**YSGOL PEN-Y-BRYN**



SCHOOL IMPROVEMENT PLAN 19/20

**6707000**

|  |
| --- |
| **Standards** |

|  |  |
| --- | --- |
| Priority 1 | **Continue to raise standards in Literacy, Numeracy, communication and digital competence for all pupils**  1.1 Ensure nearly all pupils achieve nearly all of their IEP targets  1.2 Ensure PM enables every member of staff to demonstrably support pupil progress  1.3 Ensure 14-19 learning pathways enable clear meaningful progression routes from KS4-KS5-FE  1.4 Continue to improve pupils’ ability to communicate effectively |

|  |
| --- |
| **Wellbeing and Attitudes to Learning** |

|  |  |
| --- | --- |
| Priority 2 | **Further improve standards in Health and Wellbeing.**  2.1 Continue to embed and develop the thrive philosophy across the school  2.2 Further develop recording and reporting systems to enable the pupil support team to target interventions and support  2.3 Establish and implement our wellbeing action plan.  2.4 Further develop Outdoor Learning |

|  |
| --- |
| **Teaching and Learning experiences** |

|  |  |
| --- | --- |
| Priority 3 | **Develop and implement WG Curriculum 2022 provision**  3.1 Develop and implement curriculum for each AoLE  3.2 Develop and implement learning experiences for each AoLE  3.3 Ensure all learning experiences meet the four purposes of the curriculum  3.4 Ensure all learning experiences are inclusive of cross curricular responsibilities – literacy, numeracy, DCF, Welshness  3.5 Ensure all learning experiences are delivered through the 12 pedagogical principles  3.6 Further develop provision for complex ASD learners (SCERTS, ABA, Attention Autism)  3.7 Develop and implement six***Pen-y-Bryn Blocks*** Enterprise programmes of study (one for each AoLE) |

|  |
| --- |
| **Care, Support and Guidance** |

|  |  |
| --- | --- |
| Priority 4 | **Continue to ensure strong progress in care, support and guidance across school**  4.1 Further develop and embed Thrive  4.2 Further develop systems for engaging parental voice  4.3 Embed Pen-y-Bryn ‘Cares’ values  4.4 Ensure readiness for ALNET implementation |

|  |
| --- |
| **Leadership and Management** |

|  |  |
| --- | --- |
| Priority 5 | **Develop Pen-y-Bryn as a learning organisation in line with the Schools as Learning Organisations Initiative**  5.1 Implement the 7 dimensions of SLO model  5.2 Implement revised self-evaluation and school improvement cycle and processes  5.3 Implement revised procedures for professional learning |

|  |  |
| --- | --- |
| **Priority 1: Continue to raise and maintain standards in literacy, numeracy, communication and digital competence for all pupils.**  1.1 Ensure nearly all pupils achieve nearly all of their IEP targets  1.2 Ensure PM enables every member of staff to demonstrably support pupil progress  1.3 Ensure 14-19 learning pathways enable clear meaningful progression routes from KS4-KS5-FE  1.4 Continue to improve pupils’ ability to communicate effectively | **Success Criteria for Priority:**   * IEP data evidences that ALL pupils make good levels of progress towards their IEP targets in Literacy, Numeracy, communication and digital competence * IEP targets are consistently robust and nearly all pupils achieve their targets |

