

BRYN-Y-DERYN



CARNEGIE CENTRE
Cyfleoedd ar gyfer newid a
llwyddiant
Opportunities for change and success

School Development Plan

2023 - 2024

School Self-Evaluation: Summary

Strengths:

Learning

- The school has adopted clear models for tracking literacy, numeracy and DCF skills. Both teachers and learners have measured their current abilities and are working towards mapped progress routes.
- Creative and artistic skills are delivered effectively in most classes.
- Excellent progress against Starter Iaith Bronze award.
- The school has clear models for tracking learners baseline assessments to inform learners abilities and ALN
- Excellent progress against Dyslexia Silver Award.

Wellbeing and attitudes to learning

- Most teachers have a secure understanding of the four purposes and are beginning to identify these in curriculum design, planning and delivery.
- The school has a good system for all learners to engage with their emotionally available adults regularly throughout the day.
- The school has a clear timetable for learner voice and set agenda systems. Learners are familiar and engage with the current programme.
- The school has excellent links with supporting agencies to support the learning and emotional needs of the learners.

Teaching and Learning Experiences

- Many teachers can use a range of differentiation strategies. In some lesson observations, this is identified in teacher planning and the teaching & learning experiences.
- The school has many opportunities for learners to develop their understanding of healthy choices for the mental and physical health. The school has a detailed pastoral programme that is currently completing its second year; this encompasses opportunities for skills development and good social and emotional skills.
- Many teachers have good subject knowledge and have developed their competence with Curriculum for Wales requirements.
- Skills tracking for literacy, numeracy and digital competency has been adopted and is understood by most teachers and support staff.

Care, support and guidance

- The school has an excellent pastoral support system that enables all learners to develop supportive relationships with key adults. This ensures the equality and diversity is respected for all individuals in a person-centred approach.

- The school places significant emphasis on the importance of good attendance; rewards systems are established in adopted policy and processes. The school works efficiently with outside agencies to support learners with poor attendance.
- The school places significant emphasis on the wellbeing of the learners, excellent relationships and communications between specialist agencies have been built and developed.

Leadership and Management

- The staff wellbeing programme is extensive including excellent staff facilities and resources for break and lunch times, a structured personal development programme and mental and physical health support including self-refer counselling.

Areas for Development:

Learning:

- The school needs to embed tracking systems into all learning pathways and ensure this is built into all teacher planning.
- Work towards achieving Siarter Iaith Silver award 2023-2024
- The school needs to embed tracking systems to implement the requirements of the ALN Bill
- Work towards achieving Gold Dyslexia award 2023-2024

Wellbeing and attitudes to learning

- The school needs to devise and adopt a tracking process to ensure all 4 purposes are addressed routinely and effectively in all classes.
- The school needs to audit current offer for break, lunch and after school activities and develop a programme to engage learners.
- The school needs to audit current opportunities on how the feedback from stakeholders is gathered. Scheduled check ins with all stakeholders need to be signposted into the MER cycle and proforma for data gathering agreed at SLT.
- The school needs to adapt and embed tracking processes to ensure all learners ALN are addressed.

Teaching and Learning Experiences

- A few teachers need to develop their understanding of how to use a range of differentiation strategies. They should be supported to ensure they set up effective tracking and evaluation systems.
- Learners are currently not engaging effectively with the vocational placements on offer or the Pupil Inclusion Project. Attendance is poor and sporadic.
- The school needs to work closely with partner agencies to support learners in finding career pathways. Training for staff to broaden their understanding of the Welsh

context needs to be mapped into school planning and increased offer for all learners to work with employers both inside and outside the school.

