

Ysgol Bryn Derw School Development Plan 2021-22

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 2020-21 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 – Learning (Standards & Progress)	IA2 – Wellbeing and Attitudes to Learning	IA3 – Teaching & Learning Experiences	IA4 – Care, Support and Guidance	IA5 – Leadership and Management
Key objectives	1. Maintain outcomes for vulnerable groups, raise progress in Language & Literacy and ensure all 16-19 pupils access awards at appropriate levels	2. Maintain and enhance strong levels of pupil wellbeing, embedding new Engagement Profile mechanism	3. Continue to strengthen curriculum planning to meet the needs of pupils as they move through the school, and improve consistency of class-based enhanced provision	4. Embed recently appointed intervention roles (inc. SRE, OT, Sensory Lead & FLO) to maximise impact upon key areas of challenge for pupils and families	5. Ensure Kimberley building is staffed, resourced and equipped to an equivalent standard to main site and provides high quality bespoke provision for FP learners

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 a range of link agencies over maximising interventions and engagement (including OT, 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.



Ysgol Bryn Derw School Development Plan 2021-22

Estyn Inspection Area 1: Learning (Standards & Progress)	SUCCESS CRITERIA <ul style="list-style-type: none"> 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) L&L standards and progress will be in line with Maths and above rates for 2020-21 All Y11-14 pupils will receive accreditation at the most suitable level (pre-Entry/Entry/GCSE) for subjects agreed with pupil and parents 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
<p>Maintain outcomes for vulnerable groups,</p> <p>raise progress in Language & Literacy</p> <p>and ensure all 16-19 pupils access awards at appropriate levels</p>	<p>KD/LF</p> <p>RD, LB</p> <p>KD/LF, LB</p> <p>RD, BP</p>	<p>Pupil Success Group to hold regular planning meetings which have vulnerable groups as key criteria in all decisions</p> <p>IEP targets audited and cross-referenced to ensure consistency of level of challenge and of judgements across all categories and all classes</p> <p>Teacher meetings and INSET sessions to include focus on language and Literacy progress</p> <p>LB to persistently monitor teacher levelling in L&L, internal moderation sessions to prioritise accuracy of L&L levelling</p> <p>Visits to other Special Schools to discuss range of appropriate awards offered and delivered, findings disseminated to teacher and staff meetings</p> <p>Pupil and parent voice sessions held to identify awards</p> <p>Staff skills audited and recruitment to plug identified gaps in delivery</p>	<p>Dedicated time for PSG staff to plan and hold meetings</p> <p>Dedicated time for Standards Group to undertake audits</p> <p>Priority time in teacher meetings, INSET and moderation. Time for preparation for all delivering sessions</p> <p>Cover in place to free up staff for visits to SS. Use of EAS SS cluster meetings to discuss and organise. Recruitment budget used.</p>	<p>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)</p> <p>L&L standards and progress will be in line with Maths and above rates for 2020-21</p> <p>All Y11-14 pupils will receive accreditation at the most suitable level (pre-Entry/Entry/GCSE) for subjects agreed with pupil and parents</p>	<p>PSG minutes and databases. Pupil outcomes data</p> <p>SLT records and feedback to teachers</p> <p>INSET /meeting programme & pupil outcomes data</p> <p>Correspondence with other SS, records of cluster meetings Timetables Awards</p>	



Ysgol Bryn Derw School Development Plan 2021-22

Estyn Inspection Area 2: Wellbeing and Attitudes to Learning	SUCCESS CRITERIA: <ul style="list-style-type: none"> Engagement levels of identified pupils improves, as measured by updates to Engagement Profiles, data from lesson observations and Thrive/TIS screenings Pupils will present with consistently high levels of wellbeing as evidenced by Thrive screening profiles that evidence maintenance of or increase in Thrive measurements 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
Maintain and enhance strong levels of pupil wellbeing, embedding new Engagement Profile mechanism	KD	Develop clear guidance for Engagement Profile use across all ages and relevant levels	SLT discussion time	Engagement levels of identified pupils improves, as measured by updates to Engagement Profiles, data from lesson observations and Thrive/TIS screenings	Meeting records, planning, teaching and marking scrutinies	
	KD	Develop confidence in measuring progress within the five areas of engagement	SLT regular informal learning walks			
	KD, LB	Deliver meetings, training, support and monitor processes to enhance teacher skills at reflecting upon on pupil small steps of progress and how this influences subsequent planning based upon pupil engagement	Teacher & staff meeting time			
	VB, SP	Deliver upon calendar of Thrive/TIS group and individual screenings, action plans and re-screenings	SLT discussion time	Pupils will present with consistently high levels of wellbeing as evidenced by Thrive screening profiles that evidence maintenance of or increase in Thrive measurements	Meeting records, planning, teaching and marking scrutinies	
	VB, SP	Develop confidence in measuring progress within Thrive screenings	Teacher and Thrive team meeting time			
	VB, SP	Deliver meetings, training, support and monitor processes to enhance teacher skills at delivering effective Thrive experiences, environments and relationships	Teacher & staff meeting time			