|  |  |
| --- | --- |
| **Strategic Lead:** GS (Head), CH (Deputy Head), ST (Deputy Head) | **Links to Curriculum purposes:**   * Ambitious, capable learners * Enterprising, creative contributors * Ethical, informed citizens * Healthy, confident individuals |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Actions** | **Key Personnel** | **Timescale** | **Milestones to Success** | **Monitoring Strategies** | **Resource Implications** |
| * 1. **Ensure nearly all pupils achieve nearly all of their IEP targets**      1. Analyse and review 2018-19 IEP data outcomes for all pupil groups      2. Weekly class/key stage pupil progress tracking      3. Implement intervention strategies for underachieving pupils/groups      4. Half-termly analysis of IEP data outcomes for all pupil groups (SLT/CMG/ADDs)      5. Implement intervention strategies for underachieving pupils/groups (see 1.2)      6. Termly revision of school on a page and analysis of IEP data outcomes for all pupil groups      7. Repeat cycle | GS, AA  KS Leaders  Class teams  GS, SLT, Middle leaders  Class teams  SLT, Governors SIP Committee | September 2019  Weekly  Ongoing  Final week of each half term  Ongoing  Penultimate week of each term | IEP targets set and QA processes complete (line manager scrutiny and SLT sampling)  Termly quality control analysis confirms  pupil progress targets are being achieved  Termly quality control analysis confirms  pupil progress targets are being achieved | * Within lesson AfL * Half termly pupil tracking in SIMS assessment manager and LNF tracker * Lesson observations * Learning walks * Work scrutiny * Listening to learners * Line management reviews * Presentations to governors | Termly half day planning session for class teams  Designated time within weekly class team and key stage meetings  Half termly ADDs session  Termly Governors SIP Committee meetings |
| * 1. **Ensure all PM enables every member of staff to demonstrably support pupil progress**      1. Performance management training for middle leaders/teachers      2. Performance management training for TAs (managing pupil progress)      3. Performance management targets set (including pupil progress targets for all staff)      4. Scrutiny of performance management targets | GS  GS  GS, BP  All staff  GS, BP | September 2019  September 2019  October 2019  Ongoing | Robust PM targets determined  TAs demonstrably support pupil progress  PM includes robust pupil progress targets  Termly quality control analysis confirms  pupil progress targets are being achieved | * Performance management reviews and mid-term reviews * Scrutiny of PM targets | INSET day time for presentations/staff training  Half day for line managers to undertake PM meetings |
| * 1. **Ensure 14-19 learning pathways enable clear meaningful progression routes from KS4-KS5-FE**      1. Evaluate the effectiveness and suitability of the *West Test* as a form of assessment to baseline ability      2. Evaluate the effectiveness of the revised KS4 and KS5 suite of qualifications      3. Investigate opportunities to enable higher functioning pupils to access higher level qualifications      4. Investigate opportunities to support targeted leavers directly into employment, supported employment or work based learning      5. Liaise with Gower college to further improve links with regards to accreditation pathways, routes into the ILS department and mainstream college courses where appropriate | CH  LL, FC  LL, FC, AA  AA, LL,FC  BP,LL  BP, LL | Autumn term  Autumn term  Spring term  Summer term  Summer term | Continued confident use of *West Test* or source an alternative  Qualifications offer offers greater currency whilst still enabling bespoke pathways for 14-19 pupils  Targeted pupils access qualifications with greater currency  Targeted leavers access employment, supported employment or work based learning opportunities  14-19 learning pathways enable clear meaningful progression routes to FE | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings | Cost of qualifications to be confirmed £5000 ring-fenced |
| * 1. **Continue to improve pupils’ ability to communicate effectively**      1. Implement new model of communication support utilising more targeted and universal input rather than direct specialist support      2. All teachers to meet with SaLT as part of the transition process      3. Deliver whole school SaLT training      4. Undertake classroom communication audit      5. Develop a Communication at PYB Checklist with classroom templates      6. Undertake a communication learning walk      7. Establish an Attention Autism team      8. Create Attention Autism resources for whole school use      9. Undertake an Attention Autism case study collecting video evidence and exemplar training materials | LH  SALT Team  SALT, Teachers  SALT Team  SALT, Teachers  LH, SALT  LH, SALT  LH, CCA  LH, CCA  LH, CCA | Autumn term  September 2019  September 2019  Autumn term  Autumn term  Autumn term  Autumn term  Autumn term  Autumn term | New model of communication support in place  Transition process clear  SaLT training delivered  Communication audit complete  Communication checklist and classroom templates in place  Findings from learning walk available for scrutiny  Attention Autism team established  Attention Autism resources available  Case study complete and used for training | * SLT meetings * Communication team meetings * KS meetings * CMG meetings * Governors school improvement committee meetings | INSET day time  Communication coordinator’s salary paid from **PDG grant** |

|  |  |
| --- | --- |
| **Priority 2: Further improve standards in Health and Wellbeing.**  2.1 Continue to embed and develop the *Thrive* philosophy across the school  2.2 Further develop recording and reporting systems to enable the pupil support team to target interventions and support  2.3 Establish and implement our wellbeing action plan  2.4 Further develop Outdoor Learning | **Success Criteria for Priority:**   * All classes have individual *Thrive* targets * Parents, carers and families benefit from *Thrive* strategies * Improved reporting and analysis of pupil behaviours * Improved identification of pupil support needs * Improved physical intervention training * Pupils Thrive profiles show increased scores * Staff and pupil wellbeing is high * Reduced behaviour incidents across the school and departments * Reduced risk ratings for pupils * Increased use of outdoor teaching environments |