- The Estyn inspection and subsequent lesson observations have not recorded excellent lessons. A few lessons lack pace, lesson objectives do not link to prior assessment and learners do not know the context of the learning opportunities. Feedback given to learners is not recorded in a consistent manner across the school.
- Many teachers need to develop their understanding of how to use ALN data to inform their teaching practices

Care, support and guidance

- Staff need further training on equality and diversity to embed opportunities for learners to consider their own identities and others within curriculum delivery, so this is visiting in a real-life context and not as a 'bolt-on'.
- Attendance policy and procedures need to continue to be evaluated and refined to ensure attendance levels are as high as possible given the circumstances and history of the learner.
- Learners Additional Learning Needs to continue to be evaluated to ensure appropriate support is provided both internally and from external agencies
- Staff need further training on the implementation of the ALN Bill to include the use of PCPs / IDPs across the school.

Management and Leadership

- The school does not currently have self and peer evaluation systems calendared into the MER cycle. Provision may be more effectively evaluated if the views of a range of stakeholders are sought.

SCHOOL DEVELOPMENT PLAN EVALUATION 2022/23

Priority	Evaluation of progress
<p>1. Strengthen the PRU strategies to monitor and improve pupil attendance.</p>	<p>The school maintains appropriate records for attendance and absence from school and addresses persistent absenteeism. Leadership recognises the importance of its role in addressing attendance issues and this is satisfactorily evidenced in its policies and practices. Systems to support and challenge low attendance are appropriate and applied by leaders and staff. The school's provision for improving attendance is thorough but having little impact.</p>
<p>2. Improve the provision and development of all pupils' Welsh language skills.</p>	<p>The school has made excellent progress against all criteria in the Siarter Iaith programme and is like to achieve the bronze award this academic year.</p> <p>Areas of focus establishing a visual Welsh ethos, creating a linguistic ethos, creating opportunities for Welsh in other situations and fostering an enjoyment in Welsh Heritage and culture. Specific achievements can be found in the action plan 2022-2023 and Targedau Y Wobr Efydd Ysgolion Arbennig</p>
<p>3. Improve the opportunities for pupils to use the digital competency framework (DCF) across the curriculum.</p>	<p>All teaching staff have completed professional development to ensure a secure understanding of the digital competency framework. This includes individual training programme from CSCJES, whole school collaboration, peer to peer support.</p> <p>The school has devised an appropriate tracking system to ensure DCF opportunities are delivered and clear starting points are measured. The school will continue to refine these systems during the next academic year.</p>

IA1: LEARNING (STANDARDS & PROGRESS)

To continue to develop school tracking and assessment systems for skills including Welsh

1. To devise a robust system for identifying, tracking and assessing the four purposes, cross-curricular and integral skills in all areas of learning experience.
2. To achieve silver award Siarter Iaith
3. To embed tracking systems to implement the requirements of the ALN Bill
4. To achieve Gold Dyslexia award

IA2: WELLBEING & ATTITUDES TO LEARNING

To develop a programme to promote physical activity with learners through increased learner voice opportunities.

5. To develop a personal growth learning programme that delivers opportunities for physical activities according to interests and needs of the learner.
6. To develop a programme of opportunities for break/lunch and after school activities that engage many learners.
7. To analyse and evaluate current learner voice opportunities and devise a programme that enables regular learner feedback and shapes provision.
8. To adapt and embed tracking processes to ensure all learners ALN are addressed

IA3: TEACHING & LEARNING EXPERIENCES

To ensure teaching and learning experiences prepare learners with the appropriate skills, experience and knowledge to make informed choices for their future

9. To embed the careers programme to provide learners with ongoing support in a real-life context including a programme of internal and external visits with employers, staff training and 1:1 career planning opportunity.
10. Set a whole school timetable of valuable, regular and relevant learning experiences outside the classroom.
11. Ensure differentiation is used consistency and effectively across all areas of learning experience.

