

## SDP1 – Quality of Education

SLT Lead: AR BA Governor Monitoring: TBC	Monitoring Point 1	Monitoring Point 2
<p><b>Key Impact Indicators:</b></p> <p>By July 2022. . .</p> <ul style="list-style-type: none"> <li>❖ Quality of Education showing sustained trajectory of improvement from 2020-21</li> <li>❖ Observed Teaching &amp; Learning consistently judged Outstanding</li> <li>❖ Thematic Curriculum implemented, evaluated and refined</li> <li>❖ KS4 Personalised Learning offer broadened</li> <li>❖ MLT rigorously monitoring, innovating and shaping Curriculum delivery from KS2-KS4</li> <li>❖ Improved progress and attainment in Explore &amp; Make</li> <li>❖ Tides refined and positively impacting academic pupil outcomes</li> </ul>	<p>All staff familiar with the principles of the Greenfields Voyage</p> <p>MLT confirmed all Q&amp;A entries for academic year and cross-referenced with School events</p> <p>Learning Walk 1 complete and reported:</p> <ul style="list-style-type: none"> <li>- Challenge 1, Application of Knowledge Organisers in Learning</li> <li>- Challenge 2, PACE (Caring) - Positive of Behaviour &amp; Wellbeing</li> </ul> <p>Lesson Observation cycle 1, all observed teaching to be Good or better, with a majority of Outstanding features</p> <ul style="list-style-type: none"> <li>- Focus 1, Application of Thematic Curriculum</li> <li>- Focus 2, Frequency and Consistency of pupil response to teacher feedback</li> </ul> <p>Summative Assessment Review &amp; Baseline complete and captured in Curriculum planning</p> <p>Curriculum Team CPD schedule delivered; PAMs, Thematic Visits, Distributed Practice, Assessment (sharing practice), N&amp;M Clinic (PSHE focus), E&amp;M Clinic (Cross Curricular), Parent Consultations, Cross-Curricular Opportunities</p> <p>Wellbeing and Curriculum Team CPD schedule delivered; Assessing Tides, Dyslexia awareness, Blooms Taxonomy</p> <p>Internal audit of Computing curricular provision commenced</p> <p>Pupil learning books for all Curriculum Areas have consistently applied Cover, Knowledge Organisers and AAP</p>	<p>Introduce mock examinations week (January)</p> <p>Access arrangements confirmed for all KS4 pupils</p> <p>Curriculum interventions moderation as good or better for quality of provision through learning walks and using non-QTS standards</p> <p>Learning Walk 2 complete and reported:</p> <ul style="list-style-type: none"> <li>- Challenge 1, Implementation of Tides in Teaching</li> <li>- Challenge 2, PACE (Engaging)</li> </ul> <p>Lesson Observation cycle 2, all observed teaching to be Good or better, with a majority of Outstanding features</p> <ul style="list-style-type: none"> <li>- Focus 1, TBC</li> <li>- Focus 2, TBC</li> </ul> <p>Mid-year teaching staff performance management reviews complete and all staff on track</p> <p>Curriculum areas website complete, with a reflected gallery of pupil work</p> <p>External moderation:</p> <ul style="list-style-type: none"> <li>-KS2 &amp; 3 AAP moderated with trust SEMH school</li> <li>-KS4 AAP against grade criteria and 1 QTS staff to complete NCFE internal verifier course</li> </ul> <p>Key Stage structure embedded amongst key stakeholder ie not Primary/Secondary</p> <p>Read Write Ink strategy implemented into Literacy &amp; English Curriculum and Curriculum Interventions</p>

