



Ysgol Ty Coch

School Development Plan

2024 – 2025

Respect. Communicate. Enjoy.

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Telephone		01443 203471		Chair of Governors		Janice Stuckey		
Email		Wilson175@hwbcymru.net		Deputy Chair of Governors		Alison Tovey		
Website		www.ysgoltycoch.co.uk		Director of Education		Gaynor Davies		
Staffing Levels	Teaching (inc. SLT)	Instructor	LSAs	Clerk	Caretaker	Midday Supervisors	Canteen Staff	Total
	25	7	84	5	2	1	4	128

Inset Days 2024-2025

2nd September 2024	Safeguarding, VAWDA, Team Teach	3 rd March 2025	Positive Behaviour Support and Pyramid Conference
3rd September 2024	Health and Safety TT, Signalong, Evolve, Rebound	21 st May 2025	Taken as Twilights
4th September 2024	Health and Safety TT, Evolve, Rebound		

AOLE Community and Heritage Days

Heritage Day	24 th October 2024	Community Focused Day	8 th April 2025
Community Focused Day	26 th November 2024	Heritage Day	15 th May 2024
Heritage Day	21 st February 2024	Community Focused Day	4 th July 2024

School Development Plan Key Foci:

- To develop an internal responsibility structure that promotes collective ownership, collaboration, and innovation in/of the taught and untaught curriculum.
- To inspire young people to achieve their potential and develop functionally equivalent skills for life to improve their quality of life.
- To continuously self-evaluate reflect and refine the school's curriculum design, impact of pedagogy and overall progression.
- To enhance the professional learning offer that supports the development of the very best education workforce.
- To continue embedding the 4 key purposes of the new curriculum through AOLEs.
- To keep abreast of the latest developments from Welsh Government; most notably Our National Mission, ALN Transformation Program, Reducing Restrictive Practices Framework, Community Focused Schools', and the Progression Code.

National Mission Priorities:

- 1. Learning for life** so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.
- 2. Breaking down barriers** so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.
- 3. A positive education experience for everyone**, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.
- 4. High-quality teaching and leadership**, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.
- 5. Community-based learning**, with strong institutions engaging, integrating, and being empowered by their communities.
- 6. Cymraeg belongs to us all**, giving every learner equal access to the language and the opportunity to reach their potential.

Priority 1

Teaching, Learning & Skills: Improve pupils' language, literacy, communication, and functional skills. Ensure all teachers can target pupils individual learning needs through analysis of achievements.

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
1.	Enhance the Welsh language skills of the school community	<ul style="list-style-type: none"> Enhance the use of Cymraeg across the school, building incidental Welsh into the school's assessment framework Link the Criw Cymreig to the School Senedd. Test and evaluate the effectiveness of the Welsh Language mats and ensure they are used effectively. Identify improvements. 	LBo RM LCa RL	£300	<ul style="list-style-type: none"> Monitor the. Use of Welsh in Seesaw marking Criw to form a Welsh Department and influence the workings of the School Senedd Learning walks conducted by both staff and the Criw to understand areas for development 	Jun 25
<p>Anticipated outcome <i>'Welsh language develops a greater presence in everyday school life. Pupils begin to use incidental Welsh with or without support.'</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p> <p>Result:</p> <p>Next Steps</p>					<p>Evidence:</p>	

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
2.	<p>Enhance the communication skills of pupils across the school.</p> <p>Enhance the use of Sign Along across the school.</p>	<ul style="list-style-type: none"> Engage fully with Pyramid to improve pupils' communication skills. Compare the progress of pupil LLC skills in Pyramid and non-Pyramid classes. Identify and target pupils who have made limited LLC progress in the 23-24 Target Setting Data Set. Support them to ensure their progress is brought in line with peers. Develop senior staff to become Pyramid Accredited practitioners. Create a 4-week Sign Along course for TAs. Develop an Agoredd Qualification linked to this module. 	<p>JR SG ER DR CL</p>	<p>£10000 (% PDG)</p>	<ul style="list-style-type: none"> Pyramid data set to be collected and shared with SLT. Progress to be monitored through learning walks Pyramid and non-Pyramid classes to be compared through target setting data review and progression meetings. Pyramid Accreditation Certificates / Progress Reports Sign Along Course Materials 	<p>Jun 25</p>
<p>Anticipated outcome <i>'Pupils in Pyramid classes show improved communication skills through their target setting achievements, Pyramid data and overall progression'.</i> <i>'Staff enhance their signing skills and gain accreditation for their Sign Along skills'.</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p> <p>Result:</p> <p>Next Steps</p>					<p>Evidence:</p>	

