



## Ysgol Bryn Derw School Development Plan 2020-21

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 2019-20 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	<b>1. Maintain outcomes for vulnerable groups and improve outcomes for girls to match overall cohort</b>	<b>2. Ensure that all pupils successfully reintegrate into school and present with/report strong levels of wellbeing</b>	<b>3. Strengthen curriculum planning to meet the needs of pupils as they move through the school – including pathway specific progression curricula</b>	<b>4.1 Ensure that all pupils receive appropriate OT input and sensory resources/input</b>  <b>4.2 Adapt canteen cooking area layout in response to increased pupil numbers</b>	<b>5. Establish and embed a leadership and enhanced provision structure that effectively supports expanded role of school</b>

From SER

From National Priorities

From Estyn Inspection

From NCC (Local) Priorities

From EAS (Local) priorities

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	<b>SUCCESS CRITERIA</b> <ul style="list-style-type: none"> <li>All pupils in vulnerable groups receive highly targeted additional interventions so they achieve in line with overall cohort in range of areas (academic, IEP and wellbeing measures)</li> <li>All girls will receive most relevant experiences and interventions so they achieve in line with boys in a range of areas (academic, IEP and wellbeing measures)</li> </ul>					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: <span style="color: red;">Limited</span> / <span style="color: yellow;">Satisfactory</span> / <span style="color: green;">Strong</span> / <span style="color: blue;">Very good</span>
Maintain outcomes for vulnerable groups and improve outcomes for girls to match overall cohort  [NCC priority 1]	LF/AKitt	Pupil Success Group to hold regular planning meetings which have vulnerable groups 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 so they achieve in line with overall cohort in range of areas (academic, IEP and wellbeing measures)	PSG minutes and databases. Pupil outcomes data	
	RD/LF	IEP targets audited and cross-referenced to ensure consistency of level of challenge and of judgements across all categories and all classes	Dedicated time for SLT to undertake audits		SLT records and feedback to teachers	
	RD/AHT	INSET and Twilight sessions to include focus on experiences and outcomes for girls	Priority time in INSET & Twilight. Time for preparation for all delivering sessions	All girls will receive most relevant experiences and interventions so they achieve in line with boys in a range of areas (academic, IEP and wellbeing measures)	INSET programme & pupil outcomes data	
	RD/AHT	Visits to other Special Schools to discuss how progress of girls with ASD is embedded, findings disseminated to teacher and staff meetings	Cover in place to free up staff for visits to SS. Use of EAS SS cluster meetings to discuss and organise		Correspondence with other SS, records of cluster meetings	

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Estyn Inspection Area 2: Wellbeing and attitudes to learning	<b>SUCCESS CRITERIA:</b> <ul style="list-style-type: none"> <li>• Through Pupil Voice collection all pupil's will have a voice to give their feedback on their school experience.</li> <li>• The school will achieve the Trauma Informed Whole School award.</li> <li>• A clear policy on written feedback to pupils will be developed and embedded into feedback processes.</li> </ul>					
<b>TARGETS &amp; DATES</b>	<b>PERSONNEL</b>	<b>ACTION</b>	<b>RESOURCES (inc PL, StoS, EAS/LA)</b>	<b>DESIRED IMPACT</b>	<b>MONITORING &amp; EVIDENCE</b>	<b>PROGRESS:</b> <span style="color: red;">Limited</span> / <span style="color: yellow;">Satisfactory</span> / <span style="color: green;">Strong</span> / <span style="color: blue;">Very good</span>
<b>Ensure that all pupils successfully reintegrate into school and present with/report strong levels of wellbeing</b>  [EAS Improvement Strand 2]	<b>LF/VB</b>	Develop a wider range of methods to gather all pupil views on their school experience to ensure all pupils are equally represented (verbal and non-verbal, sensory/academic pathway) and implement changes.	Dedicated time for SLT to undertake pupil voice collection  SLT to deliver teacher & TA meeting to share methods to collect pupil views & attitudes.	All pupils will have an appropriate platform to share their view points on their school experience & their attitudes to learning. From feedback identify trends and implement changes.	Folder scrutiny and folder looks, Teacher meeting presentation & feedback.	
	<b>LF/RF</b>	Develop observational mechanism to capture and survey attitudes to learning. This will include support staff completing surveys for pupils when observing them within a focused task.	Dedicated SLT time to develop policy, liaising with other SS to see best practice. Teacher and TA meeting to implement.		Attitudes to learning survey.	
	<b>LF/RD</b>	To develop and embed a stage and needs appropriate written feedback policy, for older academic pathway pupils	Dedicated SLT time to develop policy, liaising with other SS to see best practice. Teacher and TA meeting to implement.	The Feedback policy will be implemented and embedded throughout school and evident.	Folder scrutiny, looking for learning, learning walks.	
	<b>LF &amp; TIS Practitioners</b>	DHT and TIS practitioners to lead the School to undertake and achieve the whole school TIS award by Summer 2021.	Whole staff & teacher meetings, time for TIS practitioners to complete allocated areas	TIS Award achieved.	Folder scrutiny, Motional assessments, TIS award folder.	

