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:

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| --- | --- | --- | --- | --- | --- |
| 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**  **SLT**  **LF**  **All teachers**  **SLT**  **AKi, teachers**  **AKi, SLT**  **LBo, RD, WP, LBr** | **All IEP targets and action plans for EAL pupils to be scrutinised by AHT & TLR teachers**  **All IEP progress for EAL pupils to be discussed at SLT termly**  **EAL pupils underperforming in IEP areas to be prioritised for interventions via PSG**  **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**  **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**  **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** | | | | **AHT and TLR time**  **SLT agenda time**  **Intervention time**  **Meeting and PPA time**  **Meeting time**  **Meeting and PPA time**  **Meeting time** | | **~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** | | | Meeting minutes, audit records  PSG minutes, data | | |  | |
| Estyn Inspection Area 2: Wellbeing and Attitudes to Learning | | **SUCCESS CRITERIA:**   * **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** | |
| **Introduce and develop behaviour TA4 role to achieve a reduction in RPIs in line with Welsh Government goals (From WG)**  **Develop robust processes for capturing pupil wellbeing and responding to challenges (From SLT)** | | **WP AJ AB**    **AB AJ**  **WP AJ AB**  **WP**  **AJ AB**  **WP AJ AB**  **WP AB AJ**  **LF**  **Teachers**  **X2** | **WP and TA4 to be part of iPBS working party**    **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**  **WP and TA4 to scrutinise behaviour watch logs and provide feedback and debriefs with staff teams.**  **WP to regularly review Behaviour Watch trends and data and proactively predict future trends, providing strategies and support to class teams.**  **Behaviour TA4 to upskill Behaviour champions in each class.**  **Behaviour TA4 to meet with ADHT at least weekly to discuss actions and plans.**  **Behaviour Lead and/or TA4 to attend PSG group meetings- championing pupils with IBP’s and reviewing/reflecting on the provision available.**  **Pilot baseline and end of half term assessment process of Wellbeing in one sensory and one academic class.**  **Signpost learners flagged as Red to PSG group and identify supporting provision.**    **Gather feedback from teachers.**  **Refine process and re-pilot with a wider cohort.**  **Review data and analyse** | | | | **Non contact time**  **Non contact time**  **Behaviour Watch**  **Meeting time**  **Time with class staff**  **Meeting time**  **Time to attend PSG**  **Non-contact time**  **PSG meeting**  **Meeting time with teachers** | | **RPIs to decreased inline with Welsh Government Goals**  **RPIs to decrease in comparison to previous year.**  **Proactive approach to troubleshooting behaviour challenges.**  **Class staff are championing behaviour strategies within their class teams.**  **Learners signposted to appropriate support and intervention to maximise progress**  **Robust baseline assessment of learner wellbeing**  **Provision identified**  **Refine process**  **Sustained or improved wellbeing for 80% of learners** | | | Behaviour Watch data  RPI Data  Evidence of meetings/ training notes  PSG minutes  Wellbeing baseline data and processes  PSG Minutes  Teacher feedback evidence  Data | | |  | |
| Estyn Inspection Area 3: Teaching and Learning Experiences | | **SUCCESS CRITERIA:**   * **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** | | | | | | | | | | | | | | | |
| **TARGETS & DATES** | | **PERSONNEL** | | | **ACTION** | **RESOURCES (inc PL, StoS, EAS/LA)** | | | **DESIRED IMPACT** | | | **MONITORING & EVIDENCE** | | | | | **PROGRESS:**  **Limited/Satisfactory/Strong/Very good** |
| **Introduce and develop ILS TA4 role to expand ILS opportunities across all classes (From SLT)**  **Re-establish effective off-site sporting, ILS and other experiences, including residential experience for 14-19 pupils (from SLT)**  **Re-establish ‘wow’ events with external providers to inspire pupil engagement (e.g. Animals, Science)**  **Pilot a digital/online pupil work/marking folder to replace the white pupil folders (From teachers)**  **Develop clear progression guidance & teaching resources for teachers in LLC and Maths & numeracy AoLE areas (From teachers)** | | **AKell**  **LBr**  **LBra**  **LBo**  **AKell**  **JM**  **AoLE leads/LBr**  **RF/LBr**  **CT/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.**  **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**  **All AoLE teams to plan at least 1 ‘wow’ enrichment event across the academic year linked to event/festival/pupil interests/topics**  **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 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** | **AHT and AK time together**  **Intervention time**  **AK time**  **JM time**  **RD/LBtra ensure all teachers are familiar with EVOLVE**  **AoLE lead time AoLE team meeting time LWM meeting**  **TLR time**  **TLR time**  **Teacher meetings** | | | **Pupils to achieve ILS related IEP targets**  **Pupils to be 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** | | | **IEP data**  **Intervention evidence**  **EVOLVE evaluations**  **Pupil folders**  **Evidence collected by AoLE leads**  **Pupil folders**  **Digital evidence review and roll out if successful**  **Clear progression guidance resource to increase teacher confidence** | | | | |  |
