

Summary School Development Plan targets: 2017 – 2018

Following on from our comprehensive review of the 2016 - 2017 SDP, including analysing feedback from pupils, parents/governor and other stakeholder questionnaires, challenge adviser visits etc. The following priorities have been identified as targets for our 2017 - 2018 SDP:

Inspection area 1: Standards
Estyn Recommendation
➤ Further improve the use of data to raise the achievement of pupils who make very small steps of progress.
Priority targets
<ul style="list-style-type: none"> ➤ Build upon current effective practice to ensure all pupils make progress in line with their individual targets (LB/CT/all staff). ➤ Extend partnership working with cross consortium standardisation and moderation groups to ensure all pupils make progress commensurate with their needs (LB/CT/LC). ➤ Further develop pupils' communication/ICT/literacy and numeracy skills through targeted interventions, to include: Eye gaze, POPAT, sign of the week, Caffi Oren etc. (TMc/AR/all staff).
Maintenance targets
<ul style="list-style-type: none"> ➤ Further embed the development and coordination of key skills (including literacy [communication], numeracy, digital competence and PSD) across the school. ➤ Improve pupil outcomes in PSD through a whole school THRIVE approach.
Inspection area 2: Wellbeing and attitudes to learning
Estyn Recommendation
➤ Further improve the use of data to raise the achievement of pupils who make very small steps of progress.
Priority targets
<ul style="list-style-type: none"> ➤ Extend work experience opportunities for 14-19 LP pupils (CW). ➤ Work with school council to extend pupil choice in their learning and develop a further range of pupil friendly documents/policies (JE/HM/IE). ➤ Improve pupils' wellbeing through further opportunities for outside learning and enhanced links with community, local schools, sports clubs, healthy eating/exercise groups etc. (Health and Wellbeing AoLE/GS). ➤ Develop more formal links with pupil advocacy (JE/KT/TMc).
Maintenance targets
<ul style="list-style-type: none"> ➤ Work with school council to enhance playground resources: Foundation Phase, KS3, courtyard and memorial gardens. ➤ Healthy schools: achieve National Quality Award. ➤ Work with health and social services to develop residential and respite provision. ➤ Further develop pupil wellbeing through effective support, training and mentoring.
Inspection area 3: Teaching and learning experiences
Estyn Recommendation
➤ Ensure all teachers provide challenging work for more able pupils.
Priority targets
<ul style="list-style-type: none"> ➤ Align thematic and individual planning to 2021 curriculum and to the ALN Reform Bill, to include living skills programme, social skills group etc. (TMc/KT/CE). ➤ Review ARR/marking in line with new curriculum and assessment procedures (LB/LC).

- Re-develop outside play areas (FP and KS3) (**School council/IE/TMc/GS**).
- Upgrade splash pool, IT room/equipment, beach and woodland gardens, pond/wildlife area, teachers' resource room (**School council/IE/TMc/GS**).
- Sign-a-long training for all staff to improve pupil outcomes (**TMc/JE**).
- Formalise peer observations to share effective practice and improve standards (**TMc/KT/CE**).
- Extend links with colleges, Careers Wales and community (**CW**).

Maintenance targets

- Review whole school planning for IDPs in light of Welsh Government's person centred planning approaches: one page profiles, "likes and admires" etc.
- Review learning, teaching and curriculum policy to reflect the 4 purposes of the curriculum as set out in Successful Futures (Donaldson Report).
- Whole school review of the curriculum to include: themes, planning (LNF and digital competence), coverage, personalised learning styles, communication passports etc.

Inspection area 4: Care, support and guidance

Estyn Recommendation

- **No Estyn recommendation linked to this inspection area.**

Priority targets

- Develop living skills programme to improve pupil outcomes in PSD (**Health and Wellbeing AoLE**).
- Extend use of texting service/investigate other resources (Ref: "SeeSaw" app etc.) to ensure parents/carers are more involved in their child's learning (**AR/MG**).

Maintenance targets

- Whole school review of the curriculum to include: themes, planning (LNF and digital competency), coverage, personalised learning styles, communication passports etc.
- Review whole school planning for IDPs in light of Welsh Government's person centred planning approaches: one page profiles, "likes and admires" etc.

Inspection area 5: Leadership and management

Estyn Recommendation

- **Complete the review of the staffing structure to ensure greater stability.**
- **Continue to ensure that all plans are monitored consistently in order to secure improvement.**

Priority targets

- Develop staff pedagogy to support the 4 key purposes of the new curriculum. Further develop the roles of AoLE leads (**IE**).
- Consult on re-structure of admin team (**IE**).
- Develop enhanced opportunities for staff to provide feedback from training/share good practice etc. (**LB**).
- Extend the role of link governors, more opportunities for staff to meet governors. Re-develop GB noticeboard to provide additional information about governors and their work (**IE/MC**).
- Staff development: THRIVE, TEACCH, PECS, new curriculum etc. (**TMc/LB/CT**)
- Further opportunities for staff to share effective practice across the school through Teach Meet, triad working, peer reviews etc. (**TMc/LB**).
- Work with LA to provide resources for 2 additional classrooms (new build). Develop THRIVE room/new library (**IE/TMc**).

Maintenance targets

- Review the leadership structure in light of the additional work involved with hub and spoke developments.
- Support the development of staff wellbeing through effective induction, support, training and mentoring.