

*At Greenhill we believe that education should recognise individuality and enable everyone to realise their potential within a caring and inclusive environment.*

# Greenhill School



## Costed School Improvement Plan

2015/16

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## **Introduction**

Our School Improvement Plan for 2015 -2016 is in a different format to previous years. We have taken the data and evidence from our self- evaluation process and where possible comparative data for other contexts to act as a starting point for improvement.

We are increasingly looking at how we use limited resources effectively and how we work with other schools and providers to continually improve our practice and this plan shows how we intend the activity to be developmental, collaborative and sustainable.

The needs of our learners are increasingly complex and we review our curriculum annually. However this year will see significant changes due to preparation for the new G.C.S.E specifications matched against our identified need to provide nurture based environment for all of our learners. These things have led to a complete change to the timetable for September 2015 to further promote positive relationships through a nurture approach and working in close partnership with families. Learners will spend at least 40%-60% of their time with their class teachers and trained Catch up Literacy teaching assistants and these staff will be the first point of contact between school and home.

Careful thought has been given to the class groups taking account of learners' literacy levels as well as their ages. All learners with SPLD in Years 8 and 9 will be taught as a class group by the specialist teacher.

Key Stage 4 learners in the Alternative Curriculum group will benefit from subject specialist teaching delivered at various sites across Cardiff to increase their opportunities to achieve higher grades in their exams.

All learners will continue to access courses leading to external accreditation and the BTEC SWEET qualification will underpin the transition work we do with our school leavers in preparing them for further education, employment or training at 16+.

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## **Partnerships**

### **School Improvement Group [SIG]**

Greenhill is part of a new **School Improvement Group [SIG]**. This consists of the following schools from across the Central South Consortium [CSC]:

Archbishop Mcgrath

Llanishen High School

St Teilo's C.I.W. High School

The Bishop of Llandaff C.I.W.

Tonypandy Community College

Y Pant Comprehensive School

Ysgol Gyfun Garth Olwg

Amelia Farm PRU

Greenhill Special School

Whitchurch High School

Maesteg School

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The SIG priorities are as follows:

1. Developing standards of literacy and numeracy
2. KS4 Curriculum planning with a particular focus on WBQ
3. Improving Level 2 including English and Maths
4. Raising attendance
5. Inclusion strategies for pupils with highly specialised learning needs
6. Developing digital technology

All of the SIG schools above have agreed to share details of their INSET days and to offer places to other schools in the group as appropriate. Maesteg and Y Pant are CSC Specialist Hub Schools. As such, they have been authorised by CSC to run accredited CPD courses.

### **Behavioural Emotional and Social Difficulties [BESD]**

Greenhill works in partnership with The Court School and Bryn Y Deryn PRU to plan and deliver specialist sector specific training each year.

### **Literacy and Numeracy Framework**

Greenhill School is part of the South Wales Area Special School Heads [SWASSH] Literacy and Numeracy Framework group. This group provides training in the planning, delivery and assessment of the Literacy and Numeracy Framework.

### **Funding**

Our EIG allocation for 2015/2016 is £16,576

Our PDG funding for 2015/2016 is £43,050

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<b>Target number 1</b>	<b><i>To increase and further develop nurture and alternative provision across the school.</i></b>
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<b>Current position in academic year 2014/15.</b>  What does the data tell us?	<b>Activity</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Cost Breakdown</b>	<b><i>Developmental</i></b> How does the activity enhance the capacity of the school <b><i>Collaborative</i></b> Nature of the collaboration and the benefits to the school <b><i>Sustainable</i></b> How will the activity be developed / embedded
It has been identified by school staff and the Educational Psychologist that the majority of learners would benefit from a nurture approach.  Attendance	Provide nurture training for staff.  Reorganise the school class groups and timetable to provide 40-50% of the timetabled lessons to be delivered by the class teacher and	All teachers and teaching assistants with class / pastoral responsibilities will have undertaken initial nurture training prior to the new timetable in September 2015.	April 2015 - July 2016.	INSET time  Educational Psychology time  SLT time	The capacity of the school to meet the increasingly complex needs of learners will increase through staff training, nurture approaches and an integrated curriculum for