12. Ensure nearly all staff are very insightful and skilled in helping pupils to understand the impact of lifestyle and behaviour choices on their mental and physical health and well-being; including social and emotional skills.
13. Ensure teacher subject knowledge is strong and enables for accurate and precise objectives for learners learning, stimulating learning environments, helpful and varied questioning techniques and use assessment outcomes to inform future teaching.
14. Establish clear oral and written feedback systems across the school including robust learner and peer feedback systems.
15. Ensure teachers develop their understanding of how to use ALN data to inform their teaching practices

IA4: CARE, SUPPORT & GUIDANCE

To adopt a school wide system for tracking equality and diversity to ensure fair representation in all aspects of school life

16. Learner voice will include all classes routinely providing opportunities for pupils to influence what they learn, and how they learn, as the norm. (See above)
17. To track equality and diversity of learners across all classes to ensure appropriate representation.
18. To maintain good quality records for attendance and absence from school and addresses persistent absenteeism well and in line with school policy; ensuring liaison with outside agencies is strong.
19. To track ALN Across all classes to ensure appropriate support is provided both internally and from external agencies
20. To provide training for staff around PCLPs / PCPs / IDPs

IA5: LEADERSHIP & MANAGEMENT

To provide a structured staff wellbeing programme

21. To maintain the staff wellbeing programme.
22. To establish opportunities for collaboration between staff and other providers including strong relationships with home contacts.
23. To set a self – evaluation timetable to collect and analyse evidence of standards and provision where stakeholders' views are sought.
24. To use the ALN evaluation tools to analyse where the school is currently and next steps

SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24

LEARNING (STANDARDS & PROGRESS)

Priority 1	Key Actions	Support
<ul style="list-style-type: none"> To continue to develop school tracking and assessment systems for skills including Welsh 	<ul style="list-style-type: none"> To devise a robust system for identifying, tracking and assessing the four purposes, cross-curricular and integral skills in all areas of learning experience. To achieve silver award Siarter Iaith 	<ul style="list-style-type: none"> Central South Consortium (CSC) Siarter Iaith network meetings. CSC professional learning programme. MER cycle and training, INSET
<ul style="list-style-type: none"> To embed tracking systems to implement the requirements of the ALN Bill 	<ul style="list-style-type: none"> To ensure robust systems for identifying learners ALN and tracking are fit for purpose To achieve Gold Dyslexia award 	<ul style="list-style-type: none"> LA ALN support CSC Specials School Forum Other Agencies
<p>December Milestones</p> <ul style="list-style-type: none"> All teachers to have an agreed skill tracking process. All classes and staff to be aware of the agreed actions in Siarter Iaith Action Plan. (Silver) MER calendar agreed by SLT to review skills tracking processes at least termly. MER calendar agreed by SLT to complete lesson observations and peer to peer book looks to review skills tracking processes. All curriculum teams to meet regularly (as per MER calendar) to refine processes and to keep accurate minutes of activities and amendments. 	<p>March Milestones</p> <ul style="list-style-type: none"> Many teachers to have an agreed skill tracking process and adopted this for all classes. Many classes and staff to have started to make progress on the agreed actions in Siarter Iaith Action Plan. (Silver) A minimum of one SLT review of tracking process and peer to peer review to have been completed. A minimum of one lesson observation / learning walk and book look to have been completed to review skills tracking processes. All curriculum teams to meet regularly (as per MER calendar) to refine processes and keep accurate minutes of activities and amendments. 	<p>July Milestones</p> <ul style="list-style-type: none"> Most teachers to have an agreed skill tracking process and adopted this for all classes. Most classes and staff to have started to make progress on the agreed actions in Siarter Iaith Action Plan. (Silver) A minimum of one SLT review of tracking process and peer to peer review to have been completed. A minimum of one lesson observation / learning walk and book look to have been completed to review skills tracking processes. All curriculum teams to meet regularly (as per MER calendar) to refine processes and keep accurate minutes of activities and amendments.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24