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring How will it be assessed?	Date
3.	<p>Continue to evaluate and refine the school's shared understanding of assessment and progression ensuring all systems capture robust quantitative and qualitative data</p> <p>Progression Groups (PG) use their learning data and Progression Coaching Meetings to identify and target strengths and challenges through improvement plans and PG self-evaluation.</p>	<ul style="list-style-type: none"> Teachers and TAs develop their confidence in using Seesaw for 'live' audio marking Refine the use of Target Setting Data and train all teachers / instructors to read their own data. Ensure time is built into timetables to respond to data drops. Refine the school's data pack by combining the Connecting Steps and S4L data. TLRs and AHTs to analyse PG data set. Identify overall target plans and share with teachers. Track data throughout the academic year and review once per term as a PG team. Respond to data narrative to target pupil / class / PG needs Discuss holistic progression of pupils through 'Progression Coaching Meetings'. Physical Literacy trackers are rolled out and pupils progression is captured and next steps are identified and actioned 	<p>SW JR AHTs TLR2s SGil Teachers SArn</p>	<p>£0</p>	<ul style="list-style-type: none"> Monitor the quality and effectiveness of Seesaw Progression logs. ALT attendance to Target Setting Meetings MER Claendar Schools Data Pack 25-26 Analysis of Data Pack PG Development Plans Meeting Minutes Minutes of Progression Coaching 24-25 Target Setting Data Pupil physical literacy trackers. 	<p>Jun 25</p>
<p>Anticipated outcome <i>'Leaders, TLRs and Teachers will develop a greater understanding of their pupil's progression and be able to identify areas of strength and challenge for both individual pupils, class groups and whole departments'</i></p>						

	Evaluation Date:	
	Context:	Evidence:
	Action:	
	Result:	
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RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring How will it be assessed?	Date
4.	Identify the impact of the Non-Maintained Nursery Curriculum on the Explorers Curriculum and pupil achievement.	<ul style="list-style-type: none"> Assess the systems that are effective and those that require adjusting to support the rollout of the DAISY Curriculum. Assess the re-organisation of foundation learners. Identify the elements that will be rolled out to the Pathfinders or other departments in 25-26. 	SG ERJ BG SArn	£0	<ul style="list-style-type: none"> Assess the operational effectiveness of the DAISY Curriculum across all Explorers Classes. Analysis of Progression Data and Progression Coaching Meetings. Learning Walk Logs (ER, SG, BG) Minutes of Progression Coaching 24-25 Target Setting Data IDP Targets Achievement 	Jun 25
<p>Anticipated outcome <i>'The strengths and challenges of using the Non-Maintained Nursery Curriculum in ALN provisions are identified, and the curriculum is adjusted to meet the needs of pupils.'</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p> <p>Result:</p> <p>Next Steps</p>					<p>Evidence:</p>	

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring How will it be assessed?	Date
5.	Continue to evaluate and refine the school's shared understanding of assessment and progression ensuring all systems capture robust quantitative and qualitative data.	<ul style="list-style-type: none"> Continue to develop the school's data systems Assess the re-organisation of foundation learners. Identify the elements that will be rolled out to the Pathfinders or other departments in 25-26. 	SG ERJ BG	£0	<ul style="list-style-type: none"> Assess the operational effectiveness of the DAISY Curriculum across all Explorers Classes. Analysis of Progression Data and Progression Coaching Meetings. Learning Walk Logs (ER, SG, BG) Minutes of Progression Coaching 24-25 Target Setting Data IDP Targets Achievement 	Jun 25
<p>Anticipated outcome <i>'Leaders, TLRs and Teachers will a greater understanding of their pupil's progression and are able to identify areas for focus throughout the year'.</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p> <p>Result:</p> <p>Next Steps</p>					<p>Evidence:</p>	

