



Ysgol Bryn Derw School Development Plan 2019-20

Rationale: This SDP captures the actions identified to address the school's priorities for improvement over the coming 12 months. It does not capture all of the work of the school, but does spell out the purpose of our priorities and how they achieve our over-arching goals. Ysgol Bryn Derw is a happy and welcoming school with a drive to maximise the life skills and wellbeing of our pupils. Focus development areas are identified from a range of self-evaluation processes, analysis of the 2018-19 SDP outcomes, consultation with Staff, Governors & Professional Partners and from discussion of key national and local priorities. The NCC priority relating to pupils entitled to FSM is reflected in our first objective, and a major aspect of the Welsh Government agenda is reflected in our final objective. All staff will have Performance Management Objectives that relate to these areas, and agendas for staff meetings and training will be underpinned by these priorities.

Overview:

Estyn Area	IA1 – Standards	IA2 – Wellbeing and attitudes to learning	IA3 – T&L experiences	IA4 – Care, support and guidance	IA5 – Leadership and management
Key objectives	1.1 Maintain outcomes for vulnerable groups and improve outcomes in priority key skills 1.2 Deliver relevant accredited opportunities for age appropriate learners	2. Ensure that identified pupils make at least expected progress by embedding co-ordinated ACE plan that combines TIS and Thrive approaches	3. Develop authentic outdoor learning experiences that embed and progress priority skill areas for each pupil	4. Develop multi-agency working to maximise impact of staff and professionals in all areas of challenge for pupils and families	5.1 Ensure Annex building is resourced and equipped at a level equivalent to main building and is equipped in a bespoke approach to post-14 curriculum 5.2 Provide tailored professional learning for all practitioners in key areas of national priority (e.g. Curriculum for Wales, new Professional Standards)

From SER
 From National Priorities
 From NCC (Local) Priorities
 [Bold = focus areas for EAS CA input]

Community working:

The school are working closely with the school community to achieve SDP priorities. We have engaged strongly with GEMS to support our EAL priorities, with partner schools over accreditation options, with our neighbour primary school over inclusion opportunities, with a range of link agencies over maximising interventions and engagement (including OT, Physio, CALDS, DCT and SALT services), with the local University to develop action research projects, with families over developing a range of enhanced experiences for pupils (including military fitness, allotments), with local services (including GP, Vets, Fire Service, St John's ambulance and local Church) over community access.



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ESTYN INSPECTION AREA 1: STANDARDS	SUCCESS CRITERIA						
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited/Satisfactory/Strong/Very good	
Estyn Inspection Area 1: Standards Maintain outcomes for vulnerable groups and improve outcomes in priority key skills. (Local Priority)		<ul style="list-style-type: none"> Maintain IEP and academic outcomes for all vulnerable groups (FSM, EAL, LAC) that are in line with whole school average (From SER & National Priority) Develop strategies to reduce underperformance in listening and increase over-performance in reading compared to 2018-19 figures (From SER) Develop accreditation scheme so that it delivers for growing Y9+ cohort and remains individualised (From SER & Governors) 					
	LF	Pupil Success Group to hold regular planning meetings which have vulnerable groups and listening skills as key criteria in all decisions	Dedicated time for TC lead and DHT to plan and hold meetings	All pupils in vulnerable groups receive highly targeted additional interventions	PSG minutes and databases		
	AKitt	TC lead and SaLT to develop programme that upskills staff to develop pupil listening skills. All classes and staff to receive dedicated time from TC lead/SaLT to roll out programme bespoke to their class needs	EIG funding to support SaLT time. Dedicated TC lead time	Staff skill set and confidence in developing listening skills increased. Pupil outcomes in reading and listening in line with other aspects of English and above expected profile	Direct classroom observations and staff interviews/surveys		
	RD	INSET and Twilight sessions to all include focus on listening & reading skills	Priority time in INSET & Twilight. Time for preparation for all delivering sessions		INSET survey feedback		
LF	Visits to other Special Schools to discuss how listening & reading skills are developed in pupils with ASD, findings disseminated to ELT and staff meetings	Cover in place to free up staff for visits to SS. Use of EAS SS cluster meetings to discuss and organise					
Deliver relevant accredited opportunities for age appropriate learners (From SER)	AV, RD	Accreditation lead to work with HT on developing bespoke opportunities for increased pupil numbers in Y9+. Accreditation led to liaise closely with all pupils and families to ensure pupil voice is a lead factor in all AQA certification decisions	TLR time to meet HT, to plan and to meet pupils & families	All pupils at Y9+ achieve at least 3 separate AQA certificates in areas of bespoke interest to them	Termly meetings with HT to monitor progress towards awards		



