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 20222-23 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 proposed areas of focus (language not finalised):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 | **Higher level pupils will make greater progress, measured by use of appropriate summative assessment processes begun in 2022-3 in line with new Curriculum for Wales** **Non-verbal pupils will make greater progress in communication skills, measured using non-verbal pupil communication skills ladder developed in 2022-3** | **Pupil attendance rates will be restored to pre-COVID years’ levels****Levels of engagement in learning will be measured to be higher for most pupils**  | **Pilot digital/online pupil work/marking folders will be established across all classes****Embed clear progression guidance and teaching resources for teachers in Language, Literacy and Communication and Maths & numeracy AoLE areas****All classes will have access to regular community visits and lunchtime clubs** | **RSE programme of study will be finalised and introduced across all classes****Training and support offer to families via FLO and therapy leads will be collated and calendared** | **Acting AHTs and acting TLR will be effective in roles and adding value** **Kimberley Park outdoors will be developed to include Wetpour floor and play equipment** |

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 partner Special Schools to support our Curriculum for Wales development, with partner schools over progression guidance, with a range of link agencies over maximising interventions and engagement (including OT, CALDS, DCT and SALT services), with families over our training offer to them, with local services (including Sparkle, Coleg Gwent, Newport Live, St John’s Ambulance and local businesses, Careers Wales) over community access, with Coleg Gwent and Social Services over RSE.*

