



## Greenvale Improvement Plan 2021 -2022

### 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"> <li>Recruitment to posts</li> <li>Induction for new leaders</li> <li>Evaluate, cost implications &amp; recruit to TLR posts</li> </ul>	LH SLT  ASh	Aut 21	<ul style="list-style-type: none"> <li>New Structure circulated to all stakeholders.</li> <li>Recruitment action plan in place.</li> <li>Decision regarding financial impact of additional positions.</li> <li>Consider acting / temporary posts.</li> <li>Report on impact to Governors.</li> <li>Termly at SLT meetings.</li> <li>Evaluate impact of new roles.</li> </ul>	<ul style="list-style-type: none"> <li>Clear senior leadership roles and responsibilities that can be developed across both sites after the expansion.</li> <li>Middle leadership roles consolidated and developed.</li> <li>Greater capacity at leadership level and greater support to all staff.</li> </ul>	F&R
Expansion plan	Create new admin structure for the Expansion.	<ul style="list-style-type: none"> <li>Develop specialist posts e.g. H &amp; S</li> <li>Evaluate needs at two sites</li> <li>Recruitment to posts</li> <li>Job evaluations</li> </ul>	LH Ash	Aut 21	<ul style="list-style-type: none"> <li>Develop an admin structure.</li> <li>Estimate costings.</li> <li>Develop a plan for any new roles</li> <li>Develop a financial model.</li> <li>Create a time plan.</li> <li>Recruit.</li> </ul>	<ul style="list-style-type: none"> <li>Planning in place for the expansion.</li> <li>Spending calculated and changed according to student numbers and needs.</li> <li>Plan in place for admin staffing model.</li> <li>Recruitment and staged spending plan implemented.</li> </ul>	F&R
Expansion Plan	Develop additional roles for the Expansion.	<ul style="list-style-type: none"> <li>Evaluate posts needed</li> <li>Develop job descriptions</li> <li>Evaluate models e.g. for Premises Officer, cleaners</li> <li>Recruit to posts</li> </ul>	LH ASh	Aut 21	<ul style="list-style-type: none"> <li>Develop a staff structure.</li> <li>Estimate costings.</li> <li>Develop a plan for new roles e.g. Premises Officer / cleaners</li> <li>Job Evaluations in place.</li> <li>Financial model in place.</li> <li>Feedback to S&amp;R</li> <li>Feedback &amp; information to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Planning in place for the expansion.</li> <li>Spending calculated and changed according to student numbers and needs.</li> <li>Plan in place for staffing models. Recruitment and staged spending plan implemented.</li> </ul>	F&R
Expansion Plan	Create new procedures and protocols specifically for the expansion.	<ul style="list-style-type: none"> <li>Identify needs for new protocols</li> <li>Evaluate effectiveness of Waters Road protocols</li> <li>Adapt protocols for new building</li> <li>Training for all staff</li> </ul>	LH  DHT/ ASh  ASh	Aut 21	<ul style="list-style-type: none"> <li>Advice taken from appropriate services eg; transport or fire officer. Protocols in place.</li> <li>Protocols disseminated to all staff at MR.</li> <li>Training carried out.</li> <li>Report to ESS committee.</li> </ul>	<ul style="list-style-type: none"> <li>All aspects of students' day carefully developed in advance. For example, arrivals, breaks, lunch and Departure.</li> <li>All evacuation and lockdown procedures fully developed for the new site.</li> <li>Review site security.</li> </ul>	F&R



