



Progress towards meeting School Development Plan Targets – Mid-Year Review (February 2016)

1. Outcomes for Pupils

Specific target	Progress towards meeting targets	Next Steps
<p>1.1 By July 2016 the vast majority of pupils who use ICT to enable and support learning and communication - meet or exceed high expectations and make outstanding progress.</p> <p>Our multidisciplinary team contributes to improve pupil outcomes across the school.</p>	<p>SLT have liaised with SaLT re; range and use of ICT to support communication.</p> <p>Training workshops provided for relevant staff teams and parents</p> <p>Individual pupils (who need access to communication aids) are making progress through the use of ICT.</p> <p>Mr M attended course on the use of tablets with PECs and is introducing this to the school.</p>	<p>Review use of Eye – Gaze technology. Locating appropriate locations for a further 2 units – provide training for staff – plan for individual pupils</p>
<p>1.2 By Sept 2016 curriculum planning and assessment are clear, concise and enable greater flexibility and differentiation to enable the needs of each pupil to be fully met</p>	<p>Members of SLT attended “Progression” conference at Swiss Cottage School. SLT are proactive in their work with other SLD schools – planning for “life after levels”</p> <p>Members of SLT have visited schools and attended training / conferences where MAPPs, ImPact, have been explained.</p> <p>Whole school curriculum statement reviewed – published.</p> <p>Heads of departments have undertaken reviews of the curriculum framework for their departments – these are now in-place and published on the school website.</p> <p>‘Evidence for learning’ app now used throughout the school</p>	<p>Monitor use of the ‘Evidence for learning’ app.</p> <p>Work collaboratively with other SLD schools in the development / review of PIVATs and Quest for Learning; The Herts pupil progress data analysis tool (AM7) and other relevant assessment tools</p>

Specific target	Progress towards meeting targets	Next Steps
<p>1.3 By July 16 –to extend work related learning opportunities to transform post school expectations through supported internships. Our young people have opportunities to gain paid employment</p>	<p>Greenside is now an active member of a Herts. Working group (comprising of one other SLD school and 4 FE colleges) developing Supported Employment Opportunities.</p> <p>Staff in the Post 16 department attended a meeting lead by Ellen Condon (lead person for developing supported employment in The East).</p> <p>3 members of staff visited Woodfield School where they have introduced supported internships</p> <p>The Head teacher is an active member of a multi-agency working group that is planning Post 19 provision for people with PMLD / complex ASC in North Herts.</p> <p>2 students are undertaking extended work experience placement at The Willow Shop (using The Greenside Studio as a base for support).</p>	<p>3 x members of staff to undertake a Systematic Instruction (SI) course.</p> <p>Establish a work-related learning team.</p> <p>Develop / structure work related learning opportunities within school as well as the wider community.</p> <p>Introduce supported internship opportunities</p>
<p>1.4 By Jan 2016 the Herts. EYFS toolkit is used for data analysis for pupils in nursery and reception. By January 2016 The Herts pupil progress data analysis tool (AM7) is used for pupils from KS 1- 4 in place of CASPA. Pupil progress data is readily available in classrooms and is used to inform planning and practice</p> <ul style="list-style-type: none"> Teachers and assistants are fully aware of their pupils' prior learning and understanding and plan very effectively to build on this. 	<p>A member of the SLT has been working closely with the LA in the development of their new assessment tool (AM7)</p> <p>Pupil assessment data has been transferred from CASPA to the Herts AM7 tool.</p> <p>Guidance and training for staff in the use of AM7 has been postponed until the LA have addressed all software issues</p> <p>PIVATs is used to inform analysis of pupil progress data and achievement</p>	<p>Continue to work with the LA and other schools in the use of the LA tool-the AM7.</p> <p>Provide training / guidance for staff</p> <p>Used the AM7 assessment tool in conjunction with PIVATs</p> <p>Review and evaluate the AM7 tool.</p>

