP reviews
	Senior and area leads monitor impact of learning targets.	Sampling by named leads Review impact and feedback – present to Governors.	SLT	From Nov 2022				✔	Curriculum	Refinement	(delayed – impact of staff absence) To commence May '23
1.3	Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.	Class leads are effective in the use of assessment to inform planning and practice.	SLT	By Feb 2023	✓	✔			Curriculum	Refinement	Ongoing – monitored by school leads

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Ref	Action	Success criteria	Who	When						Area	Status	Comment
1.3	Prepare and share guidance explaining good practice in use of EfL.	Guidance is understood by all class leads.	JT	By Dec 2022	✓	✔				Curriculum	New	School leads support colleagues
	Area leads contact a deep dive into the use of EfL.	Sampling / analysis report to SLT and Governors.	Area leads	By Feb 2023				✔		Curriculum	Refinement	delayed –To commence May '23
	Lead teacher conducts a deep dive into use of EfL by parents and carers.	Sampling / analysis report to SLT and Governors.	JT					✔		Curriculum	Refinement	delayed –To commence May '23
1.4	Class leads plan and report progress in priority Maths, Literacy and RSHE.	High quality planning secures good / outstanding progress in Maths, Literacy and RSHE.	SLT	May 2023	✓					Curriculum	New	Set for summer term as planned
1.4	Learning teams are established for each priority area.	Teams have a sense of purpose and work to realistic timescales.	UPS teachers	Oct 2023	✓	✔				Curriculum	New	Impact of teams affected by long term staff absence of UPS teacher
	Learning teams prepare polices, schemes of work, skill banks (as appropriate) and share with class leads.	Policies, schemes of work and skill banks are of a high standard – have an impact on the quality of planning, inform practice, and enable progress.	UPS teachers	April 23						Curriculum	New	Set for spring term as planned
	Class leads use materials in planning and practice.	Materials are understood and valued.	UPS teachers	May 23						Curriculum	New	Set for summer term as planned
	Team leaders feed back to SLT and Governors on progress and impact.	Impact measured and action/s followed up on.	SLT	June 2023						Curriculum	New	Set for summer term as planned

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	2 Curriculum / Teaching and Learning										

	Objectives **Actions**	**Success Criteria/ key performance progress indicators.**	**Lead** *SLT mentor*	**By When**	**Progress**				**Committee**	**Workload: Refinement? Replacement? New?**	**Review Spring '23**
					STARTED	PROGRESS	COMPLETED	BEHIND			
2.1	The curriculum is well planned and sequenced ensuring that the vision and intent is effectively communicated.	Class leads plan activities in a logical order to support learners' progress.	GW/ MW	May '23	✓	✓			Curriculum	Refinement	Good progress made – set to be shared May '23 as planned
2.1	Pathway plans show the sequence of learning.	Class leads identify what each learner needs to know to make good progress.	GW/ MW	Dec '22	✓	✓	✔		Curriculum	Refinement	Pathways seen by HIP and other special schools as example of good practice
	All classes to have consistent planning folders – to be available in class and be a place to keepp planning/skills banks etc.	Class leads know where their learners are in relation to progression in Maths and Literacy.	GW/ MW	May '23	✓	✓			Curriculum	Refinement	Good progress made – set to be shared May '23 as planned
	All learners are tracked relating to their progression through Maths and Literacy skill banks.	Consistent planning helps support questions and ensures professional discussions occur, enabling improvement in quality of teaching.	GW/ MW	May '23	✓	✓			Curriculum	Refinement	Good progress made – set to be shared May '23 as planned

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	Objectives / Actions	Success Criteria/ key performance progress indicators	Lead	By When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Review Spring '23
	Leads to be able to confidently describe Maths and Literacy attainment for their learners.	All leads to have Maths / Literacy attainment recorded in class folder, using highlighted documentation.	GW/ MW	Feb 2023	✓	✓			Curriculum	Refinement	Good progress made – support required for new leads
	Meeting time to reflect on the topics discussed and ensure they sequence learning and curriculum across a leaners time in the school.	Curriculum planning meeting to include 'why' we are planning this, how does it fit with the rest of the school.	GW/ MW	From Sept '22	✓	✓	✔		Curriculum	Refinement	Senior and area leads ensure high quality planning is shared and supports learning / progress

