

Ysgol Ty Coch



School Development Plan *2016-2017*

General School Information

Address	Ysgol Ty Coch Lansdale Drive, Tonteg
Telephone	01443 2013471
Fax	01443 206828
Email	admin.ysgoltycoch@rctednet.net
Website	www.ysgoltycoch.co.uk
DES LA Number	
Headteacher	David Jenkins
Chair of Governors	Janice Stuckey
Director of Education	Christopher Bradshaw

Staffing Levels	Teaching	Instructor	LSAs	Childcare Officer	SEN SNSAs	Clerk	Caretaker Cleaner	Midday Supervisors	Canteen Staff	Total
	15	6	23+ 1 PDG+ 8 long term agency	1		3	4	1	2	65

Number on Roll	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
2015 - 2016	4	4	9	4	9	6	6	9	6	7	6	8	9	10	11	8	116
Statemen nted Pupils	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
	No. of Pupils	4	4	9	4	9	6	6	9	6	7	6	8	9	10	11	8
%																	
SEN (SA&SA +) Register	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
	No. of Pupils																
%																	
Free School Meals	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
	No. of Pupils	1	1	3	1	1	2	3	4	1	2	3	3	4	2	5	3
%																	

1. General School Information

Address	Buarth y Capel
Telephone	01443 791424
Fax	
Email	admin.ysgoltycoch@rctednet.net
Website	www.ysgoltycoch.co.uk
DES LA Number	
Headteacher	David Jenkins
Chair of Governors	Janice Stuckey
Director of Education	Christopher Bradshaw

Staffing Levels	Teaching	LSAs	SEN SNSAs	Clerk	Caretaker Cleaner	Midday Supervisors	Canteen Staff	Total
	3	4 +(1 nurse)	2	1	1 + 1 agency cleaner	0	1	
Number on Roll		Y12	Y13	Y14	Total			
2015 - 2016		3	6	2	11			
Statemented Pupils		Y12	Y13	Y14	Total			
	No. of Pupils	3	6	2	11			
	100%							
SEN (SA&SA+) Register		Y12	Y13	Y14	Total			
	No. of Pupils							
	%							
Free School Meals		Y12	Y13	Y14	Total			
	No. of Pupils	0	2	1	3			
	%							

Staffing Structure

Name	Position	Teaching Area	Curriculum Responsibility	Whole School Responsibility
David Jenkins	Headteacher		Whole School	Leadership and Standards
Sarah Jones	Deputy Head		3-14	Wellbeing
Julia Render	Deputy Head		14-19 Including BYC	Provision
Sharon Arnold	Teacher –TLR ASD Department (Acting Assistant Headteacher)	AFON (A2)	ASD Department Lead, Literacy,	Assessment, Curriculum Planning Forum
Rachael Rogers	Teacher – TLR Primary Department (Acting Assistant Headteacher)	PABI COCH (Class 2)	Primary Department, Numeracy,	HI, Data Analysis, LNF Moderation, Curriculum Planning Forum
Emily Russ	Teacher	PILI PALA (A1)	Literacy	LNF Moderation
Sue Smith	Teacher -	SEREN FACH (Sensory 1)	Sensory/ MSI	NQT Induction
Chris Myhill	Teacher	SNOWDON (Leavers)	ICT/Digital Competence & DT	Eco-Schools Award, Post 16 Careers, E-Safety Committee, ICT Quality Mark
Sara Fargher	Teacher	GLYDERAU (Key Stage 4)	Science, Careers and Food Technology	Healthy Schools Award, XMAS Concert
Libby Morris	Teacher	GWDIHW (Key Stage 3)	Secondary TLR - Art, RE, Lead creative schools	Displays, Inclusion, RE Quality Mark, Inclusion, Curriculum Planning Forum
Rhianydd Maguire	Teacher	HEULWEN (Class 1)	Welsh, MFL - EISTEDDFORD	Numeracy Support
Sean Gilbertson	Teacher	A3	PSE, Health and Wellbeing TLR ESDGC	Curriculum Planning Forum, Forest School, International Links/Schools
Tanya Evans	Teacher	PENYFAN (Leavers)	SRE, Careers	E-Safety Committee Touch Therapy
Natalie Williams	Teacher	ENFYSS (Foundation)	Music and Drama	Extra curricula Music, VI, XMAS Concert
Alex Morgan	Teacher	SEREN (Sensory 2)	Humanities – Geography and History	ICT PLC – Sensory perspective
Kristina Kelly	Teacher	PABI COCH (Class 2)	NQT	NQT

Name	Position	Teaching Area	Curriculum Responsibility	Whole School Responsibility
Jo Tilley	Teacher – TLR BYC (Acting Assistant Headteacher)	BYC 2	BYC - Leadership, Accreditation (Whole School)	BKSB Assessment (14-19) (whole school)
Kerry Murphy	Teacher	BYC 1	PE, Welsh Support - BYC	House Coordination
Jean Bassett	Nurse – Instructor	Whole School	Nurse	SRE – Bespoke Lessons
Andrew Chick	PE – Instructor	Whole School	PE	Extra-curricula Teams
Karen Murphy	Safeguarding – Instructor	Whole School	Safeguarding – Deputy Designated Person/Coordination of training	Manual Handling
Ashlie Holland	ICT/D of E – Instructor	Whole School	ICT/E-Safety/Duke of Edinburgh Rights Respecting school	E-Safety/SRE Committee/EVC, student council
Karen Pitman	Manual Handling - Instructor	Dosbarth Aderyn	Manual Handling. ASD – Dosabrth Aderyn	Horticulture/Inclusion
Sara Nuthall	Nurture - Instructor	Nurture	Nurture, Welsh Play	Family Services
Lisa Dando	Teaching Assistant	Key Stage 4	Reading across secondary Department	Art/Creative Development KS4
Claire Pugh	Teaching Assistant	Primary	Library Provision – clean and tidy and resources	
Debbie Ramsay	Teaching Assistant	ASD	AAC/PECS/BSL/MAKATON	ICT PLC
Carrie Bray	Teaching Assistant	ASD	PECS Resources within ASD	
Claire Thomas	Teaching Assistant	Primary	Reading Resources	Outdoor Play
Lowri Jones	Teaching Assistant	Nursery	VI Support/ Foundation Phase	Touch Therapy
Cedwyn Jones	Teaching Assistant	Key Stage 3	Welsh Language Development	Translation of Documents
Helen Kelly	Teaching Assistant	Primary	Maths Resources – More Able	Continuous Provision - Indoor
Chrissy Evans	Teaching Assistant	Primary	Continuous Provision -	Outdoor Play/SRE &E-Safety Committee
Lauren Evans	Teaching Assistant	ASD	Sensory Maths Resources	Switch Work/ICT
Laura Davies	Teaching Assistant	ASD	ASD Maths Resources	Continuous Provision
Leigh Wharton	Teaching Assistant	Leavers	ICT – Accreditation/Hospitality/AAC	Evac Chair, ICT PLC, Leavers Prom

Name	Position	Teaching Area	Curriculum Responsibility	Whole School Responsibility
Carly Harris	Teaching Assistant	Sensory	ICT - PMLD – Assistive Technology	ICT Support Sensory
Alyson Hughes	Teaching Assistant	Sensory	ICT - Switch Work – PMLD	Sensory Support
Scott Giles	Teaching Assistant	ICT	ICT - Technician and Curriculum Support	E-Safety Committee
Kayleigh Moulden	Teaching Assistant	ASD	ICT Support – ASD department	Continuous Provision ASD
Steve Bassett	Nurse	Nurse – BYC	Nurse – Health Care Plans BYC Technology, PSE/SRE, Minibus	SRE – When required
Lyndsay Moulden	Teaching Assistant	Nurture	Nurture, Behaviour Management	TEAM TEACH, Family Services
Sian Thomas	Teaching Assistant	Key Stage 3	Life Skills Key Stage 3	Evac Chair Trainer
Ann Marie Morgan	Teaching Assistant	Leavers	Health and Beauty/Salon	Hospitality
Danni Rees	Teaching Assistant	ASD	Behaviour Management/TEAM TEACH	Fire Marshall/SRE & E-Safety Committee
Sian Jones	Teaching Assistant	Key Stage 3	Manual Handling & Secondary Displays	Health and Safety Committee
Andrew Humphries	Teaching Assistant	ASD	Outdoor learning/Outdoor Play – ASD	
Chrissy Lloyd	Teaching Assistant	Sensory	PMLD – Creative Resources	Sensory
Ann Lee	Teaching Assistant	Primary	Sensory Displays	Health and Safety Committee
Bridget Hilliard	Teaching Assistant	Leavers	Post 16 – Creative Arts	Publicity and Marketing P16
Juliet Grainger	Teaching Assistant	Sensory	TAC PAC Resources – Sensory	Touch Therapy
Lisa Abbott	Teaching Assistant	Nursery	Foundation Phase – Continuous provision and resources	
Carole Gillard	HLTA	ASD	Minibuses	Cover for ASD Department
Ceris Griffiths	Teaching Assistant	ASD	International Schools & Uganda Link	UNISON Rep
Caroline Abraham	Teaching Assistant	BYC	Humanities KS4 – BYC	Sensory Resources
Gareth Thomas	Teaching Assistant	BYC	Horticulture, Enterprise, Kit	
Scott Williams	Teaching Assistant	BYC	Rebound, Outdoor adventure	
Chris Walters	Teaching Assistant	Key Stage 4	Curriculum Resources – KS4	Pastoral Support – KS4
Jonathon Woodrow	Teaching Assistant	BYC	ICT Curriculum and maintaining equipment	Transition
Dawn Lawman	Teaching Assistant	BYC	Curriculum resources - Literacy	Reading - BYC
Daniel Hitchings	Teaching Assistant	BYC	Risk Assessments, Sport and Leisure	EVC