IA2: WELLBEING & ATTITUDES TO LEARNING

Priority 2	Key Actions	Support
<ul style="list-style-type: none"> To develop a programme to promote physical activity with learners through increased learner voice opportunities 	<ul style="list-style-type: none"> To develop a personal growth learning programme that delivers opportunities for physical activities according to interests and needs of the learner. To develop a programme of opportunities for break/lunch and after school activities that engage many learners. To analyse and evaluate current learner voice opportunities and devise a programme that enables regular learner feedback and shapes provision. 	<ul style="list-style-type: none"> Curriculum for Wales, Hwb resources. School agreed proforma INSET and training sessions. Performance Development tracking.
<ul style="list-style-type: none"> To adapt and embed tracking processes to ensure all learners ALN are addressed 	<ul style="list-style-type: none"> To ensure robust systems for identifying learners ALN and tracking are fit for purpose 	<ul style="list-style-type: none"> LA ALN support CSC Specials School Forum Other Agencies
<p>December Milestones</p> <ul style="list-style-type: none"> Personal Growth programme devised; delivery has started with all classes across the school. SLT link established in KS3 & KS4. Good use of feedback and assessment for learning is beginning in some classes. All teachers completed self-review of opportunities they can provide against their own skills and knowledge. A whole school plan has been devised and all opportunities are being offered across all classes. The offer has been quality assured by SLT member and evaluation / 	<p>March Milestones</p> <ul style="list-style-type: none"> Personal Growth programme devised; delivery has started with all classes across the school and at least one evaluation has been completed with stakeholders. SLT link relationship emerging in KS3 & KS4. Good use of feedback and assessment for learning is beginning in most classes. All teachers completed self-review of opportunities they can provide against their own skills and knowledge and are now providing a minimum of one enrichment opportunity each week. 	<p>July Milestones</p> <ul style="list-style-type: none"> Personal Growth programme devised; delivery has started with all classes across the school and at least two evaluations have been completed with stakeholders. SLT link relationship established in KS3 & KS4. Good use of feedback and assessment for learning is beginning in many classes. All teachers completed self-review of opportunities they can provide against their own skills and knowledge and are now providing a minimum of one enrichment opportunity each week. This has been sustained.

<p>stakeholder feedback has been calendared.</p>	<ul style="list-style-type: none"> • A whole school plan has been devised and all opportunities are being offered across all classes. • The offer has been quality assured by SLT member and evaluation / stakeholder feedback has been calendared. 	<ul style="list-style-type: none"> • A whole school plan has been devised and all opportunities are being offered across all classes. This has been maintained. • The offer has been quality assured by SLT member and evaluation / stakeholder feedback has been calendared.
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SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24

IA3: TEACHING & LEARNING EXPERIENCES

Priority 3	Key Actions	Support
<ul style="list-style-type: none"> • To ensure teaching and learning experiences prepare learners with the appropriate skills, experience and knowledge to make informed choices for their future 	<ul style="list-style-type: none"> • To embed the careers programme to provide learners with ongoing support in a real-life context including a programme of internal and external visits with employers, staff training and 1:1 career planning opportunity. • Set a whole school timetable of valuable, regular and relevant learning experiences outside the classroom. • Ensure differentiation is used consistency and effectively across all areas of learning experience. • Ensure nearly all staff are very insightful and skilled in helping pupils to understand the impact of lifestyle and behaviour choices on their mental and physical health and well-being; including social and emotional skills. • Teacher subject knowledge is strong enables for accurate and precise objectives for learners learning, stimulating learning environments, helpful and varied questioning techniques, 	<ul style="list-style-type: none"> • Professional learning for all staff from Careers Wales. • Link with Cardiff Commitment and allocated employers. • EVOLVE team and Dave Goulding. • CSCJES / HWB and specialist team training. • Healthy Schools team. • Training provider/INSET, peer to peer support • LA ALN support • CSC Specials School Forum • Other Agencies