|  |  |
| --- | --- |
| **Strategic Lead:** GS (Head), ST (Deputy Head) | **Links to Curriculum purposes:**   * Ethical, informed citizens * Healthy, confident individuals |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Actions** | **Key Personnel** | **Timescale** | **Milestones to Success** | **Monitoring Strategies** | **Resource Implications** |
| **2.1 Continue to embed and develop the *Thrive* philosophy across the school**  2.1.1 Undertake the Champs Academy  training (linking staff self awareness to the school Thrive philosophy and MAPA training programmes)  2.1.2 All classes complete a biannual *Thrive* assessment  2.1.3 Referral to the pupil support team automatically triggered by very low scoring pupils  2.1.4 All classes to use the on line *Thrive*  assessment to create bespoke targets and action plans  2.1.5 TAs are accountable for *Thrive* targets through performance management  2.1.6 Establish *Thrive* CPD programme  2.1.7 Establish a stronger link to *Thrive* principles within the MAPA training programme | ST, BP, LL, SG, JT  Marie Jones Champs Academy  ST, LL, SG, JT, BP  JT, SG  Class teams  Teachers, TAs  LL, BP  JT, SG | September 2019  September 2019  As required  September 2019  September 2020  September 2019  Autumn term | Identified personnel have received Champs Academy training  *Thrive* assessments updated twice yearly  Identified pupils referred to pupil support team  Pupil *Thrive* targets and class action plans are robust  All TAs have an identified *Thrive* PM target  *Thrive* CPD programme in place and operational  *Thrive* principles embedded in MAPA training programme | * SLT meetings * KS meetings * CMG meetings * Analysis of behaviour data * Analysis of *Thrive* data * Lesson observations * Learning walks * Listening to learners | Percentage of ALNCo (family engagement officer) salary paid from **PDG grant**  Communication coordinator’s salary paid from **PDG grant**  *Thrive* costs £1,500  *Thrive* training (£4,000 allocated)  *Thrive* Breakfast costs £3,500 |
| **2.2 Further develop recording and reporting systems to enable the pupil support team to target interventions and support**   * + 1. Ensure the Behaviour Watch recording system is more *‘user friendly’* and records the duration of restraint interventions   2.2.2 Assign responsibility for pupil support to a dedicated member of each class team (recording, reporting and link to PST)   * + 1. Audit and establish *ready reference* of all pupil support interventions we can provide   2.2.4 Assign an ABA representative to the Pupil Support Team | Pupil Support Team  ST, SG, JT  Teachers  ST, SG, JT  ST, RL | January 2020  October 2019  September 2019  September 2019 | Behaviour Watch revised, refined and operational  All classes have a PST representative  Pupil Support Intervention Ready Reference in place  Pupil Support Team has an ABA representative | * SLT meetings * KS meetings * CMG meetings * Analysis of behaviour data * Analysis of *Thrive* data * Lesson observations * Learning walks * Listening to learners | Percentage of ALNCo (family engagement officer) salary paid from **PDG grant** |
| * 1. **Establish and implement our wellbeing action plan**   2.3.1 Complete HAPPEN survey  2.3.2 Analyse the HAPPEN survey results and findings  2.3.3 Establish and implement wellbeing action plan | ST, DS, LL  Teachers  ST, DS, LL  ST, LL, DS | September 2019  October 2019  Autumn term | HAPPEN survey completed  HAPPEN survey results and findings analysed  Wellbeing action plan established and implemented | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings | Percentage of ALNCo (family engagement officer) salary paid from **PDG grant**  HAPPEN survey costs |
| * 1. **Further develop Outdoor Learning**      1. Establish a joint Policy combining outdoor learning , Forest Schools and Coastal Schools      2. Continue to implement the Ecological Impact Assessment 3 year Action Plan      3. Develop Internal structure and use of the new Poly tunnel      4. Create a log Circle for outdoor learning within the school grounds      5. Name all outdoor areas      6. Audit flower beds and reallocate responsibility for them      7. Introduce staff CPD sessions for outdoor learning | ST, CE  CE  CE, LH  BV, SH, CE  BV, CE  CE, Eco Council  CE, Eco Council  CE | September 2019  Ongoing  October 20 19  Summer term  January 2020  January 2020  Ongoing | Outdoor, environmental learning policy and strategy in place  Year 2 EIA action plan milestones met  Poly tunnel fully operational  Log circle constructed and in full use  Outdoor areas named  Revised responsibilities in place  Outdoor learning CPD sessions in place | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings | Forest schools costs  Coastal schools costs  Resources for Poly tunnel (£1,500 allocated)  Cost of log circle (£500 allocated)  training costs (£2,000 allocated) |

