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 2023-24 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:

|  |  |  |  |
| --- | --- | --- | --- |
| Estyn Area | IA1: Teaching and learning | IA2: Well-being, care, support and guidance | IA3: Leading and improving |
| Key Objectives | Quality of pupil learning in experiences other than ‘teacher led classroom sessions’ will consistently have secure or high impact  Planning and teaching for progress will be refined and remodelled around the ‘Understanding by Design’ model | Classroom staff understanding of the functions behind behaviours will be enhanced, consistent and influencing daily provision  Classroom staff understanding of communication development in children with ASD and the most suitable approaches at each stage of development of each child will be enhanced and influencing daily provision | New Caerleon site will be suitably developed and resourced for a September 2025 start\*  New permanent leadership, administration, site and intervention structures will be in place and effectively support expanded provision of school\*  (\*assuming the Caerleon expansion consultation is approved) |

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, local businesses and charities, Careers Wales) over community access, with Coleg Gwent and Social Services over RSE.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Estyn Inspection Area 1: Teaching and learning | | **SUCCESS CRITERIA**   * **Pupils to gain a wider, realistic experience of the working environment, a broader variety of venues accessed.** * **By July 2025 all staff will be delivering strong continuous provision sessions with a focus on child led learning** * **By July 2025 all staff will be delivering strong teaching sessions beyond the classroom** * **Pedagogical approach to progress and outcome focused planning, teaching and assessment to be understood by all teachers and driving the approach of all teachers** | | | | | | | | | | |
| **TARGETS & DATES** | | **PERSONNEL** | **ACTION** | | | **RESOURCES (inc PL, StoS, EAS/LA)** | | **DESIRED IMPACT** | | **MONITORING & EVIDENCE** | **PROGRESS:**  **Limited/Satisfactory/Strong/Very good** | |
| **Quality of pupil learning in experiences other than ‘teacher led classroom sessions’ will consistently have secure or high impact**  **Planning and teaching for progress will be refined and remodelled around the ‘Understanding by Design’ (UbD) model** | | **WP, teachers**  **WP, teachers**  **CT with RF & LBr**  **CT with RF & LBr**  **RD/LBr/RF**  **RD/LBr/RF**  **Working party members**  **Identified teachers**  **RD/LBr/RF**  **RD/LBr/RF** | ***Widen the community based learning offer by expanding our options for community visits and work experience:***   * **Contact made with local businesses, to offer work experience for pupils.** * **Share experiences of new venues to all classes to expand the venues accessed.**   ***Further develop the effectiveness of, and adult understanding of, child led learning during continuous provision:***   * **Embark on theoretical research to underpin benefits of child-led learning** * **Hold staff meeting/working party to devise a placemat of YBD child-led/CP expectations** * **Develop a help placemat for TA of what quality child-led learning looks like and helpful tips** * **Learning walks June/July to analyse impact**   ***Develop outdoor classroom pedagogy, leading to an enhancement of the purposefulness of outdoor areas:***   * **Conduct learning walks with a focus on outside learning across all sites.** * **Hold staff meetings & working party to devise a placemat of YBD outside area expectations** * **TA training** * **Analysis of LO and rationales on MTP and weekly plans**   **Further liaison with schools utilising UbD and research into theoretical underpinning**  **Teacher meetings and working party to develop YBD specific focus to UbD pedagogy**  **Pilot classes to utilise adapted planning approaches and documentation, teaching and assessment processes**  **Refine adapted documentation based upon pilot experiences**  **Launch of final approach and new policy to all staff** | | | **Meeting time**  **Teacher meeting time**  **Time for staff training**  **Time for classroom observations**  **Time for staff training**  **Time for classroom observations**  **SLT members’ non-contact time**  **Meeting time**  **Additional PPA time for identified teachers**  **SLT members’ time**  **Meeting time** | | **Pupils to gain a wider, realistic experience of the working environment.