

# SCHOOL DEVELOPMENT PLAN 2024-2025

The School Development Plan is a live working document that focusses on monitoring progress towards developing better T&L for our learners. It focuses on developments with a direct impact on T&L. Other improvement tasks are completed and may be contained in other plans. Sections will be updated in time to present at each of the main Full Governing Body Meetings and other Committees as appropriate.

Greenside School

# Creativity Respect Collaboration

## School Vision, Values, Aims, and Objectives

### We want our learners to:

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

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

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



**'Every moment is a learning moment'**

## SCHOOL DEVELOPMENT PLAN 2024

### External Partners

Ofsted "The school continues to be good" - 30<sup>th</sup> January 2020

External Partner	Area for development/ Even Better If	School Improvement Plan objective
Ofsted  30.1.20	The system for identifying learners' small steps in learning is not used consistently by all teachers. This means that learners do not have access to the range of subjects in the curriculum. Leaders need to ensure that all staff are developed and trained appropriately so that planning for small steps of progress is consistent for all subjects	
	The curriculum is not well planned and sequenced for every subject. Teachers do not know how to plan activities in a logical order to support learners' progress. Senior leaders must ensure that curriculum leaders receive the support and training so that all subjects have well-chosen content. Each subject plan must show the sequence of learning so that teachers identify what each learner needs to know to make good progress.	
School Improvement Partner	Provide additional content for the school website.	
GW- 24.4.24/19.6.24	Headteacher to carry out learning walks with SLT members	
	Headteacher to be clear with staff about his expectations of learning walks, including how he wants them to be conducted	
	Curriculum focus in future – strip back current curriculum and build up again to ensure it is sequenced and relevant. Also look at teachers planning.	
	Devising a CPD schedule to develop pedagogy, Phonics and the role of aspect leads	
	Strengthening the impact of teaching assistants in PMLD classes	

## School Curriculum Priorities

**We will develop our pathways by:**

### **Early Years**

Developing a new curriculum to reflect the introduction of the Ashtree provision

### **Engage**

Developing a curriculum and assessment system built upon the Move Curriculum principles

### **Explore (SLD)**

Reflecting on how Literacy/maths/PSHE/PE are taught across the pathway

**Every Moment is a learning moment**

### **Explore (Autism)**

Having embedded therapeutic practice across classes

### **Focus**

For Maths Mastery project to be embedded in teaching and have an impact on Maths confidence in learners

### **Preparing for Adulthood**

Developing an ambition in the learners for their future after Greenside

## Detailed Curriculum Plan September 2024 – July 2025

Early Years Pathway												
Developing a new curriculum to reflect the introduction of the Ashtree provision												
Theme				Progress Chart								
		Objectives	Success Criteria/ Impact expected.	Lead	By when	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee /link	Workload test: Refinement/ Replacement or New	Resources Cost/ Implications
		Actions/steps										
Developing a new curriculum to reflect the introduction of the Ashtree provision	<b>1.0</b>	To audit current resources for current curriculum offer	To understand gaps in provision	MB	Dec 24					R		
	<b>1.1</b>	To complete 2 learning Walks across pathway, with Senior Teacher	LWs completed with Alex, capturing impact of offer	MB	Sep 24							
	<b>1.2</b>	To have a stock take of resources	Clear list of resources, connected to curriculum aims	MB	Oct 24							
	<b>1.3</b>	To invest in resources to fill curriculum gaps	New resources bought and impact seen of use	MB	Nov 24							£1500
	<b>2.0</b>	To develop Ashtree curriculum offer	Ashtree offer is unique and fits with pathways in the school	DB	Dec 24					C		
	<b>2.1</b>	To develop a handbook for curriculum offer	Clear understanding of offer for stakeholders	MB/DB	Sep 24							
	<b>2.2</b>	To share with stakeholders for feedback (parent focus)	Feedback gained – to support parents of learner who may move to new provision	DB	Oct 24							
	<b>2.3</b>	Present to governors and community	Ensure Governors understand impact of offer	DB/AT	Nov 24							
	<b>2.4</b>	Appoint lead for Ashtree/Eys internally or externally	To ensure quality leadership from Jan 2025	AT	Oct 24							

