

Summary of School Improvement Plan Greenfield 2023-2024



1. Leadership – Compassionate leadership that promotes innovation through a reflective self-improving system.

1.1 All staff and leaders promote, understand and model the school's Vision and Values.

Revisit values with staff during Sept inset.

In Greenfield we value;

- Communication
- Kindness
- Creativity
- Respect
- Effort
- Well-being

Curriculum theme for the autumn term will be based on values.

- Link with RSE and RVE
- Link with Right Respecting Schools - 'Right' focussed upon each term
- Link with Relationship Based Play



1.2 Leadership roles and responsibilities are clear.

- Implement and develop the new leadership structure. Newly appointed AHT to fully support the induction of new teachers and TAs.

1.3 The school is an effective self-improving system where all stakeholders contribute to the self-evaluation and school improvement process.

- Set up Impact Enquiry groups which include school governors and a cross section of staff. Impact Enquiry groups will use the National Resource to inform monitoring activities and approaches.

1.4 The school environment is fit for purpose and is able to meet the needs of the pupils and the wider community.

- Carry out an assessment of the building in consultation with the LA to determine capacity of each classroom (target form last year).
- Agree and set a capacity for the school (target form last year).
- Continue to look at options to increase capacity with the short term and the long term with the LA.
- A new school building has been agreed for Greenfield by the Cabinet & Welsh Government
- The current aim by La is for completion by September 2028
 - start planning for new build with LA



2. Learning and Teaching - High quality, aspirational and creative teaching supports pupils to reach their potential.

2.1 All staff have access to high quality professional learning.

- Use the Teaching Continua to inform reflective practice and coaching conversations.

2.2 Collaboration- Teachers collaborate within and beyond the school to improve teaching and the curriculum.

- Continue to dedicate inset time and PPA time for planning teams to design and write the curriculum.
- Collaborate with colleagues from LRBs to ensure they receive appropriate training and professional development to meet the increasing complexity of needs across Merthyr.

2.3 Staff have positive attitudes to learning and high expectations for all learners

- All lessons have high expectations of pupils. AfL feeds into planning and then teaching.
- Evaluate accreditations to ensure pupils are reaching their potential.

2.4 All teachers and staff have the skills to manage the increasingly complex behaviours within the school.

- Appoint a Behaviour Lead (TLR middle leaders role).
- Develop a clear and robust systems for behaviour support
- Ensure all staff have appropriate PBS training and implement Restraint Reduction approaches.

2.5 Pupils are able to communicate their needs and wishes.

- Continue to develop staff skills in meeting pupils' communication needs.
- Introduce 'Communication' Champions and train them in ELKLAN.
- Develop the use of communication aids.

2.6 Pupils have opportunities to develop and extend their vocabulary.



3. Curriculum – Learning experiences are meaningful, with an innovative creative curriculum that promotes the vision, values and aims of the school.

3.1 The curriculum focuses upon the specific needs of Greenfield pupils and CfW has been carefully mapped to meet the skills level of each pupil.

- Continue to write a bespoke Greenfield Curriculum.
- Continue to map knowledge and skills for pre progression steps
 - Camau Gwyrd (PP1 to PP3)
 - PP4 to 6
 - P1 to P3
- Consider writing a curriculum using 'The five developmental pathways (Belonging, Communication, Exploration, Physical development and Well-being) for Early Years and PMLD learners.



The curriculum will meet the needs of GF learners and is also exciting and innovative.

- Overall theme for the year is leading to the Olympic Games (Summer 2024).
- Focus upon physical health and emotional wellbeing.



3.2 Maximising opportunities for all learners so that they make progress within each AOLE and that AfL feeds into short term planning.

- Continue to refine and develop the newly implemented 'My Learning Journeys'
- Continue to refine and implement the 'Progress events'

3.3 Every pupil makes progress and has their individual needs met.

- Ensure that curriculum planning is individualised and supports the pupils' ALP from their IDP (in place of previous IEPs).
- Outcomes within the IDPs are written in collaboration with parents, pupils and outside agencies to meet the long term aspirations of the pupil.

3.4 Continue to develop a whole school approach to RSE that is developmentally appropriate.



3.5 Develop the careers and work related experiences for pupils in KS4 and post 16

- Explore wider work experience opportunities for pupils in KS4 and post 16
- Explore setting up a social enterprise within Greenfield and within the wider community
- Work with local community and local business for support and advice

3.6 Pupils and staff have an increased understanding and use of Welsh speaking and literacy skills

- 'Cryw Cymraeg' established to help work towards the next award.
- Join the Helpwr Heddiw' pilot

3.7. Continue to develop the arts within Greenfield to broaden and enrich pupils' experiences.

- Pupils in KS4 and post 16 work towards music accreditation - 'Sound of Intent'.
- Introduce a school choir
- Plan and perform a musical at the end of the summer term.

3.8 Continue to develop outdoor learning opportunities.

- Reintroduce the Forest Schools approach in EY, KS2 and KS3.
- Continue to develop the Forest School area.
- Develop a sensory garden within the ICC courtyard as a community focussed project



4. Wellbeing, Equity and Inclusion - Developing and nurturing, resilient and healthy school where people are confident and have a positive attitude towards learning and overcoming challenges

4.1 Staff have a good understanding of their own mental health and well being needs and know how to maintain their own wellbeing.

- Continue to develop a whole school approach towards staff well being and mental health.
- Promote a Compassionate Leadership approach and culture across the school.
- Work towards more flexible working practices.

4.2 All pupils' well-being interventions are specific to their needs and are linked to their ALPs.

4.3 Ensure that pupils' emotional health needs are screened, assessed and that appropriate interventions are put in place.

4.4 Pupils are able to make healthy food choices and understand the physical and emotional benefits of physical activity.

- Work towards phase 7 of HHealthy Schools Award - food and fitness
- Encourage more physical activity within the school
- Pupils to plan and design healthy meals using the food tech room

4.5 Pupils know their rights and feel valued and supported within the school

- Each teacher will need to focus on one specific right per term and must feature within their planning
- Work towards the Gold accreditation of Rights Respecting Schools award