|  |  |
| --- | --- |
| Estyn Inspection Area 1: Learning (Standards & Progress) | **SUCCESS CRITERIA*** **All relevant KS4&5 pupils to undertake appropriate level qualifications/accreditations**
* **Non-verbal pupil progress in line with whole school figures.**
 |
| **TARGETS & DATES** | **PERSONNEL** | **ACTION** | **RESOURCES (inc PL, StoS, EAS/LA)** | **DESIRED IMPACT** | **MONITORING & EVIDENCE** | **PROGRESS:****Limited/Satisfactory/Strong/Very good** |
| **Higher level pupils will make greater progress, measured by use of appropriate summative assessment processes begun in 2022-3 in line with new Curriculum for Wales****Non-verbal pupils will make greater progress in communication skills, measured using non-verbal pupil communication skills ladder developed in 2022-3** | **RG, LBo****RG, LBo, WP****HG, WP****AKi, teachers****LBr, RF, TLR Teachers** | **Pupil voice and Parent voice to identify most appropriate level of qualifications for each pupil. Teacher feedback to provide highest level of challenge.** **Qualifications to be delivered by 14-19 staff and regularly reviewed by TLR, AHT, DHT and HT.****Pupils registered for sufficient units to maximise qualifications and units then moderated** **Scrutiny of Digital folders, IEP Progress and looking for learning with a focus on the “academic” pathway learners. BSquared data to be monitored for pupil progress compared to expected progress.****Communication Skills ladders finalised and issued to classes to baseline and assess pupil progress****Communication lead time, Teacher meeting time and PPA time to be spent discussing and adopting best practice in non-verbal pupils speaking and listening assessment****All targets and action plans for non-verbal pupils to be scrutinised by AHT & TLR teachers****Ongoing liaison with SaLT and other SS colleagues to ensure that most effective and recommended approaches are being followed** | **Meeting time****Meeting time****Meeting time****Meeting and PPA time****AHT and TLR time****Communication lead and T&L lead time** | **All relevant KS4/5 pupils to be achieving appropriate level of qualification.** **Ensure all pupils achieve the minimum number of credits to achieve maximum qualification status****Literacy and numeracy progress for ‘academic pathway pupils’ to be at least in line with whole school expectations****Speaking and listening progress for non-verbal pupils to be accurately captured.****Non-verbal pupil data will be in line with whole school figures** | Qualifications attained.End of year dataSkills ladder.Meeting MinutesEnd of year data |  |
| Estyn Inspection Area 2: Wellbeing and Attitudes to Learning | **SUCCESS CRITERIA:** * **Whole school attendance figures above 93%**
* **Pupils displaying high level of engagement in learning resulting in at least expected rates of progress in all areas**
 |
| **TARGETS & DATES** | **PERSONNEL** | **ACTION** | **RESOURCES (inc PL, StoS, EAS/LA)** | **DESIRED IMPACT** | **MONITORING & EVIDENCE** | **PROGRESS:****Limited/Satisfactory/Strong/Very good** |
| **Pupil attendance rates will be restored to pre-COVID years’ levels****Levels of engagement in learning will be measured to be higher for most pupils** | **PC, JJ****WP****WP****RF / HG** | **SSOs will contact home for reasons of absence in the majority of cases.** **Review of attendance figures on SIMS. Parents of Pupils with low attendance figures/persistently not attending full weeks to be contacted to discuss the importance/impact of regular attendance for our pupils.****Communication with EWO for instances of high absenteeism.****For pupils where absence is related to family challenges, FLO to be targeted to support improved attendance****Ensure all new teachers in sensory pathway are familiar with engagement model and planning highly engaging experiences for learners. TLR teachers and AHT T&L to spend time with sensory teachers upskilling on engagement model and implementing new methods of recording in teachers meetings. Teachers to spend time observing other sensory classes to see engagement profiles in action.** **Develop and introduce new methods of tracking and measuring engagement for sensory learners in line with the engagement model moving away from lengthy observations for all activities.****Further develop “my best learning” profiles to support engagement with learning. Academic teachers ideas on engagement and what this looks like for the more academic cohort.**  | **SIMS register updated****DHT meeting time****DHT Meeting time****FLO time****AHT/TLR time** | **Pupil attendance will be over 93%****Pupils displaying high level of engagement in learning resulting in at least expected rates of progress in all areas****More effectively measure engagement of pupils, enabling targeting of modelled support where required** | Weekly analysis of figures and feedback to SLT by DHTTermly reporting of attendance figures to Governor sub-committeeTeacher observation forms/pupil folder scrutinyLearning walks  |  |
| Estyn Inspection Area 3: Teaching and Learning Experiences | **SUCCESS CRITERIA:*** **A rich learning journey for pupils being captured through varied medias e.g. photos, videos, observations & teacher marking will be more focused and next steps will be identified more effectively, thus all teaching planned and delivered will be more effectively targeted to relevant next steps**
* **Most pupils at YBD regularly attending community visits with opportunities to generalise skills learned in school.**
 |
| **TARGETS & DATES** | **PERSONNEL** | **ACTION** | **RESOURCES (inc PL, StoS, EAS/LA)** | **DESIRED IMPACT** | **MONITORING & EVIDENCE** | **PROGRESS:****Limited/Satisfactory/Strong/Very good** |
| **Previously piloted digital/online pupil work/marking folders will be established across all classes****Embed clear progression guidance and teaching resources for teachers in Language, Literacy and Communication and Maths & numeracy AoLE areas****Nearly all classes will have access to regular community visits and lunchtime clubs** | **RF****TLR teachers****All teachers****LF** **CT****LF/ WP** **SLT/ TA4 ILS****LF****LF****LF** | **To Share examples of online evidence/ marking with teachers, TA4s and TA3s.** **Teachers, TA4, TA3 to lead and model online marking processes to TA2s.** **Teachers to pilot a range of processes and templates within first half term.** **Online learning journeys to be scrutinised by AHT and TLR teachers once a term.****Dedicated Teacher meeting time to share progress to date and share best practice.****Teacher meeting with LLC & Maths and Numeracy focus. Resource audit alongside scheme.** **Academic pathway teachers to attend a mainstream school to observe Maths & LLC session and embed within own teaching.** **Identified best practice in school to be shared through observations, video and presentations****All classes to submit risk assessments following teacher focused meeting.** **SLT/ ILS TA4 to attend first trips with new staff/ groups if requested.** **Re-do staff skills audit to identify staff skills and offer skills to enhance pupil offer alongside School Council collecting pupil voice on lunch club requests.** **Two lunch clubs for sensory pathway available each week.** **Two lunch clubs for academic pathway available each week.