

Ysgol Ty Coch



School Improvement Plan *2019-2020*

General School Information - YTC

Address	Ysgol Ty Coch Lansdale Drive, Tonteg
Telephone	01443 203471
Fax	01443 206828
Email	David.t.jenkins@rctcbc.gov.uk
Website	www.ysgoltycoch.co.uk
DES LA Number	
Headteacher	David Jenkins
Chair of Governors	Janice Stuckey
Director of Education	Gaynor Davies

Staffing Levels	Teaching	Instructor	LSAs		Childcare Officer		SEN SNSAs		Clerk		Caretaker Cleaner		Midday Supervisors		Canteen Staff		Total
	17	5	38		1				3		5		2		2		73
Number on Roll	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
YTC 2017-2018																	159
BYC 2017 -2018																	7

General School Information - BYC

Address	Buarth y Capel, Ynysybwl
Telephone	01443 791424
Fax	
Email	David.t.jenkins@rctcbc.gov.uk
Website	www.ysgoltycoch.co.uk
DES LA Number	
Headteacher	David Jenkins
Chair of Governors	Janice Stuckey
Director of Education	Gaynor Davies

Staffing Levels	Teaching	LSAs	SEN SNSAs	Clerk	Caretaker Cleaner	Midday Supervisors	Canteen Staff	Total
	3	5		1	1	0	1	11

AOLE Groups 2019 - 2020

Health and Wellbeing	Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Expressive Arts	Humanities
Sean Gilbertson (Lead) <u>Ceris</u> (ASD) Dani (ASD) Lyndsay (Nurture) Kristina (ASD) Sian Thomas (Primary) Ann-Marie (Secondary) Deb Powell (Sensory) Scott Williams (BYC) Karen Pitman (Secondary) Andrew Chick	Emily Russ (Lead) <u>Rhianydd</u> Maguire (Primary) <u>Cedwyn</u> (Secondary) Krissy Evans (Nurture) Debbie Ramsay (Communication) Dawn (BYC) Carlie Lloyd (ASD) <u>Lowri</u> (Sensory) Lucy Price (ASD) Carrie Bray (ASD) Liz Carter (ASD) Alison Hughes (Sensory) Sian Jones (Secondary)	Rachel Rogers (Lead) Helen (Primary) Gareth (BYC) Andrew H (ASD) Karen M (Sensory) Emma Hall (Secondary) A/N (Nurture) Lauren Evans (ASD) Cara C (ASD)	Jo Tilley (Lead) Sara F (Secondary) <u>Chris Myhill</u> (Secondary) Jonathan (BYC) Leigh (Sensory) Carol Gillard (ASD) Ann (Primary) Emily W (ASD) Carly E (ASD) Mandy G (ASD)	Libby (Lead) Lisa D (Secondary) Natalie W (Sensory) Caroline (BYC) Laura H (ASD) Donna S (ASD) Andrew H (ASD) Claire P (Primary) Della (Sensory) Claire H (ASD) Kim Hooper (Secondary)	Sarah J (Lead) Laura D (ASD) Bethan S (ASD) Alex M (Sensory) Tanya E (ASD) Chris L (Secondary) Natalie J (Primary) Taryn (ASD) Sian P (ASD) Kerry M (BYC) Juliet G (Sensory)

Additional Roles and Responsibilities

MOVE PROGRAMME		OPTIONS		HEALTH AND SAFETY		PARENT SUPPORT		PR AND ADVERTISING		TRANSPORT	
Sarah J		Sara F		Sian J		Karen M		Leigh W		Andrew C	
Lowri J		Lisa D		Danni R		Rachael R		Ashley H		Danni R	
Alex M		Scott W		Ann L		Helen K		Lou L		Scott W (BYC)	
Leigh W		Chris M		Huw B		Sara N		Ceris G		Ceris G	
Karen P		Ashley H		Clare W		Lyndsay M				Cedwyn	
		Emma H		Heath T		Krissy E				MSI/VI/HI	
MANUAL HANDLING		Caroline A						GDPR		Rachael R (VH)	
Karen P		Ann Marie		EVAC CHAIR				Clare W (BYC)		Sarah J (MSI)	
Sian J		Cedwyn J		Leigh W				Julia R		Natalie W (VI)	
Karen M				Sian T				Lyn B			

NQT MENTOR		ROUTES FOR LEARNING		MINIBUS		POOL RESPONDERS		FIRE WARDENS		FIRST AID	
Kristina Kelly		Natalie W		Carol G		Lyndsay M		Krissy E		Andrew C	
		Alex M				Lauren E		Cedwyn J		Ceris Griffiths	
ACCREDITATION				EVC		Chris L		Carly H		Karen M	
Jo Tilley		BEHAVIOUR		Ashley H		Lowri J		Juliet G		Ashlie H	
Libby M		Julia Render		Ceris G		Danni R		Sara N		Chris M	
Sara F		Lyndsay M				Juliet G		Danni R		Emma H	
CAREERS		Sean G		Nurture/tis		Natalie W		Karen P		Gareth T	
Jo Tilley		Danni R		Sara N		Sara N		Sara F		Dawn L	
Chris Myhill				Lyndsay M		Karen M		Chris M		Forest School	
Kerry Murphy		Communication		Sean G		ELSA		Huw B		Danni Rees	
Ann Marie Morgan		Emily Russ Carlie Lloyd		Krissy E		Krissy Evans Sara Nuthall		Andrew C		Helen Kelly	
		Sarah Jones				Ashlie Holland		Ashlie H		Chris Lloyd	
		Leigh Wharton Debbie Ramsay				Emma Hall Lucy Price		Laura D		Rhianydd M	

		Libby Morris				Helen Kelly				Laura Davies	
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AOLE Enrichment Days

AREA OF LEARNING AND EXPERIENCE (AOLE)	EVENT/DATE
EXPRESSIVE ARTS AOLE (SIP TARGET)	27.09.19
STEM AOLE	29.11.19
NUMERACY & MATHS AOLE	31.01.20
LLC AOLE & WORLD BOOK DAY	06.03.20
HUMANITIES	07.05.20
HWB AOLE	19.06.20

Focus:

- To develop an internal structure which mirrors Pioneer School AOLE Groups
- To inspire young people
- To keep abreast of the latest developments in each area of learning and experience associated with the new curriculum
- To plan exciting and engaging enrichment days which act as a vehicle to improve staff understanding of the new National Curriculum in Wales
- To design a policy and action plan for each AOLE with clearly defined roles and responsibilities
- To Continue embedding the 4 key purposes of the new curriculum through AOLES
- To improve understanding of the What Matters Statements and the structure of the curriculum
- To improve knowledge of the 12 pedagogical principles

Resource Allocation – Grants

School Budget Allocation

Source	Amount	Allocated to
EIG – YTC	£30,309	Physio Tech/OT
PDG	£34,500	Family Services - KAREN MURPHY
Early Years PDG	£3500	SALT
PDG CLA	£4234	Trauma/ACES
Professional Learning Grant	£12,000	Curriculum Review, Staff Remuneration, Colourworks
Business Sponsorship	£7000	Classroom Resources
Central South Consortium	£24000	Staff Remuneration and contingency
ERASMUS	£5500	European exchanges

<u>Ysgol Ty Coch</u>	<u>Out of School Activities</u>
Capitation	Roger Crookes
£2k – Primary – Resourcing the curriculum	Andy Pidcock
£2k – KS3 & KS4 – Resourcing the curriculum	ABC of Opera
£2k – ASD Classes – Resourcing the curriculum	Reflexology
£2k – Sensory Classes – Resourcing the curriculum	MOVE
£2k – General Curriculum Resources – Resourcing the curriculum	Llangranog
£2k - Art Resources	Richard Hirstwood
£4000 – AOLE Enrichment	Attention Autism
ICT - £20,000	ColourWorks
£11,000 - Lease with Pinnacle	
£1500 - licenses	
£2500 - AT Resources	
Planned Maintenance	<u>Buarth y Capel</u>
£2000 - Playground Resources for Sensory Processing - ASD	Capitation
£2000 - Internal Resources for Sensory Processing - ASD	Enterprise Earnings used to supplement
£2000 - Classroom redecoration	£5000 for Roger Crookes
£4000 – Nurture/Trauma provision	
£2000 - Manual Handling Equipment	
£2000 - AV Equipment in the hall	
£8000 - Food Tech room	

Vision and Context:

'Learning Together'

Values Based Leadership

The school has a very clear and ambitious 4 Year vision based around 5 key themes:

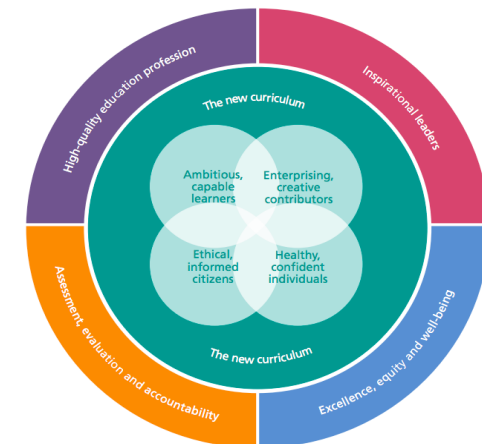
- **Developing the Highest Quality Teaching and Learning**
- **Investing in the staff team**
- **Providing unconditional support for Parents**
- **Celebrating diversity and difference in the local & Business community**
- **Enhancing the Physical Environment of the School**



These key priorities are informed by sound and thorough self-evaluation processes which places the needs of pupils at the heart of the process. The school realises that to ensure this happens, parents, staff and a range of other professionals are essential partners

There are also several pieces of legislation influencing this strategic direction. These include but are not limited to:

- A Curriculum for Wales, A Curriculum for Life - Our National Mission
- ALN Act and associated Code of Practice
- National Approach to Professional Learning
 - School; Individual learning journey, Schools as Learning Organisations, Blended PL
 - National; Collaborative Networks, Professional Standards
 - Regional; Pedagogy/enquiry, CSC PL Offer, Accreditation
- Social Services and Wellbeing Act
- Changes to ESTYN Inspection Arrangement – 'Learning inspectorate'.
- Adverse Childhood Experiences (ACES) Research
- FaCE – Family and Community engagement toolkit in Wales
- Literacy and Numeracy Framework & Digital Competence Framework
- OECD - Schools and Learning Organisations



