

# Progress against actions and outcomes of School Development Plan

## 1. Achievement of pupils

Specific target	Planned Actions	Mid-year Progress
<p>1.1 By July 2015 the majority of pupils will have made good progress in Maths many will have made outstanding progress</p>	<p>Implement revised curriculum for KS 1 / 2 KS3 / 4 and Post 16.            Focus weeks            Sharing good practice            Learning team leaders supported by SMT coach teachers / tutors.            Update learning resources            New ICT hardware / software and apps are used to support learning and enable progress.</p>	<p>Undertaken so far –</p> <ul style="list-style-type: none"> <li>- Curriculum maps revised and shared on school network</li> <li>- Focus week successfully undertaken Autumn term 2014</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Focused lesson visits by subject leaders</li> <li>- Moderation of pupils work</li> <li>- Use of assessment app</li> </ul>
<p>1.2 By Sept 2015 planning and assessment reflects prior learning. Objectives and learning tasks have an appropriate level of challenge.</p>	<p>SMT to consider examples of outstanding practice in planning and assessment            Review / revision of planning; assessment guidance.            Pilot new guidance            Implement; coach; support</p>	<p>Undertaken so far –</p> <ul style="list-style-type: none"> <li>- SMT have considered practice of outstanding schools</li> <li>- JS has led training for teachers and tutors in the use of CASPA</li> <li>- PIVATs assessment has been revised</li> <li>- Working group reviewing use of assessment app.</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- 2 external moderation visit booked with OfSTED inspector</li> <li>- Guidance and policies relating to assessment, planning and reporting to be revised</li> <li>- Teachers / tutors to be supported in use of assessment app and undertaking moderation.</li> </ul>

<p>1.3 By July 2015 the majority of pupils will have made good progress in communication, many will have made outstanding progress</p>	<ul style="list-style-type: none"> <li>- Use of signing a high priority for all members of staff</li> <li>- Specific communication target set in all IEPs</li> <li>- ASC specialist teacher supports to ensure that the use of PECs and symbols is of a high standard.</li> <li>- Additional assistant hours given to produce symbols</li> <li>- Class staff work in partnership with speech and language therapists in the use of the eye gaze</li> <li>- Class teams given constructive feedback</li> <li>- Communication is a focus of paired observations with external consultants</li> <li>- Daily practice of signs</li> <li>- Focused communication staff meetings</li> <li>- Focused communication whole school events</li> </ul>	<p>Undertaken so far –</p> <ul style="list-style-type: none"> <li>- Daily practice</li> <li>- PECs training attained by 5 members of staff</li> <li>- Additional hours provided in ASC classes to support production of resources</li> <li>- Eye gaze in regular use</li> <li>- 5 members of staff completed EKLAN training</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Further PECs and EKLAN training</li> <li>- Consider provision of second eye gaze</li> <li>- Application for eye gaze for pupil supported at home</li> <li>- Signing workshops for assistants</li> <li>- Parent signing workshops</li> </ul>
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## 2. Quality of Teaching

Specific target	Planned Actions	Mid-year progress
<p>2.1 By July 2015 in the vast majority of lessons every member of the learning team (teachers and assistants) will recognize and act upon the learning potential of each situation enabling the vast majority of pupils to make at least good progress with many making outstanding progress.</p>	<ul style="list-style-type: none"> <li>- Clearly stated explanation of good practice shared with all class teams</li> <li>- Regular lesson visits by department team leaders</li> <li>- Constructive feedback</li> <li>- Coaching and guidance tailored to individual needs</li> <li>- When appropriate colleagues given opportunities to observe examples of good practice.</li> <li>- Where appropriate Head acts to support colleagues whose practice continues to require improvement</li> </ul>	<p>Undertaken so far</p> <ul style="list-style-type: none"> <li>- Head has observed all teachers and tutors</li> <li>- Heads of Dept have observed teachers / tutors as part of performance development process</li> <li>- Follow up observations and coaching has been provided for teachers / tutors whose practice was not judged as good or outstanding</li> <li>- Teachers / tutors who have required additional support have been given training opportunities as well as observing examples of good / outstanding practice.</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- 2 days of observations to be undertaken by an OfSTED inspector</li> <li>- Head to observe all teachers/ tutors in summer term</li> <li>- Heads of Dept to make a 2<sup>nd</sup> observation as part of the performance management process</li> </ul>

