



# **School Development Plan Published Summary**

## **Ty Gwyn School**

## School self-evaluation: summary

### Strengths:

- The school has articulated a clear Vision, Mission Statement 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 leadership, systems and infrastructure.
- The school working with the Federation sets a vision for excellence in community relations, excellence in wellbeing, excellence in multi-agency approach, excellence in family support and excellence in a specialist person centred curriculum.
- The quality of leadership and management at the school is highly effective.
- The Head of School and Senior Leadership Team link effectively with the federated governing body and executive Head Teacher to ensure the school continues to rapidly improve and sits as an effective partner within the federation.
- A culture of collaboration and professional learning is embedded across the school; this strategic programme of professional learning is linked to a wider strategic federation professional learning plan.
- The focus on the professional Learning offer has allowed the Head of School to develop effective practice that impacts positively on pupils needs.
- Leaders have worked well with the school community to develop a vision and design a 24/7, 365-day curriculum offer which is engaging and meets the needs of all learners; this curriculum offer works effectively with the wide range of therapeutic support at the school to maximise the impact of the pupil's time at Ty Gwyn.
- 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.
- The school's self-evaluation processes are robust, evidence-based and effectively inform school improvement planning.
- The quality of teaching across the school enables nearly all learners to make effective progress from their individual baselines across the school.
- The school is person centred and works with learners and a wide range of multi-disciplinary 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.
- 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.

### Areas for development:

- Evaluate the refinement and embedding of the Curriculum for Wales
- Develop further the person centred practices and multi-agency working with particular focus on ALNet
- Transform quality of life for pupils, their families, staff and school stakeholders

## SCHOOL DEVELOPMENT PLAN EVALUATION 2021/22

Priority	Evaluation of progress
1. To continue to improve pupil outcomes for all pupils; Developing basic skills competencies for all groups of learners.	Overall progress is very good. Many groups of learners are making very strong progress. The school should plan to address slightly steadier progress of other groups. .
2. To develop ambitious, confident and independent learners.	Culture of Positive Behaviour support developing across the school. Successful work in supporting pupils to reach their potential to be independent and confident learners resulted in School achieving Rights Respecting Gold award.
3. To develop excellent practice in teaching, learning and assessment	Significant developments to the provision across Areas of Learning and Experience (AoLEs) have had a very positive impact on the progress. Further focus should be on provision and assessment of Welsh.
4. To ensure that all pupils have excellent support and challenge as they move through the school.	Person centred practices in place across the school having a positive impact on the standards and the quality of provision.
5. To improve quality and effectiveness of leadership across the school	Developing coaching culture across the senior and middle leaders. Leadership developed at all levels however the impact of Covid-19 on staffing capacity and professional learning opportunities means further work is needed particularly for newer staff at classroom level. Quality Assurance provided by Investors in people platinum award.
<ul style="list-style-type: none"> <li>• Ensure professional learning enables a highly skilled workforce to meet the needs of pupils in a period of COVID recovery</li> </ul>	