The National Priorities for Education are:

- Literacy
- Numeracy
- Closing the Gap left by disadvantage

ESTYN (2017) Recommendations:

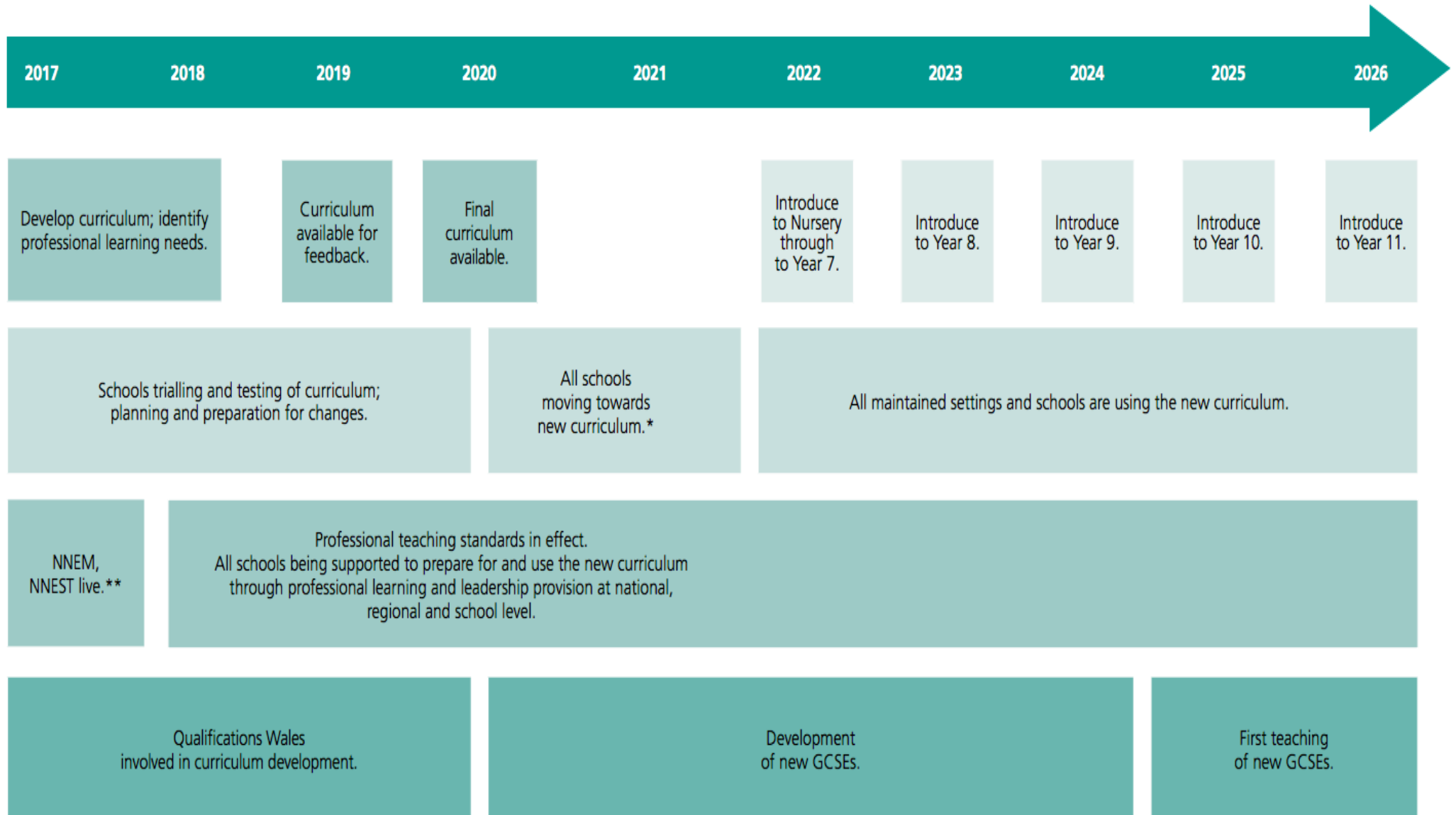
- Improve the provision for pupils Welsh Language Development
- Ensure that teachers provide specific feedback to pupils to help them improve their work
- Strengthen a very few areas of self-evaluation processes to ensure sufficient focus on the progress that pupils make

The aim of this plan is to take a holistic view, based on evidence and professional opinion to improve elements of provision which matter most to our learners in Ysgol Ty Coch. We recognise that no single intervention, approach or commercial scheme can improve outcomes for our exceptional pupils. Instead, we believe in an inter connected, personalised and aspirational approach which places people at the heart of positive change in the best interests of pupils

4 Year Strategic Overview 2019 - 2022

2019 - 2020	Year 2 – Aims & Aspirations: 2020-2021	Year 3 – Aims & Aspirations: 2021 - 2022
<p style="text-align: center;">High Quality Teaching, Learning & Outcomes</p> <ul style="list-style-type: none"> • Develop a transformational Curriculum - Undertake a full curriculum review linking to Welsh Government's publication of new curriculum. • Develop Strong and Inclusive Practice relating to ALN Reform -Ensure all staff receive training in the new code. Focus on refreshing one page profiles. • Improve standards and consistency of teaching in ASD classes – In light of significant growth within the department • Improve provision and outcomes for communication skills across the school. Continue to target Welsh Language Development – ESTYN • Improve opportunities for learning through STEM and Assistive Technology. Review current provision and develop guide for effective use of STEM - built into curriculum. Gain 360 degree safe award • Further Develop Forest School - complete training and roll out for all classes. Focus on development of numeracy • Improve Pupil Wellbeing - Improve knowledge, understanding and provision for ACES and TRAUMA - Review SRE and e-safety curriculum. Gain Rights Respecting Silver award. Foetal alcohol training and embed MOVE approach. • Welsh Language – improve the use of incidental Welsh across the school <p style="text-align: center;">Investing in Staff – Results through Relationships</p> <ul style="list-style-type: none"> • To further develop a cohesive, reflective and emotionally intelligent workforce that is able to embrace the challenge of change (colourworks/coaching). • To develop inspirational leaders at all levels across the school in order to drive curriculum change (Internal Leadership Sessions, NNEB, Future Leaders,, Leading from Centre, New to SEN - gain accreditation of internal professional learning • To develop capacity for high level collaboration between staff (both in school and between schools) (LNF curriculum show and tell event) • To develop robust assessment, evaluation and accountability arrangements: <ul style="list-style-type: none"> • Review and develop AfL practices and refined data analysis at classroom level - ESTYN • To improve opportunities for internal peer review & To engage in CSC peer review and drive the SEN self Improving system • To further improve school SER using ESTYN new toolkit - ESTYN • Further promote Evidence Based Practice - Continue to develop a practice of evidence based practice by creating time and resources for teachers to focus on professional learning • Refine Support Staff Structure - To further develop a coherent structure within the support staff of the school. Create additional Level 3 positions to drive soft standards • Continue to promote professional learning on International Scale through ERASMUS - Engage in expansive scheme for staff development and pupil experiences. Gain International Schools Quality Mark <p>Unconditional Support for Parents</p> <ul style="list-style-type: none"> • Continue to open the family centre 3 days per week with increasing number of sessions in the evening • Improve opportunities for shared learning experiences e.g. coffee and create sessions • Promote Social Enterprise - Open Cafe Coch and Garden Centre to capture trade from parents • Offer increasing range of Accredited programmes e.g. Signalong, ASD Awareness Early Bird, Incredible Years • ALN Awareness building - Develop a suite of training/awareness raising sessions which specifically address the ALN Code of Practice and the school's readiness tool • Develop improved communication with parents/carers which use a range of formats e.g. ICT, letters, Texts, newsletters, videos, website, Open Evenings, Transition, etc...) <p>Celebrating Difference in the Community</p> <ul style="list-style-type: none"> • Promote ability at Sporting Events - improve engagement with Disability Sport Wales. New branded sports kit • Promote ability and Expressive Arts Events e.g. Shakespeare Schools, Internal talent shows, competitions, Eisteddfod etc... • Continue to offer Support to Mainstream schools to promote strong, inclusive schools committed to equality • Continue to nurture Strong and reliable Links with business community - aiming to raise £15,000 in additional review e.g. golf days, sponsorship etc... • Continue to improve College Provision - quality assure and evaluate current provision on standards. Continue to work closely with the college to improve P19 provision • Continue to represent the school in a number of working parties e.g LD, LNF, CSC, SWASSH • After School Club Provision <p>Enhancing the Physical Environment</p> <ul style="list-style-type: none"> • Develop Wheelchair accessible Forest School • Improve SI play equipment in all yards (Healthy Active Fund/Play Wales/DSW) • Improve Dosbarth Broga Environment • BYC - Ensure more pupils access BYC to relieve pressure on the main site • New wellbeing/Nurture/Trauma Centre • Undertake next phase of Classroom refurbishment programme • Refurbishment of the cookery room 	<p style="text-align: center;">High Quality Teaching, Learning & Outcomes</p> <ul style="list-style-type: none"> • Curriculum – continuing to reflect, refine and add content/knowledge – renewed focus on 4 purposes • Continue to refine assessment framework & explore E-portfolio • ALN principles in place. All staff receive training in conflict resolution and maintaining an IDP • Improve standards of writing by linking specifically to advice from OT focussing on fine/gross motor needs • TOTAL communication approach enhanced ensuring professional learning in place • Target reading approaches for the most complex pupils e.g. POPAT/UFFCULME etc... • Forest Schools/Outdoor learning raising standards of numeracy. Becoming a teaching school • Effective ICT links with businesses established e.g. GE, RENISHAW to promote improved standards and teaching • AT being used extensively across school including driving school, personal eye-gaze equipment and improved links with Rookwood hospital. Vibrant and successful PLC established • 14-19 Learning pathways ensure more pupils attend college P19 by focussing on effective transition. Review accreditation offer • Sixth form to be fully operational social enterprise <p style="text-align: center;">Investing in Staff – Results through Relationships</p> <ul style="list-style-type: none"> • All staff trained in MOVE. Recognised centre of excellence status. Physio and OT embedded in class routines • Improved staff knowledge, expertise and practice re: ASD • AOLE groups extend their influence across the curriculum. Further enrichment days ensure curriculum responds to WG • Teachers Work load dramatically reduced. CONTINUA being used effectively, efficiently and robustly to bring about sustained evidence based improvement in teaching • High quality professional learning offer is effective in meeting the needs of the workforce • Embedded culture of enquiry informed practice • ERASMUS funding facilitating more staff exchanges and professional learning networks <p style="text-align: center;">Unconditional Support for Parents</p> <ul style="list-style-type: none"> • Family centre in operation 5 days per week running a range of accredited and non-accredited training • Family centre linking with Café Coch to provide mutually beneficial links • More opportunities for parents to be active partners in learning • ALN implications fully understood by parents <p style="text-align: center;">Celebrating Difference in the Community</p> <ul style="list-style-type: none"> • College class to ensure yr14 pupils are well prepared to leave school • More pupils engaged in sports and musical performances within and beyond school • Improved summer school and use of the school outside hours • Strong, reliable and robust links with business to provide significant financial support to the school. Aim to raise £17,000 <p style="text-align: center;">Enhancing the Physical Environment</p> <ul style="list-style-type: none"> • BYC site to expand to cater for 50 pupils 11-19 • SI equipment and Sensory rooms enhanced and refurbished • Additional wing built to improve accommodation in YTC • Improved toilet facilities across the school • College class expanding for sixth form pupils 	<p style="text-align: center;">High Quality Teaching, Learning & Outcomes</p> <ul style="list-style-type: none"> • WG Curriculum for Wales fully embedded and YTC curriculum adapted accordingly • Agree assessment framework to focus on what matters in YTC • ALN Act fully implemented a culture of PCP firmly embedded • Assistive Technology embedded in every day teaching. Significant number of pupils using AT daily • High quality ICT embedded in lessons to improve standards • Significant expertise development in relation to pupils' wellbeing needed e.g. ACES • Sixth Form established as social enterprise. Most learning facilitated through this approach • 14-19 learning options reviewed to ensure relevance and motivation <p style="text-align: center;">Investing in Staff – Results through Relationships</p> <ul style="list-style-type: none"> • Professional learning relating to ALOE and new curriculum firmly in place • SMART processes for performance management reduce workload and allow teachers to focus on what matters • Creative approaches to Staff wellbeing maintain sickness absence rates • Voluntary Leadership workshops firmly embedded • Voluntary pedagogy groups offered • ColourWorks reinforced <p style="text-align: center;">Unconditional Support for Parents</p> <ul style="list-style-type: none"> • School facilities to be open 8-8 to promote efficient respite • Improved after school and holiday clubs established • Increased range of specialist advice being offered to parents through the family centre <p style="text-align: center;">Celebrating Difference in The Community</p> <ul style="list-style-type: none"> • Links with local business aiming to raise £25,000 • Satellite provision including BYC and LSCs offering appropriate, high quality inclusion • More pupils engaged with musical and sporting competitions <p style="text-align: center;">Enhancing the Physical Environment</p> <ul style="list-style-type: none"> • Request Feasibility study for new school building closely linked to college • Upstairs space to be opened up to provide additional secondary accommodation • AT independent/environmental