<p>2.1 By April 2015 the quality of teaching will have improved through the use of specialist teaching facilities provided for Food technology; design and technology; art and science.</p>	<ul style="list-style-type: none"> <li>- Class staff teams are provided with guidance in the use of specialist facilities</li> <li>- Timetabling enables the majority of pupils at KS 3 and 4 will have access to specialist teaching facilities provided for Food Technology; Science; Design and Technology</li> <li>- Many KS 1 and 2 pupils use the food technology facility</li> </ul>	<p>Undertaken so far</p> <ul style="list-style-type: none"> <li>- Music room and Food tech room now in operation</li> <li>- Named person maintains the food tech room.</li> <li>- After school cookery club has been established.</li> <li>- Many pupils demonstrate greater levels of independence as a result of the space and additional sinks and hobs in the food tech room</li> <li>- KS 3 / 4 classes are accessing science resources</li> <li>- Laings Training delivered a construction course for KS 5 students, now being undertaken by Greenside tutors</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Music teacher has been appointed – music specialist will be in the music room 5 days a week from June</li> <li>- Teacher to visit science room at Amwell View</li> <li>- Risk assessments to be undertaken of the science room to enable other teachers to use this resource</li> </ul>
<p>2.2 By July 2015 differentiation is identified as a strength in the majority of lessons</p>	<ul style="list-style-type: none"> <li>- Paired observations as part of performance management process (teachers and SMT) Specific targets set for each. Follow up lesson observations and visits.</li> <li>- Teachers receive constructive, rigorous feedback Coaching and sharing of good practice.</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Observations undertaken by Head have focused on differentiation.</li> <li>- Training and opportunities to observe good practice provided where appropriate</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- SMT to conduct paired observations with visiting OfSTED inspector</li> </ul>
<p>2.3 Staff knowledge, understanding and practice in sensory processing; sensory and intensive integration is extended.</p>	<ul style="list-style-type: none"> <li>- Training and guidance package prepared by ASC specialist; shared with teachers and assistants</li> <li>- Staff have reading and videos and written tasks</li> <li>- Vast majority of assistants undertake the training course and visit ASC specialist class;</li> </ul>	<p>Actions undertaken so far</p> <ul style="list-style-type: none"> <li>- DB has prepared guidance for visiting staff</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Assistants will have opportunities to undertake at least 2 day visits to specialist classes in the summer term</li> </ul>

<p>2.4 By July 2015 the vast majority of assistants have the skills and understanding required to / support every pupil.</p>	<ul style="list-style-type: none"> <li>- Each assistant has an opportunity for a week's exchange in another department</li> </ul>	<p>Actions undertaken so far</p> <ul style="list-style-type: none"> <li>- Performance development policy and practice for assistants was reviewed and revised – resulting in a substantial investment of time from all members of the SMT</li> <li>- Following the implementation of the revised policy the professional development needs of each assistant has been identified</li> <li>- There has been a significant increase in professional development opportunities for all assistants,</li> <li>- From Sept 2014 to January 2015 20 assistants have attended external courses.</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Training workshops for all assistants</li> <li>- Further training opportunities related to identified priorities</li> <li>- Structured visits to specialist classes</li> <li>- Review and evaluation of professional development opportunities that have been provided.</li> </ul>
<p>2.5 By July 2015 the use of sign vocabulary in all classes is judged as a least good and is often outstanding.</p>	<ul style="list-style-type: none"> <li>- The use of signing is a focus of all observations; learning walks and lesson visits.</li> <li>- Working group lead the development of signing – providing workshops and training, tailored to the needs of individual members of staff</li> <li>- Classes take the lead in practicing signs in briefing meetings – these are shared and practiced by assistants at the beginning of each day</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Daily signing sessions</li> <li>- Focus of observations undertaken by and feedback given by the Headteacher</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Learning walks, evaluating use of signing</li> <li>- Focus of external observations</li> <li>- Training workshops for assistants</li> <li>- Further observations and feedback provided by SMT</li> </ul>

### 3 The Effectiveness of Leadership and Management

Specific target	Actions	Midyear progress
<p>3.1 Senior leaders empower people by doing less and motivating, coaching, supporting and challenging more</p>	<p>Senior leaders seek to listen to others and provide them with opportunities to follow their ideas and achieve.</p> <p>Senior leaders thank and celebrate the achievements of others, supportive of risk taking, innovation and a certain amount of failure</p> <p>Senior leaders are constructive when things go wrong and identify what has been learned, what can be done differently to bring about positive change</p>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Revision of the SMT structure, with a 3<sup>rd</sup> assistant head position created in October 2014, enabling a clear line management structure in all 3 departments</li> <li>- Members of SMT are leading working groups developing aspects such as: curriculum, assessment, focus weeks</li> <li>- Staff steering group has been revised – providing a clearer purpose and representation</li> <li>- Staff feedback has directly informed the revision of classes resulting in establishing 2 further classes, reducing pressure for secondary PMLD provision and KS 1 / 2;</li> <li>- The development of a resource area, staff room and staff toilets.</li> <li>- Head meets regularly with teachers / tutors and assistants</li> <li>- Increased lesson observations, visits and pupil progress meetings have enabled opportunities to feedback on positive practice as well as more effective consultation.</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Review of findings staff questionnaire</li> <li>- Review of SMT teaching commitment in order to enable further opportunities for coaching, support and development of the quality of teaching and learning.</li> </ul>