|  |  |
| --- | --- |
| **Priority 3:  Develop and implement WG Curriculum 2022 provision**  3.1 Develop and implement curriculum for each AoLE  3.2 Develop and implement each AoLEs key stage learning experiences  3.3 Ensure all learning experiences meet the four purposes of the curriculum  3.4 Ensure all learning experiences are inclusive of cross curricular responsibilities (literacy, numeracy, DCF, Welshness)  3.5 Ensure all learning experiences are delivered through the 12 pedagogical principles  3.6 Develop provision for complex ASD learners  (SCERTS, ABA, attention autism)  3.7 Develop and implement six***Pen-y-Bryn Blocks*** Enterprise programmes of study (one for each AoLE) | **Success Criteria for Priority:**   * Successfully plan (term by term) an appropriate and exciting curriculum for each AoLE * Successfully plan(term by term) an appropriate and exciting range of learning experiences for each Key Stage * 4 Purposes are understood by all * 4 purposes are embedded in the curriculum * 4 purposes are identified by staff and pupils in their planning and learning * All lessons are inclusive of cross curricular responsibilities (literacy, numeracy, digital competence and welshness) * Pupils skills are consolidated through Rich Tasks * All learning experiences are delivered through the 12 pedagogical principles * ABA provision results in reduced behaviours and improved outcomes for targeted pupils * All complex ASD learners receive a bespoke blend of ABA, SCERTS and Attention Autism provision * 6 AoLE Enterprise( ***Pen-y-Bryn Blocks***) programmes of study completed with lessons plans and resources |