Rollout of curriculum and qualifications timeline



Priority 1 – Promoting High Quality Teaching and Learning – Develop a transformational Curriculum which focusses on ‘WHAT MATTERS’

Link Governor – Standards Committee

LLC AOLE Lead –/Libby Morris

Mathematics and Numeracy AOLE Lead – Rachael R

Science and Technology Lead – Jo Tilley

ASD&Health and Wellbeing Lead – Sean Gilbertson

Responsibility – Deputy Headteachers

OVERVIEW OF TARGETS:

1. Develop a transformational school curriculum by reviewing and refining existing
2. Develop strong and inclusive practice relating to ALN Reform
3. Improve standards and consistency within ASD department to respond to growth
4. Improve provision and outcomes for Total Communication across BYC and YTC
5. Improve provision and outcomes for STEM and Assistive Technology
6. Further develop provision and outcomes for Forest Schools
7. Further improve and provision and outcomes for pupil wellbeing by linking with UHB

Target

Success Criteria

1. Develop a transformational curriculum
2. Review and enhance relating to PCP and IDP
3. Improve consistency in ASD Classes
4. Improve provision and outcomes for Total Communication
5. Further Improve provision and Outcomes for STEM
6. Further Develop provision and outcomes for Forest School
7. Improve provision and standards for Pupil Wellbeing by linking closely with UHB

Review and thorough evaluation of current arrangements. Involve all stakeholders in design of new curriculum framework that empowers teachers and responds to all WG curriculum guidance. **Ensure 4 Key purposes act as the driver**

Ensure staff have a thorough understanding of the new ALNET Act. Review and enhance PCP practices and pilot several IDPs in collaboration with RCT LA. **Ensure 4 Key purposes act as the driver**

Improved staff knowledge relating to ASD. To include sensory processing, communication and the importance of the structured environment. Roll out AET Framework to all classes and refine Level 3 structure to drive standards and consistency. Endeavour to reduce class sizes. **Ensure 4 Key purposes act as the driver**

Consolidate Total Communication PLC to include new HLTA and DHT. Work closely with SALT to secure clinical supervision by the Health Board. Systematically train nearly all staff in Signalong, PECs, OOR etc...Roll out ELKLAN training to key individuals. Model effective communication within ASD and add to electronic communication devices. Ensure Sensory provision maintains its lead role in the use of Assistive Technology. **Ensure 4 Key purposes act as the driver**

Build on the knowledge and experiences gained from European visits to Finland and Spain. Embed STEM opportunities within the curriculum design and ensure its alignment to AOLE and DCF. Release ICT specialist to work across all classes in an ICT lead teacher role. Purchase of additional STEM resources where necessary to support the evolution of the curriculum. **Ensure 4 Key purposes act as the driver**

Work with AVIVA and Gallagher Insurance to secure grant funding for £25,000. Design and build a Forest School area including accessible eco-classroom, and resources. Ensure staff complete Forest School training using ERASMUS funding. Design the timetable to ensure all classes have equal access to the Forest school area. Measure the impact on pupil wellbeing and maths. **Ensure 4 Key purposes act as the driver**

Improve staff knowledge of ACES and Trauma. Key staff to complete Diploma in Trauma informed schools and adopt principles throughout. Develop primary nurture provision in the primary area and remunerate staff accordingly to lead. Make improvements to the physical environment of the secondary nurture provision and secure changes to the curriculum to facilitate improved attendance, behaviour and engagement. Full review of SRE and E-Safety to be embedded into the curriculum design. Achieve RRS Silver Award and fully evaluate MOVE. OT and Physio SLA. Gain MOVE train the trainer programme Ensure the school improves its sporting engagement within and between schools. **Ensure 4 Key purposes act as the driver**

Priority 1a – Develop a transformational curriculum which responds well to the National Mission

Target	National Mission Ref	Action	Staff involved	Date	Cost	How will we measure
Undertake a full review of the curriculum and develop a rationale for change	Curriculum for Wales	<ul style="list-style-type: none"> Curriculum Working party to reconvene Questionnaires and Surveys to all staff to ascertain opinion Questionnaires/presentations to parents to ascertain opinion Review context feedback from pupils from the last 4 years AOLE Enrichment Day feedback 	JR – Lead SR SG LM RR JT	September 2019	4 x 5 days cover for TLR holders	<ul style="list-style-type: none"> Clear analysis of strengths and AFI's Clear development of a rationale moving forward Clear presence of pupil voice in evaluating the curriculum Curriculum readiness tool indicating distance travelled BLOG submitted
Engage fully with curriculum briefing sessions from CSC and Welsh Government to gain knowledge	Curriculum for Wales	<ul style="list-style-type: none"> Key staff to attend all briefing sessions All sessions to be evaluated on gdoc to ensure consistent messages being heard/listened to SLT meetings to discuss the draft curriculum documents and briefing sessions throughout June, July and September – respond to consultation document 	JR – Lead SR SG LM RR JT	September 2019	6 days cover	<ul style="list-style-type: none"> G-doc completed Minutes of SLT meetings WG consultation feedback
To use evidence from curriculum review and knowledge of the National Mission to make changes to the YTC curriculum	Curriculum for Wales	<ul style="list-style-type: none"> Curriculum working party to reconvene for a week with selected teachers across the school Re-align current curriculum with recommendations from curriculum review and National Mission. 3-16 curriculum to be fully organised through AOLES Re-align 'What Matters Statements and progress steps with the suggested learning activity/content contained in YTC curriculum' Change 4 year rolling programme where needed to improve the awe underpinning the curriculum Respond to staff opinion in relation to planning documents. Introduce topic capture to improve communication with parents whilst managing work load Review and refine the provision for e-safety, RSE, international schools and RE to ensure the curriculum is broad, balanced and pupil centred 	JR – Lead SR SG LM RR JT KK ER NW SS CM	December 2019	Prof Learning Grant	<ul style="list-style-type: none"> YTC Curriculum realigned with AOLES, cross curricula responsibilities and other interventions in place across YTC All staff using accepted planning formats addressing all elements of the new curriculum Staff feedback indicating positive changes to curriculum design Curriculum mapped against 'what matters' statements Curriculum mapped again 'progression steps' Pupil feedback positive in relation to the changes Pupil performance maintained in literacy, numeracy and accreditation Feedback from parents positive in relation to their understanding of the curriculum in YTC Formal review in July 2022 – prior to statutory roll out Improvements shown and verified for all teachers using CONTINUA Increased % of excellent lessons

