



Greenvale Improvement Plan 2020 -2021

Expansion plan

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Expansion Plan	Create new leadership structure for the expansion.	<ul style="list-style-type: none"> Recruitment to posts Induction for new leaders Evaluate, cost implications & recruit to TLR posts 	LH SLT ASh	July 20	<ul style="list-style-type: none"> New Structure circulated to all stakeholders. Recruitment action plan in place. Decision regarding financial impact of additional positions. Consider acting / temporary posts. Report on impact to Governors. Termly at SLT meetings. Evaluate impact of new roles. 	<ul style="list-style-type: none"> Clear senior leadership roles and responsibilities that can be developed across both sites after the expansion. Middle leadership roles consolidated and developed. Greater capacity at leadership level and greater support to all staff. 	F&R
Expansion plan	Create new admin structure for the Expansion.	<ul style="list-style-type: none"> Develop specialist posts e.g. Finance/H & S Evaluate needs at two sites Recruitment to posts Job evaluations 	LH Ash	July 20	<ul style="list-style-type: none"> Develop an admin structure. Estimate costings. Develop a plan for new roles e.g. Additional Admin / Finance post. Develop a financial model. Create a time plan. Recruit. 	<ul style="list-style-type: none"> Planning in place for the expansion. Spending calculated and changed according to student numbers and needs. Plan in place for staffing models. Recruitment and staged spending plan implemented. 	F&R
Expansion Plan	Develop additional roles for the Expansion.	<ul style="list-style-type: none"> Evaluate posts needed Develop job descriptions Evaluate models e.g. for cleaners Recruit to posts 	LH ASh	July 20	<ul style="list-style-type: none"> Develop a staff structure. Estimate costings. Develop a plan for new roles e.g. Premises Officer / cleaners Job Evaluations in place. Financial model in place. Feedback to S&R Feedback & information to all staff. 	<ul style="list-style-type: none"> Planning in place for the expansion. Spending calculated and changed according to student numbers and needs. Plan in place for staffing models. Recruitment and staged spending plan implemented. 	F&R
Expansion Plan	Create new procedures and protocols specifically for the expansion.	<ul style="list-style-type: none"> Identify needs for new protocols Evaluate effectiveness of Waters Road protocols Adapt protocols for new building Training for all staff 	LH DHT/ ASh ASh	July 20	<ul style="list-style-type: none"> Advice taken from appropriate services eg; transport or fire officer. Protocols in place. Protocols disseminated to all staff at MR. Training carried out. Report to ESS committee. 	<ul style="list-style-type: none"> All aspects of students day carefully developed in advance . For example arrivals, breaks, lunch and Departure. All evacuation and lockdown procedures fully developed for the new site. Review site security. 	F&R



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	Detailed expansion plan	<ul style="list-style-type: none"> • Include plan to move resources • Negotiate moving days • Liaise with different partners e.g. CoVue • List and order additional resources • Plan for induction training into new build 	LH SLT	July 20	<ul style="list-style-type: none"> • Moving plan in place. • Resources purchased. • Curriculum review determines resources for new site. • Staff training days planned. • Feedback given to ESS committee. 	<ul style="list-style-type: none"> • The school will move smoothly to new site and there will be no impact to the school running effectively. • Students will have full services at the new site without any issues. • All staff will be fully and effectively inducted. 	F&R
Expansion plan	Develop health and safety protocols and procedures for the new building.	<ul style="list-style-type: none"> • ID needs for new protocols • Evaluate effectiveness of Waters Road protocols • Adapt protocols for new building • Training for all staff 	Ash LA EG	July 20	<ul style="list-style-type: none"> • Protocols set up. • New protocols fed back to F&R. • Staff trained • Protocols, policies and school handbook all refer back to protocols. 	<ul style="list-style-type: none"> • Students will move to the new site and effectively learn new protocols. • Staff will have effective protocols in place. 	F&R
Expansion plan	Develop the Mayow Road building.	<ul style="list-style-type: none"> • Develop building plans • Develop ICT plan • Develop resources plan • Develop transition plan • Develop furniture plan 	LH ASh	July 20	<ul style="list-style-type: none"> • Building will be effectively designed to enhance student's educational opportunities. • ICT will be designed and plans will ensure this is fully in operation by the new build. • Students will transition effectively with the careful planning of the 	<ul style="list-style-type: none"> • The school will move smoothly to new site and there will be no impact to the school running effectively. • Students will have full services at the new site without any issues. • Staff and students will see the benefits of design features to support our young people's learning. 	F&R