	<p>Internal review (non-planning) of Curriculum Area files</p> <ul style="list-style-type: none"> <li>- C&amp;K</li> <li>- E&amp;M</li> <li>- H&amp;M</li> </ul> <p>Health-check by CIT, to achieve a Good judgement with upward trajectory:</p> <ul style="list-style-type: none"> <li>- Deepdive E&amp;M: Humanities</li> <li>- Deepdive C&amp;K: Maths &amp; Numeracy</li> <li>- Curriculum Website</li> <li>- Covid Impact Reports</li> </ul> <p>Align end of year reports with new curriculum areas and assessment policy terminology</p> <p>Pupil response to feedback is embedded within teaching and learning</p> <p>Curriculum Overview for 'Key Vocabulary' across the Greenfields Voyage being developed and delivery of Key Vocabulary refined in teaching and learning</p>	<p>Shallow dive of H&amp;M curriculum area (PHSE &amp; Careers)</p> <p>Frequency and range of education visits increased with clear curriculum intent</p> <p>Homework and home reading strategy embedded and extending pupils learning</p> <p>Internal review of curriculum area file by MLT</p> <ul style="list-style-type: none"> <li>- Curiosity &amp; Knowledge</li> <li>- Explore &amp; Make</li> <li>- Health &amp; Me</li> </ul> <p>Tides profiles integrated to medium-term planning (expectations)</p> <p>Ensure clarity of who GA curriculum delivers and exceeds the requirements of the National Curriculum and all curriculum team have clarity on this</p> <p>Key Vocabulary central to good teaching and learning in all areas, with a clear progressive vocabulary from KS2 to KS4</p> <p>Knowledge Organisers embedded in practice of all curriculum areas</p>
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**Long-Term Strategic Developments**

**2022-23**

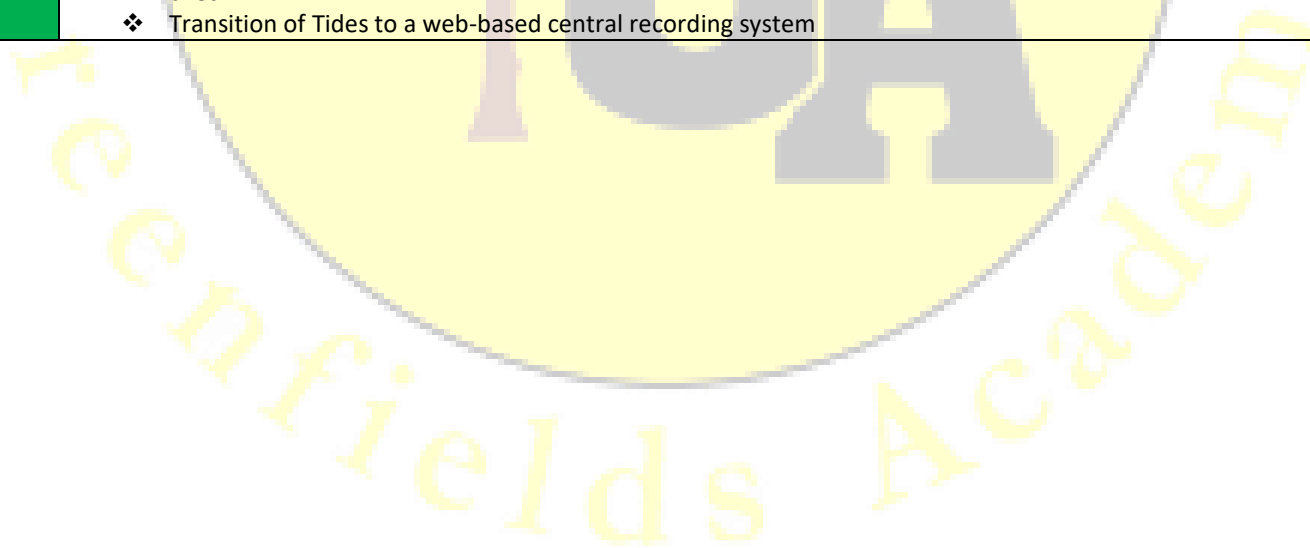
- ❖ Quality of Education graded Outstanding through internal monitoring and evaluation and moderated by CIT Health-check
- ❖ Second year of Primary Curriculum cycle implemented
- ❖ Broader Curriculum offer at KS3 and 4:
  - Music expanded with in KS3 and introduced at KS4 as accredited learning option
  - Computing, RE, Languages, English Literature, Statistics and Astrology
  - Introduce Accreditation in E&M and H&M subjects in Phased Nurture.