2. Quality of Teaching, Learning and Assessment

Specific target	Progress towards meeting targets	Next Steps
<p>2.1 By April 2016 strategies are in place to focus all class and mid – day staff in enabling each pupil to gain and demonstrate as much independence as possible in all social and learning activities</p> <ul style="list-style-type: none"> • Teachers and assistants demonstrate high expectations, engage and motivate pupils so that they learn and make outstanding progress 	<p>SLT have lead workshops provided for teachers</p> <p>Teachers have lead workshops for assistants</p> <p>Governor and Head have undertaken a learning walk with the focus on independence</p> <p>Heads of departments have undertaken paired learning walks and observations (with teachers) the focus on independence</p> <p>Heads of departments have acted as critical friends for each other.</p> <p>Examples of good practice have been shared and celebrated</p> <p>Lanyards are worn by pupils who are undertaking jobs around school independently</p> <p>Planning for independence week has promoted / shared ideas as well as good practice.</p> <p>Evidence of significant progress for the majority of pupils</p> <p>Members of the governor’s curriculum committee have contributed to learning walks / observations</p>	<p>Independence week (set for March) – will provide a whole school focus.</p> <p>Review / evaluate independence week – share / embed good practice / new ideas.</p> <p>Heads of departments continue to undertake paired learning walks and observations (with teachers and assistants) focus on independence</p> <p>Colleagues acting as critical friends – supporting the continuous development of independence</p>

Specific target	Progress towards meeting targets	Next Steps
<p>2.2 By May 2016 all class staff have a good understanding of sensory integration, this is reflected in planning and practice particularly for pupils with PMLD and ASC.</p>	<p>Training provided by The Sensory Network on sensory integration for staff in priority classes</p> <p>Review of future training needs / provider.</p> <p>Coaching and support provided for specialist classes.</p> <p>Evidence of training supporting planning and practice in priority classes</p>	<p>Further training planned (to be led by ASC specialist teacher).</p> <p>ASC specialist teachers to continue coaching and support.</p> <p>Monitor / evaluate / review</p>
<p>2.3 By July 2016 the quality of planning for pupils with PMLD is specific about what individual pupils are meant to gain from an experience in order to evaluate how effective the teaching and learning is.</p>	<p>Assistant Heads have undertaken an audit of planning / practice within specialist classes.</p> <p>2 assistant visited specialist PMLD provision at an outstanding school</p> <p>Planning / guidance reviewed</p> <p>Assistant Heads have provided coaching and support.</p> <p>Significant development of multi-agency planning with OT / SaLT as well as physiotherapists</p>	<p>Assistant Heads to monitor quality of planning / practice.</p> <p>Review / evaluate guidance reviewed</p> <p>Continue to develop / embed multi – agency planning / practice</p>
<p>2.2 By April 2016 teachers will have developed quality of practice in the teaching of literacy, including phonics. As a result the vast majority of pupils meet or exceed expectations and make exceptional progress</p>	<p>Teachers attended a practical training workshop led by Les Staves, reflecting on current practice and identifying ways of further achievement and progress.</p> <p>Assistant Heads have supported teachers in their department in action planning for development and progress.</p> <p>The Literacy Subject leaders and Assistant Heads have undertaken learning walks / observations, reviewed pupil progress data</p> <p>Joint reading initiative with pupils of Barnwell School is established – evidence of impact on progress</p>	<p>Review / develop reading schemes / resources.</p> <p>Review / develop use of ICT to support reading</p> <p>Further develop reading opportunities for higher attaining pupils.</p>

Specific target	Progress towards meeting targets	Next steps
<p>2.3 By July 2016 teachers will have developed quality of practice in the teaching of Maths for pupils. The majority of pupils make good progress in Maths. Pupils acquire knowledge, develop understanding and learn and practice skills well</p> <p>Progress is at least good in relation to their starting points in each key stage.</p>	<p>Assistant head and subject leader have undertaken learning walks / observations with the focus on Maths.</p> <p>Heads of department and subject leader have provided advice – support for individual teachers.</p> <p>An analysis of pupil progress data has been undertaken by heads of departments and the subject leader.</p> <p>Training provider for future workshops reviewed following evaluation of literacy training day.</p>	<p>Plan / deliver training workshops.</p> <p>Review and develop teaching resources.</p> <p>Further lesson walks / observations inform development planning</p>