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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"> Pupils in identified wellbeing categories (those with Thrive/TIS individual profiles & action plans – LAC/CASP/IBP) have outcomes (including Attendance, IEP, Core Subject progress) in line with school average (From National priority) Complete RRS Bronze Award (From EAS SS priority) Complete Healthy Schools Phase 3 (From NCC priority) 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited/Satisfactory/Strong/Very good
<p>Ensure that identified pupils make at least expected progress by embedding co-ordinated ACE plan that combines TIS and Thrive approaches (From National Priority & EAS SS collaborative work)</p>	<p>LF, AKitt, DJ, RD, VB, SP/AJ</p>	<p>Wellbeing team to complete appropriate assessments twice annually with follow up action plans for identified groups/pupils.</p>	<p>Wellbeing team to meet half termly to identify ways forward.</p>	<p>Wellbeing and/or engagement levels of identified pupils/groups improves & pupil attendance and attainment improves to school average</p>	<p>Pre/post observations & questionnaires</p>	
	<p>VB/DJ</p>	<p>Progress patterns to be identified and areas of best practice to be case studied and shared in meetings/INSET</p>			<p>Half-termly data analysis</p>	
	<p>AKitt, DJ, RD, VB, SP/AJ</p>	<p>Share identified pupils with teachers and LF to monitor attendance, IEP, subject progress.</p>	<p>AJ to take over THRIVE action plan from SP - additional hours added.</p>		<p>All identified pupils to be explicitly known by all staff, and to form key part of all discussions and plans for all classes</p>	
	<p>VB, JA</p>	<p>School Council to have clear action plan and weekly agenda to complete RRS Bronze Award (From EAS SS priority)</p>	<p>Staff meeting/ assembly time. JA able to be released from class.</p>	<p>School prepared for accreditation and RRS Bronze award achieved</p>	<p>School Council minutes Meetings with HT, half-termly updates to RRS action plan</p>	
	<p>VB</p>	<p>All 3 Phase 3 targets to be discussed weekly at staff meetings and progress towards these to be presented by VB to SLT monthly. Complete Healthy Schools Phase 3 (From NCC priority)</p>	<p>Staff meetings/ assemblies.</p>	<p>Healthy Schools Level 3 Award achieved</p>	<p>Meetings with HT, half-termly updates on HSL3 action plan</p>	

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TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited/Satisfactory/Strong/Very good
Estyn Inspection Area 3: Teaching and learning experiences	SUCCESS CRITERIA: <ul style="list-style-type: none"> Increased proportion of learning time each week spent in purposeful outdoor learning by each class Pupils' engagement levels increase in Forest School & Allotment area. Evidence captured of wide range of pupils either showing new skills or embedding an existing skill outside classroom for first time 					
Develop authentic outdoor learning experiences <u>that embed and progress priority skill areas</u> for each pupil (From SER, school-to-school work & Standards Group)	AKitt, SH	Outdoor working party to engage with L4&3 TAs to develop outdoor provision to include appropriate resources and experiences that match the needs of the pupils. Staff from each class given opportunity to visit other SS to view good practice in outdoor learning. Designated staff responsible for set up of outdoor provision.	Outdoor working party time. Cover for visits to other schools	All classes have bespoke outdoor areas that build upon both good practice and contextual need of pupils in class	Learning Walks & lesson observations	
	LF	Designated outside areas for all classes. Opportunities are sought after and evident to teach across the whole curriculum outside.		Spaces available for all pupils to access the curriculum outdoors.	Learning Walks & lesson observations	
	Teachers	Half termly whole school enrichment days designed to use utilise the outside provide focus for outdoor learning and allow classes to observe use of outdoors by all other classes to further develop strategies and resources	Time in teacher meeting & Curriculum Pathway focus with teachers.	Whole school's initiative towards outdoor learning.	FADEs written on enrichment days	
	AKitt & LF	Medium term planning to clearly shape and designate community visits using the local environment: each class to go out at least once a fortnight.	Increased staffing levels available in classes.	Pupils have authentic experiences of their local community	Evidence captured clearly shows new/embedded skills	
	AKitt & SH	Wide range of 'wow days' and identified projects to engage maximum number of pupils, staff and families in outdoor learning: - 2x Wetlands Visits for identified pupils in KS2/3/4 - Allotment Rejuvenation project - Forest School Family Project	Grant funding £400 Grant Funding £600 Grant Funding £750	Pupils embed and develop outdoor skills, evidence clearly displays this for wide range of pupils	Analysis and feedback on impact and success of wow days	
	AKitt, AV	All RHS Gardening Award targets/actions to be shared with all staff and built into teacher weekly planning in all classes. Achieve RHS Level 1 & 2 Schools Gardening Awards.	AKitt outdoor time dedicated in timetable	Award achieved - evidence shows pupils gardening skills improved.	Regular updates to HT, half-termly updating of RHS action plan	
	LF	Discuss completed sensory garden projects with a range of other Special Schools. Complete a range of applications and bids that acquire funding to create a Sensory Garden.	LF DHT time.	Funding acquired and plans for sensory garden begun		

