

**Western
Learning
Federation**



Together we learn, grow and achieve

Tŷ Gwyn
SCHOOL

Learning to achieve

Ty Gwyn School

School Development Plan

Published Summary

School self-evaluation: summary

Strengths:

- The school has a clear vision and abides by a set of values and principles that set moral correct behaviour and attitudes and outline what is important in school life
- The school is supported by the Western Learning Federation governance, leadership, systems and infrastructure.
- The school uses appropriate and extensive range of self-evaluation and quality assurance activities undertaken that involves a wide range of partners. These activities secure school improvement.
- The school routinely checks its practice through a range of accredited bodies to ensure the provision for the complex needs of pupils is of the highest quality.
- High quality partnership working with families is embedded in the culture of the school. This work adapts through the pupils' school journey and leads to successful post-19 placements.
- To support the school and WLF vision. The school has an appropriate professional learning offer based on robust evaluation of need and role which compliments the WLF PL offer.
- Learning outcomes are person centred and aspirational
- IDPs for pupils at Ty Gwyn are arranged in the appropriate order to meet the timeline of transfer from the SEN system to the new ALN system and have been used by the authority to support other schools.
- The school operates person centred practices and works with learners and a wide range of multidisciplinary partners to co-construct strategies to improve learning and quality of life. Pupil centred reviews and Individual development plans are a core part of this strategy.
- The school is developing coaching ethos across all layers of the school.
- Curriculum for Wales (CfW) is embedded and involvement in collaborative CfW activities across CSC ensures the school is up to date with developments and is supporting the wider education system
- Positive Behaviour Support (PBS) has been integrated into school policy and many aspects are integrated into practice

Areas for development:

- School Development priorities include the recommendations given by Estyn in their recent inspection and are detailed in the school development plan below.

SCHOOL DEVELOPMENT PLAN EVALUATION 2022/23

Priority	Evaluation of progress
<p>1. To ensure all pupils make appropriate progress towards aspirational outcomes</p>	<p>ASDAN accreditation reviewed for all 14-19 pupils – Transition challenge and PPQ elements in place for all pupils. Moderation activities conducted with ASDAN. Higher level diploma in place for most able learners.</p> <p>Observations conducted considered the engagement levels of pupils. Estyn found generally high engagement levels and activities within classrooms.</p> <p>The work of the Family Centre has been noted as a particular strength by Estyn. Further investigation by the school into how the school can support families even more strongly and support those who use the offer less often.</p>
<p>2. Transform quality of life for pupils, their families, staff and school stakeholders</p>	<p>Evaluation of new absence procedures show that information is shared more efficiently and can be accessed when needed.</p> <p>Evaluation of strategic positive behavior support development plan undertaken. National Autistic Society audit review completed, areas for development identified alongside NAS representative.</p> <p>Several measures of wellbeing have been identified through pulse surveys, wellbeing surveys and performance management. Key staff have undertaken strategic wellbeing training and these elements should be considered alongside trauma informed and healthy schools, investors in people and wellbeing in the school development plan.</p>
<p>3. Refine the implementation and evaluation of embedding the Curriculum for Wales</p>	<p>Staff have completed their Central South Consortium, Curriculum for Wales projects.</p> <p>During the summer term TLR holders evaluated their individual areas of learning experience as part of the MER cycle looking holistically at both planning, assessment and progression and curriculum coverage</p> <p>Further developing the links between the school and governing body to work with leadership to maintain the highest standards of teaching and learning through self-evaluation has occurred and should continue into 2023-24.</p>
<p>4. Ensure effective collaboration and Innovative pedagogy to support learners with ALN to progress</p>	<p>Estyn has requested a case study on the innovative drama project The enquiry projects resulting from leading from the centre has supported the development of reaccreditation for the NAS award and on transition has supported.</p> <p>The focus on developing capable environments within classrooms and across the school has enhanced practice and links well with the working group who are leading the reaccreditation for the autism award which will take place in spring 2024.</p>