|  |  |
| --- | --- |
| **Strategic Lead:** GS (Head), CH (Deputy Head) | **Links to Curriculum purposes:**   * Ambitious, capable learners * Enterprising, creative contributors |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Actions** | **Key Personnel** | **Timescale** | **Milestones to Success** | **Monitoring Strategies** | **Resource Implications** |
| * 1. **Develop and implement curriculum for each AoLE**      1. Plan curriculum content for each of the AoLEs linked to *What Matters Statements*      2. Reference progression steps within each AoLE and across the school to ensure progress      3. Plan for a range of learning experiences for each AoLE that meet the wide range of provisional need across the school.      4. Utilise Building Blocks to ensure the range of learning experiences are being delivered      5. Repeat cycle | CH, FC, AoLE Leaders, Teachers  AoLE Teams  AoLE Teams  AoLE Teams  AoLE Leaders, Teachers | Termly  Termly  Termly  Termly | Curriculum content in place for each AoLE  Progression clearly articulated within each AoLE  Range of learning experiences in place for each AoLE  Delivery of draft curriculum 2022 | * SLT meetings * KS meetings * CMG meetings * AoLE team meetings * Governors school improvement committee meetings * Lesson observations * Learning walks * Listening to learners | Percentage of Pioneer lead time (£21,000 grant to free 2 days per week for named individual)  £10,000 allocated for curriculum development CPD  INSET time  Meeting time  ADDs and planning twilights |
| * 1. **Develop and implement each AoLEs key stage learning experiences**      1. Plan AoLE learning experiences for each key stage      2. Ensure that there is consistency and progression for learners across key stages      3. Plan for full coverage of AoLEs across each key stage.      4. Utilise Building Blocks to ensure the range of experiences is being delivered and is progressive      5. Repeat cycle | CH, FC, KS Leaders, Teachers  KS Teams  KS Teams  KS Teams  KS Leaders, Teachers | Termly  Termly  Termly  Termly | Range of AoLE learning experiences in place for each Key stage  Progression clearly articulated across key stages  Delivery of draft curriculum 2022 | * SLT meetings * AoLE team meetings * KS meetings * CMG meetings * Governors school improvement committee meetings * Lesson observations * Learning walks * Listening to learners | Percentage of Pioneer lead time (£21,000 grant to free 2 days per week for named individual)  £10,000 allocated for curriculum development CPD  INSET time  Meeting time  ADDs and planning twilights |
| * 1. **Ensure all learning experiences meet the four purposes of the curriculum.**      1. Link the 4 Purposes to our PYB CARES Values      2. Develop pupil speak articulations of the 4 purposes      3. Establish individual class charters inclusive of 4 purposes and PYB CARES      4. Signpost 4 purposes across the curriculum and within learning experiences | CH, BP  BP  BP, ST (Pupil voice)  Class Teams  Teachers | September 2019  October 2019  October 2019  Termly | 4 Purposes are clearly articulated through PYB CARES core values  Pupils understand and recognise the 4 purposes  All classes have an individual class charter  4 Purposes signposted across the curriculum and within learning experiences | * SLT meetings * KS meetings * AoLE team meetings * CMG meetings * Governors school improvement committee meetings * Lesson observations * Learning walks * Listening to learners | Percentage of Pioneer lead time (£21,000 grant to free 2 days per week for named individual)  £10,000 allocated for curriculum development CPD  INSET time  Meeting time  ADDs and planning twilights |
| * 1. **Ensure all learning experiences are inclusive of cross curricular responsibilities –literacy, numeracy, DCF and welshness**      1. Involve pupils in planning the topic and lessons at the start of each term      2. Plan *Rich Task lessons* to ensure that the cross curricular responsibilities are linked to topics, pupils’ interests and the What Matters Statements      3. Undertake a termly review of planning to ensure coverage of these skills      4. Staff use Building Blocks to plan for and assess skills      5. Increase the focus on learning Welsh and welshness      6. Enter the Welsh Heritage Schools Initiative      7. Continue our involvement with  the  Calon Lan Society      8. Enter the Urdd Eisteddfod | CH, KH, Pupils, Teachers  Class teams  Teachers  Teachers  Teachers  Class Teams  CH  CH, KH  CH, KH | Termly  Termly  Termly  Termly  Ongoing  Autumn Term  Ongoing  Autumn Term | Pupil planning sessions in place  Rich tasks established  Termly reviews in place  Skills tracked in Building Blocks  Increased use of incidental welsh  Participation in Welsh Heritage Schools Initiative  Participation in Calon Lan Society events  Participation in Urdd Eisteddfod | * SLT meetings * KS meetings * AoLE team meetings * CMG meetings * Governors school improvement committee meetings * Lesson observations * Learning walks * Listening to learners | Percentage of Pioneer lead time (£21,000 grant to free 2 days per week for named individual)  £10,000 allocated for curriculum development CPD  INSET time  Meeting time  ADDs and planning twilights |
| * 1. **Ensure all learning experiences are delivered through the 12 Pedagogical principles.**      1. Introduce programme of 12 PPs good practice sharing ADDS sessions      2. Ensure full coverage of 12PPs in lesson planning      3. Introduce the 12 PPs to pupils and encourage them to identify which approach they are using in their learning | CH, Teachers  CH, FC  Teachers, Class teams  Class teams | Autumn Term  Autumn Term  Termly  Termly | Full staff understanding of and familiarity with 12 PPs  All learning experiences delivered through 12 PPs  Pupils can identify the PPs in their learning | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings * Lesson observations * Learning walks * Listening to learners | Percentage of Pioneer lead time (£21,000 grant to free 2 days per week for named individual)  £10,000 allocated for curriculum development CPD  INSET time  Meeting time  ADDs and planning twilights |
| * 1. **Develop provision for complex ASD learners – SCERTS, ABA, Attention Autism**      1. Develop and embed the balance of SCERTS, ABA and Attention Autism provision in G band classes      2. Embed ABA program for delivery with targeted pupils in partnership with Skybound Therapies ABA providers      3. Trial the use of Attention Autism provision with targeted E Band classes/pupils      4. Two members of teaching staff continue to undertake  ABA Masters degree to build internal ABA capacity and develop two internal Board certified ABA consultants      5. Continue rolling programme of certified ABA training with TAs      6. Continue partnership with Skybound Therapies until internal ABA consultants are fully qualified      7. Increase staff awareness with all staff across the school through an INSET day | ST,RL, SM  RL, G Band teachers  RL, SM  RL, Teachers, CCa  RL, SM  ST, RL  RL, SM  RL | Ongoing  Ongoing  Autumn Term  Ongoing  Ongoing  Ongoing  Autumn Term | ASD learners receive a bespoke blend of ABA, SCERTS and Attention Autism provision  Targeted pupils show reduction in behaviours following ABA interventions  Targeted E Band classes, pupils benefit from Attention Autism provision  Two teachers have successfully completed year 2 of ABA Masters degree  Cohort one (8 staff) successfully complete online training and accredited examination  Staff understanding of ABA and Attention Autism is enhanced | * SLT meetings * KS meetings * AoLE team meetings * Communication team meetings * CMG meetings * Governors school improvement committee meetings * Analysis of behaviour data * Analysis of *Thrive* data * Lesson observations * Learning walks * Listening to learners | Meeting time  Planning sessions  University of West Florida costs £5,800 (2 x £2,900)  Certified ABA training costs (40 hours program of online training fees, exam fees) £4,000 (8x £500)  ABA consultant costs £2,000, London travel expenses £1,000  INSET time |
| * 1. **Develop and implement six *Pen-y-Bryn Blocks* Enterprise programmes of study (one for each AoLE)**      1. Develop a programme of weekly lesson plans themed around each of the AoLEs, to run throughout school in half termly units      2. Develop a new format for weekly planning linked to the new curriculum project      3. Work in partnership with Danygraig Primary School to trial the *Pen-y-Bryn Blocks* project (Danygraig will focus on running the project with pupils from Reception, Year 1 and Year 2)      4. Roll out the project to Enterprise partner schools (St Joseph’s Clydach, Cwmrhydyceirw Primary, St Mary’s Llanelli and Ysgol Bryn Teg)      5. Collect and analyse data from all schools involved in the project (pupils and staff)      6. Further develop the partnership with The Big Learning Company, with the aim of developing the *Pen-y-Bryn Blocks* project into a complete set of resources (product) that can be shared with schools throughout Wales | JW  JW  JW/MT/DT  JW  JW  JW | Autumn term  Autumn term  Ongoing  January 2020  Summer term  Ongoing | 6 *Pen-y-Bryn Blocks* Enterprise programmes of study, lessons plans and resources in place  Successful roll out of the project in Ysgol Pen-y-Bryn and Danygraig Primary.  Positive feedback and data from the initial 2 programmes of study (Autumn Term)  Projects shared with remaining partner schools  (St Joseph’s Clydach, Cwmrhydyceirw, St Mary’s Llanelli and Bryn Teg).  Data compiled, analysed and any resultant revisions made  Ongoing meetings and updates from The Big Learning Company, including input into projects where relevant. | * SLT meetings * Enterprise team meetings * Feedback from KS meetings * Feedback from AoLE meetings * Feedback from partner schools * Feedback from The Big Learning Company and WG * Analysis of *Thrive* data * Lesson observations * Learning walks * Listening to learners | £2000 sponsorship from Big Learning Company to develop the project.  Half day per week to develop lesson plans, collate resources, meet with partner schools etc.  Enterprise curriculum time |