Resource Allocation – Grants

Source	Amount
EIG – YTC	27,589
EIG – BYC	
PDG	29,900
Early Years PDG	600
PDG LAC	4000
Digital Pioneer	TBC

School Budget Allocation

Ysgol Ty Coch	Buarth y Capel
Capitation - £17,000	Capitation - £10,000
ICT - £13,000	ICT - £10,000
	General Training - £11,000

<u>Ysgol Ty Coch</u>	<u>Buarth y Capel</u>
Capitation	Capitation
£2k – Primary – Resourcing the new curriculum	£3k – Developing College Courses for both sites
£2k – Secondary – Resourcing the new curriculum	£4k – Developing the outdoor space – Roger Crookes involvement
£2k – Post 16 – Resourcing the new curriculum	
£2k – ASD Classes – Resourcing the new curriculum	ICT
£2k – Sensory Classes – Resourcing the new curriculum	£4.5K – SLA with Big Learning Company
£2k – General Curriculum Resources – Resourcing the new curriculum	£3k – New Touch Screen Board to replace faulty one
	£1k – New PDA devices for assessment, recording reporting
ICT	
7 X New White boards	Training General
Sensory Equipment in Sensory 1	£5k - The Colour Works – Coaching and Team Building -
Suite of New laptops	£5k – Investors in People – Both Sites
Animation and Movie making software/hardware	£1k – Restorative Approach to Education – Both Sites
Improved general infrastructure	
Resourcing the Digital Competence Framework	

3. Vision and Context:

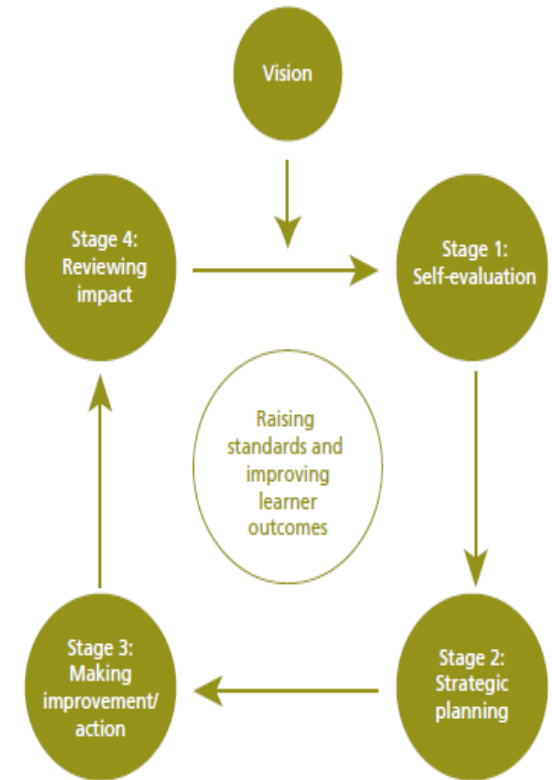
'Learning Together'

The Joint Ethos underpinning the way in which we work:

- **Aspiring to Excellence in everything we do**
- **A commitment to Honest Collaboration and Communication with all stakeholders– TEAM Approach,**
- **Respect/Expectation/Challenging/Integrity/Passionate/Enjoyment - RECIPE**
- **To develop highly effective, passionate, motivated and purposeful staff team**
- **To reduce stigma associated with disability by educating the local, regional and national community**
- **Promote the School as a recognised Centre of Excellence on a local, regional, national, and international scale**
- **Be at the forefront of Education/SEN in UK**

Our Specific Vision (Wels Government Priorities/Initiatives):

- **To Develop and Promote the highest quality teaching and learning – Coaching and Mentoring**
 - Pupil Voice
 - SLT observations & Peer observations – Focus on LNF
 - School to School Peer Enquiry - CSC
 - Equal CPD – The New Deal
 - Ensure pupils gain Qualifications through personalised accreditation pathways – Qualified for life
- **Develop Highly Effective Leadership Across the School – Coaching and Mentoring - The New Deal**
 - Clear TA progression opportunities
 - Teachers new to SEN to be given bespoke training to help them make adjustment to SEN
 - Further Develop high quality Middle Leaders & Aspiring Leaders
 - NPQH & ESTYN Peer
 - Governing Body Challenge – Bronze Award & Pilot for Silver
- **To Develop Excellent provision AND STANDARDS for Digital Competency across the school – Donaldson, LNF**
 - Pupil Voice
 - Establish and Embed Assistive Technology Centre which pushes boundaries
 - NAACE ICT Quality Mark and 3rd Millennium Learning Award, E -Safety Award
 - Develop exemplary provision for more able learners including Coding, Animation, Film Making, Music recording
 - Fully embed ICT across the curriculum
- **To Develop Excellent provision and STANDARDS for literacy and numeracy – Donaldson and LNF, Closing Gap**
 - Pupil Voice
 - LNF to be fully embedded across curriculum – Achieving excellent standards
 - Creative literacy/numeracy – ICT, Art, Cookery, Music, Enterprise
 - Physical Literacy/numeracy – forest school, physical curriculum
- **To Develop highly effective provision AND STANDARDS for Care, Support and Guidance– ALN Reform, ESTYN, 'Qualified for Life' Closing Gap**
 - Pupil Voice
 - MDT Provision and working
 - PSE Scheme of work to be challenging, relevant and make meaningful reference to *Sex Relationship Education & E-Safety*,
- **To Develop highly effective provision for the training and support of parents as partners – ALN Reform, FaCE, Ilf Award, Closing Gap**
 - YPP, Family centre, Nurture group/ staff trained as ELSA./ Family Engagement Officer
 - Counselling & Sibling Support
- **To promote the schools work as a centre of excellence on a local, regional, national and international scale – Lit, Num Closing Gap, Donaldson**
 - Branding and marketing – newsletter, website, leaflets to be coordinated
 - Be a Pioneer School for Digital Competency – Cross Consortia Bid
 - LNF Moderation Cross Consortium Steering Groups – NSP Work
 - Pioneer School for 'New Deal'
 - Links with research and business
 - Recognised External Quality Assurance – ESTYN, TES Awards , BETT, WG, DFE, Consortia, Media, Children's Commissioner



3 Year Strategic Overview 2014 – 2017

Year 1 – Aims & Aspirations: 2015-16	Year 2 – Aims & Aspirations: 2016-17	Year 3 – Aims & Aspirations: 2017 - 2018	Year 4 – Aims & Aspirations 2018 - 2019
<p>Key Question 1 – Standards</p> <ul style="list-style-type: none"> To improve standards in Digital Competence across the school e.g. Eye gaze/Communication aids/Animation 1.1.4 Improve outcomes in PSE, health and wellbeing - Research Restorative approach- and review PSE scheme of work 1.2 To improve IEP standards for pupils with ASD 1.1.2 <p>Key Question 2 - Provision</p> <ul style="list-style-type: none"> Undertake a review of teaching across the schools 2.2 Undertake review of the curriculum to ensure consistency 2.1 E-safety embedded into curriculum, e safety audit, workshops for parents/siblings, e safety award 2.3.1 Further develop work with families - Investors in Families accreditation 2.3.2 Implement ALN Reform – IDPs Pilot 2.3.4 Review Health care plans across the school 2.3.1 Apply for Creative Arts Grant 2.4 <p>Key Question 3 - Leadership</p> <ul style="list-style-type: none"> Ensure Smooth Transition of New Head and structure SLT 3.1 Establish a joint ethos (YTC&BYC), culture and vision for the school 3.1 Undertake a review of staff roles and responsibilities Participate in Peer Enquiry with network of SEN Schools 3.3 Development of SIG opportunities and shared practise 3.3 Develop further strategic partners e.g. Pioneer School for Digital Competence, LNF cross consortium strategic partner, Health Board 3.3 Governor Bronze Award Reaccreditation 3.1 	<p>Key Question 1 – Standards</p> <ul style="list-style-type: none"> Improve outcomes for Numeracy – Handling data - 1.1.1 Further improve outcomes for PSE, health and wellbeing – Fully Implement Restorative Approach AND THRIVE 1.2 Further improve outcomes for Digital Competence - ICT NAACE 3rd Millennium Award 1.1.4 Improve standards and consistency of writing Further improve vocational outcomes 14-19 – Further Develop Skills Centre e.g. nail salon, garage 1.1 <p>Key Question 2 - Provision</p> <ul style="list-style-type: none"> Improve the quality of incidental Welsh 2.1 Trial Family Centre and accredited family training 2.4 Improve systems for functional behaviour management 2.3.2 Embed Peer Lesson Observations – IRIS technology 2.2 Produce a consistent approach to AfL – 2.2 Further Develop outdoor learning Forest School Provision & BYC and further links with others schools. 2.4 Improve provision and impact of homework on learning <p>Key Question 3 - Leadership</p> <ul style="list-style-type: none"> Gain Investors in People Gold 3.2 Fully embed Joint Culture and Ethos of 'One School' between YTC&BYC 3.1 Further Develop Leadership capacity and practice by implementing a coaching and mentoring philosophy 3.1 Develop further strategic partners e.g. Pioneer School for Digital Competence, LNF cross consortium strategic partner, Health Board 3.3 	<p>Key Question 1 – Standards</p> <ul style="list-style-type: none"> Improve standards of lit and num – research literacy/numeracy schemes to see if they will enhance provision e.g. BIG Writing, Read, Write Ink/BIG MATHS Improve standards of ICT - Digital Competence & ATC Embedded and advising other establishments 1.1.4 Improve standards in pupil health and wellbeing – improved THRIVE scores as a result of interventions 1.2 <p>Key Question 2 - Provision</p> <ul style="list-style-type: none"> Family Centre Fully Established and offering accredited courses to parents & siblings 2.3 Wider variety of accredited courses and skills based provision being extended to other educational establishments 2.1 Maintain relentless pursuit of excellent teaching by promoting self/peer/SLT Observations 2.2 Platinum Eco Schools Flag 2.4 <p>Key Question 3 - Leadership</p> <ul style="list-style-type: none"> Fully implement the requirements of the Donaldson report as far as reasonable practicable Further develop links with the local business community to further develop careers and the world of work provision 3.3 Develop further links with University's to accredit courses developed in YTC 3.3 Further develop links with UHB to ensure excellent therapy provision with particular emphasis on increasing OT provision for our ASD pupils 3.3 	<p>Key Question 1 – Standards</p> <ul style="list-style-type: none"> Improve standards of Physical Literacy and further develop fine and gross motor skills Ensure pupils receive appropriate access to integrated and embedded OT/SALT/Physio as a result of ALN reform Further improve standards in number by embedding numeracy schemes <p>Key Question 2 - Provision</p> <ul style="list-style-type: none"> Fully embrace the recommendations of the ALN reform and ensure the school disseminates best practice Further establish formal links with the local college to increase capacity and improve transitions arrangements for P19 Pupils Continue to expand the options for 14-19 learners to ensure appropriately broad learning pathways Engage with local consortia and Local Authority to disseminate best practice in teaching and learning ALN <p>Key Question 3 - Leadership</p> <ul style="list-style-type: none"> Gain Investors in People Platinum Further Develop International Links e.g. school, conferences etc. 3.3 Develop Research links with University and Business 3.3 Fully implement the requirements of the Donaldson Report 3.1 <ul style="list-style-type: none"> Review Curriculum Review Staffing Structure Review ARR arrangements Ensure H&S at both school sites 3.4