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	Detailed expansion plan	<ul style="list-style-type: none"> <li>• Include plan to move resources</li> <li>• Negotiate moving days</li> <li>• Liaise with different partners e.g. CoVue</li> <li>• List and order additional resources</li> <li>• Plan for induction training into new build</li> </ul>	LH SLT	Aut 21	<ul style="list-style-type: none"> <li>• Moving plan in place.</li> <li>• Resources purchased.</li> <li>• Curriculum review determines resources for new site.</li> <li>• Staff training days planned.</li> <li>• Feedback given to ESS committee.</li> </ul>	<ul style="list-style-type: none"> <li>• The school will move smoothly to new site and there will be no impact to the school running effectively.</li> <li>• Students will have full services at the new site without any issues.</li> <li>• All staff will be fully and effectively inducted.</li> </ul>	F&R
Expansion plan	Develop health and safety protocols and procedures for the new building.	<ul style="list-style-type: none"> <li>• ID needs for new protocols</li> <li>• Evaluate effectiveness of Waters Road protocols</li> <li>• Adapt protocols for new building</li> <li>• Training for all staff</li> </ul>	Ash LA EG	Aut 21	<ul style="list-style-type: none"> <li>• Protocols set up.</li> <li>• New protocols fed back to F&amp;R.</li> <li>• Staff trained</li> <li>• Protocols, policies and school handbook all refer back to protocols.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will move to the new site and effectively learn new protocols.</li> <li>• Staff will have effective protocols in place.</li> </ul>	F&R
Expansion plan	Develop the Mayow Road building.	<ul style="list-style-type: none"> <li>• Develop building plans</li> <li>• Develop ICT plan</li> <li>• Develop resources plan</li> <li>• Develop transition plan</li> <li>• Develop furniture plan</li> </ul>	LH ASh	Aut 21	<ul style="list-style-type: none"> <li>• Building will be effectively designed to enhance student's educational opportunities.</li> <li>• ICT will be designed and plans will ensure this is fully in operation by the new build.</li> <li>• Students will transition effectively with the careful planning of the</li> </ul>	<ul style="list-style-type: none"> <li>• The school will move smoothly to new site and there will be no impact to the school running effectively.</li> <li>• Students will have full services at the new site without any issues.</li> <li>• Staff and students will see the benefits of design features to support our young people's learning.</li> </ul>	F&R
Expansion Plan	Develop a roles and more whole school role for middle leaders	<ul style="list-style-type: none"> <li>• Appoint middle Leaders</li> <li>• Develop the middle leadership roles we have in school.</li> <li>• Induction to roles.</li> <li>• Develop protocols and</li> </ul>	LH Ash	April 22	<ul style="list-style-type: none"> <li>• Recruitment &amp; JD.</li> <li>• Feedback on role development to F&amp;R</li> <li>• Mentor reports.</li> <li>• Impact on students evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater staff responsibilities for student issues in readiness for the expansion.</li> <li>• Students will receive greater support from middle leaders.</li> <li>• Teachers will receive more support for their classes.</li> </ul>	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"> <li>Recruit new governors.</li> <li>Evaluate effectiveness of FGB</li> <li>Training to meet needs</li> <li>Roles within FGB</li> </ul>	LH	July 22	<ul style="list-style-type: none"> <li>Recruitment taken place.</li> <li>Feedback to FGB</li> <li>Induction completed.</li> <li>Audit of Governing board</li> <li>Plan agreed with Governors re roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Governors strengthened to support the expansion.</li> <li>Roles and responsibilities clearer.</li> <li>Audit indicates clear action plan.</li> <li>Governors strengthened and knowledgeable re responsibilities.</li> </ul>	FGB
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"> <li>Reintroduce interventions lead role and interventions base.</li> <li>Review Interventions for each pathway.</li> <li>Develop a rationale for access to interventions.</li> <li>Review the way in which interventions are recorded and assessed.</li> <li>Consider how we track impact</li> </ul>	SLT	April 22	<ul style="list-style-type: none"> <li>Analysis of interventions and impact</li> <li>Feedback to governors</li> <li>Lesson/learning walk observation monitoring</li> <li>Data reviews and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Interventions have long term impact leading to improved student outcomes</li> <li>Students interventions will align more into class teaching</li> <li>Student learning will improve.</li> </ul>	ESS
DfE workload toolkit and wellbeing guidance  Education staff wellbeing charter  Wellbeing Award for Schools	Embed wellbeing for all staff	<ul style="list-style-type: none"> <li>Continue wellbeing support during and post COVID</li> <li>Develop a role for Lead on staff and student well-being.</li> <li>Embed a cycle of activities that support student and staff well-being.</li> <li>Ensure staff have opportunities to have a voice in school matters</li> <li>Review teachers workload.</li> <li>Create a good behaviour culture</li> <li>Include a sub-strategy for protecting leader wellbeing</li> </ul>	LP SLT	July 22	<ul style="list-style-type: none"> <li>Wellbeing committee meeting notes</li> <li>Staff feedback – resources &amp; Activities.</li> <li>Review of activities by wellbeing committee.</li> <li>Governors meetings</li> </ul>	<ul style="list-style-type: none"> <li>Actions improve culture of wellbeing at school.</li> <li>Staff feel supported during difficult time at work</li> <li>Staff know how to get help if needed</li> <li>Staff feel listened to</li> <li>Staff workload is improved</li> <li>Staff skills are improved to develop their own wellbeing</li> <li>Staff support students</li> <li>Staff support each other</li> <li>Staff know how to signpost help</li> </ul>	ESS
Ofsted Framework	Further develop the role of subject leaders across the school.	<ul style="list-style-type: none"> <li>Subject Audits.</li> <li>Staff subject skills audits. &amp; development</li> <li>Exploration of progress within subjects..</li> </ul>	LRJ	July 22	<ul style="list-style-type: none"> <li>Report to ESS</li> <li>Subject audit reviews</li> <li>Interventions to improve staff levels of skill and confidence.</li> <li>Better teaching and support for teacher planning.</li> </ul>	<ul style="list-style-type: none"> <li>Better teaching and support for teacher planning.</li> <li>Subject Leaders will understand data and issues within their subject area better.</li> </ul>	ESS