To further embed the 4 key purposes in all aspects of the school		<ul style="list-style-type: none"> Exemplification of 4 key purposes undertaken with all staff. Exemplified displays in every class should cement staff knowledge of the 4 purposes 4 purposes at the heart of 'more than just a school'. Branding changed to symbolise the importance of the purposes Topic captures – sent to parents to improve understanding 	JR SJ All Staff	December 2019	1 X Day INSET	<ul style="list-style-type: none"> Staff with a clear understanding of what the 4 purposes look like in our school 4 purposes displays exemplified in every classroom AOLE Staff surveys indicating improved understanding 4 purposes at the heart of 'more than just a school' Conversations developing in relation to measuring the journey to the 4 key purposes Improvements shown and verified for all teachers using CONTINUA Increased % of excellent lessons
Refine and improve AOLE enrichment days for the impact on pupil engagement and staff professional learning	SLO Curriculum for Wales	<ul style="list-style-type: none"> Listen to all enquiries undertaken last year and refine the delivery of enrichment days Plan and deliver 6 x AOLE enrichment days with renewed focus on 4 purposes, what matters statements and progression steps Improve the cross curricula planning for enrichment days with particular focus on STEM Refine the survey issued to capture staff feedback Compile portfolios of evidence which show how AOLE enrichment days inform the 4 Key purposes 	JR – Lead SJ RR LM JT SG	July 2020	6 x days Resource £3500	<ul style="list-style-type: none"> 6 new enquiries undertaken and published indicating impact on learning Improved professional learning relating to the 4 purposes, progression steps and what matters statements Improved planning for cross curricula skills in classrooms Improvements shown and verified for all teachers using CONTINUA Increased % of excellent lessons Improved feedback from SLO survey analysis
Review the school's arrangements for Assessment and Accountability with a focus on what matters	Curriculum for Wales ESTYN	<ul style="list-style-type: none"> Using the school's planning forum and several teachers meeting, engage in professional dialogue around what matters in terms of assessment in YTC Discussions with parents around IDP targets, MOVE, AET, LNF, DCF, INSTEP, BKSB, AOLE targets Produce clear, evidence based rationale relating to what we are assessing in YTC and for what purpose? Develop an e-portfolio and pilot its implementation as an effective tool to engage in formative and summative assessment Review the schools approaches for formative assessment. How effective are our practices in moving learning forward 	SJ – Lead JR RR LM JT SG	July 2020	4 x Tues sessions	<ul style="list-style-type: none"> Evidence based rationale developed relating to the role of assessment in supporting the curriculum Review AfL and assessment policy New e-portfolio developed and piloted Improved practice in formative assessment – Verified by CONTINUA Improvements shown and verified for all teachers using CONTINUA Increased % of excellent lessons
Enquiry to be undertaken		<ul style="list-style-type: none"> A critical analysis into the steps needed to respond to whole school curriculum reform in light of The National Mission 	Julia Render			<ul style="list-style-type: none"> Paper written and summarised into 1 page enquiry poster presentation

Priority 1b – *Develop strong and inclusive practices which respond to ALN Reform*

Target	National Mission Ref	Action	Staff involved	Date	Cost	How will we measure
To continue to pilot IDPs with targeted pupils	ALN ACT	<ul style="list-style-type: none"> Identify 5 further families to undertake IDP pilot. Engage fully with transformation lead, WG and RCT to ensure feedback is listened to and used to drive improvements. Continue to form purposeful and strong relationships with UHB and develop internal capacity to limit potential dispute and conflict 	SJ – Lead LM – ALNCO LL – Admin	July 2020	5 days	<ul style="list-style-type: none"> Feedback from IDP pilots to identify clear ways forward Develop new ALN policy which addresses lessons learned from pilot Maintain physio/OT presence within the school Enhance SALT provision in the school Improved scores on ALN readiness tool
Improve the use and impact of PCP including one page profiles	ALN ACT	<ul style="list-style-type: none"> Review current PCP across the school. Analyse parental feedback relating to annual reviews Analyse staff feedback relating to current 1 page profiles Design new one page profiles with elements of uniformity but which inspire learners. Add important information e.g. sensory profile and communication passports to the document 	LM – Lead DM LW	Easter 2020	Tues session	<ul style="list-style-type: none"> Improved detail included on one page profile Improved relevance to annual review/IDP Improved relevance of information e.g. communication passport and sensory profile Improved scores on ALN readiness tool
Improve staff knowledge of ALN Act and its implications – including conflict resolution	ALN ACT	<ul style="list-style-type: none"> Further staff training undertaken periodically throughout the year Survey staff in terms of their ALN readiness Ensure pilot IDPs are undertaken with different staff in order for them to have a flavour of what to expect Improve staff awareness and skill in dealing with conflict 	LM SJ	July 2020	ongoing	<ul style="list-style-type: none"> Total of 10 staff will have experienced a pilot IDP meeting Improved scores on ALN readiness tool Training records and evaluations Individual staff surveys
To work towards becoming a genuine person centred organisation	ALN ACT	<ul style="list-style-type: none"> Attend the CSC Hub Alliance training on person centred organisations Disseminate knowledge to all staff across the school Make small and subtle changes to the PM arrangements and monitoring cycle to ensure PCPractices are included in everyday organisations Implement PCPractices in SLT and department meetings Train the GB in PCP and begin to experiment with its concepts in committee meetings 	LM – Lead SJ SLT GB	July 2020		<ul style="list-style-type: none"> PCP more apparent in key school functions e.g. annual reviews, performance management, SLT meetings and department meetings GB to have received training and beginning to implement PCP in sub-committee meetings

Tow work closely with UHB and all stakeholders to ensure targets dovetail and sit at the heart of new curriculum	ALN ACT	<ul style="list-style-type: none"> Continue to nurture relationships with therapy staff. Sign SLA with OT and physio to improve the schools capacity Ensure IDP targets sit at the heart of teachers planning and curriculum target setting to drive the 4 key purposes 	SJ SLT	July 2020		<ul style="list-style-type: none"> Improved relevance of target setting which addresses pupil need Improved capacity within the school to be responsive to need and reduce conflict Improved ability for the school to teach and assess what matters linked to 4 key purposes
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Priority 1c- *Improve the consistency and quality of teaching in ASD Classes to keep abreast of growth*

Target	National Mission Ref	Action	Staff involved	Date	Cost	How will we measure
Undertake full review of ASD department focussing o	ALN Curriculum for Wales SLO ESTN Y	<ul style="list-style-type: none"> Full review of ASD to include <ul style="list-style-type: none"> Review of standards Work scrutiny Lesson obs Planning monitoring Anonymous PM Conversations with staff Form a view as to the effectiveness of the department and a rationale for improvement 	DJ SJ SG	Late July 2019	N/A	<ul style="list-style-type: none"> Evaluation undertaken of ASD department Clear action plan for improvement and capacity to cope with growth developed Roll out AET framework to ensure consistently high standards
Re-define staff roles and responsibilities to maintain high standards and to deal with growth	ALN Curriculum for Wales SLO ESTN Y	<ul style="list-style-type: none"> Using Prof learning grant and CSC consortium funding, appoint 1 x additional HLTA to focus on communication across ASD Appoint 2 x Level 3 Teaching assistants with a focus on driving soft standards and purposeful learning environments in the department Re-allocate existing HLTA to a broader role focussing on purposeful learning environments, staff coaching and e-twinning across ASD 	DJ SG GB	HLTA - £2K L3 - £1.5K L3 - £1.5K	December 2019	<ul style="list-style-type: none"> HLTA to focus on improving communication across the ASD department – consider attention autism Level 3s to drive softer standards including environment, pupil wellbeing and behaviour, engagement and structured teaching HLTA – to focus on coaching support staff in ASD to gain knowledge and to use initiative more
Consider improvements needed to the environment	21 st Cen School	<ul style="list-style-type: none"> New ASD friendly playground to be developed with a basic range of SI equipment to increase over time New SI equipment to be purchased to facilitate new SLA Further improve use of tech e.g. comms aids Further improve pre-writing interventions e.g. peg to paper Forest School area to focus on SI 	DJ HB SG	£4k – playground £2k – SI equipment £2k comms aid	Easter 20	<ul style="list-style-type: none"> University research – ‘a FP alternative to TEACCH’ – KK Improved engagement and readiness to learn shown by pupils with SI needs Improved playground facilities to improve engagement at lunch time Improved pre-writing performance Improved communication
Identify professional	NAPL	<ul style="list-style-type: none"> Staff to access a school account with NAS e.g. sensory processing, structured environments, 	SG All Staff			<ul style="list-style-type: none"> Improved staff knowledge across a growing department

learning needs and promote through blended training		<ul style="list-style-type: none"> attention autism Staff to be more aware of on-line blended courses available Face to face training and modelling with OT 				<ul style="list-style-type: none"> Staff using an increasing range of blended learning opportunities Improved behaviour, wellbeing and engagement
OT SLA to focus on sensory processing	ALN ACT	<ul style="list-style-type: none"> School to refine and purchase SLA with the UHB Continue to assess identified pupils with a SI need Develop new SI profile for identified pupils – ensure this is added to one page profile Increased number of hands on modelling sessions with staff Training staff on how to use the new equipment to improve self-regulation and engagement Sessions with parents to promote 24hr curriculum 	SJ SG LB	£11,000 – SLA Costs	July 2020	<ul style="list-style-type: none"> % of children supported to increase % of children with a profile to increase % of staff trained to increase % of staff able to implement strategies independently to increase Improvement in pupil engagement and behaviour Improvement in INSTEP scores Positive parental feedback and transferability of advice
SALT supervision to focus on communication	ALN ACT Curriculum for Wales	<ul style="list-style-type: none"> Appoint HLTA with specific, time limited remit to improve communication across the ASD department Work closely with SALT to scope a potential supervision for HLTA under the SALT provision in the health board Undertake agreed work in line with UHB 	SJ SJ SALT	Unknown Aiming For Costs To come From existing	Easter 2020	<ul style="list-style-type: none"> High level discussions held with UHB and GB Rationale presented to UHB for desired support Costing exercise undertake Potential programme of supervision to be implemented resulting in SALT being secured 5 days per week through HLTA
Enquiry to be undertaken		<ul style="list-style-type: none"> Setting up a foundation phase provision for pupils with ASD – A clash of methodology or an opportunity for change? 	Kristina Kelly			<ul style="list-style-type: none"> Studies completed through MA/PHD work summarised in 1 page poster presentation