SIP 2016-2017 Contents Page



Priority 1: To Further Improve Pupil Outcomes ensuring there is no difference between learner groups – 1. Standards

- a) *Literacy – Writing and reading,*
- b) *Numeracy – Handling Data*
- b) *PSE/Wellbeing – Wellbeing Survey/analysis*
- c) *ICT –Digital Competence*

Priority 2: To Further Improve the Quality of Teaching, Learning and Assessment – 2. Provision

- a) *Further Improve the Consistency of Excellent Teaching by promoting peer lesson observations and improving the consistency and impact of assessment for learning*
- b) *Bilingualism – Improve the use of incidental Welsh*
- c) *Improve the systems for functional behaviour analysis*

Priority 3; To Ensure Effective Leadership by embedding good practice- 3. Leadership

- a) *Establishing a joint ethos, mission and vision – Gain Investors in People Gold*
- b) *Develop effective leadership across the school through a coaching and mentoring model*
- c) *Continue to work with other schools to raise standards within Ysgol Ty Coch*
- d) *Further Improve the relationship with families to promote 24hr Curriculum through family centre and improved homework*

Priority 1 – Targets for Raising Pupil Outcomes:

- 1a - Improve standards in writing with particular emphasis on boys in Key Stage 3
- 1b - Improve standards in handling data in all key stages
- 1c - Improve standards in pupil wellbeing
- 1d - Improve standards in Digital Competence

Link Governor – J. Stuckey & Standards Committee

Literacy Coordinator – S.Arnold (Acting Ass Hd)

Numeracy Coordinator – R.Rogers (Acting Ass Hd)

ICT Coordinator – C.Myhill + A.Holland

PSE Coordinator – S.Gilbertson + A. Holland

Responsibility – Deputy Headteachers

Target

1. *Narrow the gap between writing and the other disciplines of literacy. Improve IEP target performance in writing. Improve % of pupils identified as having a reading age. Ensure all teachers improve their knowledge of reading strategies and embed approaches in classrooms. 3% increase in pupils meeting their aspirational targets*
2. *Improve pupils understanding and acquisition of handling data skills. Combine the expertise that exists throughout the school to raise the profile of handling data. Staff to identify, plan and teach exciting and practical activities to raise standards in numeracy. 3% increase in pupils meeting their aspirational targets*
3. *Establish a system for capturing wellbeing data and record baseline results. Systematic roll out THRIVE and all pupils to be base lined. Gain Rights Respecting School and Roll out Restorative Approach*
4. *Baseline pupils and measure improvement in digital competence skills. Promote the aspirational use of ICT*

Success Criteria

1. *Establishment of a clear and coherent strategy for reading and writing which combines all available strategies. Provide training for all teachers to ensure they select the correct approach for the needs of their pupils. TLR holders to monitor implementation in Key Stages. Standards in reading and writing to improve – 3% more pupils reaching aspirational targets. 3.6% average improvement in English.*
2. *Contexts booklets and schemes of work are updated with practical strategies for handling data. Narrowing of the gap between the numeracy disciplines. TLRs to ensure approaches are embedded in Key Stages – 3% more pupils reaching aspirational targets 3.5% average improvement in Maths*
3. *Ensure THRIVE is implemented systematically throughout the school and training provided to all members of staff. Work with pupils to establish a wellbeing baseline during the first 2 terms. Measure the impact of interventions in the summer term. TLRs to ensure approaches are embedded in Key Stages. Gain Rights Respecting School and Roll out Restorative Approach*
4. *Raise awareness of the staff relating to Digital Competence Framework. Ensure a systematic approach exists to track pupils over time. This should be similar to LNF tracker. Baseline all pupils on DCF and measure impact. There should be an average of 12% increase in the number of pupils increasing their P-Level score in ICT. Small ICT team assembled*
5. *Secure NAACE 3rd Millennium Award – Ensure that teachers are well equipped to use ICT as creatively as possible. Digital Competence suite to continue to invest in high quality and latest technology to remove barriers to learning and stretch more able pupils*

Priority 1a –Improve Outcomes in Literacy (Writing and reading)

Target – Literacy	CIF	Action	Staff involved	Date	How will we measure
Improve practitioner Knowledge and Understanding to support pupils effectively with their writing skills to improve standards	1.1.1. 1.1.2 1.1.3	Writing will be raised in profile by ensuring that this is well planned for in teachers planning. Excellent practice exists in the school. This will be used for other teachers to observe. This will be the focus of all lesson observations and instructional rounds	All teachers SM to monitor results TLR holders to ensure Key Stage performance	May 2017-	Current training plan outlines whole school inset and training sessions after school. Performance management whole school has identified individual training needs. Plans are in place to ensure that training is linked to the LNF with specific foci on writing. Work scrutiny and planning scrutiny will focus on writing
Increase the focus on monitoring targeted groups FSM/ gender/VI/Hi/Autism to ensure equitable progression	1.1.2	The LNF is well integrated into schemes of work and lesson plans TLRs monitor these groups and advise on appropriate targets setting. Students tracked according to LNF achievements	SMT/SM/TL Rs TLR holders to ensure Key Stage performance		Planning is in place and is skills based. Developments are currently focussed on the links with the LNF. Data from database. KQ1 Self Evaluation.
Developing effective approaches/strategies to teaching writing skills in order to raise standards	1.1.3	The school has developed and implemented, effective approaches to teaching literacy skills. There are multiple schemes for writing in operation e.g. 'scribble while you wriggle' and 'write dance' across the school. However, these are inconsistently applied The literacy coordinator will ensure that approaches to writing are formed into a consistent framework and teachers receive training in them	SA and TLR holder TLR holders to ensure Key Stage performance		Provision is in place to support the LNF and a range of interventions are used. The school is focussed on skill development. Plans are identified to address the aspects within the LNF. The home school link is used in conjunction with the skill's approach. Developments are in place to incorporate the LNF into this process.
To improve consistency of teaching Reading	1.1.1	Arrange for a member of staff 3 days per week to support reading skills. Member of staff trained to support (Links).	SMT/SM TLR holders to ensure Key Stage performance		LNF Salford Reading and Comprehension Tests Supported by PDG- see Priority 8
To monitor pupil progress on INSTEP and LNF database at all Key Stages	1.1.4 2.1.2 3.1.3	Teachers are able to interpret the results of assessments of pupils' literacy and numeracy and use them to write individual learning plans. IEPs revised to include the LNF. Target setting should focus on writing	SMT,SM,TL Rs TLR holders to ensure Key Stage performance		Individual Tracking monitoring Monitoring of planning to ensure writing is prioritised
To target pupils	1.1.3	Pupils achieving level 3 Instep will be	CM, SJ, JT,		Database for qualifications

