



Ysgol Bryn Derw School Development Plan 2022-23

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 2021-22 SDP outcomes, consultation with Staff, Governors & Professional Partners and from discussion of key national and local priorities. 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	IEP outcomes for EAL pupils to be in line with whole school rates, and summative assessment processes (and accreditation post-14) for all pupils to be effective in line with CfW	Achieve a phased reduction in RPIs through Introducing and develop behaviour TA4 role and develop robust processes for capturing pupil wellbeing	Re-establish and enhance learning beyond the classroom that maximises both engagement and independence skills	Further develop therapy and intervention offers to all pupils both in and out of class, and develop RSE programme of study	Equip all staff to effectively support pupils across a wide range of needs and ages through enhanced mentoring, coaching, peer working and observing

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.



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ESTYN INSPECTION AREA 1: LEARNING (STANDARDS & PROGRESS)	SUCCESS CRITERIA ~EAL IEP data will be in line with whole school figures ~Bespoke summative assessment processes agreed and piloted ~Speaking and listening progress for non-verbal pupils to be accurately captured ~All relevant KS4&5 pupils to be undertaking appropriate Entry Level/Entry Pathway awards					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
IEP outcomes for EAL pupils to be in line with whole school rates, and summative assessment processes (and accreditation post-14) for all pupils to be effective in line with CfW	LB, TLR teachers	All IEP targets and action plans for EAL pupils to be scrutinised by AHT & TLR teachers	AHT and TLR time	~EAL IEP data will be in line with whole school figures	Meeting minutes, audit records	
	SLT	All IEP progress for EAL pupils to be discussed at SLT termly	SLT agenda time			
	LF	EAL pupils underperforming in IEP areas to be prioritised for interventions via PSG	Intervention time		PSG minutes, data	
	All teachers	Teacher meeting time, SLT time and PPA time to be spent researching and discussing with other schools best practice in PS1 and below assessment Teachers to pilot a range of processes Pilots to be evaluated and final system to be agreed for launch in September 2023	Meeting and PPA time	~Bespoke summative assessment processes agreed and piloted		
	SLT		Meeting time			
	AKi, teachers	Communication lead time, Teacher meeting time, SLT time and PPA time to be spent researching and discussing with other schools best practice in non-verbal pupil speaking and listening assessment Teachers to pilot a range of processes Pilots to be evaluated and final system to be agreed for launch in September 2023	Meeting and PPA time	~Speaking and listening progress for non-verbal pupils to be accurately captured		
	AKi, SLT		Meeting time			
LBo, RD, WP, LBr	Accreditation centre status approved by WJEC and link established with Bassaleg Pupil voice and parent voice to identify most appropriate Entry qualifications for all relevant pupils to study Entry qualifications to be delivered by 14-19 staff and regularly reviewed by TLR, AHT, DHT and HT			~All relevant KS4&5 pupils to be achieving appropriate Entry Level/Entry Pathway awards		

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Estyn Inspection Area 2: Wellbeing and Attitudes to Learning	SUCCESS CRITERIA: <ul style="list-style-type: none"> Behaviour TA4 role to establish and embed by mid-year, led by new ADHT A reduction of RPIs evident for learners with an IBP compared to 21-22 Bespoke Pupil Wellbeing tracker piloted and refined from staff feedback Pupil Wellbeing tracker to show sustained and improved pupil wellbeing for at least 80% of learners from baseline assessment. 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
<p>Introduce and develop behaviour TA4 role to achieve a reduction in RPIs in line with Welsh Government goals (From WG)</p> <p>Develop robust processes for capturing pupil wellbeing and responding to challenges (From SLT)</p>	<p>WP AJ AB</p> <p>AB AJ</p> <p>WP AJ AB</p> <p>WP</p> <p>AJ AB</p> <p>WP AJ AB</p> <p>WP AB AJ</p> <p>LF Teachers X2</p>	<p>WP and TA4 to be part of iPBS working party</p> <p>Behaviour TA4 to work closely with classes and those pupils that have IBPs to continually trouble shoot and offer on the ground advice and support- feeding back to WP</p> <p>WP and TA4 to scrutinise behaviour watch logs and provide feedback and debriefs with staff teams.</p> <p>WP to regularly review Behaviour Watch trends and data and proactively predict future trends, providing strategies and support to class teams.</p> <p>Behaviour TA4 to upskill Behaviour champions in each class.</p> <p>Behaviour TA4 to meet with ADHT at least weekly to discuss actions and plans.</p> <p>Behaviour Lead and/or TA4 to attend PSG group meetings- championing pupils with IBP's and reviewing/reflecting on the provision available.</p> <p>Pilot baseline and end of half term assessment process of Wellbeing in one sensory and one academic class.</p> <p>Signpost learners flagged as Red to PSG group and identify supporting provision.</p> <p>Gather feedback from teachers.</p> <p>Refine process and re-pilot with a wider cohort.</p> <p>Review data and analyse</p>	<p>Non contact time</p> <p>Non contact time</p> <p>Behaviour Watch Meeting time</p> <p>Time with class staff</p> <p>Meeting time</p> <p>Time to attend PSG</p> <p>Non-contact time</p> <p>PSG meeting</p> <p>Meeting time with teachers</p>	<p>RPIs to decreased inline with Welsh Government Goals</p> <p>RPIs to decrease in comparison to previous year.</p> <p>Proactive approach to troubleshooting behaviour challenges.</p> <p>Class staff are championing behaviour strategies within their class teams and recorded behaviour incidents are reduced</p> <p>Learners signposted to appropriate support and intervention to maximise progress</p> <p>Robust baseline assessment of learner wellbeing</p> <p>Provision identified, process refined, sustained or improved wellbeing for 80% of learners</p>	<p>Behaviour Watch data</p> <p>RPI Data</p> <p>Evidence of meetings/ training notes</p> <p>PSG minutes</p> <p>Wellbeing baseline data and processes</p> <p>PSG Minutes</p> <p>Teacher feedback evidence</p> <p>Data</p>	