Priority 2

Quality of Life: Ensure that the schools' support and guidance systems work to improve the quality of life of all through targeted wellbeing intervention, enhanced care & support and guidance.

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
1.	<p>Begin to develop a school wide cultural understanding of Positive Behaviour Support, starting with school leaders</p> <p>Develop an understanding of the importance of reducing restrictive practices and focus on staff on improving Quality of Life of learners.</p> <p>Develop an understanding of Behaviour as Science and the data analysis required for successful FBA.</p> <p>Prepare for the reduction in Level 2 Team Teach training by increasing the number of PBS practitioners in all depts.</p>	<ul style="list-style-type: none"> • Trial the use of Restrictive Practice Reduction Plans (RPRR) or Risk and behaviour plan (RAB) to support staff understanding of strategies to improve Quality of Life. • Survey the use of internal fob doors (remove where necessary). • Enhance all staff understanding of the science of behaviour through the bespoke University of South Wales behaviour clinic professional learning offer. • WLT / SLT to attend PBS training (5 Days) • Work with the WLF to develop a formal critical incident analysis mechanism to manage all school behaviour with advice ascertained from PBS practitioners. 	<p>SW</p> <p>JR</p> <p>SJ</p> <p>SG</p> <p>LBo</p>	<p>£12000 (% PDG)</p>	<ul style="list-style-type: none"> • RRN Standards Checklist • Trial Restraint Reduction Plans assessed for impact (reduction in behaviours of concern) • Fob Survey and associated Risk Assessments • Course Feedback Surveys • SLT Feedback Surveys • Critical incident Minutes and policy additions 	<p>Jun 25</p>

	Anticipated outcome <i>'School staff will begin to focus on improving quality of life, whilst developing an emerging understanding of teaching functionally equivalent skills.'</i>
	Evaluation Date:
	Context: Action: Result: Next Steps

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RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
2.	Ensure that all Taith y Meddwl and Ty Hwyl pupils develop the skills needed to re-integrate into the school and be ready for their next steps, destinations and future qualifications.	<ul style="list-style-type: none"> • Rewrite the policy for the TYM approach to capture the school's developing knowledge of Positive Behaviour Support and ensure ELSA and TIS interventions teams work in collaboration throughout the school. • Ensure target setting data and IDPs are drivers of the TYM academic curriculum whilst also continuing to develop the TYM pupils social and work-related skills. There must be a specific focus on numeracy skills. • Ensure emotional support continues to be delivered through a robust TIS curriculum. • Ensure pupils are integrated into the school to develop skills to support them in their future destinations (attend assemblies, lunch times breaks etc). • Ensure the school dog is assessed and timetabled as an intervention resource whilst also ensuring its wellbeing is looked after. • Ty Hwyl and Elsa staff will deliver wellbeing support across the school. 	LBo JR LM KE RR	£500 (% PDG)	<ul style="list-style-type: none"> • Lesson Observations • Policy Updates Ratified by Governors • TYM Target Setting (inc. Numeracy) Data • Pupil attendance to school events • School dog certificate of assessment / timetable • ELSA and TYM Timetable 	Jun 25
<p>Anticipated outcome <i>'Pupils will have equitable access to interventions throughout the school. Ty Hwyl pupils will equitably access a wider range of opportunities in the school.'</i></p>						
<p>Evaluation Date:</p>						