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		<ul style="list-style-type: none"> <li>Ensure that the curriculum has appropriate coverage, content, structure and sequencing, and is implemented effectively</li> </ul>			<ul style="list-style-type: none"> <li>Subject Leaders will understand data and issues within their subject area better.</li> <li>Improved learning as new curriculum tailored to student pathways.</li> <li>Increased staff confidence</li> <li>Staff have improved leadership and management skills to undertake leadership roles.</li> <li>Students' progress is better analysed for different subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Improved learning as new curriculum tailored to student pathways.</li> <li>Increased staff confidence</li> <li>Staff have improved leadership and management skills to undertake leadership roles.</li> <li>Students' progress is better analysed for different subjects.</li> </ul>	
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### The Quality of Education

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Rochford review.	To develop more meaningful recording systems in foundation subjects	<ul style="list-style-type: none"> <li>Create GV levels for Foundation subjects' DT and RE</li> <li>Share and evaluate appropriateness and coverage</li> </ul>	ES	Dec 21	<ul style="list-style-type: none"> <li>Staff to evaluate use of levels and our own meaningful criteria for Greenvale steps in the foundation subjects.</li> <li>Staff meetings will feedback on those subjects undertaken.</li> <li>Report to the ESS committee.</li> <li>Feedback at SLT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Greenvale levels will improve the accuracy and meaningfulness of recording for foundation subjects.</li> <li>Parents will be able to see progress in greater depth.</li> <li>Lesson planning and evaluating -more effective learning outcomes.</li> </ul>	ESS
Teaching observation	To develop further outstanding teaching	<ul style="list-style-type: none"> <li>Develop a directory of teaching approaches and pedagogy for different pathways, disabilities and teaching techniques</li> <li>Share teaching best practice</li> <li>Support new staff</li> <li>Develop resources for whole class differentiated teaching to different student groups.</li> <li>Liaise with specialist trainers and groups such as the Downs Syndrome Association to develop practice / training.</li> </ul>	CM & ES & VS	Apr 21	<ul style="list-style-type: none"> <li>Feedback from staff</li> <li>Teaching Observations and learning walks across the year.</li> <li>Training in place and feedback given</li> <li>Review of teacher confidence in different pedagogy.</li> <li>Feedback to ESS Committee</li> <li>Student progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will increase their confidence with a wide range of pedagogy for our students.</li> <li>Staff will refresh and review their knowledge of different teaching strategies.</li> <li>Students will receive better quality and more targeted interventions.</li> <li>Student learning will improve.</li> </ul>	ESS



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Curriculum Review	Review all Area of the Curriculum.	<ul style="list-style-type: none"> <li>Review the RE &amp; DT Curriculum Modules.</li> <li>Develop an action plan.</li> <li>Develop any new module frameworks.</li> <li>Conduct curriculum development collaborative writing workshops.</li> <li>Write/ Resource new modules.</li> </ul>	LRJ Subject leaders	Dec 21	<ul style="list-style-type: none"> <li>Action plans developed from curriculum reviews.</li> <li>Staff meetings held.</li> <li>Report to ESS committee.</li> <li>Student Forum feedback.</li> <li>Curriculum modules in place.</li> <li>Audit curriculum area and resources in preparation for split site, paying attention to the curriculum and resourcing needs of each site.</li> <li>List and order additional resources</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum revised and re-written and rolled out across all key stages from January 2022</li> <li>Better teaching and support for teacher planning.</li> <li>Improved learning as new curriculum tailored to student pathways.</li> </ul>	ESS
Curriculum Reading	Implement Outstanding Reading Practice	<ul style="list-style-type: none"> <li>Implement reading practice at Greenvale and embed reading culture to meet the needs of students on all pathways</li> <li>Targeted CPD in specific reading strategies to support implementation</li> </ul>	LA & M	July 22	<ul style="list-style-type: none"> <li>Feedback to governors</li> <li>Lesson/learning walk observation monitoring</li> <li>Data reviews and analysis</li> <li>Parent &amp; student feedback.</li> <li>Measuring impact through lesson observations, data analysis and case study</li> </ul>	<ul style="list-style-type: none"> <li>Reading progress will improve</li> <li>Developed reading skills will enable students to access and achieve better across the curriculum and support wider access in Functional Literacy</li> </ul>	ESS