| Estyn Inspection Area 4: Care, Support and Guidance | | **SUCCESS CRITERIA:**   * **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)**  **Develop RSE programme of study (From SLT)**  **Train HLTA/FLO as an additional Deputy Safeguarding lead (From SLT)**  **Develop in-class leads for a range of Therapies to ensure consistent delivery (From SLT)** | | **LF**  **VB LB**  **LF HLTA /FLO**  **LF HLTAs** | | | **To explore options of in-house recruitment of SaLT, OT, Music Therapy- seeking advice from other special schools, HR and supply agencies.**  **Develop recruitment process, advert and job description.**  **Ensure supervision processes are in place and meet appropriate standards.**  **To develop pilot RSE scheme following meetings with Paul Bray.**  **Deliver to teachers in teacher meeting- review and reflect following teacher feedback.**  **Host Parent coffee morning/workshop to discuss the RSE programme of study and gather feedback.**  **To upskill HLTA/FLO in safeguarding processes at YBD.**  **To book appropriate, necessary training.**  **To deliver SG training together to staff team.**  **Identify champions and therapy leads**  **Upskills staff through regular training and feedback**  **Half termly meetings to discuss progress and development points** | **Non-contact time, discussions with other professionals**  **Recruitment processes**  **Time for therapist to receive supervision, location of appropriate supervisor**  **Non contact time, time with Paul Bray & other professionals.**  **Teacher meeting time**  **Coffee Morning slot**  **Non-contact time,**  **Training courses**  **INSET/Staff meeting**  **Non contact time**  **Time for training**  **Meeting time** | | | | | **Will have clarity on working models and appropriate ways forward**  **To recruit appropriate therapists**  **High standard of therapist**  **RSE Pilot scheme devised**  **Teacher clarity on delivery and content of RSE programme of study**  **Improved home-school links and communication**  **Additional DSP, clear in YBD processes**  **SG training delivered with YBD way golden thread**  **Identified staff to ensure consistent delivery**  **Up to date, current strategies used to support learners**  **Enhancing learner offer** | | | **Meeting notes/ emails**  **Recruitment processes**  **Supervision invoices**  **SRE pilot Programme of study**  **Teacher meeting calendar and feedback notes**  **Feedback evidence**  **DSP certificate**  **Audit evidence**  **Training notes and presentations**  **Meeting notes** |  | | |
| Estyn Inspection Area 5: Leadership and Management | | **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** | | | | | | | | | | | | | | | |
| **TARGETS & DATES** | | **PERSONNEL** | | | **ACTION** | | **RESOURCES (inc PL, StoS, EAS/LA)** | | | | **DESIRED IMPACT** | | | **MONITORING & EVIDENCE** | **PROGRESS:**  **Limited/Satisfactory/**  **Strong/Very good** | | |
| **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**  **LBr, RD** | | | **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**  **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** | | **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**  **All staff will have spent at least 1 week working and observing in a less familiar class** | | |  |  | | |

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: -

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 |

Appendix B:

3 Year Objectives: -

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| --- | --- | --- |
| **Key Priority** | **2023-4** | **2024-5** |
| IA1 - Standards | *Address any patterns of underperformance identified by standards data analysis in Summer 2023* | Address any patterns of underperformance identified by standards data analysis in Summer 2024 |
| IA2 - Wellbeing and attitudes to learning | *Further reduction in RPIs* | *Further reduction in RPIs* |
| IA3 - Teaching and Learning experiences | *Further develop range of KS3-5 offer to respond to growing sensory pathway numbers at secondary age* |  |
| IA4 - Care, support and guidance | *Employ in house intervention staff to replace current SLA system* | *Embed in house intervention staff roles* |
| IA5 - Leadership and Management | *Further re-evaluate and organise SLT and admin structures to respond to increased pupil numbers* |  |

Appendix C:

Progress judgements: -

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| --- | --- | --- | --- | --- |
|  | **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 |