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<p>Estyn Inspection Area 3: Teaching and learning experiences</p>	<p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>• AoLEs clearly established with enhanced experiences in all 6 AoLEs</li> <li>• Triads contribute to further improvement in quality of T&amp;L observations</li> <li>• Designated outdoor classrooms in place, observations show improvement in quality of outdoor &amp;T&amp;L experiences</li> <li>• LF to detail</li> <li>• Life skills ladder &amp; baseline in place with evidence of progress from this for all pupils</li> <li>• T&amp;L observations to show targeted life skills teaching for younger pupils</li> <li>• Pathway specific progression maps and curricula in place for both pathways</li> </ul>					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: <span style="color: red;">Limited</span> / <span style="color: yellow;">Satisfactory</span> / <span style="color: green;">Strong</span> / <span style="color: blue;">Very good</span>
<p>Strengthen curriculum planning to meet the needs of pupils as they move through the school – including pathway specific progression curricula</p>	<p>LF/AHT /Teachers /All staff</p>	<p>AoLE leads and teams embedded. Teams holding regular meetings and leads meeting regularly with relevant member of SLT</p>	<p>Teacher/Staff meeting &amp; Twilight time Additional PPA time</p>	<p>AoLEs clearly established with enhanced experiences in all 6 AoLEs</p>	<p>Meeting records Observation records</p>	
	<p>LF/AHT/ Teachers</p>	<p>Buddy/Triad system embedded</p>		<p>Triads contribute to further improvement in quality of T&amp;L observations</p>	<p>Meeting records Observation records</p>	
	<p>RD/LF/AHT /SH/AKitt</p>	<p>Outdoor classroom areas developed to have segregated areas, appropriate resources and clearly indicated learning activities on medium &amp; short term planning</p>	<p>Budget funding for fencing off outdoor classrooms and purchasing resources</p>	<p>Designated outdoor classrooms in place, observations show improvement in quality of outdoor &amp;T&amp;L experiences</p>	<p>Physical spaces Observation records</p>	
	<p>LF/AHT</p>	<p>To develop a reading scheme for academic pathway. All pupils to be benchmarked and daily &amp; weekly reading carousels to be evident in planning.</p>	<p>Teacher/staff meeting.</p>	<p>Pupils in academic pathway showing evidence of appropriate reading progress initially in focused tasks.</p>	<p>Planning, reading records, folder scrutiny, timetables, home reading records.</p>	
	<p>RD/AHT /BP/VB</p>	<p>Life skills progression ladder to be developed and all pupils to be baselined. Targeted life skills development for all primary age pupils to be built into medium term planning</p>	<p>Purchase of B-squared life skills Working party time to develop ladder and integration into planning</p>	<p>Life skills ladder &amp; baseline in place with evidence of progress from this for all pupils T&amp;L observations to show targeted life skills teaching for younger pupils</p>	<p>Life skills ladder Baseline records Observation records</p>	
	<p>RD/LF/AHT</p>	<p>All of the above to feed into long term progression maps for academic and sensory pathways (including milestone ladders and range of experience entitlements – <i>rather than topics</i>)</p>	<p>SLT discussion time Teacher meeting time AHT planning time</p>	<p>Pathway specific progression maps and curricula in place for both pathways</p>	<p>Progression maps and curricula</p>	