### 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  Challenge Partners QAR	To ensure all behaviour support systems are fully integrated into our systems and protocols to ensure students are offered the best support with their behaviour.	<ul style="list-style-type: none"> <li>Review incident form writing and guidance.</li> <li>Monitor effective behavioural strategies used</li> <li>Develop group room guidance</li> <li>Review use of Bound and Numbered book</li> <li>Review effectiveness of CPOMs incl. categories.</li> <li>Develop regular programme of CPD for all staff including scenario based discussions</li> <li>Continue to develop a consistent emotional vocabulary for students, e.g. Zones of regulation</li> </ul>	LA AC EG	July 21	<ul style="list-style-type: none"> <li>Updated categories on CPOMS</li> <li>Reports to Governors</li> <li>SLA safeguarding audit</li> <li>Reduced Cpoms for some specific students.</li> <li>More positive plans in place for all students where required.</li> <li>Updated behaviour policy.</li> <li>Staff feedback on confidence and knowledge of behavioural interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have a better understanding of all behavioural strategies.</li> <li>Any review will create opportunities to improve the impact of behavioural interventions.</li> <li>Behaviour will improve across the school.</li> <li>Staff will feel more confident managing behaviour that challenges.</li> </ul>	ESS



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LA focus Race Equality	To embed racial equality across all aspects of school life/	<ul style="list-style-type: none"> <li>Review parent attendance and target any under-represented groups to improve attendance.</li> <li>Review all curriculum areas to ensure that they promote race equality.</li> <li>Review Achievement data to ensure no groups are significantly underachieving.</li> <li>CPD activities such as Unconscious Bias training to promote racial equality for all staff.</li> <li>Review Curriculum resources in relation to equality and ensure resources are appropriate.</li> <li>Ensure subject area includes activities that actively challenges negative attitudes and promotes equality.</li> <li>Avoiding stereotypes in curricular resources and examples.</li> <li>Ensure the curriculum actively represents our student population</li> </ul>	Whole School	July 21	<ul style="list-style-type: none"> <li>Action plan formulated.</li> <li>Race equality Group established.</li> <li>Curriculum review summary written.</li> <li>Report to ESS.</li> <li>Parent meetings carried out.</li> </ul>	<ul style="list-style-type: none"> <li>All members of the school community will be treated equitably.</li> <li>Staff will have improved knowledge of equality issues which will improve equality across the school.</li> <li>Greater engagement with all families across the school.</li> <li>Curriculum improvement.</li> </ul>	ESS
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### Personal Development

Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Development of Transition Support role	To develop a post to provide	<ul style="list-style-type: none"> <li>Develop best practice for transitions across sites.</li> <li>Continue to support transition post and pre GV</li> </ul>	Ash LRJ	Apr 21	<ul style="list-style-type: none"> <li>Role designed and appointed to on permanent / temporary basis.</li> <li>Review effectiveness of the role. Feedback to Governors.</li> <li>Termly at SLT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Improved hand over of information for all year 6/7 students in all schools.</li> <li>Role developed across sites.</li> </ul>	F&R



