



## OUR VISION STATEMENT FOR 2020

By 2020 we will have created a school in which high quality teaching<sup>1</sup> is the standard experience for all students. There will be no significant difference in outcomes (academic, attendance or exclusions) for any identified pupil group. We will invest in the progress of every age group of students with equal care, and we will have created the structures around assessment, care and guidance necessary to ensure this.

We will have a curriculum, with language at its heart, that is deliberately designed to build incrementally on prior learning, enabling our students to understand many aspects of their lives. Our curriculum will be built around the core belief that all students can achieve, and it is our responsibility to create the conditions for this to occur. The resultant learning will empower students to engage with the world around them, prepare them for adult life, and enable them to be successful in formal exams, with achievement in at least the upper quartile.

Our young people will be active members of our school, engaged in decision making. They will be informed about local, national and world events creating empowered and capable citizens. Students at Greenshaw will take responsibility for themselves and each other, and be kind people. Parents of our students will be regularly informed about life at school, and understand the progress their child is making. Communication will be timely, and promised responses will be delivered.

We will do all we can to create a school site that promotes socialisation and healthy life choices. Playgrounds and social spaces will be designed to encourage students to interact positively. The school canteen will offer a wider range of fresh and balanced options, encouraging all members of our community to make healthy decisions. As a school we will take responsibility for what we consume, what we recycle and the impact our community makes on the environment.

We will define our own key performance indicators. These will be markers of what we value, and run alongside the standard performance indicators that maintained schools are judged on.

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<sup>1</sup> As defined in the *Greenshaw Teaching Expectations*



## Part I: Whole school development

1) A relentless focus on quality first teaching [We will have created a school in which high quality teaching is the standard experience for all students]			
Action (SEF link)	Timescale	Staff/Lead Governor	Success criteria
<b>1.1 Improve responsive teaching by...</b> - INSET Day 2 whole school training – PS/GC/FW - Appraisal target adopted by all staff - Monitoring typical responsive teaching in termly teaching reviews at dept. and school level - Subject-specific training through dept. coaches	Throughout	PS/SW	Responsive teaching techniques are a feature of every lesson (teaching reviews), and students in every year group feel that their teachers adapt their teaching to meet their learning needs (student surveys).
<b>1.2 Ensure a quiet &amp; studious atmosphere in all classrooms by...</b> - School taxonomy of different noise levels displayed in every classroom that is used by all teachers to signal appropriate task expectations. - Monitoring of noise levels in termly teaching reviews at dept. and school level	Termly	All/SW	Students working on individual tasks work silently in lessons, and collaborative tasks are carried out in quiet conditions (teaching reviews). Students feel the classroom environment supports their learning (student surveys).
<b>1.3 All colleagues, regardless of experience, will receive coaching and improvement advice, by...</b> - Self review development needs using tools in the staff <i>Learning Journal</i> as part of appraisal preparation - Departmental review of coaching needs using lesson observations and drop ins across the Autumn term	Termly, as established at appraisal in October	PS/SW	All teaching and classroom based staff feel supported with the development of their subject pedagogical goal and are assigned appropriate levels of colleague support during appraisal.