## Engage Pathway

Developing a curriculum and assessment system built upon the Move Curriculum principles

Engage Pathway											
Developing a curriculum and assessment system built upon the Move Curriculum principles											
Theme				Progress Chart							
	Objectives	Success Criteria/ key performance progress indicators.	Lead	By When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	Workload: Refinement? Replacement? New?	Resources Cost/ Implications
	Actions		SLT mentor								
Developing a curriculum and assessment system built upon the Move Curriculum principles	<b>3.0</b>	To understand gaps in Engage pathway curriculum offer	To ensure our offer is using modern and responsive approaches	EL	Oct 24					<b>C</b>	
	<b>3.1</b>	2 LWs completed with Alex exploring a child's daily experiences	LWs capture the successes as well as gaps to develop further	EL/AT	Sep 24						
	<b>3.2</b>	A curriculum conversation to occur to explore impact of curriculum and assessment	process to understand impact of offer and any gaps to develop	MK/EL	Oct 24						
	<b>4.0</b>	To refine the intent, implementation and impact of the Engage curriculum	Ensuring the curriculum offer is perfect for current cohort	EL	Dec 24					<b>C</b>	
	<b>4.1</b>	To develop a clear intent document that describes a continued learning provision	Intent document empowers all class staff to speak confidently about their intentions in lessons	EL	Nov 24						
	<b>4.2</b>	To explore the use case studies to capture individuals learning in the classroom	Capturing 3 case studies to explore the range of development across the pathway	EL	Dec 24						
	<b>4.3</b>	To use EfL and RfL to enable a robust understanding of progress for learners	-evidence captured shows learning in the pathway -Training for staff on what to capture	EL/AT	Oct 24						

## Explore (SLD)

Reflecting on how Literacy/maths/PSHE/PE are taught across the pathway

Theme		Objectives	Success Criteria/ key performance progress indicators.	Chart							Workload: Refinement? Replacement? New?	Resources Cost/ Implications Resources Cost/ Implications
				Lead <i>SLT mentor</i>	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee		
Explore (SLD) Reflecting on how Literacy/maths/PSHE/PE are taught across the pathway		Actions										
	5.0	What is the presence of core subjects in curriculum offer	LWs completed with Alex/Laura	LC	Oct 24					C		
	5.1	LW with Literacy lead	Capturing evidence of subjects teaching in classes	MW	Sep 24							
	5.2	LW with Maths Lead	Capturing evidence of subjects teaching in classes	MWh	Sep 24							
	5.3	LW with PSHE lead	Capturing evidence of subjects teaching in classes	AW	Oct 24							
	5.4	LW with PE lead	Capturing evidence of subjects teaching in classes	EL	Oct 24							
	6.0	Measuring the impact of subjects within Explore pathway	To understand evidence of subjects impact in an embedded approach	LC	Dec 24					C		
	6.1	Curriculum conversation- connecting to Efl evidence completed	CC to occur with all leads of pathway classes – ensuring understanding of impact	LC/AT	Nov 24							
	6.2	Sharing subject simpact with governors	Governors understand how an embedded approach works and impact is assured	LC	Dec 24							