already attaining L3 Instep		registered as able and talented and will be targeted for recognised accredited courses i.e. ESW, Agored Cymru etc Four pupils identified as A&T – There should be a focus on functional writing skill development in the delivery of these courses	TE, KM, SF – Overseen by TLR		
Further improve the standard of teaching in literacy	1.1	The standard of teaching in literacy consistently high across the school, LNF Is embedded into teaching. Ensure Skills wheel and planning documentation clearly and purposely references LNF. Ensure there is a focus on writing across the curriculum	All staff TLR holders to ensure Key Stage performance		Monitoring programmes are in place to secure high standards. Ensure changes to the skills wheel are embedded
Teaching and learning Excellent Teaching	2.2 2.1	Instructional Rounds are an effective peer lesson observation tool. This will continue in 16/17 with a focus on writing across the curriculum. The teaching and learning policy will be reviewed in line with this process IRIS will be researched as a possible peer lesson observation tool and trialed in some classes. The use of CONTINUA has been introduced as a self-assessment tool. This will be further developed with a focus on writing	All staff TLR holders to ensure Key Stage performance		Monitoring , learning walks, class observations, peer monitoring Performance management allows for focus to ensure practice is engaged on literacy and numeracy. Developments are in place to develop further practice across the school.
TA Training	3.1	Teaching assistants are systematically and effectively engaged in the implementation of the LNF. TAs have all set a literacy target during performance management which will be addressed through the training calendar. There are clear highlighted training events linked to writing throughout the year	TAs TLR holders to ensure Key Stage performance		Whole school approach to the delivery of the LNF, on-going implementation planned for the future Training evaluation forms will assess the impact of training
In literacy, there should be a 3% increase in the number of pupils meeting their aspirational target/	1.1	All teachers and teaching assistants have the expertise to assess the knowledge and skills of literacy alongside those of their specialist subject LNF targets for each child, Each student tracked across LNF	. SMTTLR TLR holders to ensure Key Stage performance		Staff are able to demonstrate expertise in Literacy and Numeracy and have developed knowledge and skills relating to the LNF. 3% increase in number of pupils achieving their aspirational target in literacy Data analysis will scrutinise % aspirational target completion rates.
Increase the accountability of class teacher for pupil progress in writing	1.1.3	Increasing the number of pupil Targets achieved form an essential part of Performance Management. All staff set a literacy target	All staff – Lead by SLT and TLRs		Increase PM targets achieved Ensure IEP target achievement is consistently high Training records

		TLRs track targets across the phases ensuring SMART, high quality targets and a high level of achievement. Ensure all staff received regular training on the use of performance data to plan effectively and raise standards			
Improve pupil's communication skills across the school	1,1.4 2.1.2 3.3.1 3.3.2	Continue to set and track individual communication targets for identified pupils. AAC resources including PECS resources to be purchased. ASD Department to use sizeable portion of departmental budget to secure sound implementation of PECS ½ day	DR- SMT TLR holders to ensure Key Stage performance		support working with pupil communication difficulties Increase the % of ASD pupils using PECS
Increase the involvement of parents in developing literacy skills with a focus on writing	1,1.4 2.1.2 3.3.1 3.3.2	Family values assemblies – focus on writing Setting of home – school tasks Continue to provide literacy resources for pupils/parents on school Hwb Homework set that promotes the acquisition of the pupils' targets. Parents have a greater involvement in IEP targets through homework. Primary parents come into school to work with their children as part of the Family Values initiative.	SN,KM,RR, JV TLR holders to ensure Key Stage performance		Increase Number of parents' attending Increase Number of parents actively involved Good attendance at evening/workshop and evaluations Increased achievement of IEP targets. Increased number of parents involved in working with their children. Parents' questionnaire reflects increased involvement.
Improved literacy through shared plays and theatre events	2.1	Theatre productions to share traditional tales with students, encouraging oracy and development of storylines, supporting writing at KS2 and KS3. Shakespeare events and links with Stanwell School should further develop these skills	SM, - TLRs Sean Gilbertson		Increased oracy and writing opportunities due to visual stimulation of traditional tales in theatrical form
MAKATON	2.2	Inset for staff to refresh prior learning in teaching MAKTAON. One teacher trained in phonics 89	SA, RM TLR holders to ensure Key Stage performance		Monitor the use of phonetic teaching in appropriate classes
To improve consistency of teaching practical mathematics	1.1.1	Coordinator continues to monitor the teaching of maths to ensure a practical approach that is in line with pupils needs and follows the National Numeracy Framework. Introduce new ideas to encourage teaching practical maths	RR TLR holders to ensure Key Stage performance		Coordinator monitoring
Improve pupils'	1,1.4	Identification of pupils reading skills	SA, RR		Annual testing of reading skills- reading ages obtained

reading ages by developing a clear framework which details all available reading strategies across the schools	2.1.2 3.3.1 3.3.2	Timetable extra support for reading- PDG to fund 3 days support Using IT systems to support readers, particularly non-verbal readers – e.g. Eye Gaze Literacy coordinator to work with teachers to devise a clear framework which describes all available strategies across the school.	SF,JF, LM		using digital version of SRT Tracking pupils' progress during the year by retesting Log intervention. Progress is evaluated
Disseminating to Governors to ensure they can challenge effectively	3.1	Governor meeting to discuss LNF. All Governors to be briefed on use of data in YTC. Data report issued. Standards committee to be involved in reviewing teaching and learning policy	DJ, SM , CM, LW		Parents and Governors informed
Whole school training day in practical maths	3.1 2.2.1 2.2.2	Les Staves training - + see costed plan In addition Techniquet workshops	RR, RM		Improved teaching of maths- using and applying
Identify new reading test for A+ T	2.2.2	From data of 2015, 5 readers on maximum score	SM		Improved test will score improvements in achievement beyond reading of age 10
Ensuring coverage and consistency in curriculum planning	2.1 2.2	Subject coordinators/TLRs auditing curriculum maps to ensure systematic opportunities to contribute to NNF IEPs have been adapted to meet requirements of LNF and NLF	All staff		Opportunities for Literacy and Numeracy in all subject areas. Portfolio for literacy /numeracy have been agreed.
To improve the teaching of practical Maths	2.1 2.2.1	Two staff to be trained in Big Maths and to disseminate through Foundation, KS2 and KS3 departments	RM, LM		Improved teaching of Maths

Priority 1b –Improve Outcomes in Numeracy (Handling Data)

Target – Literacy	CIF	Action	Staff involved	Date	How will we measure
Improve practitioner Knowledge and Understanding to support pupils effectively with their Handling Data	1.1.1. 1.1.2 1.1.3	Handling will be raised in profile by ensuring that this is well planned for in teachers planning. Excellent practice exists in the school. This will be used for other teachers to observe. This will be the focus of all lesson observations and instructional rounds	All teachers SM to monitor results	May 2017-	Current training plan outlines whole school inset and training sessions after school. Performance management whole school has identified individual training needs. Plans are in place to ensure that training is linked to the LNF with specific foci on writing.

					Work scrutiny and planning scrutiny will focus on Handling Data
Increase the focus on monitoring targeted groups FSM/ gender/VI/Hi/Autism	1.1.2	The LNF is well integrated into schemes of work and lesson plans TLRs monitor these groups and advise on appropriate targets setting. Students tracked according to LNF achievements	SMT/SM/TLRs		Planning is in place and is skills based. Developments are currently focussed on the links with the LNF. Data from database. KQ1 Self Evaluation.
Developing effective approaches/strategies to teaching Handling Data skills	1.1.3	The school has developed and implemented, effective approaches to teaching Handling Data skills. There are good examples in operation across the school which include the use of outdoor learning opportunities. However, these are inconsistently applied The numeracy coordinator will ensure that approaches to handling data are formed into a consistent framework and teachers receive training in them	SA and TLR holder		Provision is in place to support the LNF and a range of interventions are used. The school is focussed on skill development. Plans are identified to address the aspects within the LNF. The home school link is used in conjunction with the skill's approach. Developments are in place to incorporate the LNF into this process.
To monitor pupil progress on INSTEP and LNF database at all Key Stages	1.1.4 2.1.2 3.1.3	Teachers are able to interpret the results of assessments of pupils' literacy and numeracy and use them to write individual learning plans. IEPs revised to include the LNF. Target setting should focus on writing	SMT,SM,TLRs		Individual Tracking monitoring Monitoring of planning to ensure writing is prioritised
To increase the % of pupils accessing INSTEP Level 3	1.1.3	Pupils achieving level 3 Instep will be registered as able and talented and will be targeted for recognised accredited courses i.e. ESW, Agored Cymrus etc Four pupils identified as A&T – There should be a focus on functional writing skill development in the delivery of these courses	CM, SJ, JT, TE, KM, SF – Overseen by TLR		Database for qualifications
Further improve the standard of teaching in numeracy	1.1	The standard of teaching in numeracy is consistently high across the school, LNF Is embedded into teaching. Ensure Skills wheel and planning documentation clearly and purposely references LNF. Ensure there is a focus on handling data across the curriculum	All staff		Monitoring programmes are in place to secure high standards. Ensure changes to the skills wheel are embedded
Teaching and learning Excellent Teaching	2.2 2.1	Instructional Rounds are an effective peer lesson observation tool. This will continue in 16/17 with a focus on handling data across the curriculum. The teaching and learning policy will be reviewed in line with this process IRIS will be researched as a possible peer lesson observation tool and trialled in some classes. The use of CONTINUA has been introduced as a self-assessment tool. This will be further developed with a focus on handling data	All staff		Monitoring , learning walks, class observations, peer monitoring Performance management allows for focus to ensure practice is engaged on literacy and numeracy. Developments are in place to develop further practice across the school.