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<p>figures for 2014/2015 are too low at 71.6%</p> <p>3 nurture groups run across the school.</p> <p>25% of learners have accessed nurture provision.</p> <p>3 staff have had nurture training.</p>	<p>designated support staff. Provide opportunities for staff to observe nurture practice in school and in other schools.</p> <p>Work with SIG group on strategies to improve attendance.</p>	<p>Nurture principles and practise will be evident in lesson observations.</p> <p>Attendance will improve by 5% to 76.6% and attendance will be more closely monitored on a class by class basis.</p>	<p>May 31<sup>st</sup> 2016</p>		<p>learners delivered by their class teacher for between 40% and 60% of the timetabled week.</p> <p>KS3 Class teachers will have designated teaching assistants who are trained in the delivery of Catch Up Literacy programmes.</p> <p>These programmes will be delivered through a nurture approach.</p>
<p>All learners have difficulty managing their emotions and expressing their feelings. 11 learners [20%]</p>	<p>Train a second teaching assistant in ELSA.</p> <p>Further develop ELSA sessions for learners to provide</p>	<p>Two trained ELSA staff are in post.</p> <p>100% of KS3 learners [32] have ELSA sessions.</p>	<p>Summer term 2015.</p> <p>September 2015 - July 2016.</p>	<p>£1000 - training, cover and resources.</p> <p>£3538 - staff costs</p>	<p>The increase in ELSA trained staff will enable more learners to benefit from the programme.</p>

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have accessed ELSA programmes this academic year.	access for more learners. Timetable both ELSA teaching assistants across KS3 classes.	Behavioural incidents and exclusions for KS3 learners reduce compared to the previous year.			ELSA trained staff will work alongside others to develop and share good practise.
2 classrooms are currently resourced as Greenhill Nurture provision.	Develop and resource 5 more classrooms to provide a daily nurture experience for all learners	Lesson observations will show improved attendance, motivation and engagement.	April 2015 - July 2017	£6,000 furniture £5,000 resources	Providing opportunities for staff to share good practise will facilitate the development of nurture based practise across the school.
There are 56 learners on roll. Currently 5 hours of counselling per week is provided by Action for Children. 3 hours of family therapy / counselling is also provided per week.	Provide additional counselling support for learners with high levels of need.  Analyse the data relating to the take up of counselling support and the impact on	Data analysis will show that FSM learners have targeted support and behaviour, attendance and learning outcomes are comparable with non FSM learners.	September 2015 - July 2016.	£5850 PDG	In conjunction with the local authority we need to consider the overall need for counselling provision and how this can best be provided to meet the needs of learners.



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<p>That equates to 8.5 minutes per week per learner. We have started to monitor the take up of school counselling in 2015. 27/56 [49%] learners have accessed counselling. provision in the first half of 2015 13/56 [23%] families have accessed family therapy sessions.</p>	<p>behavioural and exclusion data. Discuss funding models with the local authority as part of the Team Around the School meetings and explore funding options for an increase in counselling provision.</p>	<p>Discussions will take place and future options will be explored.</p>			
<p>In 2015 the provisional average number of qualifications achieved is 10. The provisional number of learners achieving the Level</p>	<p>Provide subject specialist teachers to deliver the core curriculum entitlement for alternative curriculum learners to</p>	<p>Timetabled G.C.S.E subject specialists for English, Maths, Science, Art will work alongside the alternative curriculum specialists to</p>	<p>September 2015 - July 2016</p>	<p>£12,000 staff costs.  Venue / room hire £1000.</p>	<p>Subject specialists will work alongside alternative curriculum specialists to share good practise. In future years the</p>

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<p>1 threshold is 4/18 [22%]. Despite this being the largest year 11 cohort ever seen at Greenhill with 18 learners amazingly the results overall are significantly better than the previous 3 years.</p>	<p>increase the opportunity for learners to reach the level one threshold.</p>	<p>deliver the curriculum to offsite learners.</p>			<p>timetable will need to account for an allocation of subject specialist time for alternative curriculum and offsite learners.</p>
<p>Of the current Year 11 cohort of 18 learners 12/18 learners have needed to access enhanced provision at some point during KS4. For current Year 10 3/8. It is likely that all 18 learners will complete their compulsory schooling in 2015</p>	<p>Provide enhanced placements for learners with the highest level of need to prevent permanent exclusions.</p>	<p>100% of KS4 learners complete their compulsory education and leave school with a range of academic and vocational qualifications.</p>	<p>April 2015 - July 2016</p>	<p>Amelia Trust Farm £9690 - 4 x KS3 places, 2 x KS4 places.  MXC / Maindy Bike Courses £7000 Bespoke courses with external providers £4180 [ACT - Year 9]</p>	<p>Continue to explore and provide a range of alternative provision for KS3 learners at risk of exclusion.</p>