Ysgol Bryn Derw School Development Plan 2021-22

Estyn Inspection Area 3: Teaching and Learning Experiences	SUCCESS CRITERIA: <ul style="list-style-type: none"> All pupils receive learning experiences driven by CfW principles All teachers plan for and deliver effective bespoke S4L learning to all pupils All teachers will continually deliver learning that is adapted to their latest assessment of pupil skills and needs Continuous Provision and TEACCH experiences are good or better for all classes at all times All staff will be confident to deliver LOs that have been set for all points in the learning day Observations show improvement in quality of outdoor &T&L experiences 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
Continue to strengthen curriculum planning to meet the needs of pupils as they move through the school, and improve consistency of class-based enhanced provision	LB, KD/LF, RD	YBD bespoke CfW Curriculum Policy, guidance and long term progression maps for academic and sensory pathways developed and utilised by all staff (including milestone ladders and range of experience entitlements)	SLT discussion time Teacher & staff meeting time AHT planning time	All pupils receive learning experiences driven by CfW principles	Policy documents Meeting records	
	BP, LB, RD	Develop clear guidance for Skills4Life delivery across all ages and levels, develop user-friendly progress recording and measuring process	AHT&TLR planning time Staff meeting time Purchase equipment for ILS rooms	All teachers plan for and deliver effective bespoke S4L learning to all pupils	Guidance and recording systems	
	LB, RD	Deliver training, support and monitor processes to enhance teacher skills at reflecting upon marking of pupil work and how this influences subsequent planning and delivery	AHT planning time Teacher meeting time AHT mentoring time	All teachers will continually deliver learning that is adapted to their latest assessment of pupil skills and needs	Meeting records, planning, teaching and marking scrutinies	
	LB	Audit Continuous Provision and TEACCH experiences for all pupils, provide bespoke training to staff, improve resources and highlight best practice for sharing	AHT audit time SLT discussion time AHT training time	Continuous Provision and TEACCH experiences are good or better for all classes at all times	Meeting records, Observation records	
	LB, RD	Revisit training, auditing and sharing of best practice in focus on consistent approach to LOs in non-teacher led learning	AHT/HT planning time Teacher/Staff meeting time	All staff will be confident to deliver LOs that have been set for all points in the learning day	Formal and informal observation records Meeting records	
	LB, KD/LF	Revisit outdoor learning pedagogy and share best practice within school	AHT/DHT planning time Teacher/Staff meeting time	Observations show improvement in quality of outdoor &T&L experiences	Meeting records, Observation records	