<p>Context:</p> <p>Action:</p> <p>Result:</p> <p>Next Steps</p>	<p>Evidence:</p>
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RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
3.	Ensure that IDPs are robust, person centred and power each pupil's individual curriculum.	<ul style="list-style-type: none"> Monitor the effectiveness of IDPs across the school to ensure that pupil achievements drive progression of next steps / IDP targets. Ensure that DHTs, TLR Post Holders and AHTs are trained to QA IDPs. Rollout the PCP Toolkit to ensure all staff have a deeper understanding of their pupils. 	SJ SG LBo RR EJ BG LC	£5000	<ul style="list-style-type: none"> IDP Monitoring (AHTs meeting half termly with RCT ALN Officer) PCP Toolkit – Classroom Evidence / Seesaw / IDPs 	Jun 25
Anticipated outcome <i>'Teachers will refine their use of IDPs to ensure that all pupils barriers to learning are reduced and that they are able to access the curriculum to maximise their achievements and skills development.'</i>						
Evaluation Date:						
Context: Action: Result: Next Steps					Evidence:	

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
4.	Refine the school's ability to use and respond to the Whole School Approach to Mental Health and Emotional Wellbeing Toolkit	<ul style="list-style-type: none"> • Ensure all parents know who is responsible for Wellbeing in the school • Communicate the school's emotional and mental wellbeing targets to all stakeholders • Share the school's wellbeing policies with all stakeholders • Refine / identify a method of using the WSA with pupils (Penmaes Special School) • Widen the schools' methods of collecting feedback from parents • Improve the opportunities to parental voice heard have their voice heard • Regularly share with staff the network of support in place for staff who are experiencing emotional and mental well-being problems to enable them to access appropriate help and support. 	SJ SG LBo LW	£0	<ul style="list-style-type: none"> • WSA Survey Results 2024-2025 • Social media, school communication and Seesaw Evidence • Easy Read Wellbeing Policies shared with pupils • Easy and read and full Wellbeing Policies shared with parents. 	Jun 25
<p>Anticipated outcome <i>'The WSA will support the school's understanding of its stakeholder perceptions and allow the organisation to identify its next steps for improvement through a constant feedback loop.'</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p> <p>Result:</p>					<p>Evidence:</p>	

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RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
5.	<p>Further enhance the provision for parental and stakeholder engagement including parental workshops, sibling support and parental education.</p> <p>Ensure this work and the ASB panel supports attendance across the school.</p>	<ul style="list-style-type: none"> Outline a clear annual schedule and timetable of events for the coffee mornings. Invite the required professionals or staff members. Enhance the work of the coffee mornings by ensuring that parental voice and curriculum / policy updates are shared with parents (ensure the same information is shared through social media to support those who are unable to attend.) Consider methods of effectively sharing the workings of the school to aid transparency for all parents. Consider how the school's fundraising activities can be used to better engage parents and pupils and move towards skills & activity-based events. Maintain the Safeguarding, Attendance and Behaviour Panel. Ensure that actions from this tri-weekly meeting work to facilitate the improved attendance of any identified pupils. 	<p>SJ KMu SNu SG LBo LW SW</p>	<p>£500</p>	<ul style="list-style-type: none"> Coffee Morning Registers, MER Cycle and Photographic Evidence or Parent work etc Social Media Posts Policy /curriculum changes suggested by parents / partners identified Attendance Date and Minutes of ASB Panel. Social media, school communication and Seesaw Evidence Evidence of school events (surveys or photographic evidence) WSA Survey Evidence 	<p>Jun 25</p>
<p>Anticipated outcome <i>'Close work with families, RCT and other stakeholders will continue to improve parental relationships, pupils' attendance and pupils outcomes.'</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p>					<p>Evidence:</p>	