TA Training	3.1	Teaching assistants are systematically and effectively engaged in the implementation of the LNF. TAs have all set a numeracy target during performance management which will be addressed through the training calendar. There are clear highlighted training events linked to handling throughout the year	TAs		Whole school approach to the delivery of the LNF, on-going implementation planned for the future Training evaluation forms will assess the impact of training
In numeracy, there should be a 5% increase in the number of pupils meeting their aspirational target/	1.1	All teachers and teaching assistants have the expertise to assess the knowledge and skills of numeracy alongside those of their specialist subject LNF targets for each child, Each student tracked across LNF	. SMTTLR		Staff are able to demonstrate expertise in Literacy and Numeracy and have developed knowledge and skills relating to the LNF. 5% increase in number of pupils achieving their aspirational target in numeracy Data analysis will scrutinise % aspirational target completion rates.
Increase the accountability of class teacher for pupil progress in writing	1.1.3	Increasing the number of pupil Targets achieved form an essential part of Performance Management. All staff set a numeracy target TLRs track targets across the phases ensuring SMART, high quality targets and a high level of achievement. Ensure all staff received regular training on the use of performance data to plan effectively and raise standards	All staff – Lead by SLT and TLRs		Increase PM targets achieved Ensure IEP target achievement is consistently high Training records
Increase the involvement of parents in developing literacy skills with a focus on handling data	1.1.4 2.1.2 3.3.1 3.3.2	Family values assemblies – focus on handling data Setting of home – school tasks Continue to provide numeracy resources for pupils/parents on school Hwb Homework set that promotes the acquisition of the pupils targets. Parents have a greater involvement in IEP targets through homework. Primary parents come into school to work with their children as part of the Family Values initiative.	SN,KM,RR, JV		Increase Number of parents' attending Increase Number of parents actively involved Good attendance at evening/workshop and evaluations Increased achievement of IEP targets. Increased number of parents involved in working with their children. Parents questionnaire reflects increased involvement.
To improve consistency of teaching practical mathematics	1.1.1	Coordinator continues to monitor the teaching of maths to ensure a practical approach that is in line with pupils needs and follows the National Numeracy Framework. Introduce new ideas to encourage teaching practical maths	RR		Coordinator monitoring
Disseminating to Governors to ensure they can challenge effectively	3.1	Governor meeting to discuss LNF. All Governors to be briefed on use of data in YTC. Data report issued. Standards committee to be involved in reviewing teaching and learning policy	DJ, SM , CM, LW		Parents and Governors informed

Whole school training day in practical maths	3.1 2.2.1 2.2.2	Les Staves training - + see costed plan In addition Techniquet workshops	RR, RM		Improved teaching of maths- using and applying
Ensuring coverage and consistency in curriculum planning	2.1 2.2	Subject coordinators/TLRs auditing curriculum maps to ensure systematic opportunities to contribute to NNF IEPs have been adapted to meet requirements of LNF and NLF	All staff		Opportunities for Literacy and Numeracy in all subject areas. Portfolio for literacy /numeracy have been agreed .
To improve the teaching of practical Maths	2.1 2.2.1	Two staff to be trained in Big Maths and to disseminate through Foundation, KS2 and KS3 departments	RM, LM		Improved teaching of Maths

Priority 1c- Improve Outcomes in PSE & Wellbeing- behaviour, pupil voice, attendance

Target	CIF	Action	Staff involved	Date	How will we measure
Improve standards in pupil wellbeing and improve analysis on wellbeing interventions		New TLR for Health and wellbeing to lead work across the school on the implementation of THRIVE. SG to attend THRIVE training and roll out a systematic implementation plan which links into the training calendar	SG and SJ		All pupils to be base lined in THRIVE All staff to have basic knowledge of THRIVE Nurture to trial intervention analysis
Liaising with the LA / School Governors to ratify the school policies and strategies linked to Health and wellbeing	3.1.2 3.1.1 2.3.1	Policies incorporating Team Teach Policies relating to behaviour Policies relating to PSE, Health and Wellbeing Governor behaviour forum to meet with Beh coordinator to discuss behaviour data and policies on termly basis. Liaise with LA on behaviour strategies	JR, ,Govs JR, LyndsM		All staff read and sign Governor to ratify policies, read and sign behaviour data in governor behaviour forum folders, minutes of meetings and agenda Audit of RPI Policies correspond with LA policies
Raise awareness and staff/pupil understanding of the Rights Respecting School Award and subsequent provision		Ashlie Holland to attend training on RRS and raise awareness with all staff. Ashlie to work with all staff and pupils to promote the values associated with RRS by completing the mural Ashlie to coordinate the application process for the RRS award and be successful in attaining Level 1	AH, CH, SJ		Rights Respecting School – Level 1 Mural Completed
Monitoring of positive handling plans	1.1.2	PHPS graded with behaviour management, caring c only and Team teach Plans monitored monthly, analysed monthly for data PHP database, enables tracking of PHPS Database shared in governor behaviour forum Plans kept on behaviour drive: protected drive shared between behaviour coordinators	All staff JR, LM		JR, Lyn M to monitor plans that have been rewritten Area staff to sign that they have read plans

		Staff in areas, read and sign PHP			
Revising policies	3.1.1	Policies updated such as Health and Safety, Safeguarding with Team Teach On-going updating of policies for behaviour, RPI and anti-bullying	Staff, SMT Site manager ,JR		Policies checked and circulated
Behaviour policy updated to include Graded system linked to SIMS	1.2.1 3.1.1	Update and ratify behaviour policy to incorporate SIMS graded system and protocol. Ensure all staff know how to log behaviour and analyse the results. Ensure staff know how to implement effective interventions	JR, Lynds M, AH, SG		All pupils tracked using SIMS All staff au fait and using SIMS Behaviour incidents being tracked regularly
Establish a pupil led code of conduct	3 .1.1. 1.2.1	Work with pupils from all classes to develop a pupil led code of conduct for Behaviour – This code should be called ‘The Ty Coch Way’.	JR, Lynds M		Attendance of students, discussion with students
Nurture group	1.2.1 1.2.4 2.3.1	Five students accessing Nurture group, improving social and emotional skills	SN, Lynds M		Improvement in Boxall profile, confidence and engagement
Further promote ELSA to reach more classes	1.2.1 1.2.4 2.3.1	ELSA to continue to be rolled out across secondary classes as part of the phased implementation plan. ELSA has been effective in Nurture and this needs to continue in other classes AH, LM and SN to continue to attend training and supervision with ed psychologists	SN		ELSA supervised as part of nationally run programme Increase the number of pupils engaged in ELSA
Implement whole school Restorative Approach	3.1.1 3.4.1 3.4.2 2.4.1	JR and SG to continue to attend training relating to Restorative Approach Whole school approach to restorative to be rolled out from September with INSET days and training calendar aligned specifically to this purpose Restorative approach to be embedded in leadership practice and modelled from SLT	JR, SN, LM		SLT develop clear understanding on Restorative SLT promote and model restorative approach as part of normal practice All staff to be trained in Restorative All staff to improve knowledge and begin to operate its principles Restorative to be pitched to student council
Further develop SRE policy, scheme of work and relationship rainbow	1.2.1 2.3.1	Refresh all staff training in SRE policy and relationship rainbow Ensure teachers plan for regular teaching of SRE in line with scheme of work and whole school curriculum Involve pupils directly in feedback relating to SRE School nurse to provide additional bespoke SRE in line with accredited pathways	CM, AH,TE		Clear SRE plan taught in all 14-19 classes Workshops for parents. Clear implementation of SRE SOW Clear monitoring of teachers planning Open Day/Evening to be well attended by parents

		Disseminate information to parents and seek their permission to teach SRE			
Further develop E-Safety policy and scheme of work	1.2.1 2.3.1	Refresh all staff training in E-Safety policy and SOW Ensure teachers plan for regular teaching of E-safety in line with scheme of work and whole school curriculum Involve pupils directly in feedback relating to E-Safety School to engage in Safer internet Day Disseminate information to parents and seek their permission to teach e-safety	CM, AH,TE		Clear SRE plan taught in all 14-19 classes Workshops for parents. Clear implementation of SRE SOW Clear monitoring of teachers planning Open Day/Evening to be well attended by parents
Anti-bullying	1.2.1 2.4.1 3.1.1 2.3.1	Ensure all staff are familiar with anti-bullying policy. Emotional literacy resources made available Anti-bullying ambassadors as part of a school council forum against bullying. Anti-bullying week clearly identified on school calendar and all classes engaged	JR, AH SG		Anti-bullying process updated in staff meeting. Anti-bullying ambassadors formed All classes take part in anti-bullying week. Liaise with Police for workshops on e – safety KS3 and KS4 – diary
Increase Pupil Voice Improve Pupils involvement in curriculum provision	2.4.1. 1.2.3	Student council to continue to play active role in school life Eco-Schools and Healthy Schools council to continue to meet on a regular basis All pupils to be involved in evaluating and planning teaching and learning activities Improve systems for attaining wellbeing information e.g. THRIVE, Perception surveys etc... Lead, Creative Schools project Pupil feedback suggestions	AH,		Minutes of meetings Proven track record of listening to pupil voice Teaching and learning feedback THRIVE information Pupil perception information Pupil Council information
Maintain Attendance @ 91.5%	1.1.1	Continue to employ the RCT attendance toolkit to ensure attendance is good. Continue to operate first day response system	LL, SMT		Evidence in SE Pupil attendance Data Pupil punctuality data
Identification of attendance concerns	1.1.1 1.2.2	Analyses of attendance daily, weekly, monthly, half termly, termly Parents of pupils phoned on first day of absence unless school have been contacted Letter to inform parent	LL, SMT		Attendance figures monitored Logs of telephone calls Records of letters sent Attendance fig at the end of the year to exceed 90%