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Leadership and Management

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Governors minutes/Evaluation	Develop Governor knowledge and expertise.	<ul style="list-style-type: none"> Recruit new governors. Evaluate effectiveness of FGB Training to meet needs Roles within FGB 	LH	July 21	<ul style="list-style-type: none"> Recruitment taken place. Feedback to FGB Induction completed. Audit of Governing board Plan agreed with Governors regarding roles and responsibilities. 	<ul style="list-style-type: none"> Governors strengthened to support the expansion. Roles and responsibilities clearer. Audit indicates clear action plan. Governors strengthened and more knowledgeable in specific areas of responsibility. 	
Challenge Partner QAR	Leaders checked the impact of support for individuals was sustained over time, resulting in embedded learning.	<ul style="list-style-type: none"> Review Interventions for each pathway. Develop a rationale for access to interventions. Review the way in which interventions are recorded and assessed. Consider how we track impact 		July 21	<ul style="list-style-type: none"> Analysis of interventions and impact Feedback to governors Lesson/learning walk observation monitoring Data reviews and analysis 	<ul style="list-style-type: none"> Interventions have long term impact leading to improved student outcomes Students interventions will align more into class teaching Student learning will improve. 	
Post Pandemic action	Develop protocols in line with safety measures for Covid 19.	<ul style="list-style-type: none"> Develop a protocol for parents visits. Secondary transfer with social distancing. Develop resources for secondary transfer Visits to other schools protocol. Recovery curriculum Detailed Risk Assessments 			<ul style="list-style-type: none"> Feed back to student services committee. Documents shared with whole school community. Feedback from key stakeholders. Regular information sharing with the school community. Resources in place such as such as a video, leaflets, video conferences. 	<ul style="list-style-type: none"> The School community is not exposed to unnecessary risk. The curriculum helps students and staff to readjust to school quickly. Parents are fully informed of all changes. Protocols are in place to ensure all are kept safe. 	
DfE workload toolkit and wellbeing guidance	Develop wellbeing for all staff	<ul style="list-style-type: none"> Continue wellbeing support during and post COVID Achieve Wellbeing Award for Schools Implement workload action plan Implement WAS action plan 			<ul style="list-style-type: none"> Surveys and questionnaires Wellbeing committee meeting notes Staff feedback – resources & Activities. Review of activities by wellbeing committee. Governors meetings Review of action plan Training evaluations Feedback from students SEMH progress 	<ul style="list-style-type: none"> Actions improve culture of wellbeing at school. Staff feel supported during difficult time at work Staff know how to get help if needed Staff feel listened to Staff workload is improved Staff skills are improved to develop their own wellbeing Staff support students Staff support each other Staff know how to signpost help 	



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The Quality of Education

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Ofsted Curriculum Intent, Impact and Implementation	To improve curriculum intent implementation and impact	<ul style="list-style-type: none"> Continued rolling programme of curriculum review across the school. Intent map – Implementation to ensure there is progress through the key stages Develop subject leaders roles 	L RJ		<ul style="list-style-type: none"> Curriculum mapped and presented to ESS Staff involved in writing action plans as necessary following review Long term (3yr) action plan will be presented to ESS committee. Progress will be described in a statement after an audit of its effectiveness Plan agreed with Governors Lesson/learning walk observation monitoring re. intent/implementation-impact (progress data) 	<ul style="list-style-type: none"> Curriculum will be fully mapped to ensure it delivers its intent effectively. Curriculum review will consider impact of all areas and plan any development needed Curriculum will more effectively ensure an appropriate curriculum with opportunities to progress 	ESS
Rochford review.	To develop more meaningful recording systems in foundation subjects	<ul style="list-style-type: none"> Create GV levels for Foundation subjects: PSHE and Science. Share and evaluate appropriateness and coverage 	ES		<ul style="list-style-type: none"> Staff to evaluate use of levels and our own meaningful criteria for Greenvale steps in the foundation subjects. Staff meetings will feedback on those subjects undertaken. Report to the ESS committee. Feedback at SLT meetings. 	<ul style="list-style-type: none"> Greenvale levels will improve the accuracy and meaningfulness of recording for foundation subjects. Parents will be able to see progress in greater depth. Lesson planning and evaluating more effective particularly learning outcomes. 	
Teaching observation	To develop further outstanding teaching	<ul style="list-style-type: none"> Develop a directory of teaching approaches and pedagogy for different pathways Share teaching best practice Develop shared teaching. Support new staff Develop resources for whole class differentiated teaching to meet the learning needs of all Develop pedagogy and assessment for Grove students and 5 areas of engagement 	CM & ES & VS	April 21	<ul style="list-style-type: none"> Feedback from staff Teaching Observations and learning walks across the year. Review of teacher confidence in different pedagogy. Feedback to ESS Committee Student progress and achievement 	<ul style="list-style-type: none"> Teachers will increase their confidence with a wide range of pedagogy for our students. Staff will refresh and review their knowledge of different teaching strategies. Students will receive better quality and more targeted interventions. Student learning will improve. 	Ess
	Review Reading practice at Greenvale.	<ul style="list-style-type: none"> Develop reading pathways. Inset for all staff. Develop reading areas and displays in classes / across the school. 	LA & M		<ul style="list-style-type: none"> Feedback to governors Lesson/learning walk observation monitoring Data reviews and analysis Parent & student feedback. 	<ul style="list-style-type: none"> Reading progress will improve Developed reading skills will enable students to access and achieve better in other subjects 	