<p>3.2 Outstanding induction procedures are in place for all members of staff and volunteers</p>	<ul style="list-style-type: none"> <li>- Clear delegation of responsibilities for induction of different posts (teachers; assistants; MSAs)</li> <li>- Appoint person to oversee induction and co-ordinate which units each person has completed.</li> <li>- Dept team leaders allocate mentors for all new people in their part of the school.</li> <li>- Review / revision of induction guidance materials</li> <li>- Review / revise welcome to Greenside materials</li> <li>- Prepare induction timetable</li> <li>- Rigorous processes are implemented by Dept team leaders to receive feedback from new staff</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Induction process reviewed and responsibilities delegated</li> <li>- Person appointed to support the recruitment and induction of MSAs</li> <li>- Induction materials / processes reviewed</li> <li>- Organisation of school documents reviewed (in response to feedback from new teachers).</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Review teaching commitment of SMT to enable further attention to be given to high quality induction</li> <li>- Steering group to request feedback on induction received from assistants, teachers and MSAs</li> </ul>
<p>3.3 Clear expectations of staff conduct are followed consistently by all.</p>	<ul style="list-style-type: none"> <li>- Steering group prepare code of conduct and lead consultation.</li> <li>- Written communication of code is clear concise, constructive</li> <li>- Code of conduct implemented</li> <li>- SMT support colleagues to work as a team in the implementation of the code.</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- In the 1<sup>st</sup> part of the Autumn term Head led a series of staff meetings focusing on the strengths and values of the school and clarifying expectations</li> <li>- Herts Steps has been of significant value in promoting positive strategies, reflecting on professional accountability and responsibilities as well as reducing the use of physical interventions.</li> <li>- Draft code(s) developed, Herts policy considered sufficient following an improvement in this area</li> <li>- Review of DSPs has increased accountability regarding safeguarding issues</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- On-going monitoring and discussion by SMT</li> </ul>
<p>3.4 Revised performance management procedures for school leaders are in place</p>	<ul style="list-style-type: none"> <li>- Head uses the materials recommended by Herts County Council to inform performance management process.</li> <li>- Head leads review of revised procedures</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Head attended training relating to Herts recommendations</li> <li>- Maria Landy engaged to lead performance management of assistant Heads</li> </ul>

<p>3.5 Governors demonstrate rigor and independence in their judgments of the quality of provision.</p>	<ul style="list-style-type: none"> <li>- Named governors for specific aspects of the curriculum make regular visits to school and feedback to the appropriate committee</li> <li>- Governors undertake paired observations with educational consultants</li> <li>- Curriculum committee receive training in CASPA; RAISE online pupil progress comparison tools.</li> <li>- Use questionnaires and semi structured meetings to engage with parents, pupils and staff</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Governors have identified specific roles relating to the curriculum</li> <li>- Explanation of assessment and analysis of pupil performance data provided to curriculum subcommittee</li> <li>- Paired lesson observations undertaken with Maria Landy</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Governor training on OfSTED expectations</li> <li>- Governors have opportunities to meet with and undertake paired observations with OfSTED inspector</li> <li>- Arrange further governor visits to school</li> </ul>
<p>3.6 Convert educational statements to Education, Health and Care Plans</p>	<ul style="list-style-type: none"> <li>- Provide guidance and training for staff and parents</li> <li>- In partnership with LA establish conversation plan</li> <li>- Appoint teacher with responsibility for conversations</li> <li>- Implement timetable</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Purpose of EHC plans communicated by school and LA to parents</li> <li>- Exceptional support from LA officer has been provided</li> <li>- Greenside has been at the forefront of EHC conversions</li> <li>- Feedback provided by Greenside has resulted in changes to policy and practice at LA level.</li> <li>- Conversions timetable in place</li> <li>- Positive feedback provided from parents and teachers</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Ensure school is aware of / and responses to changes and revisions at local and national level</li> <li>- School to contribute to the LA guidance on how EHC plans will be reviewed</li> </ul>