Explore (Autism)												
Having embedded therapeutic practice across classes												
Theme		Objectives	Success Criteria/ key performance progress indicators.	Progress Chart							Workload: Refinement? Replacement? New?	Resources Cost/ Implications Resources Cost/ Implications
				Lead <i>SLT mentor</i>	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee		
Having embedded therapeutic practice across classes		Actions										
	7.0	To support SEMH needs in Jay class	Complex class – in-depth case study of T&L and impact	HR	Dec 24					C		
	7.1	To train a member of Jay class on Sand Therapy – introduce to class	Sand therapy used in other SEMH settings, an impact seen on learners ability to self regulate	?	Nov 24						£300	
	7.2	Case study of CJ to be completed to understand impact of T&L	Case study describing impact of curriculum offer	CE/HR	Oct 24							
	8.0	Cascade movement lessons principles from Nicky F to class staff in pathway	Staff are able to complete quality movement sessions	NF	Oct 24					C		
	8.1	Nicky to coach/model lesson principles (sherbourne) ideas in lessons	This is through direct classroom support	NF	Oct 24							
	8.2	CPD session for class staff in pathway highlighting the impact and how to plan a quality movement session	CPD session for staff focusing on reflection of the impact of sessions	NF	Oct 24							
	9.0	To embed Intensive interaction strategies in the pathway	Ensuring natural Intensive interaction approaches seen throughout pathway	DM	Nov 24					C		
	9.1	Time spent on coaching day in pathway, focusing on natural opportunities	Clearer expectations on use in pathway, begin to capture impact	DM	Nov 24							
	9.2	LW completed to capture Intensive interaction impact	Capture impact of approach in pathway	HR/AT	Dec 24							



## Focus

For Maths Mastery project to be embedded in teaching and have an impact on Maths confidence in learners

Theme			Success Criteria/ key performance progress indicators.	Progress Chart							Workload: Refinement? Replacement? New?	Resources Cost/ Implications Resources Cost/ Implications
				Lead <i>SLT mentor</i>	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee		
For Maths Mastery project to be embedded in teaching and have an impact on Maths confidence in learners		Objectives										
		Actions										
	10.0	Focus teachers to have understanding of the aspirations of maths knowledge	To ensure ambitious expectations of knowledge and skills development	JT	Dec 24					C		
	10.1	All teachers to have coaching session on Mastery resources connection to Maths skills banks	Teachers understand the correlation between skills banks and mastery outcomes	JT/MK	Oct 24							
	10.2	LW to capture impact of focus on maths in lessons	Initial LW to capture initial impact of approach across classes	JT/AT	Oct 24							
	11.0	Evidence of improvement in Maths skills and knowledge captured	Impact of project captured	MWh	Nov 24					C		
	11.1	Review of maths Tag use on EfL, reflection of impact within pathway	To capture the impact of maths teaching in pathway	MWh	Oct 24							
	11.2	Presentation to governors on the impact of project	To ensure governors understand how maths is taught in school and impact of teaching	MWh	Nov 24							
	12.0	Learners are able to describe the impact of new maths lessons	Evidence of learner confidence and skills	JT	Dec 24					C		
	12.1	Learner focus workshops, small groups – through school council	Capturing learner voice on the impact of teaching	?	Dec 24							

<h2 style="text-align: center;">Preparing for Adulthood</h2> <h3 style="text-align: center;">Developing an ambition in the learners for their future after Greenside</h3>													
Theme			Success Criteria/ key performance progress indicators.	Progress Chart								Workload: Refinement? Replacement? New?	Resources Cost/ Implications Resources Cost/ Implications
				Lead <i>SLT mentor</i>	When	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee			
Developing an ambition in the learners for their future after Greenside	Objectives	Actions											
	<b>13.0</b>	Destinations and next steps are present in all learning spaces	A culture of 'future' is embedded across the pathway	AW	Oct 24								
	<b>13.1</b>	All Learning spaces to have a display board focused on future ambitions and destination options	An opportunity to capture future ambitions across the classes	AW	Sep 24							£100	
	<b>13.2</b>	Explore the use of Lanyards for PfA learners, which have their ambitions recorded on the back	A method to allow visitors to ask learners questions about their future, answers to hand to encourage conversation	AW	Oct 24							£100	
	<b>14.0</b>	To understand why successful transitions have occurred	To understand and share the 'why' we have successful transitions	AW	Dec 24								
	<b>14.1</b>	Previous leavers of the school who have gone onto successful destinations invited to school- talk to current learners	Capturing feedback form learners to understand impact on their thoughts	AW	Nov 24								
	<b>14.2</b>	Capture 3 case studies of succesful transitions in past 2 years	To understand what Greenside did to achieve these destinations	AW	Nov 24								
	<b>14.3</b>	Case studies and other info uploaded to website for parents and visitors to undertand the impact of our PfA	To share with wider community and parents feel knowledgeable of next steps	AW/A T	Dec 24								