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ESTYN INSPECTION AREA 3: TEACHING AND LEARNING EXPERIENCES	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 3: Teaching and Learning Experiences	<ul style="list-style-type: none"> Pupils to achieve ILS related IEP targets Pupils involved in effective off site experiences developing skills and building self-esteem, confidence and independence whilst out in the community Inspire and engage pupils in their learning by offering exciting opportunities More streamlined system for pupils work allowing more effective next steps Teachers having clear progression to follow for LLC and MN for 'academic' learners in particular, following guidance ensuring continuity of learning 					
Introduce and develop ILS TA4 role to expand ILS opportunities across all classes (From SLT)	AKell LBr	Create individual action plan. Amy to spend some time in classes and audit current provision. Develop a skills ladder using steps4life with a focus on developing ILS with younger pupils. Order and manage resources.	AHT and AK time together Intervention time	Nearly all pupils to achieve ILS related IEP targets	IEP data Intervention evidence	
Re-establish effective off-site sporting, ILS and other experiences, including residential experience for 14-19 pupils (from SLT)	LBra LBo AKell JM	Re-establishing links with local community providers Teachers plan for authentic learning experiences through establishing effective community visits Audit mini bus drivers to identify staff to be trained ILS lead to research appropriate off site experiences to develop ILS	AK time JM time RD/LBra ensure all teachers are familiar with EVOLVE	Pupils to be involved in effective off site experiences developing skills and building self-esteem, confidence and independence whilst out in the community	EVOLVE evaluations Pupil folders	
Re-establish 'wow' events with external providers to inspire pupil engagement (e.g. Animals, Science)	AoLE leads/LBr	All AoLE teams to plan at least 1 'wow' enrichment event across the academic year linked to event/festival/pupil interests/topics	AoLE lead time AoLE team meeting time LWM meeting	Inspire and engage pupils in their learning by offering exciting opportunities that lead to increased progress	Evidence collected by AoLE leads Pupil folders	
Pilot a digital/online pupil work/marketing folder to replace the white pupil folders (From teachers)	RF/LBr	RF to investigate different apps/ways of collecting evidence digitally and trial with class LBra to review with RF to ensure effective marking and evaluation of digital evidence to inform planning	TLR time	More streamlined system for pupils work allowing more effective next steps and therefore planning will deliver increased progress	Digital evidence review and roll out if successful	
Develop clear progression guidance & teaching resources for teachers in LLC and Maths & numeracy AoLE areas (From teachers)	CT/LBr	TLR teacher to develop progression and guidance documents in line with learners needs and C4W guidance Provide teachers with training and guidance on LLC and MN	TLR time Teacher meetings	Teachers having clear progression to follow for LLC and MN for 'academic' learners in particular, following guidance ensuring continuity of learning leading to increased progress	Clear progression guidance resource to increase teacher confidence	