<p>3.7 Extend the process of performance management of assistants to link directly with training and continuous professional development</p>	<ul style="list-style-type: none"> <li>- Develop point scoring system based on Greenside attributes used by previous and current teachers.</li> <li>- Teachers discuss assistants strengths areas for development with Dept team leaders and or Head.</li> <li>- Teachers meet with assistants – share scores agree targets. (where there are issues with performance member of SMT is informed a supports.</li> <li>- Dept team leaders collates training issues and this informs training and planning for continuous professional development</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Greenside attributes reviewed and revised</li> <li>- Performance development policy and practice for assistants was reviewed and revised</li> <li>- Each assistant met with their teacher and Head, performance management targets and priorities overseen by Heads of Dept.</li> <li>- Professional development needs of each assistant has been identified</li> </ul> <p>Planned actions.</p> <ul style="list-style-type: none"> <li>- Two training workshops for all assistants</li> <li>- Access to training courses related to agreed targets</li> <li>- Review / evaluate progress – Head to meet with each assistant 2<sup>nd</sup> part of summer term</li> </ul>
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#### 4.Pupils Behaviour, Safety and Attendance

Specific target	Actions	Mid-year review
<p>4.1 Knowledge and understanding of Herts Steps is embedded throughout the school and is demonstrated in the quality of interaction and practice</p>	<p>Herts Steps tutors are proactive in identifying issues, provide support and coaching  All staff receive further training; guidance; coaching in “Hertfordshire Step On and Hertfordshire Step Up.”  Examples off therapeutic, positive practice are shared and celebrated.  Teachers supported in assessment and behavior support planning</p>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Update delivered to all class staff</li> <li>- Initial training delivered in partnership with The Valley School.</li> <li>- Step Up delivered in response to audited need</li> <li>- Teachers / tutors given further advice / support regarding audited need</li> <li>- Step tutors given advice regarding supporting pupils from the floor</li> <li>- Number of interventions has reduced.</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Step tutors to plan and deliver training for new staff</li> <li>- Step tutor to plan structured training and support for 2015 / 16</li> <li>- Support to be provided regarding auditing of need</li> </ul>



<p>4.2 Intervention strategies improve attendance</p>	<p>SMT work in partnership with nurses. SMT provide support / guidance for parents and carers Attendance reviewed each half term</p>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Review of how attendance figures are gathered and how analysis is undertaken.</li> <li>- Attendance figures considered by external OfSTED consultant</li> <li>- Analysis undertaken of attendance data over a 3 year period.</li> <li>- Admin staff follow up all absences</li> <li>- 4 pupils now supported at home</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Ensure at least 2 admin staff can access attendance data.</li> <li>- On-going analysis of data – 94% target (Jan 2015 90%*) not including long term absentees</li> </ul>
<p>4.3 Pupils have opportunities to develop independence in self-help skills. Quality of relationships; interactions improves. Pupils have opportunities to access a range of enjoyable recreational activities</p>	<ul style="list-style-type: none"> <li>- Review and revise lunch time arrangements establish 2 sittings.</li> <li>- Review and revise lunch time recreational activities and use of all play and recreational areas.</li> <li>- Review and revise the management and organization of staff at lunch times.</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- 2 sittings established</li> <li>- 9 KS 3 / 4 pupils eat at Barnwell School.</li> <li>- Intensive interaction used effectively in Orange and Blue classes at lunch time</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Review support at transitions for primary classes</li> <li>- Extend range of structured recreational activities for older students</li> <li>- Develop new play equipment</li> </ul>

<p>4.4 Review and revise the management of risk assessments. Provide guidance and training for staff</p>	<ul style="list-style-type: none"> <li>- Revise guidance to staff regarding risk assessments for off site visits.</li> <li>- Provide training for staff re off site visits</li> <li>- Review management of school risk assessments.</li> </ul>	<p>Actions taken so far</p> <ul style="list-style-type: none"> <li>- Advanced H and S training provided for swimming pool manager</li> <li>- Pool manager released from some teaching duties to undertake a detailed H and S audit; draft action plan established</li> <li>- Head and named governor undertook annual H and S audit.</li> <li>- Offsite risk assessments reviewed</li> <li>- SMT received specific safeguarding training</li> </ul> <p>Planned actions</p> <ul style="list-style-type: none"> <li>- Pool manager to undertake additional responsibilities relating to H and S job description and pay grade to be reviewed</li> <li>- H and S action to be implemented and a structure for on-going review established.</li> <li>- Guidance and training for offsite risk assessments to be provided</li> <li>- Training and guidance to be provided for behavior risk assessments</li> <li>- Full safeguarding audit to be undertaken by senior child protection social worker</li> </ul>
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