**  **A broader variety of venues accessed.**  **By July 2025 all staff will be delivering strong continuous provision sessions with a focus on child led learning**  **By July 2025 all staff will be delivering strong teaching sessions beyond the classroom**  **Pedagogical approach to progress and outcome focused planning, teaching and assessment to be understood by all teachers and driving the approach of all teachers** | | Register of attendance  Evolve visits to multiple locations.  **Observations**  **Planning and assessment records**  **Digital marking scrutiny**  **Observations**  **Planning and assessment records**  **Digital marking scrutiny**  **Correspondence records**  **Meeting schedules and records**  **Planning, observation and assessment records**  **New documentation**  **Meeting records** |  | |
| Estyn Inspection Area 2: Well-being, care, support and guidance | | **SUCCESS CRITERIA:**   * **A clear understanding of the function behind a behaviour and common traits seen.** * **Specialist and targeted SaLT input received across all classes to maximise pupil offer and communication progress.** * **School to implement, review and monitor AAC Devices to create in-house AAC technology pathway for identified pupils.** * **YBD Communication Pathway flow chart created to show approaches for development age and clear next steps for Communication progression.** * **Therapy leads upskilled in larger therapy team, implement strategies at YBD.** | | | | | | | | | | |
| **TARGETS & DATES** | | **PERSONNEL** | **ACTION** | | | **RESOURCES (inc PL, StoS, EAS/LA)** | | **DESIRED IMPACT** | | **MONITORING & EVIDENCE** | **PROGRESS:**  **Limited/Satisfactory/Strong/Very good** | |
| **Classroom staff understanding of the functions behind behaviours will be enhanced, consistent and influencing daily provision**  **Classroom staff understanding of communication development in children with ASD and the most suitable approaches at each stage of development of each child will be enhanced and influencing daily provision** | | **WP, identified Teachers and TA4s**  **LF**  **LF**  **LF**  **LF, AKitt & SaLT**  **LF, AKitt**  **LF, AKitt & ABeg** | **Working party to develop and analyse the functions behind behaviours. Link with SWASSH working party**  **A practical toolkit to be developed and shared with pilot classes**  ***Appoint new SaLT to work alongside TA4.***    ***Create, direct and review calendar of actions for weekly input spread accordingly across three sites.***  ***To purchase iPads and software for AAC grant.***  ***To baseline all selected pupils.***  ***To introduce AAC device to pupils and provide initial training to class staff.***  ***To review and monitor pupil progress. To provide update training to staff. To review overall progress & impact***  ***Refine our understanding of communication development and the most suitable approaches at each stage of development.***  ***To observe and profile pupils at various stages and pathways of learning.***  ***TA4 Sensory and Communication Leads to spend one day a month at Ysgol y Deri Special School working within the therapy teams.*** | | | **Meeting time at YBD and other schools.**  **Meeting time**  **SLT Time**  **TA4/SaLT time/ EiG**  **AAC Grant**  **TA4 Time**  **EiG**  **SLT Time**  **TA4 time**  **Teacher meeting**  **TA4 time** | | **A clear understanding of the function behind a behaviour and common traits seen.**  **Specialist and targeted SaLT input received across all classes to maximise pupil offer and communication progress.**  **School to implement, review and monitor AAC Devices to create in-house AAC technology pathway for identified pupils.**  **YBD Communication Pathway flow chart created to show approaches for development age and clear next steps for Communication progression.**  **Therapy leads upskilled in larger therapy team, implement strategies at YBD.** | | Toolkit created  **PSG notes**  **SaLT reports**  **Evaluation doc**  **AAC Grant review**  **Pupil baseline and progress data**  **YBD Communication Pathway flow chart, meeting docs and reports.**  **Therapy leads evaluation form.** |  | |