Ysgol Bryn Derw School Development Plan 2021-22

ESTYN INSPECTION AREA 4: CARE, SUPPORT AND GUIDANCE	SUCCESS CRITERIA:					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited/Satisfactory/ Strong/Very good
Embed recently appointed intervention roles (inc. RSE, OT, Sensory Lead & FLO) to maximise impact upon key areas of challenge for pupils and families	KD/LF, ND	<p>All FLO referrals to be discussed in PSG</p> <p>Delivery of 3 Roots to Shoots courses</p> <p>FLO role to be presented and explained to all staff</p> <p>SLA to be reviewed and extended</p>	<p>FLO SLA</p> <p>FLO 1 day per week</p> <p>DHT meetings with FLO</p>	<p>All families receiving bespoke input from FLO will report positive impact of support and pupil presentation in school will improve</p>	<p>Pre & post input surveys</p> <p>Engagement profile</p>	
	KD/LF	<p>Survey families for their preferred training/social events</p> <p>Run a range of COVID appropriate sessions and receive feedback</p>	<p>DHT non-contact time</p> <p>Budget for relevant resources</p>	<p>All families to have opportunities to mix with other parents and access informal experiences</p>	<p>Survey results</p> <p>Event notifications</p>	
	KD/LF, AB	<p>Finalise ABHB SLA and induct OT</p> <p>Establish role remit and review termly</p> <p>Sensory TA4 to have clear action plan that is reviewed half-termly</p> <p>All classes to embed daily sensory approaches</p> <p>Sensory referrals discussed at PSG</p>	<p>Funding for SLA</p> <p>Funding for TA4 role</p> <p>INSET/training time for all staff</p>	<p>Pupil progress enhanced due to removal of sensory barriers, staff expertise in sensory issues to be enhanced</p>	<p>Pupil progress data</p> <p>Staff surveys</p> <p>Lesson observations</p>	
	KD/LF, VB	<p>RSE policy, resources and developmental continuum reviewed and updated</p> <p>Training for teachers and all staff provided</p> <p>Team teaching and peer observations</p>	<p>Time to action prior training for RSE leads</p> <p>INSET/meeting time to deliver to staff</p> <p>AHT non-contact time for team teaching & observations</p>	<p>All pupils in all classes receive appropriate and co-ordinated RSE</p>		

Ysgol Bryn Derw School Development Plan 2021-22

Estyn Inspection Area 5: Leadership and Management	SUCCESS CRITERIA <ul style="list-style-type: none"> • Building project budget decisions are prioritised to ensuring fixtures and resources in building are bespoke to pupil needs • Recruitment of additional staff to cater for additional pupils strengthens areas of relative weakness across school 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
Ensure Kimberley building is staffed, resourced and equipped to an equivalent standard to main site and provides high quality bespoke provision for FP learners	RD	Regular meetings with builders and 21 st Century School Officer	HT time	Building project budget decisions are prioritised to ensuring fixtures and resources in building are bespoke to pupil needs	Minutes of regular planning meetings with NCC/Norse/ Builders	
	RD, VB, AT	Maximise use of current furniture and equipment for younger pupils to ensure that maximum amount of project funding is targeted to new features and new furniture for older pupils	Existing school resources		Audit records	
	RD, VB	Visits to other SS to view and discuss their FP facilities and priorities	HT & AHT time			
	RD, VB	Audit current FP resources and lesson learnt from previous purchases	HT & AHT time		Equipment order forms	
RD, LB	Audit staff skills to identify ages/needs levels most in need of strengthening through recruitment	HT & AHT time	Recruitment of additional staff to cater for additional pupils strengthens areas of relative weakness across school	Recruitment records		



Ysgol Bryn Derw School Development Plan 2021-22

The outcomes of the 2020-21 SDP for Ysgol Bryn Derw are as follows:

4 objectives fully met or exceeded, 2 objectives largely but not completely met. These 2 objectives were affected by the COVID lockdowns and the demands of operational focus on COVID arrangements. Both are key foci of the 2021-22 SDP.

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



Ysgol Bryn Derw School Development Plan 2021-22

Appendix B:
3 Year Objectives: -

Key Priority	2021-22	2022-23	2023-24 (to be added in Autumn 2021)
IA1 - Standards	Maintain outcomes for vulnerable groups, raise progress in Language & Literacy and ensure all 16-19 pupils access awards at appropriate levels	<i>Address any patterns of underperformance identified by standards data analysis in Summer 2022</i>	Address any patterns of underperformance identified by standards data analysis in Summer 2023
IA2 - Wellbeing and attitudes to learning	Maintain and enhance strong levels of pupil wellbeing, embedding new Engagement Profile mechanism		
IA3 - Teaching and Learning experiences	Continue to strengthen curriculum planning to meet the needs of pupils as they move through the school, and improve consistency of class-based enhanced provision	<i>Further develop range of KS3-5 offer to respond to growing sensory pathway numbers at secondary age</i>	
IA4 - Care, support and guidance	Embed recently appointed intervention roles (inc. SRE, OT, Sensory Lead & FLO) to maximise impact upon key areas of challenge for pupils and families	<i>Employ in house intervention staff to replace current SLA system</i>	
IA5 - Leadership and Management	Ensure Kimberley building is staffed, resourced and equipped to an equivalent standard to main site and provides high quality bespoke provision for FP learners	<i>Develop new admin, finance and site management structure to respond to increased size of school</i>	

Ysgol Bryn Derw School Development Plan 2021-22

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