



Academy Improvement Plan 2023-24



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Green Meadows Academy Improvement Plan

Introduction

Green Meadows Academy is a multi site generic special School based in the North West of Leeds. It draws children from all areas of the city and has undergone rapid expansion in the last two years.

Since joining the Trust in 2021 the school leadership has changed significantly with 2 new Assistant Principals in place and the departure of the Principal in July 2023. The school is currently led by the Executive Principal.

Priorities identified in the plan recognise the ambition of the current leadership to ensure and secure rapid improvement in the quality of education which follows a rigorous review and evaluation of the updated curriculum that was implemented In the period immediately preceding and joining the Trust.

The refreshed curriculum reflects the changing needs of the Pupils, particularly at the Primary end of the school and the need to ensure that staff and the curriculum is appropriate for these different needs going forward.

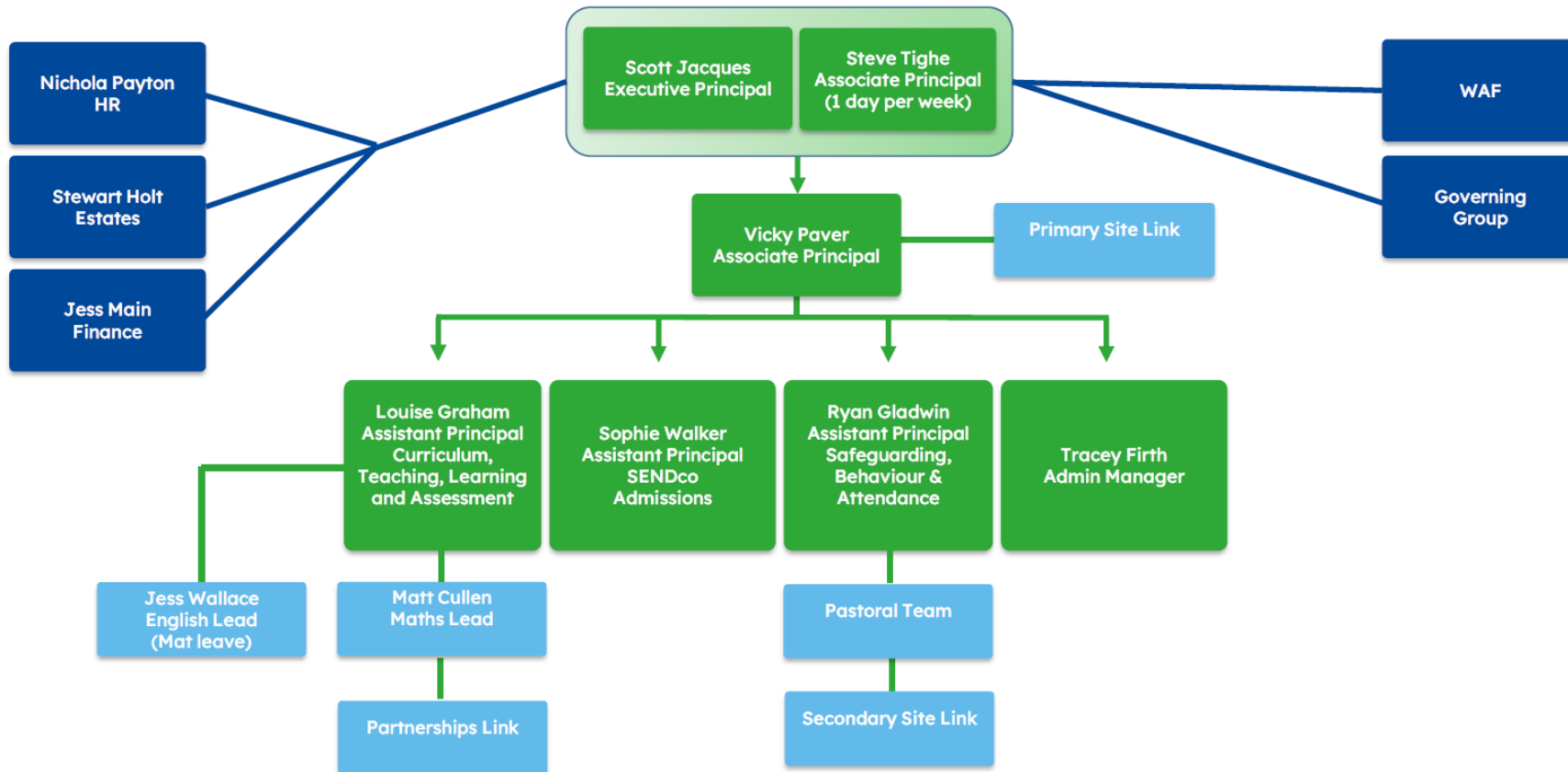
This plan will be reviewed and updated termly.