2. Curriculim / Teaching and Learning

	Objectives / Actions	Success Criteria/ key performance progress indicators	Lead	By When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Review Spring '23
2.2	Raise the profile of literacy, for every learner to have the opportunity to read every day - ensuring the school is a "literacy rich" environment.	All learners will have opportunities to be immersed in rich literacy experiences and make outstanding progress.	MK	From Oct 2022	✓	✓	✔		Curriculum	New	Good progress made – see below
2.2	Dr Sarah Moseley (external provider) delivers 2 training sessions 1 x class leads 1 x TA's.	Increased knowledge and practical strategies enable phonics to be taught / reinforced in all aspects of the curriculum.	DB	Sept '22	✓	✔	✔		Curriculum	New	Excellent feedback – evidence of impact on understanding and practice

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Action	Intended outcome	Who	When						Area	Status	Comments
Team time to be given to explore what process in phonics looks like with their learners.	Increased understanding of the importance of phonics and how it can be delivered for all learners.	MK	Nov '22	✓	✔				Curriculum	New	Undertaken by sch leads – evidence of progress
Observations recognise staffs skills in promoting pronics learning,	Class teams share process / learning.	MK	May '22	✓					Curriculum	New	Set for summer term as planned
Ensure a wide range of good quality reading resources in every class.	All learners have opportunities to be immersed in rich literacy experiences.	MK	From Sept '22	✓	✓	✔			Curriculum	Refinement	Extensive range of high quality literacy resources – library provided in shepherds hut – literacy resources in dining room are used well TA assigned to maintain resources
Text rich signage around the school – audit classes and shared spaces.	Link with AAC – enabling progress and achievement.	MK / EC	From Sept '22	✓	✓	✔			Curriculum	Refinement	Regarded by special school as example of good practice
'Little Wandle' reading scheme is used. Class staff complete online training.	Scheme supports high quality assessment and teaching.	MK	Sept '22	✓	✓	✔			Curriculum	New	Effective tool
Staff have an acurate knowledge of each learners reading ability. Aspirtational reading targets set for every learner.	Baseline set – clear individual targets – rigorous assessment of progress.	MK	Nov '22	✓	✔				Curriculum	Refinement	Enabled by quality of training and support be sch leads

2.3	Teaching activities enables high levels of engagement, learner participation, progress and achievement across the whole curriculum.	Learners are engaged, class teams focus on the process of an activity, ensuring the product reflects and celebrates the learners own efforts.	LS	Jan '23	✓	✔			Curriculum	Refinement	Focus of area lead observations – identified specific needs priority spring term '23
2.3	One dedicated INSET session to explore what independent learning is.	Increased knowledge of what independence looks like in their classroom.	LS	Sept 18th	✓	✓			Curriculum	Refinement	On-going focus of observations and feedback examples of outstanding practice – others where additional support required
	School leads observe, feedback, support, coach, share examples to reinforce good practice.	All class staff to recognise how we promote process over product and know what learning looks like in the classroom.	LS	June 2023	✓	✔			Curriculum	Refinement	Ahead of schedule On-going focus of observations
	Focus week where we capture independent learning and celebrate our successes.✔	Celebration of learners' achievements.	SLT	July 2023	✓				Curriculum	Refinement	Set for summer term as planned
	Extend learning – structured lunch time actvities and after school clubs.	Learners are engaged throughout the day – enabling progress and achievement.	SLT / Area Leads	Feb '22	✓	✔			Curriculum	Refinement	Progress in most areas – impact by staff absence