	<p>Monitoring procedures should be reviewed following feedback from staff and middle leaders that the coaching approach was more beneficial. Once this has been reviewed and finalised policies should be updated to reflect this.</p>
<p>5. Enhance the person-centred outcomes and multi-agency working with particular focus on ALNet</p>	<p>Guidance documentation was reviewed and updated; it was also shared with other schools in the ALN group. Reception pupils transferred from statements to IDPs. A draft format of IDPs was used for identified pupils which means that all pupils at Ty Gwyn now have an IDP or draft IDP.</p> <p>Following the PCP professional learning and collaboration from SLO working two teachers created further guidance and exempla practice for writing intended outcomes.</p> <p>Following the OTAP, OFP, OTAP TTT professional learning of key staff the school should build this into the new SDP to create a training package. The professional learning offer of Level 3 in teaching and learning took place and is a rolling program. Esytyn commented that this is a strength of the professional learning offer and this will continue to be available for teaching assistants.</p>
<p>6. Evaluate roles, processes, and professional learning to enable a highly skilled workforce able to meet the needs of pupils in Ty Gwyn</p>	<p>Middle Leaders have completed AoLE reflections and developed an action plan for the next academic year from the monitoring of key school documentation including coordinator and accreditation reports and Estyn recommendations.</p> <p>The school has conducted information gathering from staff to support provision and standards in learning which are informed by the needs of the pupils at Ty Gwyn. The priorities have highlighted specific needs across departments and age ranges which will be included in the School Development Plan for 2023-2024.</p> <p>Governors have conducted monitoring activities with groups of staff and pupils across the school which evaluated the key strengths and areas of development within Ty Gwyn and as part of the federation. This has supported the school panels and governor subcommittee panels that meet half termly to monitor standards across teaching, learning and provision. An evaluation of the SDP has taken place and priorities for the next academic year have been identified.</p>

SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24

Priority	Key Actions	Support
<p>1. Learners develop holistic, lifelong skills which improve quality of life</p>	<ul style="list-style-type: none"> - Collect and analyse data on behaviour incidents, attendance rates, pupil attitudes to learning, and wellbeing indicators. - Conduct regular surveys or assessments to gauge pupil, staff, and stakeholder perceptions of wellbeing, equity, and inclusion. - Quantify the level of attainment in key areas such as behaviour, attendance, wellbeing, and equality. - Monitor the participation of pupils in strategy development, standards improvement, and decision-making processes. - Analysis of data collected on aspects of pupil wellbeing from National Autistic Society - Investors in wellbeing, staff wellbeing quantitative and qualitative data will be used to improve pupil, staff and stakeholder wellbeing 	<ul style="list-style-type: none"> • Central South Consortium (CSC) • Cardiff Local Education Authority • LA ALNet group • ALNet SLO group • National Autistic Society • Investors in Wellbeing • Equalities Award • Trauma Informed Schools
<p>December Milestones</p> <p>1. Refine processes which feed into attendance review and implement attendance improvement strategies: Develop and communicate attendance targets, review attendance monitoring systems, and provide support and interventions to improve attendance rates.</p> <p>2. Refine processes which feed into attendance review and Enhance behaviour support approaches: Implement Behaviour watch monitoring system with key behaviour policies and procedures, provide training on positive behaviour support, and implement strategies to promote positive attitudes and behaviour.</p> <p>3. Following review, implement school organisational changes to strengthen pupil well-being initiatives: Develop and implement well-being programs, provide</p>	<p>April Milestones</p> <p>1. Focus on skill development: Review and revise curriculum and teaching approaches to emphasise skill development in behaviour and attitudes to learning. Provide tailored support and differentiated instruction to meet individual learning needs.</p> <p>2. Strengthen positive behaviour support: Embed positive behaviour support principles, applied behaviour analysis, person-centred practice, and social role valorisation. Provide training and resources for staff to effectively implement these approaches.</p> <p>3. Progress towards ALNet and equality award: Align practices and support with ALNet requirements, work towards achieving the equality award by promoting equality and diversity, and monitor progress towards these goals.</p> <p>4. Quality of life school panel report, Standards, Curriculum and Learning</p>	<p>July Milestones</p> <p>1. Foster pupil involvement in strategy and development: Establish platforms for pupil voice and participation, such as school councils and forums, to gather input and ideas from pupils. Incorporate pupil suggestions and contributions into the development and improvement of the federation and schools.</p> <p>2. Review and evaluate progress: Conduct a comprehensive review of the implemented strategies and initiatives, assess their impact on attendance, behaviour, pupil well-being, and skill development. Use feedback from learners, staff, parents, and stakeholders to make necessary adjustments and improvements.</p>