Quality Assurance and Accountability 2023-24 (Term 1)



2023-24 Term 1 Management and Quality Assurance Leadership Responsibilities



Improvement Area 1: Meeting Needs

	Objectives	Milestones	Success Criteria	Lead by
1a	Ensure that all staff have a clear understanding of the changing needs of pupils within their class.	SENCO to develop format and training for staff with experience Trust SENCO	<ul style="list-style-type: none"> Detailed school wide needs profile in place Detailed class needs profile in place CPD and resources to support staff in meeting needs within their groups delivered 	SW
Training and resources in place for staff on needs identification				
Staff complete needs analysis for their groups				
1b	Simplify and streamline the annual review process to ensure that these are efficient and effective for all stakeholders.	New system for teacher led Annual Reviews (AR's) developed	<ul style="list-style-type: none"> All teaching staff run AR's for their classes in a two day window Staff are trained and confident, supported by the SENCO as required, to run AR meetings Dedicated SEND admin in place Clear annual schedule of AR's shared with all staff and parents / carers 	SW
CPD and resources in place to support staff with running AR's				
Appropriate admin identified to support SENCO and staff with AR process				
Clear timetable for AR's for the year in place				

Improvement Area 2: Quality of Education

	Objectives	Milestones	Success Criteria	Lead by
2a	Refresh and implement a new communication strategy (See appendix 1 Communication Action Plan)	Review and rewrite communication policy	<ul style="list-style-type: none"> • Policy is rewritten and shared with staff • CPD delivered to share policy and expectations • Staff have clear understanding of communication needs in their class • Staff plan for and use appropriate communication strategies for pupils in their classes • Learning environment reflect the communication needs of pupils • All elements of Communication strategy action plan in place 	SW/LG/VP
Review identified communication needs and strategies for each pupil to ensure access to appropriate provision				
Refresh classrooms to establish communication friendly environments				
Communication strategy action plan in place (Appendix 1)				
2b	Further embed and ensure a consistent approach to reading	Refresh GMA Reading Strategy document	<ul style="list-style-type: none"> • Strategy document reviewed and shared with staff • Training day focused on developing reading • Quality assurance cycle and programme running 	LG
Start of year, annual refresher for all staff				
Clear quality assurance				

		procedures and programme established	and identify inconsistencies <ul style="list-style-type: none"> • staff support / training and resource focused on appropriate areas 	
		Targeted intervention/support for staff where inconsistency is identified		
2c	Refresh the Academy's Teaching and Learning Policy to reflect the changing needs of pupils	Review and rewrite Teaching and Learning policy	<ul style="list-style-type: none"> • New T and L policy in place and shared with staff • CPD cycle supports the development of pedagogy in line with new policy • QA shows impact of new policy on practice 	LG
		CPD delivered on new policy and approach to Teaching and Learning		
		CPD on practical strategies in line with policy		
		QA systems adjusted to reflect new policy		
2d	Review and refresh the 16+ curriculum	Leaders explore outstanding practice from within Trust and elsewhere	<ul style="list-style-type: none"> • Leaders have chance to visit / meet with leaders from similar and outstanding provisions in the Trust • Review of 16+ curriculum offer completed and new plans are in place • Long term plan for buildings / accommodation produced 	RG/LG
		Comprehensive review of 16+ curriculum offer		
		New Curriculum plans developed based on best practice within Trust and beyond		