8. **Priority 1d-** *Improve teaching and outcomes for Total Communication*

Target	National Mission Ref	Action	Staff involved	Date	Cost	How will we measure
Undertake strategy review of total communication approach		<ul style="list-style-type: none"> Review Policy and strategy for total communication Survey teachers and support staff to ascertain what's working and not working Develop new rationale for further improvement Survey pupils – what's working and not working 	SJ ER CL	December 2020	£1000 Cover	<ul style="list-style-type: none"> Evaluation produced Rationale and implementation plan produced Establish Total communication as YTC second language as part of Curriculum for Wales and LLC AOLE Communication policy and strategy updated and disseminated
Develop training programme for elements of our total		<ul style="list-style-type: none"> ELKLAN Signalong – Whole School training and parents PECS – whole school training through modelling 	CL DR SJ DR	Easter 2020	Prof Learn costs	<ul style="list-style-type: none"> Increased % of staff using signalong Signalong imbedded in context booklets under LLC Increased % trained in PECS and

communication approach		<ul style="list-style-type: none"> Intensive interaction – specific classes Attention Autism – specific classes AAC – Specific classes Work closely with UHB to coordinate clinical supervision for LW and DR to provide external quality assurance Invest in AAC and improve links with Rookwood Hospital 	LW			using <ul style="list-style-type: none"> Increased % of staff trained in intensive interaction Increased % of staff trained in AA/AAC Improved communication INSTEP Improved behaviour Increased % of pupils having a communication device
Identify times to embed total communication throughout the school day		<ul style="list-style-type: none"> Reinvigorate singing and signing DR to model use of PECS in all ASD classed Use of AV equipment in hall to push total communication approach Staff to focus on total communication during breaks HLTA & Level 3 staff to drive softer standards amongst the support staff 	ER CL DR SJ DR LW	July 2020		<ul style="list-style-type: none"> Pupils and staff proficiency of total communication to improve Communication to sit at the heart of all curriculum planning and target setting

9. **Priority 1e- Further Improve teaching and Outcomes for STEM**

Target	National Mission Ref	Action	Staff involved	Date	Cost	
Second ICT coordinator to be Teacher/instructor to model effective STEM teaching in all departments	DCF CW 2022	<ul style="list-style-type: none"> Develop clear rationale for teacher/instructor to focus on empowering teachers to deliver high quality lessons using STEM Review results of staff skills audit to identify tailored training/modelling Produce STEM scheme of work to add to the context booklets Ensure the school's resources keep pace with changing need Push the boundaries of creativity e.g. Drones, animation, VR, Coding, lego etc... Establish a lunch time coding club 	CM DJ AH	Review termly	3 x Days Per Week= £30k	<ul style="list-style-type: none"> Staff skills audit questionnaire showing increase in knowledge Higher % of teaching deemed excellent for STEM CONTINUA records scrutinised Increased pupils engagement and performance in ICT Lesson observations – focus on STEM Work Scrutiny
Ensure ICT infrastructure in school keeps abreast of latest technologies		<ul style="list-style-type: none"> Explore leasing options with the Governing Body Purchase a range of infrastructure including Ipads, laptops, desktops, whiteboard Provide training in the use of this equipment Continue to raise awareness of Hwb and ensure all resources are being used correctly 	Dave Jenkins Chris Myhill Ashlie Holland	Sept 2019	£20k	<ul style="list-style-type: none"> Increased equipment within the school Improved staff confidence to use equipment 3rd Millennium Award 360 degree safe award
Implement a clear DCF tracker which allows teachers to		<ul style="list-style-type: none"> Explore different tracking models in operation across other schools Implement a consistent and robust tracker 	Chris Myhill and Ashlie Holland	Easter 2020	N/A	<ul style="list-style-type: none"> DCF implemented Training provided Pupils baseline information

plan effectively		<ul style="list-style-type: none"> Provide training and time for staff 				transferred to new tracker
Ensure curriculum clearly signposts to DCF skills		<ul style="list-style-type: none"> Provide time for Curriculum planning team to review curriculum and planning documentation Ensure contexts link to areas of the DCF to ensure coverage 	Julia Render Sarah Jones SLT	Easter 2020	Cover	<ul style="list-style-type: none"> DCF implemented Training provided Pupils baseline information transferred to new tracker
Provide 17pprox.1717 academy training for all staff to ensure ICT embedded in all lessons		<ul style="list-style-type: none"> Provide training for teachers to explain the Microsoft Academy resources Provide time for staff to undertake online modules Encourage staff to use skills in innovative lesson planning 	Chris Myhill Ashlie Holland Leigh Wharton			<ul style="list-style-type: none"> Nearly all staff to have visited the Microsoft Academy website Clear digital leaders identified to support other staff Training evaluations indicate excellent feedback
Promote the use of Gsuite to improve collaboration and innovative learning		<ul style="list-style-type: none"> Regular training to be identified on the timetable improved opportunities for collaboration Teachers to use gsuite applications in teaching e.g. Google Classrooms, AfL etc... 	Chris Myhill Ashlie Holland Leigh Wharton			<ul style="list-style-type: none"> Training provided to all staff Clear guidance documents Clear online safety documents Improved collaboration
Provide training to encourage teachers to take risks using ICT in lessons		<ul style="list-style-type: none"> Instructional rounds to focus on innovative ICT use Improved sharing of information and teaching amongst teachers Teachers planning to focus on ICT 	Chris Myhill Ashlie Holland Leigh Wharton			<ul style="list-style-type: none"> Instructional Rounds Training Records DCF assessments Work scrutiny
Improve the use of AT across the school		<ul style="list-style-type: none"> AT team formed AT development plan written Purchase of additional AT resources – building from recent investment Continue to drive external PLC to share best practice Secure clinical supervision from Cwm Taf UHB 	Leigh Wharton Natalie Williams Sarah Jones			<ul style="list-style-type: none"> improved resources in school 5 year development plan written PLC established

Priority 1f- *Improve teaching and outcomes relating to Forest School*

Target	National Mission Ref	Action	Staff involved	Date	Cost	How will we measure
To fully train 2 staff in Level 3 and 1 staff in Level 2 and to combine with existing to ensure coverage across the school	CFW 2022	<ul style="list-style-type: none"> Using ERASMUS funding, 2 staff to complete Level 3 Forest School training and start practicing methodology Using ERASMUS funding, 1 staff to complete Level 2 Forest School training and start practicing methodology Combine the above with existing staff trained in FS to ensure coverage across the school 	SG DR HK CL RM LD	Easter 2020	£1.5k ERASMUS	<ul style="list-style-type: none"> All staff gain accredited training All staff deployed strategically across all areas of the school Timetable developed to ensure all classes have access to FS Improved behaviour and engagement for pupils Improved communication for pupils Improve SI skill development Improved inclusion

Develop a state of the art and fully accessible Forest School provision in the sensory garden	CFW 2022	<ul style="list-style-type: none"> Using AVIVA funding, purchase and install a fully inclusive Forest School classroom to be used in all weathers Using AVIVA funding, purchase additional fully accessible equipment and resources to enhance the FS delivery Using AVIVA funding, purchase storage and safety materials 	SG DR HK	Easter 2020	£24k	<ul style="list-style-type: none"> Resources installed to promote FS teaching all year around Nearly all pupils accessing forest school on a regular and planned basis Improved behaviour and engagement for pupils Improved communication for pupils Improve SI skill development Improved inclusion
Teaching to be at least good in outdoor lessons	CFW 2022	<ul style="list-style-type: none"> All FP delivery to be judged at least good Work scrutiny to be undertaken to verify the quality of work FP leaders to use CONTINUA to record progress Pupil opinion tested 	SG DR HK	July 2020 but ongoing throughout		<ul style="list-style-type: none"> Improvements shown and verified for all teachers using CONTINUA Increased % of excellent lessons

Priority 1g- *Improve Standards for pupil wellbeing*

Target	National Mission Ref	Action	Staff involved	Date	Cost	How will we measure
Continue to roll out MOVE programme through improved collaboration with Physiotherapy	CFW 2022	<ul style="list-style-type: none"> Re-sign the SLA with physio in collaboration with the GB Continue to implement the MOVE programme and associated training Seek external accreditation Work closely with identified pupils and their parents to ensure MOVE is at the heart of their curriculum All opportunities for movement to be fully implemented Generously staff Seren and Seren Fach to acknowledge staffing requirements of MOVE Free up physio from class role to work more broadly across school 	SJ SEREN SEREN F UHB	Ongoing	£11K (EIG)	<ul style="list-style-type: none"> Healthy Schools Phase 4 MOVE accreditation % of children accessing MOVE to increase Increase number of programmes in operation Improved consistency with use of equipment Increased number of school staff implementing programmes MOVE embedded into context booklets
Re-brand Nurture provision to be a wellbeing hub from which all interventions are coordinated across the school	CFW 2022	<ul style="list-style-type: none"> Complete ELSA training for 2 members of staff to make a team of ELSAs ELSA interventions to be coordinated from the wellbeing hub and by nurture staff ELSA to be in place for every department Clear referral protocol to be developed 	SG SN LM	July 2020	£1000	<ul style="list-style-type: none"> Increased % of pupils having wellbeing needs met Improved engagement and behaviour Improved communication through INSTEP Improved IEP target completion ELSA coordinator identified through PM ELSA protocols implemented across