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Behaviour and Attitudes

Evidence	Priority – why?	Actions - What	Led By	Date	Monitoring, Evaluation and Review.	Impact - How do we know?	Gov Com
Behaviour review Current educational theories Staff meeting Discussion and feedback Challenge Partners QAR	To develop further outstanding practice in supporting students' behaviour	<ul style="list-style-type: none"> Review all aspects of behaviour management Review incident form writing and guidance. Develop bank of effective behavioural strategies Develop group room guidance Review use of Bound and Numbered book Review effectiveness of CPOMs incl. categories. Develop regular programme of CPD for all staff including scenario based discussions Continue to develop a consistent emotional vocabulary for students, e.g. Zones of regulation 	LA AC EG	April 20	<ul style="list-style-type: none"> Updated categories on CPOMS Reports to Governors SLA safeguarding audit Reduced Cpoms for some specific students. More positive plans in place for all students where required. Updated behaviour policy. Staff feedback on confidence and knowledge of behavioural interventions. 	<ul style="list-style-type: none"> Staff will have a better understanding of all behavioural strategies. Any review will create opportunities to improve the impact of behavioural interventions. Behaviour will improve across the school. Staff will feel more confident managing behaviour that challenges. 	ESS
Rochford Review (2016) and the removal of P levels (DfE 2019)	To show more meaningful progress in the development of SEMH skills for students on Woodland pathway	<ul style="list-style-type: none"> Identify students appropriate for SDQ. Learning mentors to complete baseline assessments (Autumn Term) Implement strategies in BSP and through interventions Review progress (Summer Term) 	LA, ES & LM	April 21	<ul style="list-style-type: none"> Evaluate use of SDQ Presentation at staff meeting will detail success of those using SDQ. SLT to evaluate the impact of interventions at Student Focused SLT meetings. Report to ESS meeting. 	<ul style="list-style-type: none"> Students will receive a baseline for SEMH skills. This baseline will help to determine interventions. The school will be able to evaluate and evidence development of SEMH skills and the impact of strategies by using this. Students will develop skills and emotional resilience. 	ESS



