



Green Meadows Academy Improvement Plan 2024-25

“Schools should probably make fewer, but more strategic choices, and pursue these diligently” - PUTTING EVIDENCE TO WORK: A SCHOOL’S GUIDE TO IMPLEMENTATION - Education Endowment Foundation

Key Whole School Priorities (Implement):

- Staff have the skills and knowledge to apply therapeutic, trauma informed and relational practice.
- Teaching and learning is well sequenced and challenges pupils through an immersive, sensory, creative and purposeful approach.
 - Leaders at all levels are impactful and make meaningful contributions to the development of the school.
 - Assessment and recording of learning
 - Motor skills/mark making
 - early maths training
- Pupils are accessing a robust and meaningful personal development curriculum that incorporates careers, life skills, WEX and PSHE (My Future curriculum area).
- Leaders have developed a highly effective Post 16 provision supporting pupils to develop their knowledge and skills to become positive contributors to society.

Keep on agenda....

Embed:

- Pupils needs, including their communication needs, are being carefully planned for and pupils are well supported within the classroom.

Refine:

- To refine the teaching of phonics and reading to ensure the lowest and most able have high quality, impact opportunities to develop their phonics and reading skills.

Priorities	Staff have the skills and knowledge to apply therapeutic, trauma informed and relational practice.
Theme	Behaviour and Safeguarding
Lead	Pastoral Team Leader - Claire Millington
What is the problem (why?)	<p>___% of staff across the academy have been in post for less than 2 years. Historical contracts for teaching assistants have reduced the capacity of the school to implement a highly effective CPD programme which has impacted on the specialist knowledge of staff in relation to trauma informed, relational and therapeutic practice.</p> <p>Historically staff and the school have found it difficult to effectively meet the needs of the pupils with SEMH. 51.8% of the pupils at Green Meadows Academy are identified as having anxiety based needs. A highly skilled staff team will support and improve the therapeutic offer for the pupils at Green Meadows.</p>
Intervention description (what?) (What are the essential 'active ingredients' of the intervention?)	<ol style="list-style-type: none"> 1. Trauma Informed Practice: High quality pastoral support where/when required using a trauma informed approach. There will be CPD refreshers using this approach (emotionally available adult/PACE etc) and we will see adults supporting pupils in a trauma informed way and being actively sought out by pupils when feeling overwhelmed or in crisis. 2. Specialist Practitioners: Specialist practitioners (Thrive, Behaviour mentors, pastoral team, SALT, Ed Psych), working collaboratively with teaching teams, facilitate intervention sessions that are directly linked to identified SEMH need in the school. These specialist interventions are pre-planned, purposeful and supported by teachers and their class teams. Therefore the interventions further support pupils with their self regulation, understanding of self and engagement in the classroom.

<p>What activities and behaviours will you see when it is working?)</p>	<ol style="list-style-type: none"> 3. Professional development: Staff access high quality CPD that specifically focuses on therapeutic and trauma informed practice. Staff utilise this specialised knowledge to inform the development of ILPs and IPRA's. The regular review and refresh of these key documents, alongside behaviour patterns identified from school systems ensure that training is focussed, relevant and applicable to the context of the school. Therefore teachers and support staff are proactive in their application of strategies and feel empowered in their overall decision making. 4. Wider collaboration: Parents, carers and outside agencies understand the purpose and application of behaviour support plans and therapeutic interventions within the school and how these strategies and approaches can support pupils at home. This consistent approach develops a common and shared expectation at school and at home which enables pupils, parents and carers to proactively support their own learning. 5. Monitoring and Recording: Teachers and support staff regularly log positive and negative behaviour incidents on the school systems. These regular updates inform the class teams and school leaders of emerging patterns of behaviour which allow class teams and leaders to proactively plan and implement effective intervention strategies and therefore support pupil resilience and access to learning.
<p>Implementation activities (how? Include activity cost and timescale)</p>	<p>Activity: Training of 3 Thrive practitioners and subscription to Thrive online. Timescale: October 2024 Cost: £5000</p> <p>Activity: Timetabling of specialist trained staff within the areas of Thrive and Theraplay to deliver highly effective interventions. Timescale: September 2024 with regular reviews Cost: N/A</p> <p>Activity: New IPRA's and ILP's are completed to a high standard for all relevant pupils. Timescale: By October half term (including quality assurance) Cost: N/A</p> <p>Activity: The new Pastoral Team Leader has a thorough and robust induction to become a highly effective practitioner at Green Meadows. Timescale: By October half term Cost: N/A</p>