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and achieve qualifications. We have significant challenges meeting exceptional needs of younger KS3 learners who cannot access school successfully.	Explore Year 9 options with ACT.  Increase the number of KS3 funded places at Amelia Trust Farm.	Targeted support is provided for KS3 learners to prevent permanent exclusion and out of county placements.			Provide opportunities for staff to work together to share good practise and pilot alternative programmes.
OCN qualifications in outdoor pursuits have been successfully delivered to 7/27 KS4 learners in 2014/15 as part of the nurture programme in conjunction with local providers. 50% [9/18] leavers achieved an external entry level qualification	Increase and develop the delivery of externally validated qualifications through the nurture programmes.	4 [Year 10&11] learners will complete the Duke of Edinburgh Bronze Award.  100% KS4 leavers [8 learners] will achieve the Level 1 qualification in Personal and Social Development	September 2015 - July 2016	6 hours per week £3500 - specialist staff costs.  BTEC SWEET resources and staff training £600 PDG  Resources and training for the Sports Leaders qualification. £600	Greenhill staff will be working in teams with external providers to increase expertise in newly introduced courses.

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<p>in PE/ Healthy Living 83% [15/18] leavers achieved the level 1 qualification in Personal and Social Development.</p>		<p>[BTEC SWEET]  75% [6/8] leavers will achieve a PE qualification</p>			
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<b>Target number 2</b>		<b>To continue to improve English and literacy across the school</b>			
<b>Current position in academic year 2014/15.</b>  What does the data tell us?	<b>Activity</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Cost Breakdown</b>	<b>Developmental</b> How does the activity enhance the capacity of the school  <b>Collaborative</b> Nature of the collaboration and the benefits to the school  <b>Sustainable</b> How will the activity be developed / embedded
% of all learners are reading more than 3 years below their chronological age	To train 4 teaching assistants in Catch Up Literacy	Teaching assistants are trained. Catch Up Literacy sessions are delivered from September 2015. Pupil progress data identifies learners who have made 12 months progress over the academic year 2015-16.	Summer term 2015	£1000 from EIG funding  Delivery of Catch Up Literacy Programme to FSM learners £2564 PDG funding.  Purchase of Catch Up Literacy resources £1000	The capacity and expertise to deliver literacy interventions will increase. Staff will be able to plan together and with class teachers. Shared resources will be stored in the school library.
12% of learners access specialist SPLD provision and	Provide regular Catch Up Literacy sessions for	All 32 learners in KS3 will have undertaken the	September 2015 - July 2016	43 hours per week 3 x 10-15 minute sessions per	The capacity and expertise to deliver literacy

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<p>10% of learners have individual sessions.</p>	<p>identified learners in KS3.</p>	<p>Catch Up Literacy assessment. Catch Up literacy sessions or specialist SpLD sessions will be available to all 32 learners [57% of the school] who require this intervention in classes 1-4 in 2015-2016</p>		<p>learner, preparation and assessment time. £5131 £15,126</p>	<p>interventions will increase. Staff will be able to plan together and with class teachers. Tracking data will show where progress is being made and where further interventions are required.</p>
<p>Good practise making learning literacy skills very practical has been observed in SPLD, 1:1 sessions and nurture sessions.</p>	<p>Review literacy resources and purchase new resources to develop a more multi-sensory approach to learning across the curriculum.</p>	<p>All KS3 class bases will have a range of practical resources for the development of literacy skills.</p>	<p>September 2015 - July 2016</p>	<p>Lego storyteller kits. Letter and phonics blocks Handwriting kits to develop grip and fine motor control. IPad for each classroom with apps identified by class teacher. £4,000</p>	<p>Classroom observations will include a literacy focus and identify where good practise can be shared. Visits to other schools will identify additional methods and resources to develop practise.</p>