## SDP2 – Behaviour & Attitudes

SLT Lead: AR BA Governor Monitoring: TBC	Monitoring Point 1	Monitoring Point 2
<b>Key Impact Indicators:</b> By July 2022. . . <ul style="list-style-type: none"> <li>❖ Behaviour &amp; Attitudes showing sustained trajectory of improvement from 2020-21</li> <li>❖ Attendance of 92% or better</li> <li>❖ Behaviour of pupils improving over time</li> <li>❖ Engagement in Learning driving Improved Pastoral and Academic progress</li> <li>❖ Attitudes of Stakeholder groups positive, improving and aligned with Self-Evaluation</li> <li>❖ SEMH knowledge expanding in staff team</li> <li>❖ Identifiable improvement in Uniform implementation and ‘readiness to learn’</li> <li>❖ Rewards system securely embedded</li> <li>❖ Suite of pastoral interventions implemented and refined</li> <li>❖ Tides positively impacting academic and pastoral outcomes for pupils</li> </ul>	<p>Staff and Governors familiar with the principles of the Greenfields Voyage, specially in relation to Tides and Pastoral &amp; Wellbeing Intervention</p> <p>Attendance at 91% and improving</p> <p>MLT confirmed all Q&amp;A entries for academic year (Pastoral Assessment points and Behaviour RA reviews)</p> <p>Improved liaison/visits with PCSO for targeted intervention and planned specific sessions (cyber-bullying, gang crime, anti-social behaviour, assault and harm etc.)</p> <p>Learning Walk 1 complete and reported:</p> <ul style="list-style-type: none"> <li>- Challenge 2, PACE (Caring) - Positive of Behaviour &amp; Wellbeing</li> </ul> <p>Pastoral Assessment Review &amp; Baseline complete</p> <p>Curriculum, Intervention and Wellbeing Teams CPD schedule delivered; Tides (including baselining), role of the Wellbeing Mentor, Yoga &amp; Mindfulness, ACES &amp; Trauma</p> <p>Wellbeing Newsletter to stakeholders introduced. NMHW day utilised to support wellbeing of all stakeholder groups</p> <p>Out-of-class behaviour reduced, with improved turnaround time and reduction in lost learning</p> <p>Health-check by CIT, to achieve a Good judgement with upward trajectory:</p> <ul style="list-style-type: none"> <li>- Pupil arrival to School</li> </ul>	<p>Attendance at 92%+ and improving</p> <p>Pastoral &amp; Wellbeing interventions moderation as good or better for quality of provision through learning walks and using non-QTS standards</p> <p>Learning Walk 2 complete and reported:</p> <ul style="list-style-type: none"> <li>- Challenge 1, Implementation of Tides in Teaching</li> <li>- Challenge 2, PACE (Engaging)</li> </ul> <p>Tides profiles integrated to medium-term planning (expectations)</p> <p>Pupil Risk Assessments written and reviewed within Schoolpod</p> <p>Report to Governors and Stakeholders on implementation of Behaviour and Wellbeing policy</p> <p>Trend in exclusions continues on downwards trajectory</p> <p>Termly rewards experiences delivered and celebrated</p> <p>Report to stakeholders on Impact of Tides</p>

	<ul style="list-style-type: none"> <li>- Classroom behaviour and engagement (discreetly through observed learning)</li> </ul> <p>Allocation of 1 Training Day, focused on <i>Behaviour and Attitudes</i> strategies (1<sup>st</sup> November):</p> <ul style="list-style-type: none"> <li>- Physical Intervention (Practical and Situational)</li> </ul> <p>Clarify and refine the role the Wellbeing Mentor and expectations for weekly reporting to parents/carers:</p> <ul style="list-style-type: none"> <li>- Attendance to School / Engagement in Learning</li> <li>- Learning Merits and Positives</li> <li>- Overview of incidents and common behaviours</li> <li>- What's on next week...</li> <li>- Pastoral target for next week</li> </ul> <p>Learning Merits &amp; Stars evaluated and refined. With accurate and fair application in academic and pastoral/wellbeing</p>	
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<b>Long-Term Strategic Developments</b>	
<b>2022-23</b>	<ul style="list-style-type: none"> <li>❖ Behaviour &amp; Attitudes graded Good and moving towards Outstanding through internal monitoring and evaluation and moderated by CIT Health-check</li> <li>❖ Transition of Tides to a web-based central recording system</li> </ul>