**SCHOOL DEVELOPMENT PLAN PRIORITIES 2022/23**

Priority	Key Actions	Support
<p><b>1. To ensure all pupils make appropriate progress towards aspirational outcomes</b></p>	<ul style="list-style-type: none"> <li>• Learning outcomes are person centred and aspirational</li> <li>• Taking account of individual circumstances most pupils progress well towards these outcomes</li> <li>• Specific groups of learners achieve in line with expectations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WLF:</b> Through the Governance and support of the EHT and DEHT</li> <li>• Collaboration with other schools</li> <li>• Training from specific training providers</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Family Centre program of activities in place. Intervention in place for specific families.</li> <li>• Monitoring activities focusing on engagement levels of male and female pupils</li> <li>• ASDAN accreditation training completed</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• Review engagement of targeted families in Family Centre activities</li> <li>• Proposals developed for adaptations to curriculum , pedagogy and provision based on evaluation of monitoring of engagement levels</li> <li>• Accreditation reviewed through MER cycle</li> <li>• Collaborate with other schools to identify any further appropriate accreditation pathways</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Evaluate progress of learners whose families participate in Family Centre activities</li> <li>• Enact proposed changes and re-monitor engagement levels</li> <li>• Accreditation reviewed through MER cycle</li> <li>• Evaluation of accreditation options</li> </ul>
<p><b>2. Transform quality of life for pupils, their families, staff and school stakeholders</b></p>	<ul style="list-style-type: none"> <li>• Absence procedures support staff and enable more consistent provision for pupils</li> <li>• Achieve next phase of Healthy Schools Award</li> <li>• Accredited as a Trauma Informed School</li> <li>• Positive Behaviour Support development plan outcomes increase Quality of life for pupils</li> <li>• Implementation of wellbeing strategy effective for all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WLF:</b> Through the Governance and support of the EHT and DEHT</li> <li>• WLF professional learning offer</li> <li>• CSC professional learning offer</li> <li>• Quality assurance from external bodies feeding into the process</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Absence procedures in place and used by all staff</li> <li>• Healthy schools award accreditation</li> <li>• Implementation of aspects of PBS strategic plan</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• Review absence procedures fully understood by all staff.</li> <li>• Implement recommendations from Healthy School Award</li> <li>• Trauma Informed Schools Accreditation</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Evaluate impact of absence procedures on pupils and staff</li> <li>• Evaluate impact of Healthy Schools recommendation</li> </ul>

<ul style="list-style-type: none"> <li>Engagement with stakeholders on wellbeing strategy</li> </ul>	<ul style="list-style-type: none"> <li>PBS activities beginning to secure improvement</li> <li>Implementation of wellbeing strategy</li> </ul>	<ul style="list-style-type: none"> <li>Implement recommendations Trauma Informed Schools</li> </ul>
<p>3. Refine the implementation and evaluation of embedding the Curriculum for Wales</p>	<ul style="list-style-type: none"> <li>Involvement in collaborative CfW activities across CSC to remain at the forefront of curriculum developments supporting Ty Gwyn and the wider education system</li> <li>MER cycle includes robust monitoring and evaluation of CfW</li> <li>Teaching is good or better in all classes across AoLEs.</li> <li>Nearly all pupils achieve their individual targets across AoLEs &amp; CCR</li> <li>High quality provision for mandatory cross cutting elements</li> <li>Increased Welsh provision for more able pupils</li> <li>Improved progress in welsh for most pupils</li> </ul>	<ul style="list-style-type: none"> <li><b>WLF:</b> Through the Governance and support of the EHT and DEHT</li> <li>WLF professional learning offer</li> <li>CSC professional learning offer</li> <li>Quality assurance from external bodies feeding into the process</li> <li>Support of IP with monitoring and providing external perspective as part of self-evaluation activities</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>Key staff and plan in place for collaborative CSC CfW projects</li> <li>Links established with specialist provisions to enhance curriculum</li> <li>Whole school collaboration in AoLE development and Mandatory Cross cutting elements</li> <li>MER cycle monitoring planning and assessment of CfW</li> <li>Whole school moderation of LNF &amp; DCF</li> <li>Governors &amp; school improvement partner beginning to be involved in school monitoring activities</li> <li>Extended welsh provision for more able learners in place</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>CSC CfW projects – Numeracy, Expressive Arts and Science &amp; Tech underway learning being shared with school and wider education system</li> <li>Specialist provisions delivering high quality learning provision to enhance curriculum</li> <li>Deepening whole school understanding of links between AoLEs and Mandatory Cross cutting elements</li> <li>Reviewing findings from MER cycle monitoring planning and assessment of CfW</li> <li>Whole school moderation of LNF &amp; DCF round 2</li> <li>Governors &amp; school improvement partner to be involved in school monitoring activities</li> <li>Extended welsh provision for more able learners linked to pupil voice &amp; school council</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>Evaluation of CSC CfW projects</li> <li>Specialist provisions delivering high quality learning provision to enhance curriculum</li> <li>Mandatory Cross cutting elements evident in individual pupil portfolios</li> <li>Self-evaluation activities relating of MER cycle monitoring planning and assessment of CfW</li> <li>Whole school moderation of LNF &amp; DCF round 3</li> <li>Governors &amp; school improvement partner to be involved in school evaluation activities</li> <li>Welsh provision for more able learners linked to Federation parliament</li> </ul>