### School Systems Priorities

By the end of July 2025 our school will have:

**1**

EHCP meetings that give a voice to the child

**2**

Parents that are partnered in learning

### Learning Achieving Together

**3**

Learning spaces that have focus and structure in their use

**4**

Planning systems are used and effective in ensuring quality T&L by staff leading learning

### System priorities – Action Plan Sep 24-July 25

	<b>Priority 1</b> EHCP meetings that give a voice to the child	<b>Success Criteria/ key performance progress indicators.</b>	<b>Progress Chart</b>								<b>Workload: Refinement? Replacement? New?</b>	<b>Resources Cost/ Implications</b> <b>Cost/ Implications</b>
			<b>Lead</b> <i>SLT mentor</i>	<b>When</b>	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee			
			<b>Objectives</b>	<b>Actions</b>								
<b>15</b>	Talking Mats approach used to capture Explore/Focus/PFA learner views prior to EHCPs	Learners can share their views prior to EHCPs	EC	July 25						<b>C</b>		
<b>15.1</b>	Talking mats trainer training completed by Emma C and cascaded to leads/H4	Emma to be trained and approach cascaded to leads/H4	EC	Sep 24								£950 (fundraised)
<b>15.2</b>	Questions developed for EHCP format	A simple/manageable	EC/AT	Oct 24								
<b>15.3</b>	Pilot completed in Autumn, with 5 learners – feedback gained from stakeholders	Testing approach, tweak as necessary	EC	Nov 24								
<b>15.4</b>	Roll out across remaining EHCPs in the year	All remaining EHCP have voice recorded	EC/AT	Jan 25								£200
<b>15.5</b>	Capturing impact – survey completed	Measure impact – share with governors	AT	July 24								
<b>16</b>	About me boxes developed and used in Engage Pathway	Learners can have voice, potentially able to share with adults in meetings	EL	July 25						<b>C</b>		
<b>16.1</b>	About me boxes, proposal developed (based on happiness boxes) – shared with governors/leadership team	Rationale and reason for boxes explained	AT	Sep 24								
<b>16.2</b>	Pilot with 3 learners	Testing approach, reflect on feedback	EL	Nov 24								
<b>16.3</b>	Roll out to further learners	All remaining EHCP have voice recorded	EL/AT	Jan 25								£500
<b>16.4</b>	Capturing impact – survey completed	Measure impact – share with governors	AT	July 25								