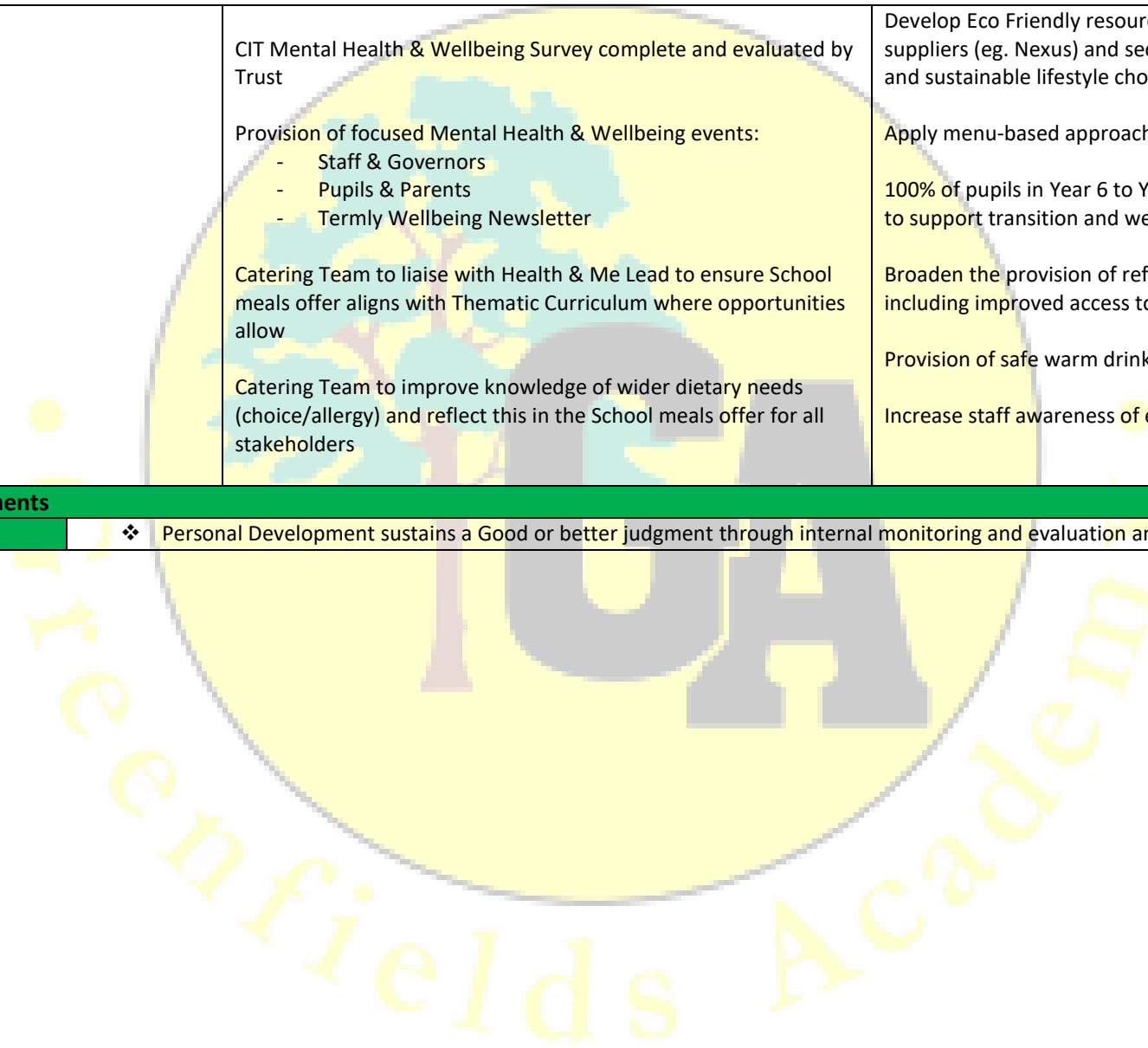


## SDP3 – Personal Development

SLT Lead: AR BA Governor Monitoring: TBC	Monitoring Point 1	Monitoring Point 2
<b>Key Impact Indicators:</b> By July 2022. . . <ul style="list-style-type: none"> <li>❖ Personal Development showing sustained trajectory of improvement from 2020-21</li> <li>❖ NEET on exit at 0% with all Y11 transition destinations known</li> <li>❖ Curriculum Wellbeing is internally judged Good or better and externally moderated.</li> <li>❖ Continue to broaden Accredited Learning &amp; Intervention offer to provide Technical and Vocational opportunities</li> <li>❖ Increase and improve opportunities for pupils to develop their Interests and Talents, beyond the curriculum. Including awareness of their Physical &amp; Mental Health</li> <li>❖ Residential, Educational &amp; Recreational Visits are embedded to support Thematic Learning, Wellbeing and Key Stage Transitions</li> <li>❖ Pupils and their families effectively supported through Key Stage transition points</li> <li>❖ British Values evident in the Greenfields Voyage and pupil's role in the school community.</li> </ul>	Audit and critical evaluation of SDP3 priorities undertaken and accelerated action plan in place  Identify and Implement a File structure (Electronic and Hard version)  Health-Check and Governor Visits confirm compliance and effective procedures Safeguarding: <ul style="list-style-type: none"> <li>- Leads and Officers</li> <li>- Website</li> <li>- Statutory Training</li> <li>- KCSIE</li> <li>- Internal processes</li> <li>- Recruitment</li> <li>- SCR</li> </ul> Refine and centralise Induction of new staff, including training, wellbeing and internal mentor scheme.  