						the school – giving all departments access to ELSA
						<ul style="list-style-type: none"> • All staff clear o
Invest in significant improvements to the environment of Nurture	CFW 2022	<ul style="list-style-type: none"> • Work with LA to improve the following elements of Nurture <ul style="list-style-type: none"> ◦ Decorated throughout ◦ New flooring ◦ New ICT and gaming facilities ◦ New Doors and fobs ◦ New sensory resources ◦ New creative resources ◦ New bathrooms 			£10k (LA)	<ul style="list-style-type: none"> • Improved environment which includes pupil voice and sense of ownership • Improved Boxall • Improved behaviour • Improved INSTEP • Improved THRIVE • Improved social interaction
Trauma Informed Schools training and accreditation	CFW 2022	<ul style="list-style-type: none"> • Designate a newly appointed HLTA as TIS advocate • Undertake training • Undertake Diploma accreditation 	JR LM		£1700	<ul style="list-style-type: none"> • Improved knowledge of TIS • Disseminate knowledge to staff • Diploma • Improved TIS provision
Provide training to all staff focussing on ACES and attachment		<ul style="list-style-type: none"> • Specialist speakers invited into school to deliver training on ACES • Family support offered through the family centre 	Sarah Jones Sean Gilbertson			<ul style="list-style-type: none"> • Training Feedback • Improved empathy and understanding amongst the staff • Improved attendance at Family centre events
Improve understanding of CLA – Gain quality mark		<ul style="list-style-type: none"> • Using the PDG CLA cluster funding, arrange training and gain CLA accreditation • Embed knowledge through family centre provision • Ensure Family Courses cater for CLA children 	Karen Murphy Julia Render			<ul style="list-style-type: none"> • CLA accreditation • Improved engagement with CLA families • improved range of family training/support
all classes to receive THRIVE reassessment		<ul style="list-style-type: none"> • TLR for wellbeing to be released to undertake robust THRIVE assessments • Scores collated and planning coaching with teachers to embed strategies 	Sarah Jones Sean Gilbertson			<ul style="list-style-type: none"> • Dedicated time provided for high quality assessment and coaching • clear analysis of THRIVE data • Improved teacher planning
Promote pupils' rights more widely across the school – gain RRS Silver Status		<ul style="list-style-type: none"> • Renew drive on RRS – Ensure policy review references Rights of Child • Review curriculum to ensure coverage of RRS framework • Apply for and undertake assessment for Level 1 	Ashlie Holland Sean Gilbertson GB			<ul style="list-style-type: none"> • Clear curriculum coverage linking to RRS framework • Silver/Gold Accreditation • Policy review undertaken
Establish a primary and secondary Nurture provision on revolving door basis		<ul style="list-style-type: none"> • Pilot a new primary nurture base in the Primary area – revolving door approach • Establish new secondary nurture provision utilising a revolving door approach • Undertake and analyse BOXALL data to show impact 	Sara Nuthall Lyndsay Moulden Sean Gilbertson			<ul style="list-style-type: none"> • Refurbishment of classroom • Purchase of additional resources • New timetable to facilitate revolving door • Data analysis

Priority 2 – Investing in Staff – Results Through Relationships – BECOMING A LEARNING ORGANISATION

**Link Governor – HR Committee & Standards
Committee of GB**

Teaching Lead – Sarah Jones

Curriculum Lead – Julia Render

Professional Learning Lead – Julia Render

**AOLE Leads – Rachael Rogers, Libby Morris, Sean
Gilbertson and Jo Tilley**

OVERVIEW OF TARGETS:

1. To further develop and nurture a cohesive, reflective, self-improving and emotionally intelligent workforce
2. To develop inspirational leaders at all levers across the school with emphasis on support staff structure
3. To generate improved opportunity for collaboration both within and between schools to improve teaching
4. To further develop robust assessment, evaluation and accountability arrangements – Peer Review
5. To embed a culture of enquiry to improve teaching and learning
6. To refine and co-construct a new professional learning offer that raises aspirations and standard of teaching

Target

1. To further develop and nurture a cohesive, reflective, self-improving, resilient staff team ready to embrace change with optimism
2. To develop inspirational leaders at all levels with emphasis on support staff structure to drive soft standards
3. To generate improved opportunity for collaboration within and between schools with a focus on teaching
4. To develop robust assessment, evaluation and accountability arrangements which are co-constructed and strike a healthy work:life balance. Undertake Peer Review and additional external QA networks
5. To embed a culture of enquiry based practice and add to the school's suite of enquiries
6. To co-construct an aspirational professional learning offer which motivates staff and leads to improved standards

Success Criteria

- Engage in high quality, industry leading, whole school training which focuses on improving resilience and nurturing staff wellbeing in busy working environments. This will lead to a staff ready to embrace change with optimism and professional excitement. Continue to embed a culture of person centred coaching to drive performance management. Continue to embed systems to promote reflective, self-improving staff. E.g CONTINUA, Hwb, EWC Professional Learning Passport
- In collaboration with HR Committee of Governing Body, work towards establishing one Level 3 in each classroom to drive soft standards including changes, personal plans, staff induction etc...Work towards 4 HLTA staff being employed to compliment the work of TLR holders and provide improved capacity for non-contact/collaboration time between teachers.
- **TEACHING FOCUS – ENGAGING LEARNERS AND THE USE OF DCF IN TEACHING.** Using newly appointed HLTA, generate time within the timetable for high quality, professional collaboration. HLTA to be aligned with TLR holders to ensure that all departments have the capacity to work in a collaborative way and develop their working knowledge to maximise the opportunity created by the National Mission. GTP culture of 'growing your own'. Ensure Google Suite is used effectively to electronically collaborate. Collaboratively plan and implement 6 AOLE enrichment days building on the success of 18-19. Continue to thoroughly evaluate the impact of these days on pupil wellbeing, engagement and standards. In addition, evaluate the impact of enrichment days on professional learning of staff. Form small professional networks for staff to meet regularly to discuss and share best practice relating to the principles. Use the instructional rounds methodology to focus on elements of the principles in order to refine the Teaching and Learning Policy linked to CONTINUA. Form triads with a focus on engagement and using ICT in teaching
- Continue to ensure the school is well placed to thoroughly evaluate its performance whilst maintaining work:life balance for staff. Improve target setting and use of SISS to capture evidence of learning. Ensure all quality assurance procedures are co-constructed linking to YTC QA survey. Ensure all QA procedures have the sole focus of celebrating pupil achievement and raising pupil standards **AGAINST THE 4 KEY PURPOSES**. Elements that don't enhance this process should be removed. Improve the % of excellent lessons to 60%. Undertake a peer review to verify standards.
- Undertake robust enquiry methodology which raises standards by sharing best practice. Fully evaluate and write enquiries for AOLE enrichment days, MOVE, OT/Physio SLA, Salford Reading and sensory processing for its impact on behaviour. **Ensure 4 Key purposes act as the driver**
- Work with all staff and GB to co-construct a robust and aspiration professional learning offer. Ensure this offer dovetails with the CSC Hub Alliance offer and the NAEL programmes. In addition, blended learning and online professional learning should be used thoroughly by all staff across the school e.g. Hwb, NAS, WG, Cronfa, e-twinning. Ensure ERASMUS funding is utilised to promote high quality PL

Priority 2a: *To further develop and nurture a reflective and resilient staff team ready to embrace change with optimism*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Invest in staff training and approaches to further develop resilience, self-awareness and TEAM Work	National Mission High quality education on profession ESTYN – Staff wellbeing	<ul style="list-style-type: none"> Engage with the ColourWorks methodology for all staff – renewed focus on professional styles and how to work effectively together in high performing teams Use ColourWorks methodology with the SLT to continue to promote a culture of coaching Revisit school values to ensure they continue to resonate with all staff Work with John Bockleman Evans to promote effective and practical resilience activities 	DJ SJ SG SLT	Dec 2019	£900 £900	<ul style="list-style-type: none"> Staff sickness absenteeism to be 2.5% or less to ensure high levels of consistency High performing teams to continue to realise good results Motivated work force ready to embrace change Strong confident staff focussed on teaching what matters Emotional Health policy/strategy for staff to be developed Investors in People Silver
Invest in school SAS insurance policy to give private health care to staff in order to keep absenteeism down and consistency up	ESTYN Staff wellbeing	<ul style="list-style-type: none"> Continue to invest in private insurance policy to make cost effective arrangements for agency Provide free private health and wellbeing care for all staff Review staff satisfaction through survey 	DJ LB GB	Ongoing	£20k	<ul style="list-style-type: none"> Staff sickness absenteeism to be 2.5% or less to ensure high levels of consistency High performing teams to continue to realise good results Motivated work force ready to embrace change
Continue to empower staff to take control of their own performance by refining QA framework	PTS NAPL	<ul style="list-style-type: none"> Re-visit the enquiry into raising standards through monitoring Refine and publish renewed QA strategy with a strong focus on CONTINUA: <ul style="list-style-type: none"> Engagement and DCF Evidencing of Professional Learning Work scrutiny to focus on progress and assessment for learning Instructional rounds to lead to renewed T&L policy Link with other organisations to provide additional QA 	SLT	Termly Review	N/A	<ul style="list-style-type: none"> Publication of renewed MER protocols All staff implementing reflective practices using CONTINUA as the driver School using CONTINUA across all staff as the primary focus for improvement Improvement seen in teaching observations relating to engagement and DCF CONTINUA records verified internally by SLT and externally by peers Instructional rounds focus on replicating strong practice
Enquiry Focus		•				•
		•				•

Priority 2b- *To develop inspirational leaders at all levels with emphasis on support staff structure to drive soft standards of teaching and learning*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
To continue to improve the structure within the support staff	SLO	<ul style="list-style-type: none"> Ensure 4 HLTAs in total are in post aligned to TLR. Ensure clear and specific remit to lead on an area linked to SIP and to provide increased collaboration time Work towards a Level 3 in every class with a very clear remit to coach and mentor new staff and drive soft standards All teaching assistants to lead on aspects of school organisation 	DJ SLT CG CG LM DR LEVEL 3	Sept 2019	uplifts	<ul style="list-style-type: none"> Improved SLO feedback Improved time for collaboration Improved feedback from staff Improved softer standards Improved induction Reduced teacher workload SIP improvements
To continue to evolve middle leadership roles in response to National Mission	ESTYN	<ul style="list-style-type: none"> Using ColourWorks methodology, engage in further coaching with TLR structure Continue to involve TLR structure in all leadership functions Increased delegation for monitoring and evaluation Increased responsibility for SER&SIP Assign AOLE coordination responsibility to each member of SLT 	DJ SJ JR TLR	Easter 2020	N/A	<ul style="list-style-type: none"> Improved departmental SER & SIP Improved work:life balance for SLT Improved efficiency and effectiveness of QA procedures Effective succession planning
To nurture leadership at all levels across the school	SLO NAPL	<ul style="list-style-type: none"> Identify staff through performance management for whom leadership is their next step Identify whole school projects for them to lead and evaluate Informal leadership sessions to be offered to all staff regardless of role 	DJ SJ JR	Easter 2020	N/A	<ul style="list-style-type: none"> Increased number of staff leading whole school projects Improved validity and effectiveness of PM procedures Clear succession plan
To continue to drive leadership coaching and training for CSC	CSC	<ul style="list-style-type: none"> Continue to drive developments within the CSC: <ul style="list-style-type: none"> Delegate Heads Chair of SEN Heads Hub Alliance New to SEN Future Leaders Aspiring Leaders 	DJ	July 2020	Income Generation	<ul style="list-style-type: none"> Ensure the school is well placed to access external training Ensure the school's reputation is spread

