



Ysgol Bryn Derw SDP 2018-19

Estyn Inspection Area 1: Standards	SUCCESS CRITERIA <ul style="list-style-type: none"> • EAL pupil underperformance reduced to below 25% from 42% • Over 75% of pupils to show expected or above expected progress in ASD related skill areas based upon a standardised whole school externally driven measurable system • To ensure that all KS3/4 pupils achieve individually appropriate measurable outcomes 				
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES	DESIRED IMPACT	PROGRESS
To reduce the proportion of EAL pupils performing below expectations, in comparison to their non-EAL peers in core subject areas June 2019	RD AKitt/LF LF RD	Working party with LNF lead, SaLT, TC lead set up with regular planning meetings TC lead, SaLT and FACE lead to prioritise EAL families for parental workshops. Ongoing links with GEMS for support EAL pupils (esp. FSM EAL pupils) to be prioritised for interventions including Music Therapy and community visits Core subject of EAL FSM pupils to be monitored half-termly rather than termly and data acted upon with individual plans	1 day per week of TC TA4 time 25% of SaLT time	EAL pupil underperformance reduced to below 25% from 42%	
Over 75% of pupils to show expected or above expected progress in ASD related skill areas based upon a standardised whole school externally driven measurable system July 2019	RD RD RD RD	To identify and sign up to most appropriate monitoring system (e.g. B2 ASD/SCERTS) Establish monitoring system and baselining system Moderation of teacher judgements and targets setting system established Monitoring data to be used to create individualised plans and to focus intervention priorities	Purchase of system Teacher meeting time to develop and agree processes SLT time to discuss and monitor evidence produced	Over 75% of pupils show expected or above expected progress in areas such as social interaction, communication, emotional regulation and flexibility of thought	
To ensure that all KS3/4 pupils achieve individually appropriate measurable outcomes that are focused upon the 4 purposes July 2019	RD/AV RD/AV/DJ AV/DJ AV/DJ	Consultation with partner schools over accreditation schemes used and Tertiary curricula Identification of appropriate scheme Training for staff in identified scheme processes All Y9+ pupils to have bespoke accreditation pathways and to have progress monitored half-termly	Additional non-contact time to visit partner schools and discuss plans Additional non-contact time to meet and decide on scheme Funding to pay for training and for membership of scheme	KS3 accreditation scheme established and all Y9 pupil achieve appropriate certification KS4/5 curriculum and accreditation scheme established and all KS4 pupils working towards appropriate certification	



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<p>Estyn Inspection Area 2: Wellbeing and attitudes to learning</p>	<p>SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • Behaviour incidents reduce due to pupils developing greater interaction skills and feeling more motivated by school experiences • Pupil surveys will report increased levels of pupil wellbeing and positivity about school experiences • Levels of pupils reporting positive attitudes towards learning will be higher in end of year survey than in baseline survey • Rates of pupil high level engagement rises as a result of improved learning experiences in response to initial pupil voice feedback 				
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES	DESIRED IMPACT	PROGRESS
<p>To increase level of successful purposeful pupil interactions with peers and adults in other classes and in the community via a more targeted 'out of the classroom' offer to all pupils</p> <p>June 2019</p>	<p>LF/RD</p> <p>LF/AV</p> <p>RD/LF/AV</p> <p>LF</p>	<p>SLT observation of non-classroom activities and times of the day (lunchtimes, transitions, community visits etc.) to baseline current skills levels</p> <p>Effective pupil voice and survey evidence gathered to identify pupil interests and motivators</p> <p>Liaison with partner schools and professionals to identify successful opportunities available</p> <p>Targeting of enhanced provision staff timetable to maximise opportunities</p>	<p>SLT time to liaise with and visit other schools</p> <p>Enhanced provision staff timetable time</p> <p>FACE Action Plan</p>	<p>Behaviour incidents reduce due to pupils developing greater interaction skills and feeling more motivated by school experiences</p> <p>Pupil surveys will report increased levels of pupil wellbeing and positivity about school experiences</p>	
<p>Engagement levels and positive attitudes to learning will be enhanced, as evidence via increased proportions of time where pupils are meeting their engagement profiles</p> <p>June 2019</p>	<p>LF/AKitt</p> <p>LF/VB</p> <p>AV/DJ</p>	<p>Pupil wellbeing questionnaire developed and distributed to all pupils, and revisited later in year to plot progress</p> <p>Establish system of recording, plotting, measuring and moderating pupil match to engagement profiles for P-scale pupils</p> <p>Establish system of recording, plotting, measuring and moderating pupil voice evidence in teacher feedback for NC-level pupils</p>	<p>SLT and TC lead time</p> <p>SLT time</p> <p>TLR time</p>	<p>Levels of pupils reporting positive attitudes towards learning will be higher in end of year survey than in baseline survey</p> <p>Rates of pupil high level engagement rises as a result of improved learning experiences in response to initial pupil voice feedback</p>	