**  | **Teacher/TA meeting time.** **AHT and TLR teacher time****Teacher meeting****RF time to meet with L3****Time with class staff****Devices****Laptops/iPads/iPods****AHT and TLR teacher time Replenish resources.** **Teacher meeting****Maths and Numeracy scheme** **LLC scheme.** **SLT/TLR time.** **Teacher meeting time. TLR time/PPA** **SLT Time/ ILS TA4 time****School Council time** **Within school day,** **Resources to purchase if needed.**  | **All teachers, TA4s and TA3s to use digital/online marking.****A rich learning journey for pupils being captured through varied medias e.g. photos, videos, observations****Teacher marking will be more focused and next steps will be identified more effectively, thus all teaching planned and delivered will be more effectively targeted to relevant next steps****Clear scheme of work for academic pathway and progression guidance understood and used by teachers.****Lesson time more effectively used to implement progressive learning experiences****All Teachers at MR to have submitted a RA by Spring 1****Most pupils at YBD regularly attending community visits with opportunities to generalise skills learned in school.****Hollistic view of staff skills and talents to enhance pupil offer. School-council will identify pupil interest.****All pupils will have opportunity to attend at least one block of lunch time club activities.** | **Printer budgets and credit****SEESAW****Staff feedback** **Evident in marking quality****TLR Teacher FADEs****Teacher wellbeing****SEESAW****TLR Teacher FADES****Folder scrutiny****Teacher feedback** **Evolve records** **Folder evidence** **Sign out registers** **Staff skills audit spreadsheet** **Pupil Voice records, school council minutes****Photos, folder evidence** |  |
| Estyn Inspection Area 4: Care, Support and Guidance | **SUCCESS CRITERIA:*** **RSE is considered a high impact learning opportunity for all pupils with lessons that are pitched correctly and meeting the needs of pupils.**
* **Questionnaires to show improvement in parental understanding and confidence to support learners from all parents who attended courses.**
 |
| **TARGETS & DATES** | **PERSONNEL** | **ACTION** | **RESOURCES (inc PL, StoS, EAS/LA)** | **DESIRED IMPACT** | **MONITORING** **& EVIDENCE** | **PROGRESS: Limited/Satisfactory/****Strong/Very good** |
| **RSE programme of study will be finalised and introduced across all classes (VB)****Training and support offer to families via FLO and therapy leads will be collated and calendared (LF)** | **VB/LBo/****Working party members TBC****Teachers****LBo/RD/RF****LBo/****Working party members TBC****LF** **LF, AB, AKitt, ND, ABeale, AJe, KM**  | **Create RSE working party of TAs and teachers to assist in finalising the version 1 of RSE programme.** **Selected teachers from Sensory and Academic Pathways & Key Stages to pilot planning and delivering lessons with support from RSE lead/working party. Pilots fed back to w/party to make final****changes to programme.****RSE lead & w/party to meet with HT/AHT for T&L to finalise how RSE will be reflected in online marking and monitored as part of curriculum offer.****Spring Term: RSE lead and w/party to deliver Teacher meeting / end of the month meeting to launch RSE programme of study. Inviting Alyson Marchant to these meetings.****To disseminate training questionnaire to parents to highlight key areas of need.** **Therapy Leads and FLO to create bespoke parent training and resources.** **Therapy Leads and FLO to deliver training to parent/carer groups.** **Pre and post questionnaire to be completed by all attending.**  | **AHT and TLR time****Meeting time****SLT agenda time****Teacher meeting and End of the month meeting****Dedicated SLT Time****Dedicated HLTA/ FLO time.** **Dedicated HLTA/FLO time** **Dedicated SLT Time**  | **Robust RSE programme of study based on experiences of a range of staff members and evaluated pilots.****A strong vision for what RSE means in YBD understood by all staff.****RSE is considered a high impact learning opportunity for all pupils with lessons that are pitched correctly and meeting the needs of pupils.****Key areas of need identified and YBD specific training created to meet parent needs to support learners.** **Targeted parent/carer groups to attend.** **Questionnaires to show improvement in parental understanding & confidence to support learners from all parents who attended courses.** **FLO time supporting families 1:1 reduced creating capacity.**  | **Meeting notes, calendar records and RSE programme of study finalised****SLT agenda notes****Teacher meeting schedule****End of month meeting schedule** **Calendar invite****Questionnaire evaluation****Training Pack, parental feedback** **Photos, register, training feedback.** **Questionnaire evaluation of impact**  |  |
| Estyn Inspection Area 5: Leadership and Management | **SUCCESS CRITERIA*** **All SDP targets will be achieved**
* **Teachers overseen by JA will achieved good or better consistently**
* **Acting AHTs and TLR will be able to evidence clear progress and achieve their action plans**
* **Pupils at Kimberley Park will have suitable play equipment to support their independent play, develop their turn-taking and collaborative play and to meet their gross motor, vestibular and proprioception needs**
 |
| **TARGETS & DATES** | **PERSONNEL** | **ACTION** | **RESOURCES (inc PL, StoS, EAS/LA)** | **DESIRED IMPACT** | **MONITORING & EVIDENCE** | **PROGRESS:****Limited/Satisfactory/****Strong/Very good** |
| **Acting AHTs and acting TLR will be effective in roles and adding value****Kimberley Park outdoors will be developed to include Wetpour floor and play equipment** | **VB/LB****WP/LF/RF****RD****RF/RD****RD/JM****RD****RD/JM** | **Acting AHTs to receive effective hand-over from AHTs before maternity leave commences and have established action plans****Acting AHTs and Acting TLR to have a designated mentor and calendared time for regular meetings and support****Acting AHTs to attend SLT meetings, have identified responsible areas of SDP, lead teacher meetings each term.****Acting TLR to follow full scrutiny carousel and to have regular time with each teacher overseen and have established action plan****Regular check-ins with Norse regarding planning permission and time-scale issues****Budget to include funding for project****Equipment installation to be agreed for school holidays – Summer or October half-term** | **KIT days for CT, non-contact time for LB****Dedicated SLT time****Calendered time****Time dedicated by RF****HT/SM time****Budget funds carried forward from 2022-23****HT/SM time** | **All SDP targets will be achieved****Teachers overseen by JA will achieved good or better consistently in all scrutinies****Acting AHTs and TLR will be able to evidence clear progress and achieve their action plans****Pupils at Kimberley Park will have suitable play equipment to support their independent play, develop their turn-taking and collaborative play and to meet their gross motor, vestibular and proprioception needs** | **Action plan****Calendar of mentoring support****SDP & meeting schedules****Scrutiny evidence and action plan****Emails of check-ins****Budget****Installation photos** |  |