| Estyn Inspection Area 3: Leading and improving | | **SUCCESS CRITERIA:**   * **By July/August 2025 the site at Caerleon will be ready to receive furniture and be fully operational to provide effectively for the complex needs of the first cohort of pupils** * **In September 2025 the school will have capacity to effectively deliver high quality provision and progress for all pupils across all 3 sites, with suitable workloads for all staff and a clear demarcation of operational and strategic staff & leaders** | | | | | | | | | | | |
| **TARGETS & DATES** | | **PERSONNEL** | | | **ACTION** | **RESOURCES (inc PL, StoS, EAS/LA)** | | **DESIRED IMPACT** | | **MONITORING & EVIDENCE** | | | **PROGRESS:**  **Limited/Satisfactory/Strong/Very good** |
| **New Caerleon site will be suitably developed and resourced for a September 2025 start\***  **New permanent leadership, administration, site and intervention structures will be in place and effectively support expanded provision of school\***  **(\*assuming the Caerleon expansion consultation is approved)** | | **SLT**  **SLT**  **SLT**  **RD/JM/AT**  **SLT**  **RD**  **RD & Governors**  **RD/AT**  **RD**  **SLT** | | | **Detailed proposals for adaptations to wider site and internal to building to be submitted to NCC & Norse**  **Regular site visits to monitor adaptations**  **Furniture, resources and equipment to be purchased informed by lessons learnt from expansions into Annex and Kimberley**  **Delivery schedule and movement of furniture to be planned for June/July**  **Discussions with SLT (ref admin, site and interventions teams) and exploration with other Special Schools regarding preferred models (Autumn Term)**  **Liaison with HR&OD Business Partner to explore requirements and options (Autumn Term)**  **Exploration of options and identification of preferred option with sub-Committee & FGB (Autumn/Spring Term)**  **Clarification from NCC about funding arrangements for new site to verify that proposed structures are affordable**  **Consultation (as required) with staff & TUs (Spring Term)**  **Recruitment processes (Spring/Summer Terms)** | **SLT time**  **SLT time**  **SLT time**  **FFE funding from NCC**  **SLT time**  **SLT time**  **RD & HR& OD time**  **Governing Body agenda time**  **RD&AT time**  **Staff meeting time**  **SLT time** | | **By July/August 2025 the site at Caerleon will be ready to receive furniture and be fully operational to provide effectively for the complex needs of the first cohort of pupils**  **In September 2025 the school will have capacity to effectively deliver high quality provision and progress for all pupils across all 3 sites, with suitable workloads for all staff and a clear demarcation of operational and strategic staff & leaders** | | **Correspondence records**  **Meeting records**  **Meeting records and order records**  **Correspondence records**  **SLT Meeting minutes**  **Correspondence records**  **Meeting agendas and minutes**  **Correspondence records**  **Correspondence records**  **Recruitment records** | | |  |

The outcomes of the 2023-24 SDP for Ysgol Bryn Derw are as follows:

4.5 out of 5 objectives fully met or exceeded, 0.5 objectives unmet. The unmet area was restoring attendance to pre-COVID levels which was significantly impacted by the persistent absence of 3 pupils. Attendance remains higher than the average for Newport schools and for comparative Special Schools.

Appendix A:

Annual carousel of activities: -

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Environment walk | Planning | Teaching | Marking/ Folders | IEPs/ Reports | Progress data capture | Parent liaison | 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 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: -

|  |  |  |
| --- | --- | --- |
| **Key Priority** | **2025-6** | **2026-27 (to be added mid-2024-5)** |
| IA1 – Teaching and learning | Understanding by Design influenced amended approaches and documentation to be embedded across all classes |  |
| IA2 - Well-being, care, support and guidance | Changes to provision from enhanced understanding of functions behind behaviours to be embedded across all classes  Changes to provision from enhanced understanding of communication development to be embedded across all classes |  |
| IA3 - Leading and improving | Recruitment and retention processes for expanded provision to be enhanced and refined |  |

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 |