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<p>Estyn Inspection Area 4: Care, support and guidance</p>	<p><b>SUCCESS CRITERIA:</b></p> <ul style="list-style-type: none"> <li>All pupils to have sensory passports and identified daily sensory diet activities.</li> <li>OT Students to work with identified pupils, class staff and pupil families in Autumn Term to cascade knowledge and decrease time that pupils are over/under stimulated.</li> <li>Each class to have an 'OT champion' member of staff, to attend OT clinics and work closely with OT students to lead daily OT circuits in classes.</li> <li>A suite of Parent/ Carer workshops and training provided to respond to need identified in parent feedback questionnaires.</li> <li>Canteen cooking area to be enclosed and inaccessible to pupils</li> </ul>					
<p>TARGETS &amp; DATES</p>	<p>PERSONNEL</p>	<p>ACTION</p>	<p>RESOURCES (inc PL, StoS, EAS/LA)</p>	<p>DESIRED IMPACT</p>	<p>MONITORING &amp; EVIDENCE</p>	<p><b>PROGRESS:</b>  <span style="background-color: yellow;">Limited/Satisfactory/</span>  <span style="background-color: green;">Strong/Very good</span></p>
<p>Ensure that all pupils receive appropriate OT input and sensory resources/input</p>	<p>LF/ VB</p> <p>LF</p> <p>LF/VB/AKi</p> <p>LF/VB and appropriate staff if area of expertise.</p>	<p>All teachers to complete sensory profiles for each pupil. VB &amp; LF to identify core needs and purchase resources to support activity implementation.</p> <p>To successfully place two OT students for an 8-week placement working with identified pupils from PSG.</p> <p>To identify 'OT Champion' members of staff in each class to attend OT training and clinics. Then cascade knowledge into daily circuit sessions &amp; individual focused tasks in class, feeding back to PSG.</p> <p>To create and implement a calendar of parent/family workshops and training identified in parent training feedback form. (de-sensitisation- hairdressers, dentist, doctors etc)</p>	<p>Sensory passport training follows up, teacher meeting moderation, SLT time together to identify needs and purchase resources.</p> <p>PSG time with students, SLT time allocation to meet with students weekly and plan &amp; review, OT students to attend parent workshop.</p> <p>Time with OT Champions, PSG time, time for champions to liaise with VB &amp; LF,</p> <p>SLT time to gather and analyse parent feedback, time for staff to prepare training/workshops and deliver, corresponding with appropriate multi agencies to support delivery.</p>	<p>Sensory passports to be moderated by staff to ensure whole school consistency. Resources to support pupil needs.</p> <p>Pupil sensory needs to be catered for. OT Students to create a scheme of work for identified pupils, upskill class staff and share actions with families.</p> <p>Low level behaviours to decrease in classes. Pupils to have increased engagement in focused activities.</p> <p>Parents/Family members to feel confident to support pupils needs at home.</p>	<p>Timetable, planning, looking for learning, learning walks.</p> <p>OT notes, evidence folders, parent feedback, PSG notes.</p> <p>Engagement profiles, folder scrutiny, looking for learning, learning walks, Incident data.</p> <p>Parental feedback data analysis before and after training.</p>	<p>RD / NCC</p> <p>Agree appropriate amendments with NCC NCC to agree amendments with Chartwells Chartwells to agree to adaptations and complete them in 2021</p>
<p>Adapt canteen cooking area layout in response to increased pupil numbers</p>			<p>HT meeting and correspondence time</p>	<p>Canteen cooking area to be enclosed and inaccessible to pupils</p>	<p>Meeting records</p>	