		Meeting with parents Report systems to ASO and AWO as school systems dictate Ensure appropriate codes in registers			Analyses of pupils with severe medical difficulties and the impact on whole school figs. Using RCT toolkit to evaluate
Whole School Training in care, support and guidance	3.1.1 2.3.3	Safeguarding, first aid, medical, evac chair, manual handling, fire, minibuses, hygiene. (see costed plan)	JR,		All staff trained in mandatory training for health and safety needs- database of training.
Team Teach Training	3.1	All staff trained across both sites in Team teach, 4 trainers of TT,	JR		All staff trained in mandatory training for health and safety needs- database of training
Monitoring Of health care plans to ensure consistent and well understood delivery and accountability	2.3	Work with school nurse, Local Authority and Health Board to improve early identification, smoother transition and better record keeping relating to very complex pupils	SJ, JB, LA		Consistent and well understood system for monitoring, implementing and reviewing health care plans
Increase the % of pupils taking part in annual reviews to 35%		Work with class teachers to ensure 1 page profiles and IDP meetings are well structured and that pupils attendance is prioritised	SLT, TLR Holders		35% of pupils attending review meeting

Priority 1d- Improve Outcomes in ICT – Digital Competence

Target	CIF	Action	Staff involved	Date	How will we measure
ICT: for more details see ICT SIPs for PLC, media, Esafety, Hwb					
Improve the number of pupils increasing by at least 1 P-Level in ICT in all key stages		<ul style="list-style-type: none"> All current P-Level information to be discussed with all staff Ensure ICT is planned for in all teachers planning Ensure the effectiveness of teacher assessments in ICT Moderate all ICT P-level returns 	CM, AH, SG, LW, DJ – Members of ICT PLC TLR holders to ensure Key Stage performance		Increase number of pupils showing an increase in ICT P-Level score
Improve the number of lessons deemed excellent in terms of their use of ICT		<ul style="list-style-type: none"> Ensure ICT is targeted as a focus on instructional rounds Ensure ICT is targeted as a focus on all SLT lead lesson observation 	CM, AH, SG, LW, DJ – Members of ICT PLC TLR holders to ensure Key Stage performance		
Raise awareness of the		<ul style="list-style-type: none"> INSET training to raise awareness of all staff of 	CM, AH, SG,		All pupils base lined

DCF by base lining all pupils on the new Digital Competence Framework.		<p>DCF</p> <ul style="list-style-type: none"> • Baseline all pupils on DCF • Provide on-going support to all teachers/TAs in the provision of DC • Promote DCF as part of a systematic implementation plan 	<p>LW, DJ – Members of ICT PLC</p> <p>TLR holders to ensure Key Stage performance</p>		<p>Scrutiny of work</p> <p>Scrutiny of planning</p>
Further embed emerging technologies and enhance provision made in 15/16	3.1 1.1.3	<p>Ensure all teachers plan effectively for assessment and resources. E.g. eye gaze, mobility track, switches, comms aids, animation software etc...</p> <p>Further develop Assistive Technology Centre by facilitating INTERESTED staff to visit other schools, purchase resources and plan the strategic and operational work of the Centre</p> <p>Enhance the non-contact time of ICT team by releasing Ashlie Holland to work on ICT relating teaching and learning</p> <p>Invest in additional hardware and software to ensure most pupils have immediate access to appropriate ICT to break down barriers</p>	DJ, AM, SJ, SG, LW, AH, SA	Summer 16	<p>Planning evaluation and assessment</p> <p>Feedback from staff</p> <p>Purchase and implementation of emerging technologies</p> <p>Reassure and train apprehensive staff</p> <p>Begin to see improved access and outcomes</p>
To access the 'Learning Wales portal and ICT'	3.1.1 3.4.1 2.1.1	<p>National digital learning council starts-Learning Wales launched</p> <p>Digital contents in repository place</p> <p>ICT professional Development for teachers</p> <p>Staff to use Hwb</p> <p>Refresh staff knowledge and understanding of HWB and begin to use this in class</p> <p>Use hwb for all Governors meetings</p>	AH- all staff	Autumn15	<p>Hwb is currently being rolled out throughout Wales.</p> <p>Attendance to Hwb training,</p>
Achieve ICT 3 rd Millennium Mark	2.1.2 3.2.3	<p>To plan actions required to gain ICT Mark</p> <p>Communicate vision to all staff</p>	AM	May 2015- July16	<p>Some evidence has been gathered in order to achieve the ICT mark by Autumn 2015. The ICT portfolio is being modified as evidence to back the ICT mark</p>
To improve the 'Digital literacy' of all pupils across the curriculum	1.1.4 2.1.2 3.1.3 3.2.3	<p>Research UK sector leading 'Digital Literacy' practice.</p> <p>Follow WG guidance on digital classroom teaching developments. In collaboration with the Friends of Ty Coch, purchase digital resources to enhance pupils' access to learning. Resources must address the needs of all pupils in the school</p>	Deb, AM, DJ	Spring 16	<p>ICT is used throughout all areas of the curriculum and school. Pupils are able to access iPads to enhance learning, as well as education city, espresso and purple mash. This will be continued practise.</p>
All classes to use 'HWB' to enhance classroom practice and to engage parents	1.1.4 2.1.2 3.2.3	<p>Hwb to be used to facilitate external LNF Moderation</p> <p>Letters go to home to parents via Hwb. Parents access learning activities for their child via Hwb. Set home / school tasks for use at home. Staff have been trained by CSC, ongoing training from PLC</p>	AM, PLC	May 2015- July16	<p>Teaching staff put homework and suggested activities on the moodle as well as showcase what their pupils have been doing. This will be transferred to HWB</p>

Monitor the number of pupils achieving Agored Cymru OCN ,ESW,OCR Life and Living Skills	1.1.4 2.1.2	Check curriculum maps for IT included Monitor the outcomes of ICT development using the ICT assessment (P Levels)	AM JT	May 2015- July16	Pupils from year ten through to KS5 are undertaking ICT modules. All accreditation work is due in during the first week back after Easter ready for external moderation. A table will be produced of achievement levels once completed
Improve the aspirational use of ICT to include animation, movie making, music composition by Big Learning Company		<ol style="list-style-type: none"> 1. SLA with Big Learning Company across both sites 2. Focus on coding, mine craft, animation, green screen, moving making, music composition 3. Stretch our more able pupils 			Improved numbers of pupils coding Improved numbers of pupils using animation and movie making to enhance literacy skills Ensure more pupils have embedded and daily access to meaningful ICT
Embed ICT option in the curriculum for 14-19		Review of options at Ks4, choosing of options at end of key stage 3and pupil choice.	SF, SJ	May 16	All students to take part in options of their choice, resulting in accreditation/qualification
Refine Learning pathways 14-19 to maximise outcomes for all pupils. Ensure a smooth progression from KS4 into Post 16	2.1.1 3.3.2	Evaluate learning pathways progression and identify areas of concern Develop new vocational pathway in new build- catering, Independence living skills Further Develop Learning Pathways in KS4 to ensure a menu of opportunity exists to facilitate smoother transition into Post 16	CM, SF	Dec 2015	Minutes of meetings and proposed new pathways Identify new courses – potentially a transition style course with the local college
Keep updated with changes to '14-19 pathways re :WG	2.1.1 3.1.3 3.2.2	Plan for implementation any requirement changes-ongoing	CM	Jan 2016	All 14-19 staff up to date with all any new developments, implemented in planning
Increase the number of pupils improving by at least 1 P-Level in RE	1.1.3 3.1 2.3.1	Evidence in 2015 indicates a fluctuation in increase/ decreases which will involve close monitoring of assessment. Primary- KS4 Establish an RE focus for a context for learning which puts renewed emphasis on RE across the school Secure the RE quality award	LM	Autumn- 15 Spring 16	Reasons identified for decrease- monitoring of planning. Visits/ workshops planned for visitors of different faiths.