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Estyn Inspection Area 5: Leadership and management	SUCCESS CRITERIA <ul style="list-style-type: none"> Annex building is equipped with resources and facilities that are bespoke to 14+ curriculum and allow pupils to develop their areas of interest (NCC priority) Staff expertise in SLOs, Professional Standards and Curriculum for Wales significantly increased (EAS & National Priority) 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited/Satisfactory/ Strong/Very good
Ensure Annex building is resourced and equipped at a level equivalent to main building and is equipped in a bespoke approach to post-14 curriculum (NCC priority) Provide tailored professional learning for all practitioners in key areas of national priority (e.g. Curriculum for Wales, new Professional Standards, SLOs) (National Priority)	RD VB, JA, AV AV, RD AV, RD LF LF RD/RB RD/TA4s LF LF LF	Regular meetings with builders and 21 st Century School Officer Pupil voice sessions with School Council and all Secondary age pupils Maximise use of current furniture and equipment in Annex building to ensure that maximum amount of project funding is targeted to new features Visits to other SS to view and discuss their 14+ facilities and priorities Introduce School as Learning Organisations agenda in Twilight/INSET All staff/governors to undertake SLO survey and action plan to be drawn up (and enacted) to address key findings of survey Introduce and discuss new standards in series of staff meetings Delivery of the “EAS Practising Teacher Assistant Programme” Performance Management for TAs to be clearly linked to new TA Professional Standards Curriculum for Wales to be a standing item on all meeting agendas Staff AoLE teams to be finalised and to meet regularly to evaluate current provision against new curriculum, to share suggestions for development, and also to prepare and deliver presentations to all staff on key themes of new AoLE areas Regular Teacher Meetings to focus on Progression Steps and their place in the continuum of pupil development at YBD Working party set up to further explore 4 Purposes and their meaning in an ASD Special School context	HT time School Council lead time Existing school resources TLR & HT time INSET time Twilight time Staff meeting time INSET time DHT time Teacher meeting time Working party & DHT time	Building project budget decisions are prioritised to ensuring fixtures in building (e.g. kitchen) are bespoke to pupil needs SLOs agenda is well understood by teachers and governors, as evidenced by surveys, minutes and presentations Leadership, teacher and TA professional standards embedded across all staff through use in PM and all professional dialogue Staff knowledge of ‘Progression Steps’ is developed and school provision is evaluated to be a good match to national and regional expectations	Minutes of regular planning meetings with NCC/Norse/Builders School council minutes Staff meeting/INSET calendar Staff meeting attendance records Survey results and action plan progress PM records and meeting minutes Staff meeting/INSET calendar and minutes Working party minutes	



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The outcomes of the 2018-19 SDP for Ysgol Bryn Derw are as follows:

- 10 objectives fully met or exceeded
- 2 objectives largely met, or met to a satisfactory standard
- 1 objective not met in full.

The reasons 1 objective was not met in full is as follows:

“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” – liaison with other schools, experts and organisations that provide measurable systems identified that there is no available measure of expected progress in ASD related skills areas. As such establishing and using the B2 ASD system, and evaluating patterns shown by it have helped to develop skills, but there is no comparative data available to evidence ‘expected’ rates of progress.