Process of Pre and Post Admission of pupils is refined by SLT and administered by SBM  Pupil Leadership opportunities and skills are developed through, introduction of: <ul style="list-style-type: none"> <li>- Prefects</li> <li>- House Captains</li> <li>- IT Monitors</li> <li>- School Council</li> <li>- Sports Captains</li> </ul> Formal Election process for School Council delivered, involving all members of school community	Improve and centralise record keeping of staff a CPD – captured and recorded with in schoolpod  Drop-in Clinics for staff to address knowledge and skills gaps in specific areas of practice (eg. PI, Nurture Intervention, accreditation)  Reintroduce Whole School, House and Key Stage assemblies  Year 11 leaver destinations confirmed and supported transitions  PE Premium is strategically planned and reported  Pupil Premium deployed to support pupil progress and wellbeing and new national reporting framework utilised  Participate in the national to support pupil and staff development Engage network  3 Targeted charity/fundraising events through the school year. With celebration on website and social media. School Council to select 2 of 3 charities, staff team to select 1 of 3.  Additional Impact displays: <ul style="list-style-type: none"> <li>- House Trees incorporating merit counters</li> <li>- Health &amp; Me – Wellbeing (Mental Health, Diet, Careers)</li> </ul> British Values embedded with in MTP and staff survey of knowledge and application in school life  Curriculum offer broaden to offer Vocational and Technical Construction, Music, Computing, Food & Cooking, Engineering