Priority 2 – Targets for Improving Provision:

- *Further Improve the Consistency of Excellent Teaching by promoting peer lesson observations and improving the consistency and impact of assessment for learning*
- *Bilingualism – Improve the use of incidental Welsh*
- *Improve the systems for functional behaviour analysis*

Link Governor – J. Stuckey & L.Walker

TLR Holders & Curriculum Working Party

PSE Coordinator – S.Gilbertson (TLR Wellbeing)

Welsh Coordinator – R.Maguire & Welsh Team

Responsibility – J.Render – Behaviour

S.Jones - Welsh

Target

1. *Increase the % of lessons deemed excellent for teaching. Increase the % of lessons deemed excellent for pupil engagement/performance in lessons*
2. *Improve the mechanisms promoting peer lesson observations e.g. IRIS/Instructional Rounds/CONTINUA/informal observations*
3. *Combine all effective practices to design an AfL toolkit which offers practical and consistent approaches to AfL across the school*
4. *Increase the amount of Welsh being spoken around the school. Improve displays and consider translating key documents into Welsh. Further develop Welsh themed context for learning*
5. *Continue to use and embed SIMS to track incidents of challenging behaviour. This should lead to improved interventions and understanding of the function of behaviour*

Success Criteria

1. *60% of lessons deemed to be excellent. 0% deemed adequate/unsatisfactory*
2. *Implement the teaching and learning and policy to ensure standards of teaching are improved. Fully embed Instructional Rounds to provide a very effective mechanism for peer to peer observations. Ensure teachers continually use CONTINUA to self-assess their performance. SLT to verify judgements and focus on monitoring engagement in lessons*
3. *Consider the use of IRIS and research implications. Potentially trial with a small number of teachers and evaluate impact*
4. *TLR holders to write a fully detailed AfL toolkit which makes use of all excellent practice that exists across the school. The toolkit will provide a consistent but sufficiently broad set of principles that underpins successful AfL in the school. Begin to share this approach with other school and potentially form PLC to discuss best practice*
5. *Appoint new Welsh Coordinator and small Welsh Language Development team – identified from Performance Management. Introduce a renewed drive on Curriculum Cymraeg and associated practices*
6. *SIMS should be fully functional to record behaviour and an amendment made to the behaviour policy. Continue to use SIMS data to record analyse behaviour incidents and plan interventions*

Source of Priority and Evidence:

Annual Data Report

A Curriculum for Wales, A Curriculum for Life

SER

Peer Enquiry

Priority 2a: Pedagogy , Improving the Quality of Teaching and Learning and Assessment

Target	CIF	Action	Staff involved	Date	How will we measure
Increase the % of lessons deemed excellent for pupil standards		Engage in a variety of practices aimed at improving pedagogy with a specific emphasis on the standards achieved in lessons. Practices include: <ul style="list-style-type: none"> Self-assessment and reflection using the CONTINUA mode Look to pilot the use of IRIS in a small number of classes and evaluate impact Encourage members of staff to form 'trust groups' which regularly engage in lesson observations and provide constructive feedback of each other without SLT Instructional Rounds – all members of staff to engage in instructional rounds with SLT and Governing Body to review elements of the Teaching and learning policy Performance management lesson observations – focus on standards achieved in lessons 	SLT All Teaching staff		<ul style="list-style-type: none"> Improvement in the % of lessons deemed excellent for teaching Improvement in the % of lessons deemed excellent for standards Teacher feedback and performance management records Teacher feedback in questionnaires Pupil standards Behaviour standards
Further improve the systems for Monitoring Teaching and learning	3.1 2.1 2.2	Undertake systematic and distributed processes for monitoring teaching and learning and subsequent standards: <ul style="list-style-type: none"> Regular monitoring of planning by middle leaders to ensure progression and breadth of planning. Coaching and mentoring to raise standards of the planned learning experiences Regular and systematic processes for scrutinising pupil work to ensure high standards Regular and systematic processes for moderating teacher judgements 	All teaching/ TLR/instructors staff		Established proformas and database of standards Performance management interviews Feedback to individuals Collective general feedback to SMT Teaching and learning monitored A programme of monitoring in place to support staff and improve standards externally /internally Improved external moderation %
Improve Assessment for Learning by designing a tool kit for teachers to use	2.2.2	School to design an AfL toolkit and guidance which clearly outlines the school's accepted practices to AfL. This should be embedded in action research <ul style="list-style-type: none"> Policy to be reviewed and amended Working party of TLR holders to design a toolkit of accepted practices which span the ability range Training provided to all staff on how to use the toolkit to maximum effect <p>Identify excellent practice in school Share excellent practice IEPs include LNF. Data from 2015 would indicate this is a priority Improve transition arrangements regarding information sharing</p>	SMT, TLRs and All Staff		CPD- Inset in school Minutes of meetings Action Research AfL policies AfL toolkit Student Council Minutes Pupil end of theme feedback

Identify excellent practice in school Share excellent practice	1.2.2 2.1.1 2.2.1	SMT/TLR to carry out focused learning walks Pupils involved in planning of teaching and learning wherever possible Approaches to learning focus to be identified in primary and secondary Governor involvement in learning walks	SMT, TLRs and standards committee of Governing Body		Learning walk discussions with staff
Continue to use summative assessment data to identify progress in groups of learners	1.1.2 2.1.1 2.2.1 2.3.2	Refine the systems for summatively assessing and analysing pupil performance data in order to identify strengths and areas for improvement. Using the data, improve the quality of intervention to raise standards. In particular, improve systems for analysing learner groups to ensure equality of progress: <ul style="list-style-type: none"> • FSM • Gender • ALN • BME • ASD/HI/VI/MSI Consider the use of B-Squared and DISCOVER	SMT, TLRs		Gender analysis in groups and targeted outcomes, analysis in SE
Continue to build the school curriculum and context booklets in response to the New Welsh Curriculum	2.1.1	School Curriculum Forum to meet and plan further developments to the 16-17 Contexts booklets which adds new activities and which makes the skills coverage and progression easily identifiable	SLT, TLRs	October Half Term	Ensuring the curriculum is responsive to pupil need and changing WG requirements. Explicit skills coverage and obvious enhancement of the learning experience

Priority 2b- Bilinguilm

Target	CIF	Action	Staff involved	Date	How will we measure
Dedicate a context for learning to Welsh topics in all key stages in the Spring term		<ul style="list-style-type: none"> • Ensure all key stages use Welsh Stimuli for an entire context for learning • Official 'Launch' of the Welsh Context and outline the prizes available • Official Eisteddfod to celebrate the culmination of the Welsh Context for learning 			
Improve the use of incidental Welsh across the school	1.1.5 2.1.3	<ul style="list-style-type: none"> • Incident Welsh language sheets provided to class including useful words and phrases • Welsh phrase of the week to be included in morning meetings for staff and transmitted to classrooms • Use of Welsh in school assemblies • Labels on doors for staff to assist in using phrases e.g. 'caewch y drws' on doors, 'golau bant' on light switch, 'golchwch eich dwylo' on sink etc. – aide memoirs to staff 	RM all staff		Use of Welsh in school assemblies raises profile of the language and allows for reinforcement of language in a practical sense. Improved signage allows pupils awareness of Welsh language in the environment and also serves as an aide memoir to staff.
Improve staff training in Welsh	2.1.3	<ul style="list-style-type: none"> • Welsh language training course to be provided to LSA's • Welsh language training course to be offered to 	RM		Numbers attending courses – re-audit 12 staff trained in Autumn term 2 staff trained 3 week welsh course

		<ul style="list-style-type: none"> Teachers Carousel of Welsh training to be included on the training diary Form a Welsh Team of Teacher, TAs etc... 			
Improve Welsh language	2 nd	<ul style="list-style-type: none"> 2.1.1 Develop WSL resources to use in ey's and primary 2.1.3 Learning walk for Welsh coordinators – peer obs 3.2.2 Communicate to all staff roles and responsibilities and lines of accountability 	RM, CJ, KM		Learning walk and feedback report to be produced as a result.
Development of Curriculum Cymraeg		<ul style="list-style-type: none"> 2.1.3 Ensure Curriculum Cymraeg has sufficient coverage across all subjects and key stages. 1.1.5 Ensure Curriculum Cymraeg is up to date on curriculum map. Monitor the use and implementation of Curriculum Cymraeg. Welsh Coordinator to monitor standards of Welsh and write a new policy 	RM, All Staff		Re-visiting Curriculum map. RM and TLR's to monitor New Policy Welsh embedded in SOW
Welsh throughout lessons	PE	<ul style="list-style-type: none"> 2.1.3 PE lessons to have welsh language incorporated into them as commands, verbs etc. 1.1.5 Sports day celebrations to link to House Systems 	KM, AC, CJ, RM		Monitoring of lessons, observations of students using Welsh.
Rename the class names to include Welsh translations. Pupils to own this process		<ul style="list-style-type: none"> Undertake a vote across the school on changing class names Change the class names to include Welsh Names 			

Priority 2c- Improve Systems for Functional Behaviour and Raise standards of pupil behaviour