3. Personal development, Behaviour and Welfare.

Specific target	Progress towards meeting targets	Next steps
<p>3.1 By April 2016 all teachers and tutors are skilled in the use of the Herts Steps assessment and planning tools and use these effectively to support individual pupils and reduce the risk of harm.</p> <p>Staff are confident and competent in the use of positive, therapeutic assessment, planning and practice to support pupils who have complex emotional needs.</p>	<p>The leadership of Herts Steps has been reviewed and the role of lead tutor established</p> <p>Lead tutor has reviewed and revised written guidance for staff</p> <p>Herts Steps tutors have provided coaching and support for class staff</p> <p>Risk assessments, planning, use of RPI's and evaluations are supported and monitored by the lead tutor.</p> <p>Touch, anti-bullying, RPI policies reviewed</p> <p>Lead tutor is contributing to the development of a RPI record book specifically designed for Herts Steps</p> <p>Lead tutor and SLT undertook an analysis of incidents and use of RPI – evidence of significant pupil progress</p>	<p>Greenside to pilot RPI record book</p> <p>Medium term training plan to be established and implemented</p> <p>Lead tutor to further develop support assessment, planning and practice throughout the school.</p>
<p>3.2 By April 2016 all first aiders will be able to use the school's defibrillator</p>	<p>Training and support has been provided</p> <p>Clear signage explains who is trained to use the defibrillator</p>	<p>Health and safety coordinator to monitor – support first-aiders</p> <p>Update training to be provided.</p>

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<p>3.3 By Nov 2015 effective support is provided by the DLP in monitoring the school's single central record</p>	<p>DLP has undertaken training in the Single Central Record</p> <p>Head and DLP undertook a full audit of the Single Central Record.</p> <p>DLP meets monthly with the named admin officer to monitor the Single Central Record all "optional" elements are now included</p> <p>SLT undertook full audit of staff files –issue regarding historical references identified and addressed.</p> <p>Safer recruitment policy reviewed;</p> <p>Head renewed safer recruitment training 2 members of the SLT undertook safer recruitment training.</p>	<p>DLP to continue to monitor and support (at least every month) the Single Central Record.</p>
<p>3.1 By April 16 Staff, governors, parents, carers and pupils (for whom it is appropriate) will have received guidance and support on e-safety and cyber-bullying.</p>	<p>E-safety policy has been reviewed, shared with staff –</p> <p>Guidance provided for all class staff</p> <p>E-safety and cyber – bullying is included as part of induction</p>	<p>As part of the Stevenage Educational Trust (SET) work-shops on cyber-bullying and e-safety will be provided for parents and carers</p>
<p>3.5 By Jan 16 full review of absence policy and practice informs to specific and effective support for parents and families, leading to an increase in attendance</p>	<p>Absence policy reviewed.</p> <p>SLT undertook an analysis of pupil absence, identifying and addressing specific issues.</p> <p>Head monitors absence – (Attendance as at Feb '16 - 92.2 %)</p>	<p>Maintain rigorous / proactive monitoring and support.</p> <p>An attendance target of 94% by the Summer term '16 has been set</p>

4 The Effectiveness of Leadership and Management

Specific target	Progress towards meeting targets	Next steps
<p>4.1 Governors are more effective in holding the school to account</p> <p>Governors and senior leaders work in partnership to evaluate the school's strengths and weaknesses and use the findings to promote improvement</p>	<p>Since September 2015:-</p> <ul style="list-style-type: none"> - The majority of governors have undertaken training in "holding the school to account" - All governors have attended safeguarding training - 2 governors have attended safer recruitment training - Named governor has taken a leading role in: the health and Safety Audit; School Financial Standards review; safeguarding audit; induction for NQTs. - Named governors have undertaken learning walks and observations with the focus on the school's priority areas for development: pupil independence; reading; maths. - Named governor is contributing to the development of Post 19 provision for students with PMLD - Governors were involved in the performance management of all SLT members - Governors contributed to the school development plan and its evaluation 	<p>Engage a Herts advisor to inform the evaluation as to effectiveness systems in place to enable governors to make objective, informed, independent judgements of the strengths and needs of the whole school.</p>
<p>4.2 Review and develop the quality of induction and support for all new members of staff</p>	<p>SLT have reviewed the school's induction policy and planed</p> <p>Lunch time manager has been effective in coordinating the support provided for all new MSAs</p> <p>Recruitment and retention of MSA's has improved</p> <p>Head has monitored the perceptions of new staff as to the quality of training and support provided.</p>	<p>Maintain high standards of induction and support for all new staff.</p> <p>SLT and governors to undertake a structured evaluation of induction provided – focusing of the views of all employed from September 2015</p>