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	effective transition					<ul style="list-style-type: none"> <li>Parents and students feel more confident &amp; supported through secondary transfer.</li> </ul>	
Covid Catch up report.	To put in place interventions to support young people to make excellent progress following Covid.	<ul style="list-style-type: none"> <li>Identify students still requiring curriculum progress 'catch up' (post Covid) and implement strategic short term intervention through quality first teaching and targeted small group/1-1 intervention</li> <li>Review students requiring interventions.</li> <li>OT programmes and interventions set up from external provider. WCT</li> <li>In house core skills interventions.</li> <li>SEMH interventions.</li> <li>Monitoring impact of interventions.</li> </ul>	SLT	Dec 21	<ul style="list-style-type: none"> <li>Report to FGB &amp; ESS</li> <li>Report in place on the school website.</li> <li>Teacher feedback on success of interventions.</li> <li>Evidence of impact on the students recorded and reviewed.</li> <li>Report for Website</li> <li>Report to ESS Governors Meeting</li> <li>Targeted quality first teaching impacting on pupil progress</li> <li>Targeted interventions in communication, SEMH and OT impacting upon progress</li> </ul>	<ul style="list-style-type: none"> <li>All students making expected/accelerated progress in all curriculum areas.</li> <li>Teaching staff confident and competent in the delivery of Quality First Teaching to close progress gaps.</li> <li>Students catch up on any issues post covid.</li> <li>Students will become better regulated (new Sensory OT service)</li> <li>Students will feel more confident (SEMH input).</li> </ul>	F&R ESS
Preparation for Adulthood	Ensure the emphasis for PfA develops as the school splits across two sites.	<ul style="list-style-type: none"> <li>Consider some PfA tasks that can be passed between KS4 &amp; KS5 following the two sites.</li> <li>Embed the PfA work in the curriculum and with all teaching staff.</li> <li>Workshop for parents to explain how the school approaches PfA.</li> <li>Leaflet on PfA prepared.</li> </ul>	EG AC	Dec 21	<ul style="list-style-type: none"> <li>Report to ESS</li> <li>PfA paper written.</li> <li>Sessions held at staff meeting for staff, workshops for parents and forum groups for students.</li> <li>Evidence of students accessing PfA activities regularly in KS within the Greenvale PfA Framework.</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders will fully understand how we prepare our young people for adulthood.</li> <li>Staff will ensure this is integral in every class.</li> <li>Students develop new skills</li> <li>new models will evolve across the two sites.</li> </ul>	ESS





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Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Expansion Plan	To develop community links on the new site	<ul style="list-style-type: none"> <li>• Make links with the local community close to Mayow Road.</li> <li>• Develop the timetable and curriculum to encompass those links.</li> <li>• Training &amp; support for teachers to include local community links.</li> <li>• Support parents and students to develop awareness of new community links.</li> <li>• Implement links.</li> </ul>	EG	July 2022	<ul style="list-style-type: none"> <li>• Teachers planning and carrying out community links</li> <li>• Student feedback on links through the Forum group.</li> <li>• Feedback to ESS committee.</li> <li>• Parent information via a pamphlet or information meeting.</li> <li>• Outline of any changes/ resources necessary for moving to new site.</li> </ul>	<ul style="list-style-type: none"> <li>• Students in Key stage 5 will have access to their local community</li> <li>• The curriculum will support students developing community skills as independently as possible.</li> <li>• The curriculum will be age appropriate and work related to develop our post 16 students preparation for adulthood.</li> </ul>	ESS
Expansion Plan	To prepare students and families for the move to the new site.	<ul style="list-style-type: none"> <li>• Site visits carried out.</li> <li>• Forum discussion and feedback into school plans.</li> <li>• Parents meeting to inform parents.</li> <li>• Social stories developed for the move to the new site.</li> <li>• Liaise with transport concerning new service provision.</li> </ul>	EG LA New Deputy	April 22	<ul style="list-style-type: none"> <li>• Report to ESS</li> <li>• Forum feedback to ESS.</li> <li>• Video by students all about the new build.</li> <li>• Meetings held with parents and students.</li> <li>• Information sheet circulated</li> </ul>	<ul style="list-style-type: none"> <li>• Parents feel positive and confident about the move</li> <li>• Students are confident and excited about the move.</li> <li>• Allay any student / parent anxieties.</li> <li>• Smooth transition to the new site.</li> </ul>	ESS