Priority 2c- *To generate improved opportunity for collaboration within and between schools to focus on improving teaching (and 12 pedagogical principles)*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Create capacity within the staff structure to	NAPL PTS SLO	<ul style="list-style-type: none"> Appoint 2 x HLTA posts linked to TLR holders to make 4 in total. These posts should work together to provide improved opportunity for teachers to collaborate 	DJ SLT	Dec 19	Prof Learning Grant	<ul style="list-style-type: none"> A number of TAs employed to promoted posts Increased opportunity for

provide increased opportunity for collaboration	12 pedagogy	<ul style="list-style-type: none"> Work towards a Level 3 TA being deployed in each class. These staff should lead on an area within the school improvement plan to provide further opportunity for collaboration Work to achieve the school's aim of 'growing your own teachers'. Support one member of staff through the GTP to provide more capacity for collaboration 				<ul style="list-style-type: none"> collaboration as verified by staff surveys SLO survey indicates general staff satisfaction with the amount of time allocated for collaboration
Instructional rounds	SLO PTS 12 pedagogy	<ul style="list-style-type: none"> Undertake the school's accepted procedure of Instructional rounds with a focus on 'engaging learners and Digital competence in learning. Undertake an enquiry based on this model in order to articulate what makes teaching effective in YTC Re-write sections of the Teaching and Learning policy 	SJ JR DJ SLT All Teachers All instructors	March 2020	EIG 22 X 1 DAY COVER	<ul style="list-style-type: none"> Improved understanding of what strategies work well to encourage engagement Improved understanding of what strategies work to recap prior learning
Triads	SLO CW 2022 PTS 12 pedagogy	<ul style="list-style-type: none"> Form triads amongst the teaching and instructor staff – focus on engaging learners and DCF as the targeted pedagogical principles Regular timetable slots following instructional rounds for triads to unpick the engaging learners and DCF pedagogical principles Encourage peer observations including a written report on strengths and AFIs. These are not for SLT records but for individual teachers to improve practice through collaboration Triads to feedback to all staff during regular teachers meetings in order to replicate practice 	TLRs Teachers Instructors	March 2020 – July 2020	2 days Per teacher	<ul style="list-style-type: none"> Improved understanding of what strategies work well to encourage engagement Improved understanding of what strategies work to recap prior learning Improved commitment of teachers to academic research to inform their practice Improved reflection and refinement of teaching practices with a healthy culture of risk taking
CONTINUA	SLO CW 2022 PTS 12 pedagogy	<ul style="list-style-type: none"> Ensure self-reflection through Performance management mirrors the school's focus on 2 pedagogical principles Teachers to reflect on their own practice and record evidence of their journey towards mastery of the 2 principles. Quality assure and verify through the school's accepted mechanisms School to use CONTINUA to signpost teachers to areas of strength. Make any video evidence available to teachers via Google Classroom 	SJ DJ JR TLRs	March 2020	Tuesday Night sessions	<ul style="list-style-type: none"> Teachers to have accurate, quality assured evaluations Teachers to be signposted to each other according to areas of strength Improved teaching and mastery of the 2 foci pedagogical principles Increase on % of teaching excellent
Planning Forum and Topic Capture	SLO CW 2022 PTS 12 pedagogy	<ul style="list-style-type: none"> Topic Captures to be drafted with all staff with a focus on teaching techniques to be implemented in order to deliver the curriculum in the best way Planning forum to discuss pedagogy and planning tips in a very informal way. SLT not present but minutes should be kept as evidence Planning documentation and methodology to be kept under constant review. Enquiry throughout the year to refine the materials and processes 	LM SG RR JT Planning Forum	Ongoing	N/A	<ul style="list-style-type: none"> Topic captures developed collaboratively thus increasing TA knowledge A range of pedagogical principles implemented in order to teach the curriculum in the best way New techniques discussed and implement Evaluation and minutes

	gy					indicating way forward
AOLE Enrichment Day programme	NAPL CW 2022 12 pedagogy SLO ESTYN	<ul style="list-style-type: none"> AOLE enrichment groups to reconvene to plan 6 more enrichment days Re-focus on pedagogy during the enrichment days and the what matters statements Re-design survey to focus on analysing staff knowledge and expertise relating to the above Focus on planning inspiring and motivating teaching and learning opportunities 	SLT	Half termly	£500 x Each Day	<ul style="list-style-type: none"> Increased % of excellent lessons Engaging AOLE Days planned that inspire learners Portfolios developed analysing pupil engagement and staff knowledge Staff feedback to be scrutinised and compared with other elements of MER to define ways forward
Enquiry to be completed		<ul style="list-style-type: none"> An analysis of the impact of the MER cycle & teaching and learning policy on raising standards of teaching 	SJ	June 2020	2 days SJ Cover	<ul style="list-style-type: none"> An enquiry to highlight strengths and AFIs of the MER cycle and T&L Policy Use the evidence to inform future direction

Priority 2d- To develop robust assessment, evaluation and accountability arrangements which are co-constructed and strike a healthy work:life balance – *ESTYN Recommendation*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Review current formative and summative assessment procedures and agree new strategy	SLO CW 2022 ESTYN	<ul style="list-style-type: none"> Review the appropriateness of the assessment principles underpinning the new curriculum. Are progression steps broad and specialist enough? Do current assessment processes acknowledge IDP/Statement well enough Review RfL and implement any new guidance along with improved procedures for recording small steps of progress and evidence Review INSTEP/BKSB and aspirational target setting – does this remain appropriate? Review the schools use of LNF/DCF – Is this playing a broad enough role in target setting Review and rationalise other assessment frameworks e.g. AET, MOVE, IEPs, Reading, etc...where do these fit in a robust assessment framework for YTC? Review accreditation offer 	SJ JR SLT PLANNING FORUM WORKING PARTIES	March 2020	Cover	<ul style="list-style-type: none"> Well discussed and agreed rationale for assessment in YTC Clear focus on assessing what matters for our children Clear protocols developed along with a set of non-negotiable minimum expectations Improved relevance of target setting Google technology used effectively to track progress and evidence work Technology provided for class teams to instantly assess pupils work Effective mechanisms for sharing progress with parents at IDP meetings/parents evening
Refocus on formative assessment Marking policy review –	ESTYN CW 2022 SLO	<ul style="list-style-type: none"> Planning forum and members of SLT to review formative assessment processes in school. SLT observations should focus on this in the autumn term Review the marking policy of 'tickled pink/green for 	SJ JR SLT	Dec 2019		<ul style="list-style-type: none"> Clear evaluation of current practices shared for consultation with all staff Show and tell meetings with best examples of formative

		<p>growth' and a star and a wish? How effective are these processes in helping pupils progress their learning</p> <ul style="list-style-type: none"> • How could technology be used to improve formative feedback e.g. Google applications • Review of AfL policy and practices 				<p>assessment to be shared</p> <ul style="list-style-type: none"> • Marking and assessment policy reviewed • Improved practice within classrooms
Evaluate current work scrutiny, work evidence systems and develop e-portfolio	ESTYN CW 2022 SLO	<ul style="list-style-type: none"> • Time for selected teachers to work on an e-portfolio • Research current packages available on the market • Develop an e-portfolio which places the 4 key purposes at the heart but which tracks progress made in meaningful areas of each child's education linked to AOEs, IDPs and interventions 	SJ JR RR	March 2020	Release Time For named people	<ul style="list-style-type: none"> • E-Portfolio developed collaboratively • E-portfolio piloted with named staff • Parents engaged in the process to consider the effectiveness • Challenge advisor engaged to moderate
Review all MER practices for their impact on teaching and outcomes	ESTYN CW 2022 SLO	<ul style="list-style-type: none"> • Build on research undertaken 18 months ago which looked at all quality assurance procedures • Review systems for quality assurance to ensure they focus appropriately on high quality teaching and progress being made by pupils • Ensure CONTINUA sits at the heart of the schools approach to improving teaching. • Ensure QA procedures strike effective balance between support, coaching and challenge 	SLT	Termly 2020	N/A	<ul style="list-style-type: none"> • Improved systems which focus on teaching and progress • Effective balance between support and challenge • Improved excellent teaching as a result of QA procedures • Clear strategic overview of performance enables the school to link teachers together
Department review		<ul style="list-style-type: none"> • Building on success of ASD department review – undertake a full review of the BYC department • Look more in depth at the strengths and AFIs of the BYC department. • A department review should be undertaken each year as good practice 	DJ SJ JR	December 2020	N/A	<ul style="list-style-type: none"> • Verified department SER & SIP • Celebrate strengths and areas for improvement • Ensure the whole of YTC is used to support consistent practice • Staff to feel a part of 'one organisation'
Peer enquiry	ESTYN CW 2022 SLO	<ul style="list-style-type: none"> • Test the school's procedures and performance by engaging in 4 level external quality assurance <ul style="list-style-type: none"> ◦ Peer Enquiry – link with 2 other schools to test performance ◦ Show and Tell events at LNF moderation strategic committee meetings ◦ Network – meet regularly with RCT Special Heads to discuss developments and challenge performance ◦ CSC special heads – engage in this group to test systems and processes • Use new ESTYN SER when released to refine SER and SIP processes 	DJ SJ JR TLRs	Easter 2020	Funded by CSC	<ul style="list-style-type: none"> • YTC learning from best practice in other schools • Leadership experience for SLT • Quality assurance of practice in YTC by experienced individuals • Opportunities to 'show and tell' curriculum developments in response to National Mission • Development of a strong, progressive and high quality curriculum quality assured by peers across the region
Enquiry to be completed		A critical evaluation of internal and external quality assurance to raise standards				