Specific target	Progress towards meeting targets	Impact
<p>4.3 SLT and subject /aspect leaders coach, support and lead each other to enable outstanding practice and progress</p>	<p>Named member of the SLT have worked in partnership with the subject leaders for English; Science and Maths.</p> <p>Learning walks and lesson observations have been followed up with clear feedback and where required coaching, support, training provided.</p> <p>An analysis of lesson observations shows an decrease in the number judged as requiring improvement</p> <p>Examples of good / outstanding practice have been acknowledged and celebrated.</p> <p>Music teacher has visited another SLD school and this has informed practice</p>	<p>SLT and subject leaders to support colleagues to increase the proportion of lessons to be judged as outstanding.</p> <p>SLT to enable further opportunities for teachers to observe examples of outstanding practice.</p>
<p>4.3 Convert educational statements to Education, Health and Care Plans (EHC plans)</p>	<p>The school has worked in partnership with the LA to provide guidance and training for staff and parents.</p> <p>SEN officer described Greenside as a model of good practice with relation to EHCP conversions.</p> <p>Greenside has been proactive and very flexible – to ensure parental involvement inEHCP conversions and reviews including holding meetings after-school; in the evenings and at the child’s home</p>	<p>SLT to be proactive in ensuring contribution from <u>all</u> parents and carers in EHC plan conversions and reviews.</p>

Specific target	Progress towards meeting targets	Next steps
<p>4.4 High quality of teaching enables outstanding progress - senior managers and subject / aspect leaders are rigorous and objective in their judgements of the quality of practice, focusing on impact that teaching has on learning, ensuring that they consider the contribution of the whole team.</p> <p>Judgements inform development planning, coaching and support to enable improvement</p>	<p>SLT and subject leaders have moderated judgements to ensure that they relate to current OfSTED criteria through undertaking paired lesson observations with a current and a former OfSTED inspector.</p> <p>SLT have undertaken a series of paired observations and learning walks with subject / aspect leaders</p> <p>SLT have supported subject / aspect leaders and learning teams</p> <p>SLT provide specific support / coaching to teachers / class teams based on observations</p> <p>The Head has monitored the overall quality of teaching and has triangulated the judgements of the quality of teaching with pupil progress data as well as pupil progress meetings and other related progress / achievement information (such as The Golden book; IEPs specific achievements)</p>	<p>Further professional dialogue / coaching / modelling with the focus on raising standards and on increasing the percentage of outstanding practice.</p> <p>SLT enable further paired observations with the focus on reflecting on the elements of outstanding practice</p>
<p>4.5 Middle leaders are enabled to make a significant contribution to develop of the curriculum, quality of teaching and learning and secure outstanding outcomes for pupils</p>	<p>Subject leaders have been supported by a named assistant head</p> <p>Opportunities have been provided for paired observations, learning walks and analysis of progress data.</p>	<p>Continue professional dialogue And support.</p> <p>Subject leaders to prepare and present reports to the governors curriculum sub-committee</p>
<p>4.6 By Sept 15 new guidance and policies will be in place relating to assessment and curriculum reflecting needs of pupils; outstanding practice and DfE requirements</p>	<p>Members of the SLT and subject leaders have visited outstanding SLD schools</p> <p>Curriculum guidance and policies have been reviewed –</p> <p>New curriculum frameworks in place for EYFS / KS 1-2 KS 3-4 Post 16 as well as for the specialist provision for pupils with ASC</p>	<p>Evaluation / review of curriculum planning and policies in light of new developments relating to “after National Curriculum levels and to ensure that lateral as well as summative progression is measured, recorded and celebrated.</p>

PART 2 – Accessibility Plan

Our priorities for the development of the accessibility plan 2015 / 16 are:

- All main doors are automatic or power assisted opening
Actions: Quotes for power assisted door to be provided to the remodeled multi-sensory / soft play room
- Develop sensory trails around the internal corridors of the school to provide support for pupils with mobility, visual and auditory disabilities
Actions: none so far
- Develop specialist multi-sensory resources and facilities.
Actions: main multi-sensory room to be completely remodeled in February 2016
- Ensure that signage and displays support those pupils who have ASC.
Actions: Main labels and signs in the main part of the school were replaced in January to a standard / symbolic format
- Develop range of accessible bikes
Actions: Non so far (issues regarding storage to be resolved).
- Develop a cover and provide a hoist for the school's main sunken trampoline
Actions: 5 quotes and designs gained for cover and the supply of electricity. Hoist to be purchased in the summer term
- Develop use of specific approaches e.g. Switches, sensory specialist equipment and eye gaze.
Actions: SaLT liaising with SLT in the development of switches – SLT to review / plan for the provision of 2 further eye-gaze
- Structure the use of the school's Buddy Dog
Actions: Further training provided by Guide Dogs, effective timetable in place
- Power assisted door to social enterprise (Greenside Studio)
Actions: Quote received – to be reviewed as part of the '15 / '16 budget planning
- Improve access to music room block
Actions: new / level path to music room completed October '15

PART3 – ACCOMMODATION, FACILITIES and RESOURCES

Long-term Plans for remodelling the main Greenside site

Priority areas for improvement are:

- Improved accommodation for administration staff.
Actions: Designs / quotes and planning permission have been gained
- Remodel soft playroom – providing greater challenge and learning opportunities.
Actions: Designs and quotes gained – project planned for summer 2016
- Develop challenging, indoor climbing / play facilities (in the barn)
Actions: Design requested – opportunities limited due to structure of building
- Extend Astroturf under play equipment
Actions: none so far
- Remodel primary playground
Actions: 3 designs and quotes have been received

Proposed development of accommodation 2015 / 16

The following developments will take place:

- Develop car park (on the site of the former Shephall Infants School)
Actions: Project has been submitted to LA capital panel – awaiting decision
- Improve vehicle access to main school site.
Actions: awaiting decision of capital panel
- Improved storage for specialist mobility equipment.
Actions: 2 sheltered areas completed October 2016
- Improved storage for learning resources.
Actions: additional cupboards provided in Apples; Yellow and Peach classrooms
- Remodel staff room.
Actions: 3 quotes and designs have been requested
- Remodel multi – sensory area in the “barn”
Actions: to be undertaken February half term

- Develop specialist ASC provision
Actions: Established September '15
- Provide 2 height adjustable interactive white boards
Actions: quotes received -
- Provide accommodation for accessible tricycles and bikes
Actions: none so far
- Provide cover and sides for sunken trampoline
Actions: quotes and designs received
- Provide ramp to music room block
Actions: completed October '15
- Provide additional storage for specialist equipment
Actions: completed October '15

PART 4

LONG TERM PLANNING

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 needs. These are:

1. Creativity;
2. Inclusive practice and support with and for mainstream providers;
3. Community based learning, including vocational education.
4. Research and training
5. Multi-agency collaboration to support young people their parents and their families.
6. Support for pupils whose behaviour can place themselves and others at risk of harm

1. Creativity

Greenside has been at the forefront of innovative provision based around the Creative Arts. The quality of this aspect of practice has been widely recognised. As a Change School staff, in partnership with creative practitioners, such as professional dancers, actors, artists, poets and musicians, developed and shared a variety of specialist resources including assessment tools for pupils and staff; sensory stories, the delivery of a variety of training opportunities. This work has attracted national attention and praise. All pupils, including those with profound learning difficulties have exceeded all expectations in aspects such as playing musical instruments, dance and animation. Creative Practice has also enabled exceptional opportunities for inclusive practice with partner schools (see 2).

Greenside School will ...

- Build upon knowledge and expertise in creativity to further enrich the whole curriculum, enable pupils to achieve and foster inclusive practice.
- Develop creative practice that will inspire and transform expectation and opportunities.
- Be at the forefront of developing assessment and accreditation to acknowledge and celebrate creative achievement

Greenside School has...