### Health and Safety, Premises and Admin





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Evidence	Priority	Actions	Led By	Date	Monitoring, Evaluation and Review.	Impact	Gov Com
Develop the building for different usage	Create small cupboard spaces utilising the balcony space upstairs.	<ul style="list-style-type: none"> <li>Explore possible options and obtain quotes</li> <li>Evaluate plans and recommend plans to governors.</li> <li>Draw up building plan.</li> <li>Carry out works.</li> </ul>	Ash	Oct	<ul style="list-style-type: none"> <li>Report to F&amp;R.</li> <li>Building options, costings and plans.</li> <li>Evaluation of effectiveness of project.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have greater storage space upstairs.</li> <li>Staff will use this area as an appropriate</li> </ul>	F&R
Review of the school resources. Implications of OLEZ.	Review transport needs for enrichment once on two sites.	<ul style="list-style-type: none"> <li>Review use of current school vehicles.</li> <li>Consider any usage / implications of being on two sites.</li> <li>Create action plan to supplement or replace vehicles.</li> <li>Gather costing information.</li> <li>Gain three quotes.</li> <li>Purchase any additional vehicles/ apply to charities.</li> </ul>	AC	Spring 2022	<ul style="list-style-type: none"> <li>Report to F&amp;R</li> <li>Quotes gathered and reviewed.</li> <li>Purchase of vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be enabled to access their local community using school vehicles.</li> <li>Both schools will have access to school vehicles.</li> <li>The school will avoid extra charges</li> </ul>	F&R
Expansion Plan	Establish a plan to develop ICT provision for the Mayow Road Site	<ul style="list-style-type: none"> <li>Establish clarity around what ICT will be covered within the expansion costs.</li> <li>Plan requirements for new build.</li> <li>Liaise with partners LA, Osbourne &amp; CoVue.</li> <li>Purchase and install equipment ready for the opening of the new building.</li> <li>Consider any support or training needed.</li> </ul>	EG	Spring 2022	<ul style="list-style-type: none"> <li>Report to F&amp;R.</li> <li>Meetings with other partners.</li> <li>Records of purchase and technology plan ready.</li> </ul>	<ul style="list-style-type: none"> <li>Students moving to new building will have no slippage in any resourcing or curriculum support when transitioning to the new building.</li> <li>Staff will be ready to teach effectively with resources in place to enable them to do so.</li> </ul>	F&R
Pupil Place Planning information.	Develop the current building to accommodate extra student numbers.	<ul style="list-style-type: none"> <li>Identify extra classroom capacity post Building Safety Review.</li> <li>Resource extra classes.</li> <li>Develop new protocols for lunchtimes, break times etc. according to the reallocation of rooms.</li> <li>Liaise with stakeholders re new room usage to including MDT parents, students, Bouygues,</li> </ul>	SLT	Oct 2021	<ul style="list-style-type: none"> <li>Report to ESS.</li> <li>Feedback to KS coordinators at KS meetings.</li> <li>Student opinions via Forum Group.</li> <li>Plan to “decommission” extra classrooms as soon as move has taken place.</li> </ul>	<ul style="list-style-type: none"> <li>Students at Waters Road will not be disadvantaged by additional numbers.</li> <li>Staff will be able to teach appropriately within new classrooms.</li> <li>Pupil numbers will be able to grow which will impact positively on the school across two sites.</li> </ul>	F&R



## Greenvale Improvement Plan 2021 -2022

### 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"> <li>See outstanding teaching in The Quality of Education Pedagogy</li> </ul>	ES	Dec 2021	<ul style="list-style-type: none"> <li>Feedback at next QAR.</li> <li>Learning walk feedback.</li> <li>Lesson Observations feedback.</li> </ul>	<ul style="list-style-type: none"> <li>All students will be catered for in lessons.</li> <li>Staff will develop skills working with all groups of students.</li> <li>All students will receive equally exciting and individualised lessons.</li> <li>All students will make excellent progress.</li> </ul>	ESS
	All staff consistently provided oral or written feedback linked to the learning objective for the student.	<ul style="list-style-type: none"> <li>CPD on feedback policy</li> <li>Share examples of feedback within each pathway</li> </ul>	LRJ LA	Dec 2021	<ul style="list-style-type: none"> <li>Learning walks and 'book looks'</li> <li>Lessons observations</li> <li>Assessment e.g. SOLAR</li> <li>Moderation (internal and external)</li> </ul>	<ul style="list-style-type: none"> <li>Students' know what they have done well, and what they need to do next</li> <li>Teachers receive clearer feedback form support staff to enable planning and assessment</li> </ul>	ESS
	Continue to develop a consistent emotional vocabulary for students.	<ul style="list-style-type: none"> <li><i>See Behaviour and Attitudes</i></li> </ul>	LA	Dec 2021	<ul style="list-style-type: none"> <li>Feedback from Behaviour work.</li> <li>CPoms recordings.</li> <li>Feedback to ESS</li> </ul>	<ul style="list-style-type: none"> <li>Students will all receive common verbal feedback to behaviour across the school.</li> <li>Writing of CPoms will improve.</li> </ul>	ESS