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The WJEC G.C.S.E English specification is changing from September 2015	Train staff in the new G.C.S.E English qualifications.	Lead teacher and second teacher will undertake training to deliver the new specification.	April 2015 - July 2016	£500 training and supply cover.	Greenhill staff will contribute to SIG group English meetings to further develop practice.
Our KS4 scheme of work for English G.C.S.E needs to be revised to address the new specification.	Implement a new KS4 SCOW for the new English G.C.S.E specification.  Ensure a subject specialist is timetabled to deliver English to alternative curriculum learners.	Resources will be developed to deliver the new specification to our learners.  All KS4 G.C.S.E learners will have a target grade.  All KS4 learners 100% will leave with a qualification	September 2015 - July 2017	SIG group funding £300 - supply cover	Greenhill staff will contribute to SIG group English meetings to further develop our scheme of work, resources and practice.
8 learners in KS3 are identified as reading 4-5 years below their chronological age. Of these 5 learners access	Group all KS3 learners reading at more than 5 years below their chronological age into one class group to be taught	By grouping these learners together it is hoped that the exceptional success achieved by 50% [4/8] of learners will	October 2015 - May 2016	Staff costs  Timetable changes	The SPLD teacher will work closely with two teaching assistants to develop appropriate targeted

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<p>SPLD provision. Some learners engage well with individual withdrawal sessions however they miss other curriculum areas as a result. 50% of learners [4] who accessed SPLD provision in 2014 / 2015 made exceptional progress over a 9 month period.</p>	<p>by the specialist SpLD qualified teacher</p>	<p>increase to 75% [6/8] in 2015/16.</p>			<p>interventions.</p>
<p>Many learners struggle with extended writing for a variety of reasons linked to poor concentration, behavioural issues and dyspraxia.</p>	<p>To work with a range of professionals to increase opportunities for learners to improve and use extended writing skills.</p>	<p>Motivation and concentration will be promoted through the nurture programmes and this will be evidenced in lesson observations. Resources to</p>	<p>April 2015 - July 2016.</p>	<p>Nurture resources - see above  Handwriting resources £250</p>	<p>Continue to develop practise in conjunction with SIG English group</p>



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		<p>improve handwriting for learners with dyspraxia will be investigated and purchased.</p> <p>Work / book scrutiny will show progress where learners are using extended writing.</p>			
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<b>Target number 3</b>		<b>To continue to develop Maths and numeracy across the school</b>			
<p><b>Current position in academic year 2014/15.</b></p> <p>What does the data tell us?</p>	<b>Activity</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Cost Breakdown</b>	<p><b>Developmental</b> How does the activity enhance the capacity of the school</p> <p><b>Collaborative</b> Nature of the collaboration and the benefits to the school</p> <p><b>Sustainable</b> How will the activity be developed / embedded</p>

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<p>For the past 3 years 100% of school leavers achieve an external qualification in Maths at Entry Level or above. In 2015 provisionally 4 learners [22%] have achieved Maths G.C.S.E under the existing specification. However a number of learners have requested more practice with basic numeracy skills e.g. times tables. The new G.C.S.E specification requires learners to apply skills in real life scenarios.</p>	<p>Deliver short regular numeracy based sessions through the daily nurture sessions with a focus on life skills.</p>	<p>Learners will become more confident and proficient in using number bonds, time, measurements and times tables in everyday situations.</p>	<p>September 2015 - July 2016</p>	<p>The cost of additional resources e.g. clocks, playing cards, timetables grids, games etc. £1000</p>	<p>G.C.S.E exam questions under the new specification will be more accessible for learners.</p> <p>There will need to be opportunities for staff to share and observe good practice - school visits will be arranged for the academic year 2015/16</p>
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Although Maths classrooms have a range of resources we now need to resource all classrooms with appropriate materials for the teaching of basic numeracy skills.	Purchase resources to support the teaching of basic skills e.g. telling the time, number bonds, times tables.	IEP's will reflect individual targets and progress.	September 2015 - July 2016	The cost of additional resources e.g. clocks, playing cards, timetable's grids, games etc. £1000	There will need to be opportunities for staff to share and observe good practice.
From September 2015 class teachers in KS3 will all deliver Maths for their own class as a pilot for two years. All KS3 class teachers have experience of teaching Maths.	Provide opportunities for KS3 maths teachers to work together to further develop resources to support the KS3 maths / numeracy curriculum.	This will be evidenced through lesson observations and the tracking of numeracy progress within the Literacy and Numeracy Framework.	September 2015 - July 2017.	INSET time Visits to other SIG and BESD schools  HWP training	INSET time for the four teachers to plan together.
Alternative curriculum learners have a 100% pass rate in Entry Level Maths. Opportunities for	Deliver Catch up Maths sessions to alternative curriculum learners. Timetable subject	The progress of individuals and groups will be evidenced using MALT data in October and May.	September 2015- July 2017	Teaching time and HLTA time. £3000 SEG [per year]	Changes to the timetable have been implemented. PDG And EIG funding is used to target resources