	<p>Result:</p> <p>Next Steps</p>	
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RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
6.	Enhance the development of pupil leadership across the school.	<ul style="list-style-type: none"> Deliver an Inset on YTC Senedd – October 2024. Rollout the new school Senedd (elections Nov 2025) with a broad range of committees led by pupils and supported by staff. Appoint an elected First Minister. Ensure the use of communication systems in School Council meetings. Develop a group of Sports Leaders Reaccredit the schools RRS award (Silver). 	KH	£300	<ul style="list-style-type: none"> Minutes from the YTC Senedd Evidence of Hustings and Voting (Seesaw Evidence) Committee Meeting Minutes Sports Leaders Certification RRS Award Evidence (Write up and confirmation emails) 	Jun 25
			LBo			
			SW			
			SG			
			SGil			
JR						
LW						
AChi						
AHo						
<p>Anticipated outcome <i>'The school will ensure that pupils have the opportunity to develop their leadership skills through a range of systems and experiences.'</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p> <p>Result:</p> <p>Next Steps</p>					<p>Evidence:</p>	

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Priority 3

Leading and Improving: Continue to build the schools capacity to be a globally recognised learning organisation that delivers an outstanding education for all pupils.

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
1.	Communicate the vision and strategic plan to ensure all stakeholders can engage with the school's journey.	<ul style="list-style-type: none"> Communicate the Vision and Values to all school stakeholders through easy read versions developed by the branding company. Present the new values and vision to the School Senedd / School Council Develop a full rebranding plan. School logo, dept logos, website and strategic model to be branded in line with the new school vision and strategic plan. 3 Year Strategic Plan to be articulated to all stakeholders October 2024 through digital communications, social media, parent coffee mornings and presentations to staff. 	SW	£5000	<ul style="list-style-type: none"> Vision and values shared with all staff Branded Vision and values, new logo etc YTC Senedd Minutes Re-branding Plan 3 Year Strategic Plan, written and shared with all stakeholders. 	Jun 25
<p>Anticipated outcome <i>'The new Vision and Values will support all stakeholders to feel a sense of Cynefin through the physical and visual elements of the school'.</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p> <p>Result:</p> <p>Next Steps</p>					<p>Evidence:</p>	

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
2.	All staff will be clear on their role and their responsibilities and the strategic role of each position in the school.	<ul style="list-style-type: none"> • New roles and responsibilities to be shared with all staff (October 2024) • UPR Teachers will develop a Responsibility Action Plan / Spiral Enquiry Plan to outline how their area of the school will be developed over the coming years. To be reviewed and discussed during Performance Management sessions. • Review the effectiveness of the new Senior Leadership Team and ensure the roles and responsibilities are aligned with the needs of the school. 	SW JR SJ	£0	<ul style="list-style-type: none"> - Roles and Responsibilities shared with all staff and governors - Teacher / UPR Responsibility Action Plans - Forum Minutes 	Jun 25
<p>Anticipated outcome <i>“All staff will have clarity of their role and understand how they contribute to improving quality of life of pupils and families’.</i></p>						
<p>Evaluation Date:</p>						
<p>Context: Action: Result: Next Steps</p>					<p>Evidence:</p>	

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
3.	Embed the school's quality assurance procedures. Develop Learning Walk Logs and Progression Coaching Meetings.	<ul style="list-style-type: none"> • Draw together the strengths and challenges documentation into a Teaching and Learning Narrative and feedback to staff. • Enhance the use of learning walks to understand the school's strengths and challenges and develop a 'Learning Walk Log' to enhance the triangulation of information captured through each day. Ensure this document is transparent, completed by leaders and UPRs and anonymous. Ensure it captures both strengths and challenges. • Combine work scrutiny with Progression Coaching Meetings to enhance the links between pedagogy and the progression of learners. • Further develop the strategic forums by refining the use of the National Resource prompts and ensuring leaders consider these questions through forum report writing. • Offer Teachers, TAs and Governors the opportunity to join Learning Walks and complete the learning walk log. 	SW SJ JR SGi LBo	£0	<ul style="list-style-type: none"> - Strengths and Challenges sent to all staff to support in whole school understanding of monitoring findings. - Learning Walk Logs - Progression Coaching Meetings minutes - Forum Agendas 	Jun 25
<p>Anticipated outcome <i>'Teachers and Leaders will recognise the important role self-evaluation of strengths and challenges plays in identifying next steps for improvement'.</i></p>						
<p>Evaluation Date:</p>						
<p>Context: Action: Result:</p>					<p>Evidence:</p>	