	<p>Activity: The school's CPD strategy incorporates regular and high quality therapeutic and trauma informed training. Timescale: Ongoing Cost: N/A</p>
<p>Implementati on outcomes (how well? Include monitoring - how you will gather evidence and check progress against the short, medium and long term benchmarks)</p>	<p>Short Term (by October) ILPs and IPRAs will be effectively completed and written on the new format to ensure staff have a greater understanding of pupils' needs and behaviours. Evidence of effective strategies will be clear within the learning environments.</p> <p>Progress monitoring:</p> <ul style="list-style-type: none"> - QA of pupil plans and documents - Learning walks with a focus around pupil need
	<p>Medium Term (By March): A therapeutic team will be successfully developed with clear roles and responsibilities and this approach will be embedded across the school. Thrive practitioners will have been successfully trained and Thrive plans and interventions will be successful in supporting the pupils emotional development and wellbeing.</p> <p>Progress monitoring:</p> <ul style="list-style-type: none"> • Thrive assessments, individual action plans and group action plans are successfully completed • Therapeutic logs on behaviourwatch record the interventions • Data from behaviourwatch is effectively used to record the impact of interventions on pupils behaviour
	<p>Long Term (By July): A highly effective and impactful CPD programme will have been delivered to all areas of the academy and staff will have gained a significantly increased depth of knowledge around effective therapeutic and trauma informed interventions. Staff will implement these approaches daily, increasing the impact of their interventions</p> <p>Progress monitoring:</p> <ul style="list-style-type: none"> • Behaviourwatch data will show a positive reduction in pupil behaviour • Learning walks will highlight that positive approaches are embedded across the academy • Training logs

<p>Final outcomes (how will pupils, teachers and the school benefit?)</p>	<p>Short term: High quality plans will identify the primary needs and strategies for all pupils and ensuring that the provision for all pupils effectively meet their needs.</p> <p>Medium term: A therapeutic approach is embedded across the academy, developing the ethos and culture to ensure that incidents of dysregulation are reduced and progress towards EHCP targets are increased.</p> <p>Long term: A highly effective CPD programme for all staff members in the academy ensures that evidence based approaches are used across the academy to manage and support regulation, develop the pupils' social and emotional needs and increase engagement with learning and school.</p>
<p>Evaluation (what questions will be asked to see if the plan has been implemented successfully?)</p>	<ul style="list-style-type: none"> ● How does an ILP provide a positive impact for the pupils? ● How does an IPRA provide a positive impact for the pupils? ● What is the Thrive approach? How does this impact on childhood development? ● What new evidence based strategies have been impactful in your classrooms? ● How has the therapeutic intervention team supported pupils' development? ● Has behaviour improved within your classrooms? Why and How?

<p>Priorities</p>	<p>Teaching and learning is well sequenced and challenges pupils through a consistent, immersive, sensory and purposeful approach.</p>
<p>Theme</p>	<p>Teaching and Learning</p>
<p>Lead</p>	<p>Deputy Principal - Ryan</p>
<p>What is the problem (why?)</p>	<p>Teaching pedagogy across the academy is not always consistent and does not fully meet all the needs of the pupils. Experiential learning approaches across the academy are not fully embedded as best practice within some</p>

	<p>classrooms. Curriculum frameworks have been introduced throughout the year 23/24 and have been successful in developing the Green Meadows curriculum and this needs to be further embedded and developed.</p>
<p>Intervention description (what?) (What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?)</p>	<ol style="list-style-type: none"> 1. Professional Development (PD): Focuses on effective teaching strategies that promote consistent, immersive, sensory, and purposeful learning. This could include workshops on project-based learning, cooperative learning, and using manipulatives. 2. Collaborative Lesson Planning: Encourages teachers to share best practices, plan lessons with integrated experiential learning, and ensure consistency across classes. This can involve regular departmental or grade-level meetings. 3. Peer Observation and Coaching: Implements a program where teachers observe each other's classrooms, focusing on immersive learning activities. This provides opportunities for feedback, coaching, and professional growth. 4. Resource Sharing: Develop use of Google Drive for teachers to share resources, lesson plans, and successful strategies for incorporating experiential learning. This fosters collaboration and knowledge exchange. 5. Pupil Feedback and Reflection: Integrate opportunities for pupils to reflect on their learning experiences. This can be done through exit tickets, surveys, or class discussions. This feedback helps teachers adjust instruction and ensure pupil engagement.