	<p>use assessment outcomes to inform future teaching.</p> <ul style="list-style-type: none"> • Ensure teachers develop their understanding of how to use ALN data to inform their teaching practices 	
<p>December Milestones</p> <ul style="list-style-type: none"> • Some teachers have accessed high quality professional learning regarding writing objectives, creating stimulating learning environments, questioning techniques, assessment strategies and differentiation. • SLT have set clear expectations, these have been communicated to all staff. • Some teachers have received EVOLVE training and are following school expectations. The school has communicated clear expectations and some staff have begun to follow them. • Some staff are familiar with delivering the set pastoral plan; they are beginning to show skill in linking opportunities to develop mental and physical health of learners. Some staff are delivering 'Talk about' sessions to their pastoral groups to tackle issues relevant to individuals. Progress is tracked. • Lesson planning, tracking and delivery has been reviewed by SLT a minimum of once this academic year. • Progress of learners has been reviewed and feedback from stakeholders received and evaluated by SLT at least once. • All teachers have identified learning experiences for their classes / subject area outside the classroom. SLT have devised a whole school calendar. 	<p>March Milestones</p> <ul style="list-style-type: none"> • Many teachers have accessed high quality professional learning regarding writing objectives, creating stimulating learning environments, questioning techniques, assessment strategies and differentiation. • SLT have set clear expectations, these have been communicated to all staff. • Many teachers have received EVOLVE training and are following school expectations. The school has communicated clear expectations and many staff are routinely following them. • Many staff are familiar with delivering the set pastoral plan; they are beginning to show skill in linking opportunities to develop mental and physical health of learners. Many staff are delivering 'Talk about' sessions to their pastoral groups to tackle issues relevant to individuals. Progress is tracked. • Lesson planning, tracking and delivery has been reviewed by SLT a minimum of twice this academic year. • Progress of learners has been reviewed and feedback from stakeholders received and evaluated by SLT at least twice. • All teachers have identified learning experiences for their classes / subject area outside the classroom. SLT have devised a whole school calendar. Many classes have been given these opportunities. 	<p>July Milestones</p> <ul style="list-style-type: none"> • Most teachers have accessed high quality professional learning regarding writing objectives, creating stimulating learning environments, questioning techniques, assessment strategies and differentiation. • SLT have set clear expectations, these have been communicated to all staff. • Most teachers have received EVOLVE training and are following school expectations. The school has communicated clear expectations and many staff are routinely following them. • Most staff are familiar with delivering the set pastoral plan; they are beginning to show skill in linking opportunities to develop mental and physical health of learners. Most staff are delivering 'Talk about' sessions to their pastoral groups to tackle issues relevant to individuals. Progress is tracked. • Lesson planning, tracking and delivery has been reviewed by SLT a minimum of three times this academic year. • Progress of learners has been reviewed and feedback from stakeholders received and evaluated by SLT at least three times. • All teachers have identified learning experiences for their classes / subject area outside the classroom. SLT have devised a whole school calendar. Most classes have been given these opportunities.

SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24		
IA4: CARE, SUPPORT & GUIDANCE		
Priority 4	Key Actions	Support
<ul style="list-style-type: none"> To adopt a school wide system for tracking equality and diversity to ensure fair representation in all aspects of school life 	<ul style="list-style-type: none"> Learner voice will include all classes routinely providing opportunities for pupils to influence what they learn, and how they learn, as the norm. (See above) To track equality and diversity of learners across all classes to ensure appropriate representation. To maintain good quality records for attendance and absence from school and addresses persistent absenteeism well and in line with school policy; ensuring liaison with outside agencies is strong. To track ALN Across all classes to ensure appropriate support is provided both internally and from external agencies To provide training for staff around PCLPs / PCPs / IDPs 	<ul style="list-style-type: none"> Healthy Schools team CSCJES professional learning Curriculum for Wales and schools' guidance frameworks. Professional training LA ALN support CSC Specials School Forum Other Agencies
December Milestones	March Milestones	July Milestones
<ul style="list-style-type: none"> Audit of current stakeholder feedback systems and review of MER calendar. SLT to set calendar for learner voice opportunities and support with other appropriate stakeholder feedback opportunities. Vision and policy for embedding equality and diversity in place and training 	<ul style="list-style-type: none"> Many feedback systems are now being utilised as agreed in the MER calendar. SLT have received learner voice feedback in many classes at minimum of twice this academic year. SLT have stakeholder feedback on agreed school issues at least twice this year. 	<ul style="list-style-type: none"> Most feedback systems are now being utilised as agreed in the MER calendar. SLT have received learner voice feedback in most classes at minimum of three this academic year. SLT have stakeholder feedback on agreed school