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Maths G.C.S.E qualifications are limited.	specialist teachers for Maths.				and maximise achievement.
The Maths G.C.S.E course is changing from 2015	Train key staff in the new Maths G.C.S.E specification.		April 2015 - July 2016	INSET time Visits to other SIG schools HWB training	Maths SIG group has been established for developing and sharing practise
Staff training was undertaken and a scheme of work has been developed by CSC for use / adaptation	Implement the changes in the new Maths G.C.S.E specification. Adapt the CSC SCOW for use at Greenhill.	Progress in planning and delivery will be evidenced through lesson observations and pupil tracking data.	September 2015 - July 2017	INSET time Visits to other SIG schools	Maths SIG group has been established for developing and sharing practise

<b>Target number 4</b>		<b>To further develop digital technology and ICT across the school</b>			
<b>Current position in academic year 2014/15.</b>  What does the data tell us?	<b>Activity</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Cost Breakdown</b>	<b>Developmental</b> How does the activity enhance the capacity of the school  <b>Collaborative</b> Nature of the collaboration and the benefits to the

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					school <b>Sustainable</b> How will the activity be developed / embedded
Greenhill has been without a substantive ICT technician since May 2014. Interview processes have been unsuccessful and the post has been covered temporarily. The lack of expertise on site has limited ICT developments.	In conjunction with governors review and revise the ICT SLA.  Explore ways of providing experienced ICT technician time on site.	ICT systems and processes will be efficient and effective and fit for purpose.	April 2015 - July 2017	£14,000 pa	On site technician time will be used to contribute to developing expertise.  A teaching assistant will work alongside the ICT technician when on site.
Our existing website has limited content and is unnecessarily complicated for staff to use.	Develop a new school website in conjunction with the lead governor.	Information on the website will be informative and up to date.	April 2015 - July 2017	To be confirmed.	Staff will be trained in how to use the new website. Different levels of access / permissions will be distributed so that content can

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					be updated by departments.
Staff have varying levels of expertise in the use of ICT in the classroom.	Identify staff ICT development / training needs through the Performance Management process.	Individuals and groups of staff will have access to ICT training and development appropriate to their level of need.	April 2015 - July 2017	ICT technician time.  INSET time  Visits to other SIG schools.  Training course costs as appropriate and agreed if training needs cannot be met by the above.	ICT CPD for staff will be provided through sharing good practise.  Greenhill staff will participate in a SIG group focusing on digital learners.
There is a need to review and revise our ICT schemes of work to meet the requirements of the new ICT curriculum.	Introduce the new local authority ICT scheme of work. Adapt the scheme of work for use at KS3 in Greenhill.		May 2015 - July 2016		
Classrooms have a range of ICT	Develop ICT resources in	Individuals and groups of staff	April 2015 - July 2017	£6,000 Ipads, docking	ICT CPD for staff will be provided