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		<b>Priority 2</b> Parents that are partnered in learning		<b>Progress Chart</b>							
		<b>Success Criteria/ key performance progress indicators.</b>	<b>Lead</b>	<b>When</b>					<b>Committee</b>	<b>Workload: Refinement? Replacement? New?</b>	<b>Resources Cost/ Implications Resources Cost/ Implications</b>
<b>Objectives</b>			<i>SLT mentor</i>		STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE			
<b>Actions</b>											
<b>17.0</b>	To ensure regular ways for parents to feel connected to school	Parents say they feel connected to the school	DB	July 25					<b>R</b>		
<b>17.1</b>	Parents engagement plan developed	A plan that ensures regular inclusion of parents	DB	Oct 25							
<b>17.2</b>	New achievement board placed near school entrance	To shares the successes of learners in the school to parent visitors	AT	Sep 25							
<b>17.3</b>	Empower me sessions at different times, including early evening once a term	Parents are able to meet even if working	DB	Nov 25							
<b>17.4</b>	Evidence of learning shared with all learners at least 1 piece every two weeks	Emphasis placed on parents sharing learning at home with school	AT	Oct 25							
<b>17.5</b>	Challenge Partner project focusing on Parent partnership, complete by Senior Teachers	Actions and outcomes to come from this project (separate action plan)	ST	July 25							£3400
<b>18.0</b>	Work towards completed Leading Parent Partnership Award	Actions and outcomes to come from award (separate action plan)	DB	Sep 25					<b>R</b>		£1450
		<b>Priority 3</b> Learning spaces that have focus and structure in their use		<b>Progress Chart</b>							
		<b>Success Criteria/ key performance progress indicators.</b>	<b>Lead</b>	<b>When</b>					<b>Committee</b>	<b>Workload: Refinement? Replacement? New?</b>	<b>Resources Cost/ Implications Resources Cost/ Implications</b>
<b>Objectives</b>			<i>SLT mentor</i>		STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE			
<b>Actions</b>											
<b>19.0</b>	All shared learning spaces to have appropriate communication tools available for use (barn, halls, soft play etc)	All learning areas have quality methods of communication available	EC	Feb 25					<b>C</b>		
<b>19.1</b>	Audit of need completed	LW with Alex to highlight needs	EC/AT	Nov 24							
<b>19.2</b>	Resources made, completed and deployed – LW of use and impact of methods	Capturing impact	EC/AT	Feb 25							
<b>20.0</b>	Lunchtime opportunities to be improved to ensure 'every moment is a learning moment'	All learners have quality learning moments in breaktimes	MK	April 25					<b>C</b>		
<b>20.1</b>	Audit/Plan for breaktimes cm Completed	Reflect on needs	MK/AT	Oct 24							

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20.2	Resource and introduce new learning opportunities	Highlight staff to run 'clubs' and more resources invested in to support play	MK	Jan 25								£1000
20.3	LW completed to reflect on impact – report to governors	Capturing impact	AT/MK	April 25								
	<b>Priority 4</b> Planning systems are used and effective in ensuring quality T&L by staff leading learning		<b>Progress Chart</b>									
	<b>Objectives</b>	<b>Success Criteria/ key performance progress indicators.</b>	<b>Lead</b> <i>SLT mentor</i>	<b>When</b>	STARTED	PROGRESS	COMPLETED	BEHIND SCHEDULE	Committee	<b>Workload: Refinement? Replacement? New?</b>	<b>Resources Cost/ Implications Resources Cost/ Implications</b>	
	<b>Actions</b>											
21.0	Planning coaching introduced termly	Leads are confident in describing intent, planning and intended impact of learning	MK	April 25					C			
21.1	Autumn meeting completed by Alex with a Senior teacher	Modelling methods to senior teachers	AT	Sep 24								
21.2	Spring Meeting completed by Senior teachers – Feedback gathered by Alex via survey after this	Sessions are completed. Survey distributed, reflection on impact	ST	Mar 25								
21.3	Analysis between observation data and planning expectations, summary doc developed for governors	To understand impact of increased monitoring	AT	April 25								
22.0	Planning folders used to support teachers describing the impact of the curriculum offer	Teachers can explain the impact of their practice to others	AT	July 25					C			
22.1	Curriculum conversations are completed on core subjects	Evidence of impact on learners outcomes of quality planning	ST	Mar 25								
22.2	Reflective planning and assessment app used in Learner progress meeting to ensure robust judgements of progress	More robust LPMs to understand progress made of learners during the year -Analysis shared with Governors and inform next steps of curriculum priorities	AT	Termly July 25								

Who is who (initials)

ST (Senior Teachers), AT (Alex Tomkins), HR (Holly Rossington), MK (Miriam Kirby), DB (Dawn Brown), AW (Amy Warwick), EL (Ellanor Law), JT (Jo Triplow), LC (Laura Cope), MWh (Mandy Wheelhouse), EC (Emma Covington), DM (Donna McGrath), MB (Michelle Bailey), NF (Nicky Frewin)