<ul style="list-style-type: none"> <li>- Subject goals set in relation to core teaching receive directed coaching, whilst responsive teaching goals supported through HOD and dept. coach.</li> <li>- SLT links to coach HOD, and NQTs receive weekly mentor from GC</li> </ul>			
<p><b>1.4 Embed and strengthen our work in language teaching, specifically Tier 2 &amp; 3 vocabulary, by...</b></p> <ul style="list-style-type: none"> <li>- Language lead training and support throughout the year from JM to embed the teaching of tier three vocabulary in departments, particularly at KS3</li> <li>- Core knowledge vocabulary assessment at the end of KS3 to hold departments accountable</li> <li>- Monitoring of direct vocabulary teaching reviewed in termly teaching reviews at dept. and school level</li> <li>- Training for all Year 7-8 tutors on INSET 4 on KS3 prefix programme during tutor periods.</li> </ul>	Throughout	PS & JM/SW	Students in year 7 and 8 learn 80% of the tier three vocabulary in their journals. Direct teaching of tier 2 words a regular feature of classroom teaching and prefix/suffix programme embedded in KS3 tutor programmes.
<p><b>2) Make improvements to parental communication and engagement</b>  <i>[Parents of our students will be regularly informed about life at school, and understand the progress their child is making.]</i></p>			
Action (SEF link)	Timescale	Staff/Lead Governor	Success criteria
<b>2.1 Year specific newsletters will be produced several times each half term</b>	Sept-Dec 2017	NH/GB	Parent surveys; focus groups
<b>2.2 Communication protocols to be agreed with all staff, including response timescales</b>	Sept 2017	JM/GB	Consider using Parent View survey annually, to compare with Ofsted outcomes in June 2017
<b>2.3 Surveys used at each parents' evening to elicit ongoing sense of parental approval, and/or concern</b>	Throughout	TK/GB	High approval ratings, and evidenced response to any concerns
<p><b>3) Monitoring of progress of students of all ages will be strengthened</b></p>			



*[We will invest in the progress of every age group of students with equal care, and have created structures around assessment, care and guidance necessary to enable this.]*

Action (SEF link)	Timescale	Staff/Lead Governor	Success criteria
<b>3.1 Progress Reviews for all year groups, following data collections, to be refined and lead to clear actions.</b>	Throughout	JMi,LW,TK/SB	<p>Completion of full program of Progress Review meetings with Head of KS3/4/5 and HOY after each data collection years 7-13.</p> <p>Minutes provide specific interventions for HOD and targeted student intervention for HOY which are checked in the following review and monitored by SLT link.</p>
<b>3.2 Progress Panel for each year group (student &amp; family)</b>	Throughout	JMi,LW,TK/SB	<p>Completion of programme of successful meetings with 6 students / parents and HOY / SLT following each data collection.</p> <p>Students set specific subject based or generic targets regarding academic progress via an academic contract that is signed by parents.</p> <p>After the following data collection each cohort of students makes tangible improvements in the targets set.</p>
<b>3.3 INSET time for creation of knowledge organisers for Yr 9</b>	September 2017	PS/SB	<p>Knowledge organisers will be in place for all subjects. These will be use by students and teachers, giving a clearer structure to learning, and assessment. Student and teacher surveys will validate whether this is a helpful development.</p>



<b>3.4 Progress meetings for all year groups</b>	HoDs	JMi,LW,TK/SB	All HOYs have presented to leadership a progress overview after each data collection. SLT have a comprehensive understanding of the progress of each year group that allows them to implement appropriate interventions.
<b>4) Homework completion will significantly improve</b>			
Action (SEF link)	Timescale	Staff/Lead Governor	Success criteria
<b>4.1 Year 7 &amp; 8 homework will be re-modelled to include maths, English, reading and core knowledge</b>	15/9/2017	JMi/CR	RoC points for missing homework will reduce. Comparative parental feedback (surveys) will show greater confidence in the school's use of homework. Outcomes (maths, core knowledge and language will show
<b>5) Behaviour will continue to improve</b>			
<b>5.1 The clear standards already established will be embedded (equipment, seating plans, studios classrooms)</b>	Termly	ALL	Comparative data year on year will show significant improvements, including rates of RoCs, On Calls and exclusions.
<b>5.2 Greater clarity will be established for conduct outside of lessons through assemblies, display, and constant reminding</b>	Termly	ALL	Comparative data; student voice; professional observations

## Part II: Targeted Pupil Outcomes

*Where our analysis of specific pupil groups has suggested that their outcomes are not at the level that we expect (upper quartile progression), or progress in particular subject areas is not at that level there are detailed action plans within school. These are linked to a school governor, and overseen by the Headteacher.*