<p>4. <b>Ensure effective collaboration and Innovative pedagogy to support learners with ALN to progress</b></p>	<ul style="list-style-type: none"> <li>• Collaboration with a range of professionals and stakeholders</li> <li>• Provision enables innovative pedagogies</li> <li>• Increased outdoor learning</li> <li>• Pupils progress as a result of pedagogical approaches</li> <li>• Enhanced understanding of progression for learners with ALN</li> <li>• Evidence recorded in individual learning portfolios and through IDP process</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WLF:</b> Through the Governance and support of the EHT and DEHT</li> <li>• Enquiry Schools</li> <li>• Links with multi-disciplinary professionals</li> <li>• Support of IP with monitoring and providing external perspective as part of self-evaluation activities</li> </ul>
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Environments transformed to enable innovative pedagogies</li> <li>• Developing pedagogical discussion and collaboration</li> <li>• Pupils use assistive technology approaches to access the curriculum</li> <li>• Beginning collaborative activities with range of schools to enhance understating of progression</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• Environments increasingly used to support innovative pedagogies</li> <li>• Refinement of pedagogical approaches relating to the transformed environments</li> <li>• Where appropriate pupils increasingly use assistive technology to access the curriculum</li> <li>• Collaborative activities underway with range of schools to enhance understating of progression</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Innovative pedagogies supported by new environments improve pupil progress.</li> <li>• Pupils use assistive technology with increasing confidence</li> <li>• Evaluate findings from collaborative work with other schools on progression.</li> <li>• Refine pupil portfolios to evidence progress</li> </ul>
<p>5. <b>Enhance the person-centred outcomes and multi-agency working with particular focus on ALNet</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The school provides appropriate training, guidance and support to staff to achieve distributed understanding and confidence of the process and requirements of the new IDP framework.</li> <li>• The school works closely with the LA to ensure the school meets the ALNet requirements.</li> <li>• Pupils transfer from the SEN system to the ALN system at the appropriate timescale.</li> <li>• The school and WLF provide further professional learning on person centred practice to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WLF:</b> Through the Governance and support of the EHT and DEHT</li> <li>• LA support and training</li> <li>• WLF professional learning offer</li> <li>• SLO work</li> <li>• Peer review</li> <li>• Quality assurance from external bodies feeding into the process and providing external perspective as part of self-evaluation activities</li> <li>• Investors in Families – Dimond award</li> <li>• Rights Respecting – Gold award</li> </ul>

	<p>enhance the current work and promote further school to school learning.</p> <ul style="list-style-type: none"> <li>• Senior leaders, middle leaders, HLTAs and senior teaching assistants are provided with specific training to enhance skills, knowledge and promote collaboration and the sharing of good practice to further improve standards and outcomes.</li> <li>• Evidence of feedback from monitoring activities relating to IDPs, PCP and PBS demonstrating increased improvement</li> </ul>	
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• IDPs arranged in the appropriate order to meet the timeline of transfer from the SEN system to the new ALN system.</li> <li>• Produce guidance documentation to support the IDP process.</li> <li>• Transfer Year 11 and year 6 pupils from statements to IDPs</li> <li>• Implement draft format IDPs for identified pupils.</li> <li>• Professional Learning Offer of PCP in place</li> <li>• Professional Learning Offer of OTAP, OFP, OTAP TTT in place</li> <li>• Professional Learning Offer of Level 3 in teaching and learning in place for intake 1.</li> <li>• Range of quality assurance and monitoring procedures in place.</li> <li>• School to school working to share practice and further develop.</li> <li>• Evidence of feedback from monitoring activities relating to IDPs and PBS beginning to secure improvement</li> <li>• Evidence of feedback from monitoring activities relating to PCP demonstrate increased improvement.</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• Review and update of guidance documentation.</li> <li>• Transfer Year 10 pupils from statements to IDPs</li> <li>• Implement draft format IDPs for identified pupils.</li> <li>• Build on the PCP professional learning offer through collaboration and SLO working.</li> <li>• Build on the OTAP, OFP, OTAP TTT professional learning offer through collaboration and SLO working.</li> <li>• Professional Learning Offer of Level 3 in teaching and learning in place for intake 2.</li> <li>• Members of the MLT becoming more confident undertaking IDP monitoring activities</li> <li>• Evidence of feedback from monitoring activities relating to IDPs, PCP, PBS demonstrate increased improvement</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Review and update of guidance documentation.</li> <li>• Transfer Reception pupils from statements to IDPs</li> <li>• Implement draft format IDPs for identified pupils.</li> <li>• All pupils at Ty Gwyn will have an IDP or draft version of an IDP.</li> <li>• Following the PCP professional learning and collaboration from SLO working, create further guidance and exemplar practice.</li> <li>• Following the OTAP, OFP, OTAP TTT professional learning and collaboration create a training package.</li> <li>• Professional Learning Offer of Level 3 in teaching and learning in place for intake 2.</li> <li>• Evidence of feedback from monitoring activities relating to IDPs, PCP and PBS demonstrating increased improvement</li> </ul>