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TARGETS & DATES	PERSONNEL	ACTION	RESOURCES	DESIRED IMPACT	PROGRESS
SUCCESS CRITERIA: <ul style="list-style-type: none"> • 100% of scrutinies, audits and observations report good or better outcomes (and this is in line with pupil progress data) • Rates of pupil progress to be higher than in 2017-18 • Observations and scrutinies to clearly evidence increased level of challenge and response to this • Pupils will show increased confidence in engaging with and using incidental Welsh words and phrases, and show better resilience to this in the community Pupil surveys will show enhanced sense of belonging and Welsh identity					
Estyn Inspection Area 3: Teaching and learning experiences All learning experiences will be good or better as evidenced by planning, teaching & learning and marking observations/scrutinies across all classrooms to ensure pupils progress over time and across key milestones June 2019	LF/AV LF/AV All teachers All teachers/TA4s	Carousel of Standards group focus areas – observations, audits and scrutinies Effective, prompt and purposeful feedback delivered and followed up for improvement evidence Opportunities for teachers to observe practice in other classes and other similar settings. Use of technology to film own teaching and reflect	SLT/TLR time SLT/TLR time PPA/Triad/ additional time iPads	100% of scrutinies, audits and observations report good or better outcomes (and this is in line with pupil progress data)	
To ensure all pupils receive a high level of challenge and make strong progress in relation to their personal profile and journey February 2019 & then June 2019	SLT/TLR/TA4s LF/AV RD/LF RD/LF/AV	Focus on appropriate and challenging learning objectives (inc Core subject, IEP, Motor skills, ICT) known by all class staff for all learning experiences – through range of meetings and INSET Scrutinies and observations to have challenge to all pupils to achieve as well as they can, clear and relevant objectives and the impact of classroom layout on productive learning as a core focus Teacher meeting time to focus upon a whole school approach to setting appropriate, clear objectives delivered through a range of approaches and resources Cycle of assessment and progress data to be analysed and cross-referenced with scrutiny and observation evidence to ensure that practice is having the desired impact. Teacher involvement in analysing own progress data to be enhanced via carousel of meetings	Priority time in meetings/ INSET Standards group carousel time Priority time in meetings Priority time in 1to1 meetings and standards group time	Rates of pupil progress to be higher than in 2017-18 Observations and scrutinies to clearly evidence increased level of challenge and response to this	
Incidental Welsh opportunities are embedded across all classes in daily pupil experiences April 2019	LF/AV LF AV/AKell RD/LF/AV MS LF/AV	Incidental Welsh training for whole school in Twilight/Meeting time Finalise and analyse Welsh skills audit CPG to have incidental Welsh as a priority focus Planning scrutinies, learning walks and books scrutinies to have Welsh as a focus area within judgements Staff and pupil Welsh user of the week awards Introduce and embed Flick and Flak Welsh scheme via NCC	SLT/TLR planning time Twilight time (2hrs) SLT time SLT	Pupils will show increased confidence in engaging with and using incidental Welsh words and phrases, and show better resilience to this in the community Pupil surveys will show enhanced sense of belonging and Welsh identity	