|  |  |
| --- | --- |
| **Priority 4: To continue to ensure strong progress in care, support and guidance across school**  4.1 Further develop and embed *Thrive*  4.2 Further develop systems for engaging parental voice  4.3 Embed Pen-y-Bryn ‘Cares’ values  4.4 Ensure readiness for ALNET implementation | **Success Criteria for Priority:**   * *Thrive* strategies are implemented across all aspects of school provision * All TAs are accountable for implementing thrive strategies through performance management * *Thrive* CPD training programme embedded * *Thrive* parent/carer training established * Planning, monitoring and assessment is consistent across the school * Systems are in place for engaging parental voice * Shared PYB school vision and values are owned by all PYB stakeholders * PYB CARES values are embedded in everyday practices * PYB is well prepared for ALNET implementation |

|  |  |
| --- | --- |
| **Strategic Lead:** GS (Head), BP (ALNCo) | **Links to Curriculum purposes:**   * Ambitious, capable learners * Healthy, confident individuals |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Actions.** | **Key Personnel** | **Timescale** | **Milestones to Success** | **Monitoring Strategies** | **Resource Implications** |
| **4.1 Further develop and embed *Thrive***  4.1.1 Continue programme of basic *Thrive* awareness training  4.1.2 Embed *Thrive* CPD training programme  4.1.3 Introduce termly *Thrive* awareness questionnaires  4.1.4 Compile *Thrive* exemplar practice videos  4.1.5 Introduce programme of *Thrive* training for parents/carers  4.1.6 Develop and introduce a whole school *Thrive* Charter | BP, LL  BP, LL  BP, LL  LL, JT, SG  BP, LL  BP, LL, JT, SG | Ongoing  Autumn term  Spring term  Autumn term  Spring term  Autumn term | All staff have received basic *Thrive* training  *Thrive* CPD training programme embedded  Termly *Thrive* awareness questionnaires in place  *Thrive* good practice videos used for training  *Thrive* training for parents/carers in place  Whole school *Thrive* Charter established | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings * Analysis of behaviour data * Analysis of *Thrive* data * Lesson observations * Learning walks * Listening to learners | Percentage of ALNCo (family engagement officer) salary paid from **PDG grant**  Communication coordinator’s salary paid from **PDG grant**  *Thrive* costs £1,500  *Thrive* training (£4,000 allocated)  *Thrive* Breakfast costs £3,500  INSET time |
| **4.2 Further develop systems for engaging parental voice**  4.2.1 Use school social media more effectively to communicate with parents/carers  4.2.2 Develop the *Schoop* App as a communication tool for parental engagement  4.2.3 Introduce termly parental engagement coffee mornings/afternoons for classes/Key stages  4.2.4 Develop an information menu to inform parents of training from external providers  4.2.5 Produce a *Thrive* awareness video for parents/carers | BP  SLT, ICT technician class teams  BP, SH  KS leaders  BP  LL | Ongoing  Autumn term  Autumn term  Autumn term  Autumn term | Parents/carers are well informed by school social media  The *Schoop* App is an effective communication tool  Termly parental engagement sessions in place  External training information menu available for parents  *Thrive* awareness video encourages parents to undertake *Thrive* training | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings * Governors meetings | Percentage of ALNCo (family engagement officer) salary paid from **PDG grant**  *Schoop App* costs £400  *Thrive* Breakfast costs £3,500  INSET time |
| **4.3 Embed Pen-y-Bryn ‘Cares’ values**  4.3.1 Design, print and site PYB CARES signage  4.3.2 Plan PYB CARES week  4.3.3 Establish a programme of ‘Festival’ celebration days  4.3.4 Signpost PYB CARES core values in class assemblies, whole school assemblies and end of day routines | BP  LL, BP  BP, AA,  CH, BP | Autumn term  Spring term  Autumn term  Ongoing | PYB CARES signage in place  PYB CARES week established  Programme of ‘Festival’ celebration days inclusive of PYB CARES core values established  Core values clearly evident in assemblies and routines | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings * Governors meetings | Percentage of ALNCo (family engagement officer) salary paid from **PDG grant**  Design, print and signage costs £1,500  INSET time |
| **4.4 Ensure readiness for ALNET implementation**   * + 1. Revisit readiness survey     2. Ensure representation at all local, regional and national events     3. Match procedures and provision to local authority implementation plan     4. Match procedures and provision to regional implementation plan     5. Meet with new regional ALN transformation lead | GS  GS  GS  SLT  SLT  GS | September 2019  Ongoing  Ongoing  Ongoing  Ongoing | ALNET readiness survey updated  School is well prepared for implementation of new legislation and ALN code of practice | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings * Governors meetings | Attendance at WG conferences and training events |