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	3.	**Communication**										
		Objectives / **Actions**	**Success Criteria/ key performance progress indicators.**	**Lead**	**When**	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	**Committee**	**Workload: Refinement Replacement New**	**Review Spring '23**
3.1		All class staff use signing and visuals to communicate proactively and effectively, ensuring that each learner is able to make their needs and views known.	All class staff to know the importance of communication skills development. They are consistent and affective in the use of AAC to support each learner. Communication is a strength of the school and enables each learner to make exceptional progress.	MW GW EC	Feb 23	✓	✓	✔		Curriculum	Refinement	New AAC assistant supports communication specialist.
3.1		Communication induction docs to be developed, including core signs, video induction and guide.	A pack to be given to new starters.	EC	Jan '12	✓	✓	✔		Curriculum	Refinement	High quality materials supports learning and progress
		Area leads to be briefed on their role in ensuring staff have a focus on communication skills in class.	Class leads are confident on where to signpost and support new staff.	DV	Feb '23	✓	✔			Curriculum	New	Focus is effective and ongoing
		Class leads identify training / development needs of their team and prepare CPD plan with senior and area leads.	Every member of the class team communicates effectively at all times.	DV	May 23					Curriculum	New	Set for summer term as planned
		Each learner has a completed communication docs – highlighting current level etc.	Leads know where learner are with their communication and next steps.	EC	Jan 23	✓	✓			Curriculum	Refinement	Good progress made – ongoing
		Governors and senior leads learning walks highlight every learner having tools to communicte in every moment.	Learners effective in use of appropriate communication, progress shared and celebrated.	DV	Spring 23	✓				Curriculum	Refinement	Set for spring term as planned –
3.2		Each class and outside environment has the AAC tools needed to enable communciation opportunities.	All staff be knowledgeable on how to teach and encourage communication.	GW/ EC	Jan '23	✓	✓	✔		Curriculum	Refinement	High quality resources used effectively to support communication and enable independence

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Ref	Action	Intended Outcome	Who	Date					Area	Status	Notes
3.2	Audit by communication specialist and senior lead(s) of core boards/ signage etc.	Identify areas of good practice and where development is required.	EC	Jan 23	✓	✓	✔		Curriculum	Refinement	Ongoing review lead by EC
	Prepare and implement action plan.	High quality resources enable outstanding practice.	EC	Jan '23	✓	✓			Curriculum	Refinement	Ongoing review lead by EC – plan not required
	AAC resource pack designed for each clas, featuring symbols / signs (videos on YouTube) coreborads related for specific learners.	Communication needs of each learner are understood and met by each member of the class team.	EC	Sept '22	✓	✓	✔		Curriculum	Refinement	High quality resources in place and arte effective in supporting practice
3.3	The principles taught in the EKLAN training are embedded.	All class staff share a common understanding in developing communication skills. High quality practice enables progress and achievement.	GW/ MW/ LC/ EC	March '23	✓	✓	✔		Curriculum	New	Extensive training programme delivered – evidence of impact on progress
3.3	All class staff complete EKLAN training programme.	All class staff complete training and use skills and understanding gained in their practice.	EC / LC	Dec '22	✓	✔			Curriculum	New	Plan required by new starters (staff)
	Senior / Area leads / Govenors undertake observations and learning walks + structured meetings with class staff.	Identify areas of good practice, analysis of impact, identify where development is required.	SLT	June '23	✓				Curriculum	New	Set for summer term as planned
3.4	High quality training in AAC for all class staff and MSA's.	Effective training schedule enables consistent, high quality practice in developing use of AAC including sign and symbols.	SLT / EC	June '23	✓	✔			Curriculum	Refinement	Good progress made ahead of schedule
	Prepare training programme.	Trainers identified. Time allocated. Training implemented.	SLT / EC	Nov '22	✓	✔			Curriculum	Refinement	Good progress made – evidence of impact
3.4	Structured observations – constructive feedback provided in each class – focus AAC.	Outstanding / good practice celebrated and shared – areas for development identified – coaching support provided.	SLT / Area Leads / EC	Dec '22	✓	✔	✔		Curriculum	Refinement	Evidence of impact on learner achievement and progress