<p>access to support services and resources, and promote a positive and inclusive school culture.</p> <p>4. Establish high expectations: Set clear expectations for learners, staff, parents, and stakeholders, and communicate these expectations effectively. Provide training and support to ensure everyone understands and works towards achieving high standards.</p> <p>5. Quality of life school panel report, Standards, Curriculum and Learning panel report and Quality of Life Sub-Committee Report submitted for Autumn term.</p>	<p>panel report and Quality of Life Sub-Committee Report submitted for Autumn term.</p>	<p>3. Quality of life school panel report, Standards, Curriculum and Learning panel report and Quality of Life Sub-Committee Report submitted for summer term.</p>
<p>2. Learners immerse in bespoke educational journeys to progress through and across the curriculum for Wales.</p>	<ul style="list-style-type: none"> - Monitor and analyse pupil performance data from internal assessments, standardised tests, and external accreditation. - Compare current pupil attainment and progress data with previous years to track improvements. - Collect feedback from teachers, pupils, and parents to evaluate the effectiveness of curriculum enhancements, provision, progression models, assessment strategies, communication approaches, OLEVI model implementation, pedagogy practices, and collaboration efforts. 	<ul style="list-style-type: none"> • SSPAN – Network • ALNet SLO group • LA ALNet group • CSC Curriculum networks • National Autistic Society • OLEVI
<p>December Milestones</p> <p>1. Setting high expectations for an engaging and balanced curriculum: Review and refine the curriculum to ensure it is engaging, balanced, and aligned with national priorities. Provide professional development and resources to support teachers in delivering high-quality learning experiences. Develop even greater range of activities linked to Estyn recommendations – Including the process of re-accreditation with the NAS which has aspects covering getting ready to learn and communication. Following the OTAP, OFP, OTAP TTT professional learning and</p>	<p>April Milestones</p> <p>1. Enhancing progression models and monitoring pupil progress: Strengthen the progression models to effectively track and monitor pupil progress. Set clear benchmarks and targets to ensure effective monitoring and evaluation. Provide targeted support and interventions based on progress data to address specific learning needs.</p> <p>2. Refining assessment strategies and enhancing pupil portfolios: Review and enhance assessment strategies to accurately measure pupil learning and progress. Develop and update pupil portfolios to showcase achievements and ongoing</p>	<p>July Milestones</p> <p>1. Implementing an outstanding total communication approach: Embed a comprehensive total communication approach to meet the communication needs of complex learners. Utilise a range of communication methods and resources to ensure effective communication between pupils, staff, and parents. Provide training and resources to enhance staff's communication skills and support complex learners.</p>