Target	CIF	Action	Staff involved	Date	How will we measure
Improve Whole school behaviour strategies to improve functional behaviour analysis	1.2.1	<ul style="list-style-type: none"> Team Teach training for all staff supported by school TT trainers Pilot new behaviour policy to include a graded systems of recording incidents Record incidents systematically using SIMS. Undertake regular, termly monitoring of this data to identify trends and impact on interventions Termly reports to LA Governor link for behaviour visits to school All PHPs reviewed minimum of termly and signed by parents 	All staff		<ul style="list-style-type: none"> Database of staff attending training. Team Teach trainers observe staff using Team Teach All PHP reviewed and shared with parents LA reports on beh and exclusion SIMS used regularly and functionally to record behaviour incidents
Liaising with the LA / School Governors to ratify the school policies and strategies. Governor behaviour	3.1.2 3.1.1 2.3.1	<ul style="list-style-type: none"> Policies incorporating Team Teach Governor behaviour forum to meet with Beh coordinator to discuss behaviour data and policies on termly basis. Governors to receive training 	JR, ,Govs JR, LyndsM		All staff read and sign Governor to ratify policies, read and sign behaviour data in governor behaviour forum folders, minutes of meetings and agenda

forum		Liaise with LA on behaviour strategies			-Audit of RPI Policies correspond with LA policies
Monitoring of positive handling plans	1.1.2	<ul style="list-style-type: none"> PHPS graded with behaviour management, caring c only and Team teach Plans monitored monthly, analysed monthly for data PHP database, enables tracking of PHPS Database shared in governor behaviour forum Plans kept on behaviour drive: protected drive shared between behaviour coordinators <p>Staff in areas, read and sign PHP</p>	All staff JR, LM		JR, Lyn M to monitor plans that have been rewritten Area staff to sign that they have read plans
Revising policies	3.1.1	<ul style="list-style-type: none"> Policies updated such as Health and Safety, Safeguarding with Team Teach Ongoing updating of policies for behaviour, RPI and anti-bullying 	Staff, SMT Site manager ,JR		Policies checked and circulated
Establish a pupil behaviour forum to design a pupil behaviour code of conduct. Behaviour policy training for school council	1.2.1 3.1.1	<ul style="list-style-type: none"> Training in behaviour policy for school council School council aware of Team Teach Discussions of behaviour with school council Identify a pupil behaviour forum to work with Deputy Headteacher to design a code of conduct 	JR, Lynds M, AH		Attendance of students, suggestions to roll out behaviour training re: Team Teach across the school to phases
Anti-bullying	1.2.1 2.4.1 3.1.1 2.3.1	<ul style="list-style-type: none"> Ensure all staff are familiar with anti-bullying policy. Emotional literacy resources made available Anti-bullying ambassadors as part of a school council forum against bullying. Revise e safety policy- cyberbullying 	JR, AH SG		Anti-bullying process update din staff meeting. Anti-bullying ambassadors formed All classes take part in anti-bullying week. Liaise with Police for workshops on e –safety KS3 and KS4 – diary All staff trained in e safety
Further Improve Pupil Voice in core school improvement areas. Pupils involvement in curriculum provision	2.4.1. 1.2.3	<ul style="list-style-type: none"> Increase % of pupils participating in annual review Increase % of pupils evaluating contexts for learning Rolled out across the school Department pupil voice councils established in 16+, to be rolled out into secondary. Ideas generated to improve teaching and learning discussed 	All teachers		Minutes of meetings

Priority 3 – Targets for Improving Leadership:

- *Establishing a joint ethos, mission and vision – ensure clear roles and responsibilities are well understood in light of Successful Futures. Gain Investors in People Award*
- *Develop effective leadership across the school through a coaching and mentoring model*
- *Continue to work with other schools to raise standards within Ysgol Ty Coch*
- *Further Improve the relationship with families to promote 24hr Curriculum through family centre and improved homework*

Link Governor – J. Stuckey & L.Walker

Responsibility – Leadership Team

Accountability – D.Jenkins

Target

1. *Re-affirm values, ethos, mission and vision by undertaking whole school/whole staff INSET. Ensure values are discussed in all performance management interviews. Ensure all roles and responsibilities are clearly understood in the context of new curriculum and leadership arrangements. Ensure regular and well planned opportunities exist to combine the 2 sites in terms of ethos and operation*
2. *Establish a culture of coaching in the leadership team. Ensure all leadership staff have a thorough analysis of leadership style. Develop leadership principles and share with staff. Engage with external consultant to gain coaching skills in order to disseminate and underpin leadership*
3. *Continue to engage in school: school working and ensure best practice is brought into YTC; SIG/LNF/Digital Pioneer/Peer Enquiry/SWASSH/Behaviour Forum/CSC*
4. *Design plans for the conversion of caretaker's house into family centre. Begin to release 2 staff to run family support services. TLR holders to work together to provide consistent homework to improve outcomes*

Success Criteria

1. *Renewed shared understanding of RECIPE and effective TEAM WORK. Effective arrangements for measuring behaviours during performance management. Gain Investors in People and work towards embedding leadership to achieve a higher accreditation in 12 months*
2. *95%+ staff agreeing that roles are clearly identified and understood. All staff to agree that leadership is well distributed across the school. 90%+ of BYC staff to agree that communication is clear*
3. *Leadership Team to be in receipt of in depth personality/leadership profile and being to use the information collaboratively. All members of leadership to undergo regular coaching and begin to adopt these principles with the staff whom they line manage*
4. *Clear set of Leadership principles to be published and understood across the school*
5. *Successful engagement in a range of school: school projects to ensure best practice is shared and brought back to YTC.*
6. *Designs completed for the conversion of the house into a family centre. Networks established with LHB to research possibility of joint clinics and training for parents. 2 members of staff to begin rolling out coffee mornings, support groups and basic directed classes e.g. PECS/Restorative/new curriculum etc...to a small group of parents. Improved homework to all classes*

Source of Priority and Evidence:

Annual Data Report

CSC publications

SER

LEA Equality Plan

Priority 3- Improve the Quality of Leadership and Management

Target	CIF	Action	Staff involved	Date	How will we measure
To Further develop the concept of 1 school to bring the 2 sites of the school closer together		<p>The school should develop further strategies to improve the communication and operational planning between the 2 sites of the school. Examples of strategies to be implemented include:</p> <ul style="list-style-type: none"> • Staff INSET – The Colour Works to be refresh ethos, values and professional styles • SKYPE the morning meeting in addition to the regular morning meeting PowerPoint • Continue to embed the new curriculum to ensure that pupils access learning options in 14-19 which make best use of both sites • Ensure termly transitions for A3 to BYC in order that pupils become familiar with the setting and staff learn from each other's practice • Member of BYC staff to spend half term sessions with the Leavers in YTC to share best practice, increase visibility, ensure consistency of approach and bring the 2 curriculums further together • SLT meetings to happen after school on 3 week basis after school to ensure all members can attend without the need for SKYPE • Training calendar to include sessions in BYC for all staff • Governing Body meetings to be held in BYC on regular basis • 14-19 meetings to be held on a regular basis to ensure good communication • Transition Event – to be coordinated by Sarah Fargher and Tanya Evans and to include Ysgol Hen Felin • Develop the use of the outdoor spaces at BYC to promote Forest School, Horticulture and general outdoor learning opportunities. 	DJ SJ JR JT TLR Holders		<ul style="list-style-type: none"> • Staff perception questionnaires • The Colour Works Evaluations • Performance Management Meetings • Teachers Planning • Pupil outcome information • Destination of school leavers • Accreditation • Investors in People GOLD/SILVER
To further develop a consistent set of principles that underpin leadership across the school which have coaching and mentoring philosophy at its core		<ul style="list-style-type: none"> • The Colour Works INSET day to further galvanise the school and re-establish values, ethos and strategic direction • Develop a set of leadership principles that underpin all leadership practice to ensure effective operation of SLT • Undertake extensive coaching with the Colour Works which involves <ul style="list-style-type: none"> ○ Personal profiles ○ 1:1 coaching session ○ Team Coaching session ○ Upskilling coaching skills of SLT 	SLT		<ul style="list-style-type: none"> • Staff perception questionnaires • The Colour Works Evaluations • Performance Management Meetings • Teachers Planning • Pupil outcome information • Destination of school leavers • Accreditation • Investors in People GOLD/SILVER • Staff sickness levels

		<ul style="list-style-type: none"> • SLT to operate coaching and mentoring philosophy within their departments to support highly effective performance 			
Further Develop and embed the role of TLR holders and all staff as leaders		<p>Following feedback from the Investors in People process,</p> <ul style="list-style-type: none"> • Ensure that leadership principles are well embedded across the school. • Further develop coaching as an effective form of leadership at all levels • Ensure a system for measuring behaviour against RECIPE exists in performance management arrangements • Further embed and define all roles and responsibilities in terms of their direct impact on standards 	SLT		
To further develop school: school working to ensure the school improves its provision, keeps abreast of latest initiatives and improves pupil outcomes. Ensure the school uses its links with others schools to ensure effective CPD for its staff		<p>The school should continue with its mission to link closely with other schools to further raise standards and provision. The school should continue to play strategic roles in the following:</p> <ul style="list-style-type: none"> • Teachers new to SEN programme • Future Leaders Course • Moving Teaching from Good to Excellent – CSC • Peer Enquiry • Digital Pioneer Schools • School Improvement Group (SIG) • 14-19 PLC with Ty Gwyn • Curriculum Development Groups – Hen Felin • Leadership Development Groups – Hen Felin • THRIVE – Hen Felin • LNF Moderation Strategic Partner • TEAM TEACH and Manual Handling training with Maesgwyn, Tai Centre and Ty Gwyn PRU 	HT & SLT		
Further Improve the relationship with families to promote the 24hr curriculum in order to raise standards		<p>Relationships with families are critical to high quality outcomes. The school should continue to raise the profile of this relationship by:</p> <ul style="list-style-type: none"> • Improving Provision for the Family Centre – inviting parents in for coffee mornings and directed sessions including PECS, MAKATON, Behaviour Management, Useful contacts etc... • Designing the conversion of the caretakers house to a fit for purpose family centre • Increasing the number of parents attending annual review meetings • Increasing the number of parents attending values assembly in primary 	DHT – SJ SN LM SG RR JT		

		<ul style="list-style-type: none">• Establishing celebration assemblies in secondary• Providing information about the curriculum at Open/Information Days/Evening• Promoting homework across all departments and encouraging parents to engage in its completion			
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