<p>Implementati on activities (how? Include activity cost and timescale)</p>	<p>Activity: Provide workshops on effective teaching strategies that promote consistent, immersive, sensory, and purposeful learning. This could include topics like project-based learning, cooperative learning, and using manipulatives. Timescale: September-October Cost: staff time</p> <p>Activity: Facilitate regular collaboration sessions for teachers within departments or grade levels to share best practices, plan lessons that integrate experiential learning, and ensure consistency across classes. Timescale: ongoing Cost: staff time</p> <p>Activity: Implement a peer observation program where teachers observe each other's classrooms, focusing on implementing immersive and sensory learning activities. Offer coaching and feedback to support development. Timescale: ongoing Cost: staff time</p> <p>Activity: Develop Google Drive for teachers to share resources, lesson plans, and successful strategies for incorporating experiential learning into the curriculum. Timescale: Implement by October. Cost: staff time</p> <p>Activity: Integrate pupil self-reflection opportunities, such as exit tickets or surveys, to gather feedback on their learning experiences and adjust instruction accordingly. Timescale: Ongoing Cost: staff time</p>
<p>Implementati on outcomes (how well? Include monitoring - how you will</p>	<p>Short Term (By October):</p> <ul style="list-style-type: none"> • Progress Monitoring: Increased participation in professional development workshops; initial lesson plans incorporating experiential learning shared on the platform; pilot peer observation program initiated. <p>Medium Term (By March):</p>

gather evidence and check progress against the short, medium and long term benchmarks)	<ul style="list-style-type: none"> ● Progress Monitoring: Evidence of improved teaching practice through classroom observations focused on immersive learning strategies; increased use of the resource sharing platform with contributions from a majority of teachers.
	<p>Long Term (By July):</p> <ul style="list-style-type: none"> ● Progress Monitoring: High levels of pupil engagement in immersive learning activities; progress data show improvement in areas targeted by experiential learning; positive feedback from parents and teachers regarding the teaching approach.
Final outcomes (how will pupils, teachers and the school benefit?)	<p>Short Term:</p> <ul style="list-style-type: none"> ● Teachers will gain new skills and knowledge in effective teaching methods. ● pupils will be introduced to more engaging learning experiences. <p>Medium Term:</p> <ul style="list-style-type: none"> ● Teachers will feel more confident in their pedagogical skills. ● pupils will demonstrate deeper understanding of concepts through experiential learning. ● School culture will shift towards a more collaborative and innovative approach. <p>Long Term:</p> <ul style="list-style-type: none"> ● Improved pupil achievement across the board. ● Increased pupil motivation and engagement in learning. ● Enhanced reputation of the school for its innovative teaching approach.

<p>Evaluation (what questions will be asked to see if the plan has been implemented successfully?)</p>	<ul style="list-style-type: none"> ● To what extent did teachers participate in professional development opportunities? ● Was the peer observation program effectively implemented, providing valuable feedback and coaching for teachers? ● Did the resource sharing platform become a valuable tool for teachers to find and share resources for immersive learning? ● How effectively were pupil self-reflection opportunities integrated into the curriculum? ● Did teachers report feeling more confident in their ability to design and deliver engaging lessons? ● Did teachers observe a shift in their colleagues' teaching practices towards incorporating more experiential learning? ● Did pupils express a deeper sense of connection with the material due to experiential learning? ● Did the intervention contribute to a more consistent, immersive, sensory, and purposeful learning experience for pupils across the academy? ● To what extent did the school culture shift towards a focus on innovative teaching approaches?
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<p>Priorities</p>	<p>Pupils are accessing a robust and meaningful personal development curriculum that incorporates careers, life skills, WEX and PSHE.</p>
<p>Theme</p>	<p>Personal Development and Preparation for Adulthood</p>
<p>Lead</p>	<p>Careers and Independence Leader - Sam Shaw</p>
<p>What is the problem (why?)</p>	<p>Current personal development curriculum lacks coherence and depth. Insufficient focus on career education and guidance. Limited opportunities for pupils to develop life skills. Inadequate preparation for the world of work. Variation in the quality of PSHE delivery across the school. Limited exposure to diverse and suitable career pathways. Insufficient understanding of the skills and qualifications required for different occupations and a Lack of opportunities to develop employability skills.</p>