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Estyn Inspection Area 5: Leadership and management	<b>SUCCESS CRITERIA</b> <ul style="list-style-type: none"> <li>Leadership structure will be in place that allows school to smoothly undertake expanded role in terms of Outreach, LA support and potential expansion</li> <li>Outreach Service will receive positive feedback from stakeholders</li> <li>Family Liaison support will receive positive feedback from parents involved</li> <li>There will be a clear plan, based upon advice from health and education partners for the recruitment of part-time therapist roles</li> </ul>					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	<b>PROGRESS:</b> <span style="background-color: red; color: white;">Limited</span> / <span style="background-color: yellow;">Satisfactory</span> / <span style="background-color: green; color: white;">Strong</span> / <span style="background-color: cyan;">Very good</span>
Establish and embed a leadership and enhanced provision structure that effectively supports expanded role of school  [NCC priority 3]  [EAS Improvement Strand 1ii]	RD/FGB	Assistant Head (AHT) role to be re-advertised, shortlisted and interviewed AHT to be inducted and to develop and enact T&L action plan	£600 eTeach advert	AHT leading on T&L recruited and in place for January 2021	Recruitment records, new leadership & TLR structure flowchart	
	RD	TLR structure remodelled	Neutral cost	TLRs provide development opportunities for teachers and remain focused on SDP priorities		
	RD/KD /KG/VE	Outreach Service funding and remit finalised Recruit to Outreach Service role Outreach Service to expand across NCC throughout 2020-21 Feedback gathered	StoS links with TF/CASS Funded by NCC	Outreach Service will receive positive feedback from stakeholders	Outreach remit and action records HT/ALNCo feedback records	
	LF/DJ /AKitt/VB	P/T Family Liaison role to be added to remit of Pupil Success Group Success criteria and parameters of role to be defined	Initially 1 day per week of TA3or4	Family Liaison support will receive positive feedback from parents involved, and have a measurable impact upon pupils (IEP/ Academic/Wellbeing data)	Family liaison remit and action records Family feedback records Pupil progress records	
LF/RD /VB/RF	Liaise with other SS (inc. Ysgol y Deri) regarding model for recruiting and employing in house Therapists Liaise with ABHB and Gwent Music regarding providing supervision and support Recruitment plan and employment model to be agreed by Easter 2021	StoS links and time Redirection of current costs & use of increased PDG	Recruitment plan and employment model to be agreed by Easter 2021	Records of interaction with SS and ABHB/GM HR role documentation		



## Ysgol Bryn Derw School Development Plan 2020-21

The outcomes of the 2019-20 SDP for Ysgol Bryn Derw are as follows:

All 7 objectives fully met or exceeded

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	
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	Pupils Prof partners	Folder, 1PP etc scrutiny /discussion	Mid-year attendance data Mid-year SDP progress report December - Mid-year staff SDP discussion
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	ARs	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	2020-21	2021-22	2022-23 (to be added in Autumn 2020)
IA1 - Standards	Maintain outcomes for vulnerable groups and improve outcomes for girls to match overall cohort	<i>Address any patterns of underperformance identified by standards data analysis in Summer 2021</i>	Address any patterns of underperformance identified by standards data analysis in Summer 2022
IA2 - Wellbeing and attitudes to learning	Ensure that all pupils successfully reintegrate into school and present with/report strong levels of wellbeing	<i>Pupil voice and attitudes to learning in Sensory pathway effectively captured and used to adapt experiences</i>	
IA3 - Teaching and Learning experiences	Strengthen curriculum planning to meet the needs of pupils as they move through the school – including pathway specific progression curricula	<i>Embed new curriculum planning model developed in 2020-21</i>  <i>Develop teacher expertise in delivering <u>outdoor classroom</u> learning</i>	
IA4 - Care, support and guidance	Ensure that all pupils receive appropriate OT input and sensory resources/input	<i>Repurpose Pupil Success Group to include newly recruited in-house therapy staff</i>	
	Adapt canteen cooking area layout in response to increased pupil numbers		
IA5 - Leadership and Management	Establish and embed a leadership and enhanced provision structure that effectively supports expanded role of school	<i>Establish a clear and embedded offer to all newly recruited/promoted middle leaders – within classes and across school: TLR teachers, TA4s &amp; TA3s</i>  <i>Develop Annex outdoor play space to be appropriate and accessible</i>	



## Ysgol Bryn Derw School Development Plan 2020-21

Appendix C:

Progress judgements: -

	<b>Addressing the recommendation</b>	<b>Aspects still requiring attention</b>	<b>Impact on standards and / or quality of provision</b>	<b>Work required on the next monitoring visit</b>
<b>Limited progress</b>	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
<b>Satisfactory progress</b>	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
<b>Strong progress</b>	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
<b>Very good progress</b>	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