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Estyn Inspection Area 4: Care, Support and Guidance	SUCCESS CRITERIA: <ul style="list-style-type: none"> • YBD to have in house SaLT, OT and music therapist to start September 2023 • To have a pilot SRE scheme complete • To have an additional DSP • To have identified, upskilled staff members leading on interventions in individual classes 					
TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited / Satisfactory / Strong / Very good
Develop plan to employ in house Therapists (SaLT/OT/Music) from September 2023 to replace Service Level Agreement support (From SLT)	LF	To explore options of in-house recruitment of SaLT, OT, Music Therapy- seeking advice from other special schools, HR and supply agencies.	Non-contact time, discussions with other professionals	Will have clarity on working models and appropriate ways forward To recruit appropriate therapists	Meeting notes/ emails	
		Develop recruitment process, advert and job description.	Recruitment processes	High standard of therapist input will meet pupil needs more effectively	Recruitment processes	
		Ensure supervision processes are in place and meet appropriate standards.	Time for therapist to receive supervision, location of appropriate supervisor		Supervision invoices	
Develop RSE programme of study (From SLT)	VB LB	To develop pilot RSE scheme following meetings with Paul Bray.	Non contact time, time with Paul Bray & other professionals.	RSE Pilot scheme devised	SRE pilot Programme of study	
		Deliver to teachers in teacher meeting- review and reflect following teacher feedback.	Teacher meeting time	Teacher clarity on delivery and content of RSE programme of study	Teacher meeting calendar and feedback notes	
Train HLTA/FLO as an additional Deputy Safeguarding lead (From SLT)	LF HLTA /FLO	Host Parent coffee morning/workshop to discuss the RSE programme of study and gather feedback.	Coffee Morning slot	Improved home-school links and communication	Feedback evidence	
		To upskill HLTA/FLO in safeguarding processes at YBD.	Non-contact time,	Additional DSP, clear in YBD processes	DSP certificate	
Develop in-class leads for a range of Therapies to ensure consistent delivery (From SLT)	LF HLTAs	To book appropriate, necessary training.	Training courses			
		To deliver SG training together to staff team.	INSET/Staff meeting	SG training delivered with YBD way golden thread Identified staff to ensure consistent delivery	Audit evidence	
		Identify champions and therapy leads	Non contact time	Up to date, current strategies used to support learners Enhancing learner offer	Training notes and presentations	
		Upskills staff through regular training and feedback	Time for training			
		Half termly meetings to discuss progress and development points	Meeting time		Meeting notes	



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TARGETS & DATES	PERSONNEL	ACTION	RESOURCES (inc PL, StoS, EAS/LA)	DESIRED IMPACT	MONITORING & EVIDENCE	PROGRESS: Limited/Satisfactory/ Strong/Very good
SUCCESS CRITERIA ~ All new and newly promoted staff will have a clear and effective coaching and mentoring package ~ All staff will have spent at least 1 week working and observing in a less familiar class						
All staff will be equipped to effectively support pupils across a wide range of needs and ages through enhanced mentoring, coaching, peer working and observing	RF, LBr	Staff voice sessions held with previously promoted staff regarding most appropriate offer Mentors and coaches to be identified AHT, TLR and mentors/coaches to develop package Package to be piloted with small groups of newly appointed staff, new L3s, L4s and TLRs	Meeting time, TLR time Non-contact time, TLR/SLT time	All new and newly promoted staff will have a clear and effective coaching and mentoring package ensuring that in class delivery is maximised and progress is maximised		
	LBr, RD	Carousel of staff swaps – within YBD, and in connection with partner schools – to be drawn up Swaps to be co-ordinated to avoid negative impact on pupils and to ensure maximum consistency for pupils Feedback on swaps to be captured through staff voice sessions		All staff will have spent at least 1 week working and observing in a less familiar class leading to more effective planning to meet needs, thus leading to increased progress		



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The outcomes of the 2021-22 SDP for Ysgol Bryn Derw are as follows:

3 objectives fully met or exceeded, 2 objectives largely but not completely met. The small parts of these 2 objectives that were not fully met have been assigned to a TLR teacher with a clear action plan to ensure they are followed up on and fully completed this year, and one has been re-included in this year's 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	SLT EOY reports scrutiny	EOY – ASD EOY – TIS/Thrive	July parents' Evening		Joint SDP/SER review and new year planning	EOY data – academic, attendance



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				EOY external moderation						SDP achievement and SER judgements
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Appendix B:
3 Year Objectives: -

Key Priority	2023-4	2024-5
IA1 - Standards	<i>Address any patterns of underperformance identified by standards data analysis in Summer 2023</i>	Address any patterns of underperformance identified by standards data analysis in Summer 2024
IA2 - Wellbeing and attitudes to learning	<i>Further reduction in RPIs</i>	<i>Further reduction in RPIs</i>
IA3 - Teaching and Learning experiences	<i>Further develop range of KS3-5 offer to respond to growing sensory pathway numbers at secondary age</i>	
IA4 - Care, support and guidance	<i>Employ in house intervention staff to replace current SLA system</i>	<i>Embed in house intervention staff roles</i>



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IA5 - Leadership and Management	<i>Further re-evaluate and organise SLT and admin structures to respond to increased pupil numbers</i>	
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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