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4 Leadership

	Objectives / Actions	Success Criteria/ key performance progress indicators.	Lead	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement Replacement New	Review Spring '23
4.1	New leadership structure is effective and roles are understood.	Responsibilies are understood by all, enabling consistency whilst ensuring flexiblity and creativity. Roles of Upper Scale teachers developed, leading subject teams in priority areas.	DV	Nov '22	✓	✓			Resources	New (relaunch)	Further review to be undertaken March '23
4.1	Prepare revised leadership structure – consult and finalise.	Clear line management. Fair work load. Delegation of responsibilities reflect school needs – understood by all staff.	DV	Sept '22	✓	✓	✓		Resources	New (relaunch)	Further review required to reflect staff changes
	Job descriptions revised.	Clear description of responsibilities.	DV / ME	Nov '22	✔	✔			Resources	Refinement	Further review required
	Monitor and review effectiveness of leadership structure.	Rigorous review. Feedback informs further review – reported to Governors.	DV / RH	May '23	✔				Resources	Refinement	Set for summer term as planned
	Develop role of area leads. Provide additional time (.5 day pre week) to enable focus of quality of teaching and learning.	Area leads make accurate and robust judgements about the quality of teaching and provide feedback, plan support to enable improvement in quality of teaching and learning.	SLT	From Autumn '22	✓	✓	✔		Resources	Refinement	Additional time and responsibilties in place – direct impact on teaching and learning

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	Action	Success Criteria	Lead	When						Resources	Status	Notes
4.2	Governors make robust, independent judgements, regarding the quality of provision.	Governors have a clear, objective view of the strengths and needs of the school, and challenge senior leads to ensure improvement.	DS / DV	June '23						Resources	Refinement	Set for summer term as planned
4.2	Governors receive training.	Effective training provided by Herts for Learning.	DS / DV	Autumn '22	✔	✔				Resources	Refinement	Undertaken by most governors
	Govenors prepare and undertake structured visits and report to the appropriate committee.	Frequent views. Informed judgements. Constructive challenge to senior leads.	DS / DV	From Autumn '22	✔					Resources Curriculum	Refinement	Undertaken by some governors
	External review of the effectiveness / impact of Governors.	Objective review informs further development / improvement.	DV / RH	Summer '23						Resources	Refinement	Governor time
4.3	Greenside embarks on the UNICEF education programme and uses this to ensure that supporting rights and wellbeing is central to everything we do.	The Wellbeing team use the UNICEF programme to inform development planning and evaluate the effectiveness of policies and practices that support wellbeing throughout our school.	LS	From Oct '22	✓			✔		Resources	New	Delayed impact of staff absence – not a priority at this stage
4.3	Wellbeing team consider the UNICEF accreditation requirement – prepare action plan.	School embarks on the accreditation process.	LS	Spring 23	✓					Resources	New	Revised time scale required
	Wellbeing team undertake an anaylsis of the quality and effectiveness of policies and strategies to promote wellbeing.	Objective report is shared with colleagues and governors, informs future development.	LS	Summer '23						Resources	New	Set for summer term as planned
4.4	Develop an effective induction and training plan for new members of staff as well as those moving into different areas of the school.	Colleagues feel welcome and valued. Key information is provided in a clear, effective and timely manner. Induction enables high quality practice, work satisfaction and supports staff retention.	DV / ME / ML	From Sept '22	✓	✔	✔			Resources	New	Policy and plan completed implanted from 20.2.23 –

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	Prepare and share induction policy and programme.	Policy and programme provides a clear, robust structure to support all new colleagues.	DV / ME / ML	From Sept '22	✓	✔	✔		Resources	New	very positive feedback
4.4	Area leads develop support plans to assist colleagues who are new to their area of the school.	All class staff understand their role in supporting unfamiliar colleagues, ensuring they feel welcome and have the information they require.	DV / LC / AW / MB / MW / MK	From Nov '22	✔	✔	✔		Resources	New	In place and effective supported by school reps
	Monitor and evaluate – asking new colleagues about the support they received.	Objective, robust review informs policy and practice.	DV / ME / ML	June '23					Resources	New	Set for summer term as planned

Key:

AAC = Augmentative and Alternative Communication

UNICF = United Nations Childrens Fund

EKLAN = Name of company delivering training to support language and learning

SLT = Senior leadership team

HIP = Herts Improvement Partner

Names = DV (Dave Victor), DB (Dawn Brown), LS (Luke Simonds), AL (Area Leads), BT (Behaviour Team), GW (Gemma Wishart), EC (Emma Covington) SLT (Senior Leadership Team), MW (Mandy Wheelhouse) RH (Richard Hill) ME (Mason Emoli) LC (Laura Cope) MW (Mandy Wheelhouse) ML (Michael Levy) AW (Amy Warwick) MB (Michelle Bailey)

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