<p>for staff organised.</p> <ul style="list-style-type: none"> • Audit of current provision for equality and diversity completed and actions identified. • Professional learning for all staff completed to support implementation and development of provision. • Evaluation of current attendance procedures and rates has been undertaken and actions identified. 	<p>SLT can track how this has impacted in many classes.</p> <ul style="list-style-type: none"> • Vision and policy for embedding equality and diversity in place and training for staff has been completed. • Audit of current provision for equality and diversity completed and many actions have been addressed. • Professional learning for all staff completed to support implementation and development of provision. Many staff are developing practice in line with training. • Evaluation of current attendance procedures and rates has been undertaken and many actions completed. 	<p>issues at least three times this year. SLT can track how this has impacted in most classes.</p> <ul style="list-style-type: none"> • Vision and policy for embedding equality and diversity in place and training for staff has been completed. Impact can be seen in teaching and learning opportunities provided. • Audit of current provision for equality and diversity completed and most actions have been addressed. • Professional learning for all staff completed to support implementation and development of provision. Most staff are developing practice in line with training. • Evaluation of current attendance procedures and rates has been undertaken and many actions completed.
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<p style="text-align: center;">SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24</p> <p style="text-align: center;">IA5: LEADERSHIP & MANAGEMENT</p>		
Priority 5	Key Actions	Support
<ul style="list-style-type: none"> To provide a structured staff wellbeing programme 	<ul style="list-style-type: none"> To maintain the staff wellbeing programme. To establish opportunities for collaboration between staff and other providers including strong relationships with home contacts. To set a self – evaluation timetable to collect and analyse evidence of standards and provision where stakeholders’ views are sought. 	<ul style="list-style-type: none"> School agreed proforma for feedback MER calendar Links with other providers
<ul style="list-style-type: none"> To use the ALN evaluation tools to analyse where the school is currently and next steps 	<ul style="list-style-type: none"> To maintain ALN evaluation tools Identify next steps To establish a plan of action 	<ul style="list-style-type: none"> LA ALN support CSC Specials School Forum Other Agencies
<p>December Milestones</p> <ul style="list-style-type: none"> Current provision for staff wellbeing to be evaluated at SLT and any actions identified. Collaboration with agencies to be tracked and appropriate system for evaluation to be devised by SLT. Home contact feedback systems and MER calendar to be set by SLT. A minimum of one monitoring activity to have been completed by SLT. 	<p>March Milestones</p> <ul style="list-style-type: none"> Current provision for staff wellbeing to be evaluated at SLT and many actions identified to have been addressed. Many opportunities for collaboration with agencies are being tracked and appropriate system for evaluation is beginning to be used by SLT. Home contact feedback systems and MER calendar to be set by SLT. A minimum of two monitoring activity to have been completed by SLT. 	<p>July Milestones</p> <ul style="list-style-type: none"> Current provision for staff wellbeing to be evaluated at SLT and many actions identified to have been addressed. Most opportunities for collaboration with agencies are being tracked and appropriate system for evaluation is embedded into practice by SLT. Home contact feedback systems and MER calendar to be set by SLT. A minimum of three

		monitoring activity to have been completed by SLT.
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