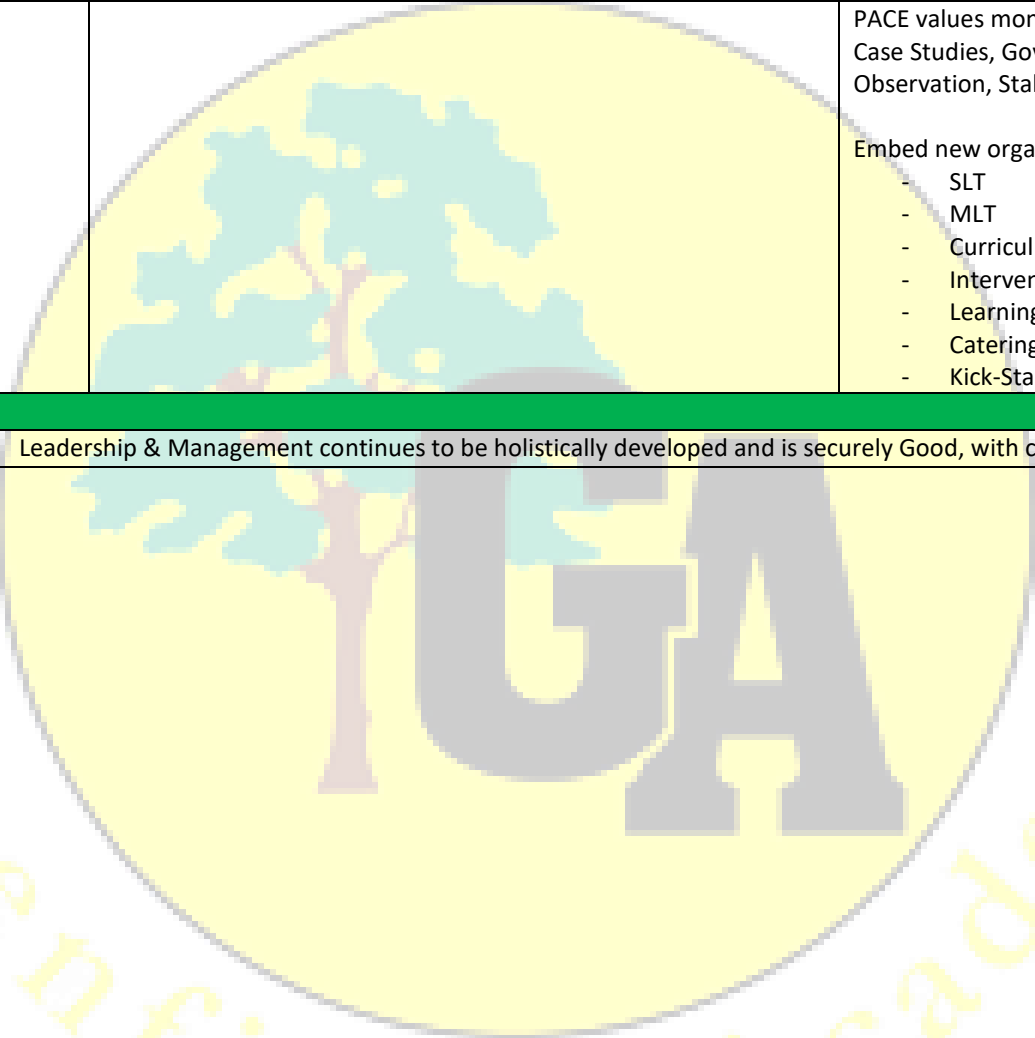
	<p>CIT Mental Health &amp; Wellbeing Survey complete and evaluated by Trust</p> <p>Provision of focused Mental Health &amp; Wellbeing events:</p> <ul style="list-style-type: none"> <li>- Staff &amp; Governors</li> <li>- Pupils &amp; Parents</li> <li>- Termly Wellbeing Newsletter</li> </ul> <p>Catering Team to liaise with Health &amp; Me Lead to ensure School meals offer aligns with Thematic Curriculum where opportunities allow</p> <p>Catering Team to improve knowledge of wider dietary needs (choice/allergy) and reflect this in the School meals offer for all stakeholders</p>	<p>Develop Eco Friendly resourcing for classrooms through sustainable suppliers (eg. Nexus) and secure pupil knowledge of green, ethical and sustainable lifestyle choices within school.</p> <p>Apply menu-based approach to KS3 wellbeing breaks</p> <p>100% of pupils in Year 6 to Year 10 have access to Residential Visits to support transition and wellbeing</p> <p>Broaden the provision of refreshments for Staff and Visitors, including improved access to drinking water during the day</p> <p>Provision of safe warm drinks for Key Stage 4 pupils at specific times</p> <p>Increase staff awareness of employee support schemes</p>
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<b>Long-Term Strategic Developments</b>	
<b>2022-23</b>	❖ Personal Development sustains a Good or better judgment through internal monitoring and evaluation and moderated by CIT Health-check