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Estyn Inspection Area 4: Care, support and guidance	SUCCESS CRITERIA: <ul style="list-style-type: none"> • Under performing pupils will progress at rates more in line with their peers • Progress in identified areas will return closer to the expected levels • Survey, engagement profile and observation evidence to clearly show increased confidence in decision making and increase in proportion of appropriate choices being made 				
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES	DESIRED IMPACT	PROGRESS
Maximising impact of enhanced interventions by ensuring that all interventions are appropriately targeted and consistently monitored via a robust whole school monitoring system March 2019	LF/RD	Develop single whole school identification, prioritising and monitoring system for full range of interventions	SLT time	Under performing pupils will progress at rates more in line with their peers	
	LF/RD	Introduce new interventions as necessary following identification processes	Training costs	Progress in identified areas will return closer to the expected levels	
	LF	Develop steering group which identifies and monitors assignment of pupils to interventions	Meeting time prioritised		
	LF	Provide time for intervention teams to meet and share progress data and procedures	LWM meeting time		
	LF/RD	Review and reorganise time committed to each intervention based upon pupil need and impact of interventions	SLT priority time		
	LF/RD	Robustly monitor and evidence impact of each intervention and value for money delivered	SLT priority time		
To develop role of pupils as ethical, informed citizens by developing their decision making skills through clubs, community visits and school council February 2019	LF/IC	Fully establish and embed school council and eco-committee procedures and pupil participation	Intervention staff time	Survey, engagement profile and observation evidence to clearly show increased confidence in decision making and increase in proportion of appropriate choices being made	
	VB/SH/AKitt/IC	Develop a range of lunchtime experiences and clubs that provide opportunities to develop physical and mental wellbeing	Protected time for club leads		
	RD/LF	Provide capacity to ensure that all classes engage with appropriate community opportunities – both regular visits and targeted opportunities	EIG resource		
	IC/LF	Achieve Rights Respecting Schools Award (UNESCO)	Cost of accreditation £250		



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<p>Estyn Inspection Area 5: Leadership and management</p>	<p>SUCCESS CRITERIA</p> <ul style="list-style-type: none"> • Reduced fixed costs and savings of up to 10% in cost of purchasing software systems, indoor and outdoor equipment and services • Whole staff enhanced awareness of SDP objectives • SDP responsibilities to be distributed across SLT, Teachers, TA4s and some TA3s • Each SEF area to have a non-SLT member associated and providing input • Distributed leadership model enhanced and embedded • Pupil experiences enhanced via new initiatives and approaches 				
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES	DESIRED IMPACT	PROGRESS
<p>To maximise value for money in purchase of a range of systems, equipment and services to reduce impact of high fixed costs March 2019</p>	<p>RD/AT LF/SH RD/AT</p>	<p>Audit of all ongoing purchases of software and other services to identify cost-savings, multi-year deals that reduce costs and alternatives that are more cost-effective</p> <p>Pursuit of a wide range of funding and donation opportunities to support the purchase of equipment (including outdoor play and vehicles)</p> <p>Meetings with head of school finance to examine SLA costings in relation to school size</p>		<p>Reduced fixed costs and savings of up to 10% in cost of purchasing software systems, indoor and outdoor equipment and services</p>	
<p>Increase role and input of non-SLT (inc support staff) in self-evaluation and school improvement planning November 2018</p>	<p>RD LF/RB RD/LF</p>	<p>Carousel of meetings – SLT, ELT, Teacher and whole staff - to include regular meetings throughout year to cover awareness of priorities, how to contribute and for all staff to have input into reflecting upon progress</p> <p>SDP to allocate responsibilities to wide range of staff and to hold regular carousel of update meetings to be held with SLT</p> <p>SEF calendar to include at least one non-SLT member for each IA sub-area</p>	<p>SLT, Teacher, ELT, Whole-staff meeting time</p>	<p>Whole staff enhanced awareness of SDP objectives</p> <p>SDP responsibilities to be distributed across SLT, Teachers, TA4s and some TA3s</p> <p>Each SEF area to have a non-SLT member associated and providing input</p>	
<p>Model and develop a high quality education profession by ensuring all staff are actively engaged in increasing their professional knowledge of the new curriculum for Wales and taking a lead role in their own professional learning pathway January 2019</p>	<p>RD/LF All teachers & TA4s SLT/TA4s LF</p>	<p>All teachers to have opportunities to observe best practice in own provision and other settings, and to have time to reflect and share experiences with other</p> <p>All teachers & TA4s to undertake a relevant and impactful action research project, that is shared with colleagues and has a measurable impact upon pupils</p> <p>All support staff to have their knowledge of new curriculum and professional learning offer enhanced via PM reviews and carousel of meeting time</p> <p>All staff to be assigned to an AoLE or SDP area to aid their awareness of whole school issues and to allow them to have an impact upon all pupils across school</p>	<p>Additional non-contact time</p> <p>Additional non-contact time</p> <p>Prioritised meeting time</p> <p>Prioritised meeting time</p>	<p>Distributed leadership model enhanced and embedded</p> <p>Pupil experiences enhanced via new initiatives and approaches</p>	