

Summary SDP targets April 2016 – March 2017

Following on from our comprehensive review of the 2015 - 2016 school improvement plan, 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 2016 - 2017 school development plan:

Key Question 1: How good are outcomes?

Estyn Recommendation

- Further improve the use of data to raise the achievement of pupils who make very small steps of progress.

Priority targets

- All pupils, wherever possible, will contribute towards their IDP targets and will achieve the targets set out in their IDPs.
- Pupils, wherever possible will take an increasingly active role in their annual review meetings through a person centred planning approach.
- Improve pupil outcomes in literacy, numeracy and digital competency through more targeted and personalised provision.
- Improve the analysis of whole school and pupil level data to ensure all pupils make progress commensurate with their learning needs.
- Improve pupils' behaviour for learning to ensure all pupils make the expected progress, commensurate with their learning needs.

Maintenance targets

- Further embed the development and coordination of key skills (literacy [communication], numeracy and personal and social) across the school; make effective use of school resources to improve pupil outcomes.
- Improve pupil outcomes in PSE through a whole school THRIVE approach.
- Further develop pupils' communication skills through targeted use of specialist provision.

Key Question 2: How good is provision?

Estyn Recommendation

- Further improve the use of data to raise the achievement of pupils who make very small steps of progress.
- Ensure all teachers provide challenging work for more able pupils.

Priority targets

- 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 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.
- Work with school council to develop a pupil friendly school development plan.

- Work with school council to review the provision offered to pupils (Pupil Offer) and develop an action plan with school council to address the outcomes from the review (to feed into 2017 - 2018 SDP).

Maintenance targets

- Develop secondary satellite class (key stages 3 - 5).
- Further embed AfL, LNF and digital competency across the school.
- Enhance playground resources: Foundation Phase, KS2, courtyard and memorial gardens.
- Healthy schools: achieve National Quality Award.
- Develop KS2 buddies at Cwm Ifor Primary School.
- Work with health and social services to develop residential and respite provision.
- Develop enhanced moderation arrangements with the other 3 special schools in the EAS and through the SWASSH moderation network.

Key Question 3: How good are 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 purposes of the new curriculum and behaviour for learning.
- Develop and implement whole staff professional learning networks linked to the annual costed CPD programme.
- Further develop the use of the updated ILR (linked to the leadership standards) for existing and aspiring leaders.
- Develop the use of the online CPD portfolios with a pilot group of staff (EWC).
- Support the development of curriculum/area co-ordinators as leaders of learning in line with Successful Futures.
- Work with governors and parents/carers to develop their knowledge and understanding of the new curriculum and assessment arrangements.

Maintenance targets

- Review the leadership structure in light of the additional work involved with hub and spoke developments.
- Buildings: work with LA to develop curriculum/specialist equipment storage, new library, additional teaching spaces.
- Support the development of pupil and staff well-being through effective support, training and mentoring.

School improvement priorities: 2015 - 2018 overview

Interim SIP: 2015 - 2016	SDP April 2016 - March 2017	April 2017 - March 2018
<p>KQ1: Standards</p> <ul style="list-style-type: none"> Further improve the use of data to raise the achievement of pupils who make very small steps of progress. Improve pupil outcomes in literacy (including communication), numeracy and digital competency through targeted interventions for individuals and groups of pupils. Improve pupil outcomes in communication and interaction through bespoke music therapy and aromatherapy sessions. Improve pupil outcomes (individual pupil level) by continuing to enhance the quality of personalised learning and challenging IDPs/IBPs. Improve pupil outcomes in personal and social development (PSD) through THRIVE. <p>KQ2: Provision</p> <ul style="list-style-type: none"> Further improve the use of data to raise the achievement of pupils who make very small steps of progress. Ensure all teachers provide challenging work for more able pupils. Successfully achieve Stage 2 of Rights Respecting Schools Award. Embed pupil centred approaches in keeping with the ALN reforms. Work with tertiary pupils to develop a 6th form common room. Develop future hub and spoke provision in partnership with LA; to include a KS3 class. Develop KS2 buddies at Cwm lfor Primary School. Embed video eye tracking evidence to record small steps of progress. Establish a manageable of video analysis to accurately track the achievements of pupils who make very small steps of progress. Work with health and social services to undertaken feasibility study around residential and respite provision. Review current planning and end of year reports and bring into alignment with LNF, digital competency, Donaldson outcomes and PIVATS. Develop enhanced moderation arrangements with the other 3 special schools in the EAS. Develop a range of ICT/video projects to enhance the digital competence and ICT skills of our more able and talented pupils. Review current DofE provision. <p>KQ3: Leadership and management</p> <ul style="list-style-type: none"> 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. Further develop distributed leadership across all staff. Review the leadership structure and office space in light of the additional work involved with the development of the hub and spoke approach. Buildings: work with LA to develop a rebound therapy room, updated staff room, equipment storage, new teachers' resource area, re-surfacing of the tertiary playground, CCTV cameras in public areas, additional small teaching rooms etc. Staff training and development in: water safety, safeguarding, rebound therapy, THRIVE, excellence in the classroom etc. Develop a PTA group. Further development of school website as part of partnership working. Audit current resources for literacy, numeracy and digital competence and purchase additional resources as identified in the audits. 	<p>KQ1: Standards</p> <ul style="list-style-type: none"> All pupils, wherever possible, will contribute towards their IDP targets and will achieve the targets set out in them. Pupils, wherever possible will take an increasingly active role in their annual review meetings through a person centred planning approach. Improve pupil outcomes in literacy, numeracy and digital competency through more targeted and personalised provision. Improve the analysis of whole school and pupil level data to ensure all pupils make progress commensurate with their learning needs. Improve pupils' behaviour for learning to ensure all pupils make the expected progress, commensurate with their learning needs. <p>KQ2: Provision</p> <ul style="list-style-type: none"> 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 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. Work with school council to develop a pupil friendly school development plan. <p>Work with school council to review the provision offered to pupils (Pupil Offer) and develop an action plan with school council to address the outcomes from the review (to feed into 2017-2018 SDP).</p> <p>KQ3: Leadership and management</p> <ul style="list-style-type: none"> Develop staff pedagogy to support the 4 purposes of the new curriculum and behaviour for learning. Develop and implement whole staff professional learning networks linked to the annual costed CPD programme. Further develop the use of the updated ILR (linked to the leadership standards) for existing and aspiring leaders. Develop the use of the online CPD portfolios with a pilot group of staff (EWC). Support the development of curriculum/area co-ordinators as leaders of learning in line with Successful Futures. <p>Work with governors and parents/carers to develop their knowledge and understanding of the new curriculum and assessment arrangements.</p>	<p>KQ1: Standards</p> <ul style="list-style-type: none"> Improving pupil outcomes in literacy, numeracy and digital competence across the school. Reducing the impact of poverty and disability on achievement. <p>KQ2: Provision</p> <ul style="list-style-type: none"> Develop pedagogy in line with pupils' changing needs pupils. Development of hub and spoke provision as part of the LA ALN review. Fully embed person centred planning across all areas of our work. Work with LA to develop provision in-county for pupils with the most significant and challenging needs. <p>KQ3: Leadership and management</p> <ul style="list-style-type: none"> Ensure that resourcing supports individual and whole school developments. Targets for development and improvement will be based on the information gained from the whole school self-evaluation. Emerging targets for 2017/2018 will be noted at the end of each of the Key Question action plans. Consult with stakeholders re: SDP outline priorities for 2018 – 2021.