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resources. Lesson observations show that in some lessons ICT is used routinely and effectively. In a few lesson observations there is very limited use of ICT	classrooms and develop the ICT skills of all staff.	will have access to ICT training and development appropriate to their level of need		stations, interactive white board.	through sharing good practise.
A number of learners are keen to become digital leaders.	Develop learners as digital leaders.	Learners will share their knowledge and expertise with each other and with staff.  Lesson observations and learning walks will demonstrate where learners are taking on this role.	September 2015 - July 2017	ICT resources - as above	Learners will be able to share their skills with others. Greenhill staff will participate in a SIG group focusing on digital learners.
ICT policies are due for review and need to be updated with new	Revise policies and practise relating to the acceptable and safe use of	Policies will be available on the school website. Members of the	April 2015 - December 2016.	Staff time  Leadership time	Key points from the revised policy will be included in the annual code of

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developments.	ICT.	school community will understand their responsibilities in relation to the acceptable use of ICT.		INSET	safe conduct training for staff. Learners will regularly discuss the safe use of ICT as part of lessons and assemblies.
One member of staff had training in the use of HWB in 2014	Train 4 staff in the use of HWB in 2015. Train all teachers in the use of HWB in 2016	Teachers will have log in details. Teachers will be able to access resources on HWB. Learners will	April 2015 - July 2017.	INSET time	Staff will share and discuss resources



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<b>Target number 5</b>		<b>To further develop the skills and expertise of the staff team to meet the needs of our learners</b>			
<b>Current position in academic year 2014/15.</b>	<b>Activity</b>	<b>Success Criteria</b>	<b>Timescale</b>	<b>Cost Breakdown</b>	<b><i>Developmental</i></b> How does the activity enhance the capacity of the school <b><i>Collaborative</i></b> Nature of the collaboration and the benefits to the school <b><i>Sustainable</i></b> How will the activity be developed / embedded
What does the data tell us?  Staff / Governor SIP consultation in 2015 saw 16/ 35 responses.					
CPD evaluations from 2014/15 highlighted a request for team building activities.	To investigate Team building training / activities to support staff in working with young people with challenging behaviour.	Class teams will train and work together to meet the needs of learners.  Whole school INSET promoting team building activities will be planned.	September 2015- July 2017	£1000	We hope to develop capacity and expertise within our staff team which further improves our work in supporting vulnerable learners.

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<p>We have begun a review of our Equalities Policy and practise at Greenhill.</p>	<p>Equalities training for staff and governors.  Review and revise policies.</p>	<p>Governors will know about their responsibilities under equalities legislation. School policies and procedures will be revised.</p>	<p>April 2015 - SLT / Governors  July 2015 - staff  April 2015 - July 2017.</p>	<p>£750</p>	<p>Increased awareness of responsibilities and accountability will improve policy and practice for identified groups of learners.</p>
<p>Three staff have had nurture training.</p>	<p>Provide Nurture training and CPD for class teachers and teaching assistants.  Investigate training providers.  Visits to other schools running nurture provision.</p>	<p>Existing nurture staff to share current good practise. All staff will have an understanding of nurture principles and will use these principles in their planning and delivery of class lessons from September 2015.</p>	<p>April 2015 - December 2016</p>	<p>INSET time  INSET days  £500</p>	<p>We hope to develop capacity and expertise within our staff team which further improves our work in supporting vulnerable learners through a nurture approach.</p>
<p>Safeguarding pupils and staff is of paramount importance at</p>	<p>Team Teach training - train a senior leader as a course tutor.</p>		<p>June 2015</p>	<p>£1000</p>	<p>Having a trained Team Teach trainer on the leadership team</p>

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Greenhill. We are increasingly finding that learners present with complex needs	Provide annual training for staff.		October 2015	INSET time	will ensure that training needs identified can be followed up in a timely manner. The Team Teach trainer is also a trained Child Protection Officer
See above	Train all staff in the use of ICT	See above	September 2015 - December 2017	See above	See above
Many new learners are presenting with high levels of need.  More staff need to receive training to better meet the needs of individuals and groups of learners.	SEN training in the following areas: ASD Attachment Disorder Dyspraxia Health conditions Vulnerability Therapeutic interventions Investigate suitable trainers, availability and costings.	Training and CPD opportunities will increase school expertise in meeting the complex needs of our learners.  CPD evaluations will identify the impact of training.	September 2015 - July 2017	Staff meeting time  INSET days  Supply cover  Visiting speakers  £1000	Places on training delivered at / by Greenhill will be offered to SIG schools and BESD schools where possible.  Some common INSET days and times across SIG schools.

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