- *Developed successful inclusive dance lessons with pupils from a local primary school (Broom Barnes)*
- *Developed successful inclusive creative activities with pupils from our co-located school (Barnwell) in music, art and video.*
- *Greenside pupils are accessing the dance studio at Barnwell Middle School.*

2. Inclusive Practice and support for mainstream providers

Greenside and Barnwell schools will...

- *Work in partnership to deliver a range of innovative opportunities for outstanding inclusive practice that will be to the benefit of both sets of pupils.*
- *The two schools will collaborate on a range of initiatives to enhance practice, enrich and extend training and development opportunities, develop collaborative practice with specialists, therapists and community groups, and work together achieve high quality, accessible accommodation for both schools.*

Greenside School is...

- *Enabling KS 3 / 4 pupils from Greenside eat their lunch with pupils at Barnwell Middle School – making full use of the facilities at The Barnwell Bistro. There is evidence of some Greenside pupils made exceptional progress in terms of their independence as well as friendships being established. In addition, the profile of Greenside pupils has risen with our mainstream partners, promoting understanding, tolerance and respect.*
- *The Assistant Head for the Senior department has led the development of inclusive opportunities arising from our co-location – each half term she has taken assemblies for each year group at Barnwell – with the focus on understanding and respecting differences. Pupils from Barnwell have attended assemblies at Greenside.*
- *Specific projects have been developed to support siblings in both Greenside and Barnwell Schools.*
- *Greenside pupils access the specialist gym, science labs. Music and dance studios at Barnwell School*
- *Established an innovated reading support scheme – with pupils from Barnwell School helping Greenside pupils in reading*
- *Staff have and governors have engaged in a range of training activities*

3. Community based learning, including vocational education

We are committed to working collaboratively to develop or facilitate:

- The co-ordination of information regarding opportunities for young people with profound and severe learning difficulties within North Hertfordshire.
- Community based learning opportunities young people with profound and severe learning difficulties.
- The range of vocational learning opportunities for young people with profound and severe learning difficulties, through developing new community based services and social enterprises.

Greenside will...

- Take an active interest in the long-term outcomes of all school leavers, including undertaking partnership work with local colleges
- Senior managers, governors, students and staff will seek to work in partnership with colleges, community groups and organisations to extend the range of post school opportunities for all Greenside School leavers, including those with the most complex needs.
- Develop a community based vocational and social facility for young people who have PMLD
- Work in partnership with North Herts College to provide Further Educational opportunities for young people with PMLD aged 19 – 25 years

Greenside School is...

- *Contributing to a multi-agency planning group focusing on the development of post 19 provision for young people with PMLD and complex ASC in North Hertfordshire*
- *Working in partnership with North Herts College to support extended transition (after students have left Greenside) where specific issues / needs / difficulties have been identified*

4. Research and training

Greenside will...

- Work in collaboration with partner organisations, including HARC, SET and Barnwell School to enable further CPD opportunities for all staff – including undertaking Post Graduate study with Hertfordshire University and the Cambridge School of Education.
- Undertake further research, training and development of opportunities for young people with Special Educational Needs and Disabilities (SEND).
- Enable progression for assistants to achieve full teacher qualifications by participating in the Schools Direct programme.
- Provide relevant and challenging professional development opportunities for all members of staff and governors

Greenside School is...

- Contributing to a research study lead by The University of Hertfordshire studying the use of a “robot doll” to develop the communication and understanding of pupils with ASC.

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

Greenside will...

- Extend the range of services and opportunities for pupils, 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 pupils, parents and carers.
- Work with social services and community groups to provide and develop opportunities for all pupils during school holidays as well as after school activities.

Greenside School is...

- *Providing workshops and support groups for parents and carers.*
- *Providing after – school and lunch time clubs which reflect pupils interests, preferences including sport, adventure, cookery, music. Some are inclusive with pupils from Barnwell School*
- *Our lead teacher for ASC supports other schools within the LA and has been engaged by the NAS to accredit other ASC provision.*
- *Greenside hosts play schemes in each of the school holidays*