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Personal Development

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
	Plan and redesign how enrichment is delivered throughout the school	<ul style="list-style-type: none"> Conduct annual review of enrichment offers in pathways Look into, present and implement a new way in which to deliver enrichment activities Create addendum to the EVC policy outlining enrichment at GV school Move as much enrichment in house as is possible. 	AC	April 21	<ul style="list-style-type: none"> Student feedback. Feedback from staff. Staff recording impact of enrichment activities. Analysis of impact Termly audit of enrichment activities Feedback to ESS committee. 	<ul style="list-style-type: none"> School wide enrichment that continues to meet the needs of the student cohort Reduced burden on the out sourcing of enrichment Ensuring a sufficient range of enrichment opportunities in light of current climate. 	ESS
Evaluation of Transition Support role	To develop a post to provide effective transition	<ul style="list-style-type: none"> Develop best practice for transitions across sites. Continue to support transition post and pre GV 	ES AS h	April 20	<ul style="list-style-type: none"> Review of role fed back to staff and Governors. Role designed and appointed to on permanent / temporary basis. Review effectiveness of the role. Feedback to Governors. Termly at SLT meetings. 	<ul style="list-style-type: none"> Improved hand over of information for all year 6/7 students in all schools. Role developed across the year. Parents and students will feel more confident and supported through secondary transfer. 	F&R
Post Pandemic action	Support for y7 students who missed transition.	<ul style="list-style-type: none"> Provide an adapted and supported transition programme and curriculum to support transition into Y7 to include current Y5 and Y6 	LR J		<ul style="list-style-type: none"> MDT effective handover completed All information for parents /carers shared and actioned Additional day at the start of Autumn term allocated Additional staff to support Y7 starters for first week Virtual programme of transition for current intake and current Y5 available to support school selection WG staff available for initial start at GV 	<ul style="list-style-type: none"> Year 7 students will settle into Greenvale quickly and smoothly. Student information will pass on between primary and secondary schools effectively. Students will make progress effectively. 	



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Post 16

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
	To refine and confirm the new KS5 curriculum	<ul style="list-style-type: none"> Review the KS5 new modules. Create a KS5 Curriculum Rationale. Ensure KS5 Curriculum has resources and is in use. Review Consider delivery model and action plan for Mayow Road site 			<ul style="list-style-type: none"> Teachers using new curriculum. Student feedback on curriculum through the Forum group. Feedback to ESS committee. Parent information via a pamphlet or information meeting. Outline of any changes for moving to new site. 	<ul style="list-style-type: none"> Students in Kwey stage 5 will have a coherent and developmental curriculum. The curriculum will be up to date and reflect pathways. The curriculum will be age appropriate and work related to develop our post 16 students preparation for adulthood. 	

Preparation for adulthood	Improve PfA offer for all students	<ul style="list-style-type: none"> Review long term EHCP outcomes Review opportunities for developing PfA skills across the school day and by pathway Develop programme of community engagement for all students to include off-site visits for as many students as possible. 			<ul style="list-style-type: none"> EHCP reviews End of year reports Evaluation of programme across the school in relation to 4 areas of PfA - Employment, Independent Living, Community Inclusion, Health. 	<ul style="list-style-type: none"> A clear progression route is developed so students are better prepared for adulthood and life after GV. Clear focus on which activities will prepare students for adult life. 	
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Health and Safety, Premises and Admin

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Review of the building projects last year.	Create small 1:1 meeting Space for parents down stairs.	<ul style="list-style-type: none"> Explore possible options and obtain quotes Evaluate plans and recommend plans to governors. Draw up building plan. Carry out works. 			<ul style="list-style-type: none"> Report to F&R. Building options, costings and plans. Evaluation of effectiveness of project. 	<ul style="list-style-type: none"> Staff will have a small private meeting space downstairs. Staff will use this area as an appropriate 	
	Induction of new replacement for SAO.	<ul style="list-style-type: none"> Advertise during Autumn Term 2020 Recruit to post. Create induction programme Develop programme of support. 			<ul style="list-style-type: none"> Report to F&R. New Business manager to attend governors meetings and support with budget issues. Updates on how SAO is settling to new role. Develop knowledge of new site. . 	<ul style="list-style-type: none"> New SBM will be able to take key role in areas such as the office team, budget and recruitment. Office will continue to support staff to a very high level of competence. 	

Post QAR Area for Improvement

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Challenge Partners Quality Assurance Review Feb 2020	Teachers ensure that any whole class teaching, incorporated activities to meet the learning needs of all students.	<ul style="list-style-type: none"> See outstanding teaching in The Quality of Education 			<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
	All staff consistently provided oral or written feedback linked to the	<ul style="list-style-type: none"> CPD on feedback policy Share examples of feedback within each pathway 	LRJ ?		<ul style="list-style-type: none"> Learning walks and 'book looks' Lessons observations Assessment e.g. SOLAR Moderation (internal and external) 	<ul style="list-style-type: none"> Students' know what they have done well, and what they need to do next Teachers receive clearer feedback form support 	



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	learning objective for the student.					staff to enable planning and assessment	
	Continue to develop a consistent emotional vocabulary for students.	<ul style="list-style-type: none">• <i>See Behaviour and Attitudes</i>			<ul style="list-style-type: none">•	<ul style="list-style-type: none">•	