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RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
4.	Continue to offer a high-quality professional learning offer which facilitates high quality teaching and learner progression. Facilitate visits to other schools and sites to learn from across the sector and work to develop YTC and BYC staff become the teachers and leaders of the future.	<ul style="list-style-type: none"> Develop a 5 Year Strategic Professional Learning Offer Planner in line with the school's vision for both TAs, Instructors and Teachers. Refine the PLO by beginning to roll out short courses to staff using internal experts. Continue to engage with the outside environment to ensure the professional learning needs of the school are met. Ensure all new TAs and staff are developed through the school's probation systems. 	JR SW Dra LBo CL SArn	£0	<ul style="list-style-type: none"> 5 Year Strategic Professional Learning Offer Plan Short Courses Documentation (sign along, Agoredd Cymru Health courses) Professional Learning Records (CSC, RCT, USW, Pyramid etc). Probation policy, records and evidence. 	Jun 25
<p>Anticipated outcome <i>'The PLO will act as the foundation for all staff to understand the opportunities available to them and enable them to choose professional learning linked to their own learning requirements'.</i></p>						
<p>Evaluation Date:</p>						
<p>Context:</p> <p>Action:</p> <p>Result:</p> <p>Next Steps</p>					<p>Evidence:</p>	

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
5.	Ensure the school's IT infrastructure is modernised and brought into line with other large ALN schools	<ul style="list-style-type: none"> Develop a 5 Year IT Development Plan. Update teacher laptops and enable HLTAs to receive a laptop. Move away from a desktop-based environment and enable teachers to be 'mobile' with their own laptop. Build a bank of laptops for 'cover' teachers. Work towards all classrooms being equipped with a standard build of IT (1 charge cabinet, 2/3 iPads). Ensure all TAs receive a device to access their emails and to upload evidence to Seesaw. 	SW AH LW CM JR	£15000	<ul style="list-style-type: none"> BYC Blueprints and Vision documents Shelters Installed Evidence of building developments / improvements New Shop / Café / Sandwich Trailer IT Development Plan 	Jun 25
Anticipated outcome <i>'Improved network infrastructure and IT devices for both pupils and staff will support improvements of quality of life for all stakeholders and improve outcomes.'</i>						
Evaluation Date:						
Context: Action: Result: Next Steps					Evidence:	

RAG	Target	Action	Who	Cost or Resources	Evaluation and Monitoring	Date
6.	Ensure the school's accommodation and infrastructure continue to provide an excellent learning environment for the increasing pupil roll and all staff	<ul style="list-style-type: none"> • With the prospect of a £5m expansion the school will provide enhanced learning provision that is mobile and can be moved into position when the enhanced site is completed. • Ensure the Explorers Foundation and Dregiau yard are considered for new shelters to enable continuous enhanced play • Install an intercom at the Tonteg site to secure the site further • Develop a 3-year painting schedule for the Tonteg site to ensure a constant cycle of upkeep is maintained across the school. • Complete the new build of the shop / café on the Tonteg site. Reposition the catering kitchen. • Acquire a sandwich van from RCT. Provide the means in which to provide catering services across RCT using the catering kitchen as a hub for food production and the van as a delivery model. Ensure pupils have the skills to operate effectively in these environments. 	SW JR SJ LBo SG	£20000	<ul style="list-style-type: none"> - BYC Blueprints and Vision documents - Shelters Installed - Evidence of building developments / improvements - New Shop / Café / Sandwich Trailer 	Jun 25
<p>Anticipated outcome <i>'Improved accommodation & building infrastructure for both pupils and staff will support improvements of quality of life for all stakeholders and improve outcomes.'</i></p>						
<p>Evaluation Date:</p>						
<p>Context: Action:</p>					<p>Evidence:</p>	

<p>Result:</p> <p>Next Steps</p>	
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