|  |  |
| --- | --- |
| **Priority 5: Develop Pen-y-Bryn as a learning organisation in line with the Schools as Leaning Organisations Initiative**  5.1 Embed the seven dimensions of the SLO model  5.2 Implement revised self evaluation/school improvement cycle and processes  5.3 Implement revised procedures for professional learning | **Success Criteria for priority**.   * PYB is an effective learning organisation successfully meeting all 7 dimensions of the SLO model * TLR holders and teachers are fully aware of their area of responsibility and regularly reflect on ways to improve standards and learning experiences. * Governors are active participants in MER activities at PYB, influence school improvement and understand and challenge SLT on standards and progress * Wider links with communities are made both locally and internationally * Staff and governors have a clear understanding of their role and work confidently together to move the school forward * Revised self evaluation/school improvement cycle and processes are embedded * Professional learning is a strength of the school |

|  |  |
| --- | --- |
| **Strategic Lead:** GS (Head), SH (School Business Manager) | **Links to Curriculum purposes:**   * Ambitious, capable learners * Enterprising, creative contributors * Ethical, informed citizens * Healthy, confident individuals |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Actions** | **Key Personnel** | **Timescale** | **Milestones to Success** | **Monitoring Strategies** | **Resource Implications** |
| * 1. **Embed the seven dimensions of the SLO model**      1. Complete Schools as Learning Organisations survey      2. Analyse SLO survey findings      3. Complete audit of current provision for each of the seven dimensions of the SLO model      4. Establish action plan for each of the seven dimensions of the SLO model. | GS  GS/All Staff  SLT  SLT  SLT | September 2019  September 2019  October 2019  Autumn term | SLO survey complete  Perceived strengths and areas for development noted from survey analysis  Priorities for each of the 7 dimensions of the SLO model determined  Action plans for each of the 7 dimensions of the SLO model in place | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings | £35,000 allocated to CPD and professional learning for all priorities contained in this document (inclusive of £11,236 RCSIG grant and £11,940 Professional learning grant)  £2,000 allocated to middle and senior development programmes  £2,500 allocated to peer to peer working (self improving system) |
| * 1. **Implement revised self-evaluation and school improvement cycle and processes**      1. Recruit, appoint and train a Data Manager      2. Introduce revised data pack      3. Evaluate, revise and embed inspection area self-evaluation questionnaires for staff and governors      4. Embed and further develop the role of inspection area teams      5. Introduce the procedures for governors self-evaluation      6. Continue the development of governors understanding of self-evaluation processes (SIP committee)      7. Increase governors participation in self-evaluation processes (SIP committee)      8. Embed revised self-evaluation and improvement planning cycle. | GS  GS, SH, ST, AA  ST, AA, Data Manager  ST  SLT  GS, SH, HV  GS, SH, AQF  GS, SH, CH  SLT | September 2019  Autumn term  Ongoing  Ongoing  September 2019  Ongoing  Ongoing  Ongoing | Data Manager appointed  Revised data pack available  Revised Inspection Area questionnaires in place  Inspection area teams in place and operational  Governors self-evaluation in place and operational  SIP committee is effective in supporting school improvement  Increased governors’ participation in quality assurance processes  Revised self-evaluation and improvement planning cycle embedded | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings * Analysis of SLO survey | £2,000 allocated for data manager training  INSET time  Meeting time |
| * 1. **Implement revised procedures for professional learning**      1. Presentation to whole school staff      2. Establish revised data base for recording CPD/Professional Learning      3. Establish PYB Professional learning pathway      4. Introduce PYB Professional Learning passports      5. Produce revised role expectations detailing essential tasks for all posts.      6. Revise professional code of conduct to ensure congruence with core values      7. Revise Induction procedures for new staff.      8. Design and produce staff handbook      9. Design and produce temporary staff guide for supply staff and volunteers. | GS  GS  Data Manager  GS, BP, SH  BP, Data Manager  SLT  GS/BP  SH  SH/BP  SH/BP | September 2019  October 2019  September 2019  September 2019  September 2019  September 2019  Autumn Term  Autumn Term  Autumn Term | All staff aware of revised procedures for professional learning  Revised CPD data base established  PYB professional learning pathway established  All staff have a PYB professional learning passport  Revised role expectations in place  Revised code of conduct in place  Revised induction procedures established  Staff handbook completed  Temporary staff guide in place | * SLT meetings * KS meetings * CMG meetings * Governors school improvement committee meetings | £35,000 allocated to CPD and professional learning for all priorities contained in this document (inclusive of £11,236 RCSIG grant and £11,940 Professional learning grant)  £2,000 allocated to middle and senior development programmes  £2,500 allocated to peer to peer working (self improving system) |