<p>Intervention description (what?) (What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?)</p>	<ol style="list-style-type: none"> 1. Careers curriculum mapping and sequencing: Creating a clear progression of learning across key stages. 2. Strong partnerships: Building relationships with employers, higher education, and community organisations. 3. Pupil voice: Involving pupils in curriculum development and decision-making. 4. Needs focused approach: Using evidence from ILPs, EHCPs and future pathways to inform planning, monitoring, and evaluation. 5. Professional development: Providing ongoing training for staff on personal development, life skills, PSHE and careers. 6. Comprehensive Career Education Program: Develop a structured career education program across all year groups, incorporating labour market information, career exploration, and work-related learning. 7. Wider Community Engagement: Build strong partnerships with local employers and the local community to provide work experience, mentoring, and industry insights as well as increase community engagement and accessing appropriate services. 8. Skills Development: Integrate employability skills (e.g., communication, problem-solving, teamwork) into the curriculum.
<p>Implementation activities (how? Include activity cost and timescale)</p>	<p>Activity: Develop a new careers curriculum map.</p> <ul style="list-style-type: none"> ● Timescale: September - December ● Cost: Staff time, resources for curriculum development <p>Activity: Develop My Future sessions embedding the use of the Independence Passports</p> <ul style="list-style-type: none"> ● Timescale: September - December ● Cost: Staff time, resources for curriculum development <p>Activity: Establish a careers education coordinator role.</p> <ul style="list-style-type: none"> ● Timescale: September ● Cost: Staff time, resources for career guidance materials <p>Activity: Develop links with Leeds University and YES Project to support the delivery of the curriculum</p> <ul style="list-style-type: none"> ● Timescale: September - July ● Cost: Staff time, resources for pupil leadership training

	<p>Activity: Review curriculum for PSHE and Enrichment</p> <ul style="list-style-type: none"> ● Timescale: February ● Cost: Staff time <p>Activity: Review career education policy and implementation plan.</p> <ul style="list-style-type: none"> ● Timescale: February - July ● Cost: Staff time, resources for policy development
<p>Implementati on outcomes (how well? Include monitoring - how you will gather evidence and check progress against the short, medium and long term benchmarks)</p>	<p>Short Term (by October):</p> <ul style="list-style-type: none"> ● Curriculum map developed. ● Staff training initiated. ● Links established with YES Project with clear plan for CAPs ● Launch of My Futures curriculum area including Independence Passports
	<p>Medium Term (By March):</p> <ul style="list-style-type: none"> ● PSHE curriculum reviewed and actions agreed. ● Evidence of improved pupil engagement in personal development. ● Career education program implemented in key stages. ● Increased pupil engagement in career activities. ● Leeds University and YES Project partnerships established.
	<p>Long Term (By July):</p> <ul style="list-style-type: none"> ● New careers curriculum implemented across all year groups. ● Strong partnerships with employers and higher education established. ● Increased pupil confidence and aspiration. ● Improved outcomes for pupils in terms of education, employment, and life skills. ● Increased pupil knowledge of career pathways. ● Improved pupil employability skills. ● Pupils have made progress in all areas of the Independence Passport. ● Increased access to the wider community for pupils.

<p>Final outcomes (how will pupils, teachers and the school benefit?)</p>	<p>Short term: Improved staff knowledge and confidence in delivering My Future and Careers curriculum.</p> <p>Medium term: Increased pupil engagement and motivation in personal development opportunities.</p> <p>Long term: Better prepared pupils for adult life, increased school reputation, and improved outcomes for pupils. Pupils will have a clearer understanding of their career aspirations. Pupils will develop the skills and knowledge needed for successful transitions to further education, apprenticeships, or employment. The school will build stronger links with the local community and employers.</p>
<p>Evaluation (what questions will be asked to see if the plan has been implemented successfully?)</p>	<p>To what extent has the new curriculum improved pupil outcomes? How effective has the careers education program been in raising aspirations? To what extent has the program improved pupil knowledge of career pathways? What is the impact of employer engagement on pupil outcomes? How satisfied are pupils and parents with the career guidance provided? How effective has the My Future curriculum been in raising independent living skills?</p>

<p>Priorities</p>	<p>Leaders have developed a highly effective Post 16 provision supporting pupils to develop their knowledge and skills to become positive contributors to society.</p>
<p>Theme</p>	<p>Post 16 Curriculum Development</p>
<p>Lead</p>	<p>Post 16 Lead - Paul Astick</p>