The outcomes of the 2022-23 SDP for Ysgol Bryn Derw are as follows:

4 out of 5 objectives fully met or exceeded, 1 objective partially met. The partially met area was limited by funding challenges and the lack of availability of an outside consultant. These areas return to the SDP for 2023-24 with a different focus and approach.

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 baselineStart of year TIS/Thrive baselines | November Parents’ EveningARs | 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 | PupilsProf partners | Folder, 1PP etc scrutiny /discussion | Mid-year attendance dataMid-year SDP progress reportDecember - 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 & NumEOY AQA accreditation | ARs | Staff | Folder, 1PP etc scrutiny /discussion | EOY IEP achievement dataMay - Mid-year staff SDP discussion |
| June-July HT |  |  | June paired TLR/SLT Learning walk | June TLR scrutinyEOY external moderation | SLT EOY reports scrutiny | EOY – ASDEOY – TIS/Thrive | July parents’ Evening |  | Joint SDP/SER review and new year planning | EOY data – academic, attendanceSDP achievement and SER judgements |

Appendix B:

3 Year Objectives: -

|  |  |  |
| --- | --- | --- |
| **Key Priority** | **2024-5** | **2025-6 (to be added mid-2023/24)** |
| IA1 – Standards | *Communication ladder progress embedded across all sensory pathway classes* |  |
| IA2 - Wellbeing and attitudes to learning | *Maintenance of pre-COVID attendance rates* |  |
| IA3 - Teaching and Learning experiences | *All learning walks and lesson observations will show good or better T&L experiences* |  |
| IA4 - Care, support and guidance | *RSE Programme to be embedded across all classes and sites* |  |
| IA5 - Leadership and Management | *Further re-evaluate and organise SLT and admin structures to respond to increased pupil numbers* |  |

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 |