|  |  |  |
| --- | --- | --- |
| **Source of Funding** | **Purpose** | **Use** |
| **RCSIG**  £11,236  **Professional Learning**  £11,940 | Support delivery against national priorities for education, and the four key enabling objectives:   * Developing a high quality education profession; * Inspirational leaders working collaboratively to raise standards; * Strong and inclusive schools committed to excellence, equity and wellbeing; * Robust assessment, evaluation and accountability arrangements supporting a self-improving system. * Ensuring excellent teaching and learning; improving Literacy; improving Numeracy; breaking the link between disadvantage and educational attainment; improving wellbeing; developing leadership capacity | RCSIG funding of £11,236, Professional Learning Grant of £11,940 and £11,824 from internal cost centres fund the delivery of our annual bespoke training plan which prioritises: statutory training; School improvement priorities and national priorities for schools and education outlined within the national strategy and plan of action for education, Our national mission.    Our national mission sets out how the school system will move forward over the period 2017-21, securing implementation of the new curriculum with a focus on leadership, professional learning, and excellence and equity within a self-improving system. The action plan focuses on raising standards for all, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence, which are our overarching aspirations for Our national mission. |
| **PDG**  £40,205 | Breaking the link between disadvantage and educational attainment | PDG grant fund pays for the Salary costs of the communication coordinator  and a percentage contribution towards the ALNCo (family engagement officer) salary costs. These post holders train staff and resource a range of valuable interventions. This includes a developed communication strategy, led by a designated team. |
| **WG Curriculum 2022 Pioneer Lead Funding**  £21,000 (£7,000 per term to release a named individual for 2 days per week) | Support the implementation of Welsh Government curriculum 2022 | FC is our named pioneer lead released for 40% (2 days per week equivalent) of her time to: support the implementation of Welsh Government curriculum 2022 at school, local, regional, sector and national level; deliver regional presentations and training; attend national, regional and network events and host joint training events; ERW special schools network sector level implementation pilot |
| **Lead Creative schools grant**  £15,000 |  | Grant funding of £15,000 used to work in innovative and creative ways to engage pupils in rich artist experiences. This project prioritises pupils with more complex ASD needs and aligns with the school’s communication strategy. Develop a range of community projects which include a focus on street theatre and road safety projects and using play, as well as a range of planned creative activities to work collaboratively developing greater involvement with external partners. |
| **ALN transformation fund**  £10,000  £5,000 | Deliver ALN outreach services to STF and mainstream partners  Develop ABA (applied behaviour analysis) capability and provision | Expand the Outreach team to account for the demand on our service and train four additional staff so we are able to meet increased demand without any negative impact on school.  Develop ABA program for delivery with targeted pupils in partnership with Skybound Therapies ABA providers. Enrol two members of teaching staff onto ABA Masters degree with University of West Florida to build internal ABA capacity by developing two internal Board certified ABA consultants. Implement rolling programme of certified ABA training commencing with initial cohort of 8 staff (3 teachers, 5 TAs) to undertake 40 hours program of online training culminating in an examination in London. Implement ABA programme with target pupils |

|  |
| --- |
| **Column highlighted yellow is not yet confirmed for 2019-20** |