<p>What is the problem (why?)</p>	<p>Current Post-16 curriculum does not adequately prepare pupils for the world of work, limiting their ability to secure employment and contribute positively to society. pupils lack essential employability skills such as communication, problem-solving, and teamwork.</p> <p>Many pupils lack essential independent living skills, hindering their ability to live independently and confidently post-school. Developing these skills is crucial for pupils to become positive contributors to society.</p>
<p>Intervention description (what?) (What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?)</p>	<p>Real-world projects: pupils work on projects that simulate real-world work environments and challenges.</p> <p>Work placements and collaboration: pupils gain practical experience through placements and collaboration with local businesses.</p> <p>Employability skills training: Dedicated lessons focus on developing essential skills like communication, problem-solving, and teamwork. Pupils will access specific accredited qualifications in Employability, Training and Personal Development.</p> <p>Personal development planning: pupils create and track personal development goals related to employability and careers pathway.</p> <p>Life skills curriculum: Develop a structured curriculum covering essential areas like personal care, domestic skills, financial management, health and wellbeing, and social skills.</p> <p>Real-life simulations: Create opportunities for pupils to practise independent living skills in simulated environments (e.g., mock flats, supermarkets).</p> <p>Community-based learning: Integrate learning experiences within the local community (e.g., volunteering, public transport, accessing services).</p> <p>Personalised support: Provide tailored support based on individual pupil needs and goals.</p> <p>Collaboration with external agencies: Partner with housing providers, job centres, and health services to offer expertise and support.</p>
<p>Implementation on activities (how? Include activity cost and timescale)</p>	<p>Activity: Develop a curriculum that increases opportunities for the development of personal development, employability and training.</p> <p>Timescale: September - December</p> <p>Cost: Staff time, resource development, accreditation costs</p> <p>Activity: Establish partnerships with local businesses and community facilities for work placements, collaboration and participation.</p>

	<p>Timescale: September - March Cost: Travel expenses, hire of venues, cost of activities</p> <p>Activity: Integrate employability skills into the new Post 16 curriculum. Timescale: Ongoing Cost: Staff development</p> <p>Activity: Implement the appropriate use of the Independence Passports into the Post 16 curriculum. Timescale: September - December Cost: Staff time, resource development</p> <p>Activity: Create opportunities for simulated independent experiences within the school environment and outside within the local community Timescale: Ongoing Cost: Equipment, materials</p> <p>Activity: Increase the amount of opportunities for the Post 16 pupils to experience opportunities and access to the wider community as part of their learning experiences. Timescale: Ongoing Cost: Staff time, travel expenses, venue expenses</p>
<p>Implementati on outcomes (how well? Include monitoring - how you will gather evidence and check progress against the</p>	<p>Short Term (by October):</p> <ul style="list-style-type: none"> ● Curriculum framework and map developed ● Partnerships with at least 3 local businesses/community facilities established ● Independence passports embedded into the Post 16 curriculum ● Increased opportunities to access the wider community becomes more embedded ● NOCN SETPD qualification implemented <p>Medium Term (By March):</p> <ul style="list-style-type: none"> ● pupils demonstrate progress through the independence passports ● Positive feedback from pupils and parents regarding the program ● Increased pupil confidence in daily living tasks

<p>short, medium and long term benchmarks)</p>	<ul style="list-style-type: none"> ● Work experience placements and opportunities are developing ● Pupils demonstrate improved employability, personal development and training skills through the achievement of units of the NOCN SETPD qualification. ● Positive feedback and ongoing relationships from community facilities and providers <p>Long Term (By July):</p> <ul style="list-style-type: none"> ● Most pupils in Post 16 have accessed and achieved qualifications in NOCN SETPD ● Pupils demonstrate higher levels of confidence, personal achievement and independence ● Positive impact on achievement and progress of the pupils within Post 16 provision ● Positive impact on pupil mental health and wellbeing ● Enhanced school reputation as a provider of life skills education
<p>Final outcomes (how will pupils, teachers and the school benefit?)</p>	<p>Short term: pupils gain exposure to the world of work, teachers develop new teaching approaches, school builds community partnerships. pupils gain practical skills, teachers develop new teaching approaches, school builds community connections.</p> <p>Medium term: pupils develop essential skills for success, teachers become more confident in delivering work-based learning, and school reputation enhances. pupils increase independence and confidence, teachers become specialists in life skills education, and school reputation enhances.</p> <p>Long term: pupils achieve positive outcomes, school becomes a recognized leader in work-based learning, increased pupil and community engagement. pupils achieve successful adult lives, school becomes a model for independent living education, increased pupil and community engagement.</p>
<p>Evaluation (what questions will be asked to see if the plan has been</p>	<p>To what extent has the Post 16 curriculum improved pupil employability skills? Are pupils satisfied with the work placement experience? Has the NOCN qualification been impactful for increasing the opportunities and learning for pupils? Have partnerships with local businesses and the community been beneficial? To what extent has the independent living skills curriculum improved pupil outcomes? Are pupils more confident and independent in daily living tasks?</p>

implemented successfully?)	
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