<p>6. <b>Evaluate roles, processes, and professional learning to enable a highly skilled workforce able to meet the needs of pupils in Ty Gwyn</b></p>	<ul style="list-style-type: none"> <li>• Teacher and teaching assistant roles match the needs of the Curriculum for Wales</li> <li>• The school has an appropriate professional learning offer based on robust evaluation of need which compliments the WLF PL offer</li> <li>• The school has a number of senior leaders who are qualified level 5 coaches with access to further qualified coaches across the WLF</li> <li>• The school senior and middle leaders are trained in coaching and mentoring</li> <li>• The school has a number of HLTAs in key positions who are trained coaches</li> <li>• The school has a MER cycle in place to review performance and evaluate linked Professional Learning</li> <li>• Middle and senior leaders provided with specific leadership training</li> <li>• Appropriate range of self-evaluation activities undertaken that involves a wide range of partners, including pupils, parents, WLF leaders, governors and school improvement partner</li> <li>• Comprehensive and robust first-hand evidence in place that provides evidence of standards and provision</li> <li>• Feedback from nearly all monitoring activities sets specific, realistic timescales and allocates appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>WLF:</b> Through the Governance and support of the EHT and DEHT</li> <li>• WLF professional learning offer</li> <li>• CSC professional learning offer</li> <li>• Quality assurance from external bodies feeding into the process</li> <li>• support of IP with monitoring and providing external perspective as part of self-evaluation activities</li> </ul>
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	<p>responsibility for securing improvement</p> <ul style="list-style-type: none"> <li>• Effective use of self-evaluation activities to devise relevant school development plan (SDP) priorities and actions for improvement including changes to school policy.</li> </ul>	
<p><b>December Milestones</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Offer in place</li> <li>• Training held for middle leaders on coaching and mentoring</li> <li>• Beginning coaching training for HLTAs</li> <li>• Range of self-evaluation activities beginning to be undertaken</li> <li>• Governors &amp; school improvement partner beginning to be involved in school monitoring activities</li> </ul>	<p><b>March Milestones</b></p> <ul style="list-style-type: none"> <li>• An increasing range of first-hand evidence in place to support judgements on standards and provision</li> <li>• Members of SLT and MLT becoming more confident in undertaking monitoring activities</li> <li>• Use of coaching to support improvement</li> <li>• Evidence of feedback from monitoring activities beginning to secure improvement</li> <li>• Increasing role of governors and school improvement partner in school monitoring activities</li> </ul>	<p><b>July Milestones</b></p> <ul style="list-style-type: none"> <li>• Wide range of self-evaluation activities resulting in comprehensive and first-hand evidence to support standards and provision</li> <li>• Pupils and parents/carers consulted on strategic priorities</li> <li>• Strong evidence of feedback resulting in improvement</li> <li>• Governors actively engaging in school monitoring activities and using evidence to hold the school to account</li> <li>• Findings from self-evaluation being used to identify priorities and actions for improvement for 2022-23</li> </ul>