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Appendix A:

Annual carousel of activities: -

	Environment walk	Planning	Teaching	Marking/ Folders	IEPs/ Reports	Progress data capture	Parents' Evening	Surveys	Governor walks	Present to Governing Body/Consult staff
Sept-Oct HT	September TLR T&L area walk	September TLR/SLT audit			October TLR IEP progress scrutiny	Start of year Lit & Num challenging targets			Join Teacher meeting /Staff twilight	
Nov-Dec HT			November paired TLR/SLT Learning walk	December TLR scrutiny		Start of year ASD baseline Start of year TIS/Thrive baselines	November Parents' Evening ARs	New parents	Break/lunch & classroom environment walk	December - Mid-year staff SDP discussion
Jan-Feb HT	January TLR T&L area walk	January TLR/SLT audit		Mid-year internal and external moderation	February TLR IEP progress scrutiny	Mid-year Lit & Num	ARs	Prof partners	Folder, 1PP etc scrutiny /discussion	Mid-year attendance data Mid-year SDP progress report
Feb-April HT			March Buddy/Triad team teaching	March TLR scrutiny		Mid-year TIS/Thrive	ARs	Parents	Break/lunch & classroom environment walk	Mid-year academic data
April-May HT	April TLR T&L area walk	April/May TLR/SLT audit		EOY internal moderation	May TLR IEP progress scrutiny	EOY – Lit & Num EOY AQA accreditation		Staff	Folder, 1PP etc scrutiny /discussion	EOY IEP achievement data May - Mid-year staff SDP discussion
June-July HT			June paired TLR/SLT Learning walk	June TLR scrutiny EOY external moderation	SLT EOY reports scrutiny	EOY – ASD EOY – TIS/Thrive	July parents' Evening		Joint SDP/SER review and new year planning	EOY data – academic, attendance SDP achievement and SER judgements

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Appendix B: 3 Year Objectives: -

Key Priority	2019-20	2020-21	2021-22 (to be added in Autumn 2019)
IA1 - Standards	Maintain IEP and academic outcomes for all vulnerable groups (FSM, EAL, LAC) that are in line with whole school average		
	Develop accreditation scheme so that it delivers for growing Y9+ cohort and remains individualised	To ensure a post-16 accreditation offer is modelled and implemented in a PCP manner	
	Develop strategies to reduce underperformance in listening and increase over-performance in reading compared to 2018-19 figures		
IA2 - Wellbeing and attitudes to learning	Embed co-ordinated ACE plan that combines TIS, Thrive and ELSA approaches		
	Complete RRS Bronze Award, and Healthy Schools Phase 3	Complete Eco Schools Green Flag award, RRS Silver Award	
IA3 - Teaching and Learning experiences	Develop staff knowledge of 'progression milestones' and ensure school provision is evaluated to be a good match to national and regional expectations	Develop an appropriate and responsive 16-19 Curriculum	
	Develop outdoor learning experiences for all pupils	Work experience, enterprise and BOTI curricula develop appropriately to meet the changing needs of pupils as Tertiary age cohort grows	
IA4 - Care, support and guidance	Embed Pupil Success Forum to target all interventions in a strategic manner		
	Further develop links and relationships with NCC DCT and ABHB CALDs team to provide personalised Team Around the Child to each family	Embed IDPs across all pupils involving all families	
	Introduce joint action plan with ABHB OT team to develop sensory profiling and enhance our sensory challenge related approaches (From Staff consultation)		
IA5 - Leadership and Management	Ensure Annex building is resourced and equipped at a level equivalent to main building and is equipped in a bespoke approach to post-14 curriculum	Develop and adapt Office and SLT structures to respond to changing and growing pupil and staff cohort	
	Introduce School as Learning Organisations agenda and ensure it is well understood by teachers and governors – digital skills, triad approach	Develop SLO focus and embed staff understanding	
	Embed staff awareness of leadership, teacher and TA professional standards across all staff.	Maintain and audit progress of staff knowledge & skills re Successful Futures implementation.	



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Appendix C:

Progress judgements: -

	Addressing the recommendation	Aspects still requiring attention	Impact on standards and / or quality of provision	Work required on the next monitoring visit
Limited progress	Does not meet the recommendation	All or many important aspects still awaiting attention	No impact on standards and/or quality of provision (e.g. standards have declined since core inspection in key indicators)	Much work still to do and many aspects still to consider
Satisfactory progress	Addresses the recommendation in many respects	A few important aspects still require significant attention	Limited impact on standards and/or quality of provision	Many aspects addressed but still significant work to do in important areas
Strong progress	Addresses the recommendation in most respects	Only minor aspects still require attention	Positive impact on standards and / or quality of provision	Most aspects covered already with little significant work left to do
Very good progress	Addresses the recommendation in all aspects	No aspects require further attention	Very good impact on quality of provision	School to maintain and build on improved practice