<p>collaboration create a training package</p> <p>2. 14-19 Curriculum & ASDAN curriculum links – review and embed ASDAN and any other accreditation options should be reviewed against the curriculum for Wales to ensure any gaps in accreditation are identified and covered through the wider curriculum offer. Links to Duke of Edinburgh should also be strengthened and be included in this review.</p> <p>3. Enhancing provision opportunities through individual provision mapping: Develop and implement individual provision mapping processes to tailor support and interventions to meet the diverse needs of pupils. Regularly review and update provision plans based on ongoing assessment and progress monitoring. Local authority to provide IDP training in the Autumn term. This will support new staff and additional staff when the remaining pupils transfer to IDPs. Specialist team to provide sensory training to support pupils with MSI/IV/HI</p> <p>4. Present progression models and Individual pupil portfolios.</p> <p>5. Quality of life school panel report, Standards, Curriculum and Learning panel report and Standards, Curriculum and Learning Sub-Committee Report submitted Autumn term. Adapting MER activities based on the learning from work undertaken during 2022-23</p> <p>6. To include Resources/Health and Safety school panels and subcommittee evaluation Autumn term.</p>	<p>development. Use assessment data and portfolios to inform teaching and learning practices.</p> <p>3. Quality of life school panel report, Standards, Curriculum and Learning panel report and Standards, Curriculum and Learning Sub-Committee Report submitted Spring Term.</p> <p>4. To include Resources/Health and Safety school panels and subcommittee evaluation Spring term.</p> <p>5. Professional development that supports the above. Including Following the OTAP, OFP, OTAP TTT professional learning and collaboration create a training package Continue to support the school NAS working group to complete the NAS audit and enhance practice to achieve re-accreditation</p>	<p>2. Driving standards through pedagogy and embedding the OLEVI model: Foster a culture of continuous improvement in teaching practices by embedding the OLEVI model. Provide training and support to implement effective pedagogical approaches. Monitor the impact of the OLEVI model on teaching practices, pupil engagement, and learning outcomes.</p> <p>3. Quality of life school panel report, Standards, Curriculum and Learning panel report and Standards, Curriculum and Learning Sub-Committee Report submitted Summer Term.</p> <p>4. To include Resources/Health and Safety school panels and subcommittee evaluation summer term.</p> <p>5. Professional development that supports the above.</p>
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<p>3. Empower all staff to provide exceptional learning and wellbeing for all pupils, staff, parents/carers and stakeholders</p>	<p>Data collection on leadership through Investors in People – quantitative and qualitative. External analysis provided</p> <ul style="list-style-type: none"> - Conduct leadership effectiveness surveys or assessments to measure the Leadership Effectiveness Index. - Utilise a rating scale or scoring system to quantify leadership effectiveness within the school. - Gather feedback from staff, stakeholders, and self-evaluation processes to evaluate leadership practices. - Track progress over time and compare results to previous years or benchmarks. - Conduct regular surveys or feedback mechanisms to gather pupil input on various aspects of school life. - Establish a rating or scoring system to quantify pupil participation and satisfaction levels. - Monitor the number of opportunities provided for pupils to contribute to decision-making processes. - Track the implementation of pupil suggestions and ideas in school development plans and activities. 	<ul style="list-style-type: none"> • CSC – School Improvement Partner • Coaching • Investors in People
<p>December Milestones</p> <p>1. Implementing high-quality strategic vision and leadership approaches: Ensure the schools vision is federation's strategic vision and leadership approaches are effectively communicated and aligned with the values and goals of the federation. Undertake activities to align leadership with the values and principles of the school and WLF.</p> <p>2. Enhancing leadership capacity and development: Implement the structural changes identified. Develop matrices which further enhance the WLF leadership matrix to provide diverse leadership development opportunities for staff members in all roles to meet the needs of the school. Focus on developing expertise in managing people,</p>	<p>April Milestones</p> <p>1. Refelct on the work across the WLF in the development of the high-quality performance management systems: Ensuring that the performance management systems meet the individual needs of the school and align with the school’s strategic vision, values, and goals. Set clear expectations and targets for all staff members, regularly review policies and processes, and ensure compliance with relevant regulations and standards. Provide professional learning opportunities to support the development of a world-class workforce.</p> <p>2. Review linkages between school organisation, roles and processes and the school panels, feeding into governor subcommittees and full governing body. feed back into spring self-evaluation</p>	<p>July Milestones</p> <p>1. Family engagement and community-focused schools: Work with the WLF to complete strategy to raise aspirations and strengthen partnerships with families and the wider community. Involving them in school activities, decision-making, and goal setting. Implement initiatives that promote family engagement, community integration, and a shared sense of responsibility for the success of all learners.</p> <p>2. Ensuring high-quality self-evaluation and improvement planning: Establish a rigorous self-evaluation process that informs the development of robust improvement plans. Monitor progress and</p>

<p>fostering a coaching and mentoring culture, and effectively leading organisational change within the federation.</p> <p>3. Develop improved linkages between school organisation, roles and processes and the school panels, feeding into governor subcommittees and full governing body and feed back into autumn self-evaluation</p> <p>4. Investors in People data collection</p>	<p>3. Investors in people school assessment provides an external quality assurance process to leadership approaches.</p>	<p>integrate pupil voice and stakeholder engagement into decision-making processes.</p> <p>3. Further refine linkages between school organisation, roles and processes and the school panels, feeding into governor subcommittees and full governing body. Feed back into summer self-evaluation</p> <p>4. Investors in people outcome of Award. Report feeds into self-evaluation processes</p>
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