## SDP4 – Leadership & Management

SLT Lead: AR CA Governor Monitoring: TBC	Monitoring Point 1	Monitoring Point 2
<p><b>Key Impact Indicators:</b></p> <p>By July 2022. . .</p> <ul style="list-style-type: none"> <li>❖ Leadership &amp; Management showing sustained trajectory of improvement from 2020-21</li> <li>❖ Curriculum Area Leads (MLT) have clear innovative vision of their Subjects' place in the Greenfields Voyage and are moving the school towards its strategic aims</li> <li>❖ All SDP areas monitored internally with rigour and externally moderated</li> <li>❖ Governors offer a broad range of experiences and monitor and guide school improvement</li> <li>❖ Governors play an active role in the Greenfields Community</li> <li>❖ Leaders undertake NPQ programmes and apply the theoretical learning, mentoring and project work to raise standards</li> <li>❖ PACE values embedded in all aspects of school performance</li> <li>❖ SLT support health-check in other trust schools</li> <li>❖ Leadership Group support the wider development and review of DPI application</li> </ul>	<p>Health-Check and Governor Visits confirm compliance and effective procedures:</p> <ul style="list-style-type: none"> <li>- Website compliance confirmed</li> <li>- Safeguarding compliance confirmed</li> </ul> <p>DDSL to complete Safeguarding training</p> <p>Performance Review of QTS and Non-QTS staff complete in cascade sequence</p> <p>Parent Survey shared with other stakeholders and on website</p> <p>Update and refine Fire evacuation procedures and cascade of roles</p> <p>SLT and MLT to complete CIT recruitment training</p> <p>SLT to complete CIT HR training:</p> <ul style="list-style-type: none"> <li>- Grievance and Complaints</li> <li>- Investigation processes</li> </ul> <p>Define and Shape to the identity of MLT in school leadership:</p> <ul style="list-style-type: none"> <li>- Daily KS briefings</li> <li>- Driving and Shaping Curriculum</li> <li>- Monitoring, Evaluating &amp; Reporting</li> <li>- Budget Monitoring</li> <li>- Day-to-Day/Low-Level Leadership duties in absence of SLT</li> <li>- Bi-Weekly MLT focus meetings</li> </ul> <p>Engage in Kickstart Programme for trainee/entry level roles</p> <ul style="list-style-type: none"> <li>- IT Support &amp; Admin Support</li> </ul>	<p>Performance review of all Staff complete</p> <p>SLT to attend local/regional networking and conference events</p> <p>DSL or DDSL to attend local Safeguarding briefings</p> <p>All QTS staff in MLT (NPQML) and SLT (NPQSL/H) to complete or hold relevant NPQ accreditation</p> <p>Pupil and Staff Survey shared with other stakeholders and published</p> <p>Website – 'Testimonials' and 'Who's Who' updated</p> <p>Health &amp; Safety Assessment and implementation for school access to pedestrians:</p> <ul style="list-style-type: none"> <li>- LCC Highways Assessment</li> <li>- LCC Highways provision of crossing/warnings</li> <li>- LCC Highways footpath</li> <li>- Engie/GA extend foot gate access to road</li> </ul> <p>Trust's DPI strategy is embedded in practice across Staff team and internal instructors conducting and tracking (within schoolpod) statutory and regular top-up training</p> <p>Governors allocated a priority area of SDP for monitoring</p> <p>Governors in-school profile and impact elevated:</p> <ul style="list-style-type: none"> <li>- Assigned House</li> <li>- Attend assembly/events</li> <li>- Introduce 'Governor's Cup' awards (staff and pupils)</li> </ul>

		<p>PACE values monitored throughout school performance through; Case Studies, Governor &amp; Trust Reports, Learning Walks and Observation, Stakeholder Surveys</p> <p>Embed new organisational structure of 'Teams within a Team':</p> <ul style="list-style-type: none"> <li>- SLT</li> <li>- MLT</li> <li>- Curriculum Team</li> <li>- Intervention Team</li> <li>- Learning &amp; Wellbeing Support Team</li> <li>- Catering &amp; Site Team</li> <li>- Kick-Start Technician Team</li> </ul>
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**Long-Term Strategic Developments**

**2022-23** ❖ Leadership & Management continues to be holistically developed and is securely Good, with capacity to drive further whole school improvement