		Review of accommodation and facilities for 16+	<ul style="list-style-type: none"> Local authority consulted on long term future of 16+ provision 	
2e	Ensure all subject leaders are clear and confident in their articulation of their curriculum areas and curriculum plans	Reviewed and refreshed curriculum policy shared with staff	<ul style="list-style-type: none"> New curriculum policy in place All refreshed long term planning in place and being implemented supported by curriculum leaders Website updated to reflect changes in policy and planning 	
		All subject curriculum plans reflect the ambitions and intention of the policy		
		Curriculum area of the website updated including all detailed subject plans		

Improvement Area 3: The Learning Environment

	Objectives	Milestones	Success Criteria	Lead by
3a	Ensure that the learning environment is utilised to effectively support the learning of pupils	Produce Master Plan for all outdoor space on GMA main site	<ul style="list-style-type: none"> Master Plan in place that identifies clear and distinct areas where environment can be developed to support learning 	EP
3b	Improve the quality of outdoor environment /provision on the Primary Site	Identify funding to re-equip Primary Playground	<ul style="list-style-type: none"> Charity funding obtained Plans developed Contractors in place New playground installed 	
		Complete refurbishment of one area of Primary playground		
3c	Refit the Horticulture area to enable it to be used to develop Secondary and 16+ curriculum offer	Funding identified for refit	<ul style="list-style-type: none"> Refitted poly tunnel and associated equipment in place Curriculum reviewed to include use of Horticulture area Pupils accessing a horticulture programme in KS3, KS4 and post 16 	EP
		Curriculum opportunities identified including possible qualification pathways and enterprise projects		
		Refit completed and appropriate equipment in place		

Appendix 1 Communication Strategy Action Plan

Objectives	Milestones	Success Criteria
1. Assess Communication Needs	Assess all students within the first half term as part of building GMA Needs Profile	<ul style="list-style-type: none"> ● Completion of assessments for 100% of students. ● Pupils with specific communication need identified ● All class teams aware of pupils with communication needs in their groups
	Identify pupils requiring additional support with communication needs	
2. Develop Individualised Communication Plans (ICPs)	Develop ICPs (within ILPs) for all students by the start of December.	<ul style="list-style-type: none"> ● ICPs in place for 100% of students requiring them. ● Specialist support in place to support development and quality assurance of plans. ● Goals are clearly outlined in all ICPs.
	ICP includes specific communication goals.	
	Specialist support / professionals identified to inform planning, provide training and support where needed	

3. Implement Visual Supports	Audit/assessment of classrooms and all pupil areas for visual supports - labels, symbols, objects of reference etc	<ul style="list-style-type: none"> ● Audit of environments and resources complete ● Visual support expectations shared with staff ● Visual supports are visibly present in all classrooms in line with expectations. ● Staff can implement a range of visual support/communication aids effectively ● Classrooms are conducive to communication ● All school areas are “communication friendly”
	Produce expectations checklist for visual support in classrooms	
	Implement visual supports / resources in all classrooms by the end of HT1.	
	Train staff on effective use of visual supports within two months.	
4. Implement Augmentative and Alternative Communication (AAC) and assistive technology	Identify students needing AAC by January and appropriate equipment / technology	<ul style="list-style-type: none"> ● AAC tools provided for 100% of identified students. ● Staff demonstrate competence in AAC support.
	Source / price / prioritise where AAC is most required / will be most effective	

	Seek sources of funding for AAC where required	
	Train staff to support AAC use within six months.	
5. Develop Role of the Communication Leaders and establish a collaborative Communication Team	Audit of skills of Communication Leads	<ul style="list-style-type: none"> • Areas of expertise and areas for development identified for Communication leads • Opportunities for accessing training and development - including observing good practice within the Trust provided • The communication team is officially established. • Outcomes of communication team meetings drive development within the Academy, including the ownership of the development plan
	Identify CPD / development opportunities for communication leads	
	Form a communication team for the Academy with a range of roles represented	
6. Involve Parents/carers	Ensure parents/carers involved and informed in ICP development	<ul style="list-style-type: none"> • Parents aware of ICPs • Parent attendance and feedback from sessions.
	Training in communication strategies offered to parents / carers to ensure common and consistent approaches where appropriate	



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Empower – Nurture – Thrive