Priority 2e- *To embed a culture of enquiry based practice and add to the school's suite of enquiries to improve the quality of teaching*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Raise the profile of enquiry based practice across the school	SLO NAPL PTS	<ul style="list-style-type: none"> Engage with the Hub Alliance and attend creating a culture of enquiry training Disseminate to all TLRs Disseminate to all teachers Each area of the SIP to be accompanied by an enquiry Each member of staff encouraged through PM to engage in enquiry to improve their teaching 	JR TLR TEACHERS	Termly	Course costs	<ul style="list-style-type: none"> Training notes Improved practices across the school Increasing range of one page enquiries on display in corridor for ease of reference
Enhance the poster style presentation by linking to Spirals methodology	SLO NAPL PTS	<ul style="list-style-type: none"> Engage with the Hub Alliance and attend creating a culture of enquiry training Disseminate to all TLRs Disseminate to all teachers Each area of the SIP to be accompanied by an enquiry Each member of staff encouraged through PM to engage in enquiry to improve their teaching 	DJ JR TLR TEACHERS	Termly	Print costs	<ul style="list-style-type: none"> Training notes Improved practices across the school Increasing range of one page enquiries on display in corridor for ease of reference
Support staff in their pursuits of university accredited courses	SLO NAPL PTS	<ul style="list-style-type: none"> Continue to support members of staff pursuing university accredited courses e.g. <ul style="list-style-type: none"> GTP Masters degrees Diploma TIS NVQs PHD studies Open university degree 	JR TLR	Termly	Course costs	<ul style="list-style-type: none"> Copies of all assignments to be entered in the school research portfolio 1 member of staff to be trained within to become a qualified teacher

Priority 2f- *To co-construct an aspirational professional learning offer which motivates staff and leads to improved standards in teaching*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Build on the analysis of SER, PM and staff surveys to design a core professional	SLO	<ul style="list-style-type: none"> Analyse all PM information Thorough engagement with the National Mission, SLO and NAPL Identify a core offer of professional learning which uses internal expertise and which also draws on the wider 	JR SJ	Easter 2019	Time for JR Print Costs = £400	<ul style="list-style-type: none"> Coherent, progress and bespoke PL offer published to all staff in response to National Mission and PM analysis Costs and logistics included in the

learning offer		<ul style="list-style-type: none"> network Professionally print the document which mirrors CSC publications Share this training locally, regionally and Nationally 				<ul style="list-style-type: none"> plan Upskilling of staff as observed in QA procedures Staff satisfaction surveys
Provide robust capacity with the school year to meet the requirements of statutory training needed in special schools	PL	<ul style="list-style-type: none"> Supplement the core professional learning offer with statutory training needed for special schools along with a clear rationale on how to deliver it. E.g. PECS, Signalong, TEAM TEACH, TEACCH, Manual Handling etc... Add the statutory training to the school's printed PL Offer Compare with other schools for quality assurance 	Julia Render (lead) Sarah Jones TLR holders	Ongoing	Funded From The PL Budget £15k	<ul style="list-style-type: none"> All statutory training completed Register of attendance Delegate feedback analysis Improved practice Improvements in wellbeing Staff satisfaction surveys
Use the schools substantial network to keep abreast of regional and national developments	NAPL	<ul style="list-style-type: none"> Further supplement the professional learning offer with professional learning offered by external agencies e.g. CSC, RCT, WG and the Hub Alliance which explicitly support the SIP Ensure delegates sent on all relevant CSC training relating to the National Mission and record feedback Engage well with all partner schools to ensure robust quality assurance and appropriate external scrutiny 	DJ JR SJ TLRs	Ongoing	Hub Alliance	<ul style="list-style-type: none"> A range of additional training added to the PL offer e.g. <ul style="list-style-type: none"> ACES Voice 21 Hub Alliance Attention Autism Future Leaders New to SEN Culture of enquiry Feedback from delegates is positive and disseminated to staff
Use the schools well established link with ERASMUS to keep abreast of international best practice		<ul style="list-style-type: none"> Research ERASMUS professional learning opportunities and enrol members of staff on elements which will enrich the quality of teaching in Ysgol Ty Coch Learn from exemplary international practice and disseminate to the broader staff team in Ysgol Ty Coch 	CG JR	July 2020	ERASMUS £10,000 Fully funded	<ul style="list-style-type: none"> Rich PL learning experiences gained by 6-10 members of staff High quality dissemination adds international perspective to the schools implementation of National Mission Cutting edge practices used in classrooms in YTC Staff wellbeing enhances
Support staff in their pursuits of university accredited courses	SLO NAPL PTS	<ul style="list-style-type: none"> Continue to support members of staff pursuing university accredited courses e.g. <ul style="list-style-type: none"> GTP Masters degrees Diploma TIS NVQs PHD studies Open university degree 	JR TLR	Termly	Course Costs £5000	<ul style="list-style-type: none"> Copies of all assignments to be entered in the school research portfolio Dissemination of material to other staff to form a research hub
<ul style="list-style-type: none"> Enquiry to be completed 		<ul style="list-style-type: none"> Challenges of providing high quality PL and the impact on learning. 	JR		3 Days release time	<ul style="list-style-type: none"> SWOT analysis Strengths and AFIs for next year Staff perception Impact on learning and professional development

Priority 3 – Unconditional Support for Parents

Link Governor – S Bailey and D Rees

Responsibility – Sarah Jones

Family Liason Officer – Karen Murphy

ASD Lead – Sean Gilbertson

Wellbeing – SG

Accountability – D.Jenkins

OVERVIEW OF TARGETS: - ***to ensure consistency and access to 24hr curriculum***

- **Continue to open the family centre 3 days per week** with increasing number of sessions in the evening and accredited courses e.g. signalong, Early Bird
- **Self Evaluate and improve engagement with families using FaCE guidance** e.g. coffee and create sessions
- **Promote Social Enterprise** - Open Cafe Coch and Garden Centre to capture trade from parents. Use both sites of 14-19 provision to promote high quality social enterprise
- **ALN Awareness building** - Develop a suite of training/awareness raising sessions which specifically address the ALN Code of Practice and the school's readiness tool
- **Develop improved communication with parents/carers** which use a range of formats e.g. ICT, letters, Texts, newsletters, videos, website, Open Evenings, Transition, etc...)

Target

1. *Continue to open the family centre for 3 days per week whilst increasing the number of accredited courses*
2. *Self-evaluate and improve engagement with families using FaCE guidance*
3. *Promote the sixth form social enterprise work by providing improved services to families*
4. *Improve parents/carers awareness of ALN Act and IDPS*
5. *Improve communication with parents and carers*

Success Criteria

- *Using the PDG Grant, release the Family Liaison Officer for 3 days per week. Increase the number of accredited courses on offer to improve the consistency of teaching between home and school. Enquire and run Earlybird and signalong courses in collaboration with Early Years teams and health visitors*
- *Using the FaCE guidance, self-evaluate the schools current approach to family liaison and undertake an enquiry into strengths and AFIs. Produce a clear improvement plan*
- *Further develop social enterprise activities including Garden Centre, Coffee Shop etc...and ensure these facilities are open to parents on a more regular basis. The aim is to ensure family engagement is improved whilst improving the school's financial education in the sixth form*
- *Plan and deliver a series of workshops and pilots to improve parents/carers awareness of the ALN Act with specific emphasis on IDPs. Work to ensure IDP targets are co-constructed and form a central part to each pupil's education*
- *Undertake a SWOT analysis with a parent working party to improve communication systems with parents. Work to ensure parents have up to date progress information and are able to inform the outcomes for each pupil*

Priority 3a- *Expand the number of courses being offered by the family centre with increasing number of accredited courses*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Open the family centre 3 days per week	FaCE	<ul style="list-style-type: none"> Using the PDG Grant, fund Karen Murphy (Family Liaison Instructor) salary to release her timetable commitment Work with internal staff and external providers to develop a menu of support to be professionally produced and available to working and non-working parents Family liaison officer to develop a full suite of formal and informal support for parents to ensure more parents engage with the support offered by the school 	K Murphy S Jones	Easter 2020	£34,000 PDG	<ul style="list-style-type: none"> Family centre open 3 days per week. Catering also for working parents Suite of informal and formal programmes professionally produced Greater number of parents becoming active participants in their child's education Investors in Families accreditation
Delivering accredited courses e.g. Early Bird, Signalong etc...	FaCE	<ul style="list-style-type: none"> Research relevant and useful courses which will improve the consistency of approach between home and school. E.g. Early Bird, Families Connect Deliver a series of accredited courses which cater for working and non-working parents 	K Murphy S Jones	Easter 2020		<ul style="list-style-type: none"> Family centre open 3 days per week. Catering also for working parents Suite of informal and formal programmes professionally produced Greater number of parents becoming active participants in their child's education Investors in Families accreditation
Possible Enquiry - Evaluate impact of Family Centre on pupil learning experiences		<ul style="list-style-type: none"> Undertake formal evaluation of all family services for the impact on parental knowledge and consistency of approach 	K Murphy S Jones			

Priority 3b; Self Evaluate and improve engagement with families using FaCE guidance

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Use the FaCE guidance to self evaluate current provision and develop action plan for next 3-5 years		<ul style="list-style-type: none"> Use the FaCE guidance to structure the work of the family centre Develop clear picture of strengths and AFIs Develop 3 year strategic plan to shape the work of family services in the future Ensure a clear methodology is developed target working parents 	K Murphy	December 2019		<ul style="list-style-type: none"> Thorough evaluation of current performance and areas for improvements Detailed and ambitious development plan drafted More working parents attending supportive events

Priority 3c; Promote Social Enterprise – Open Café Coch and Garden Centre to capture trade from parents. Use both sites of 14-19 provision to promote high quality social enterprise

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Coordinate family centre timetable with P16		<ul style="list-style-type: none"> K Murphy, C Myhill, A Holland and K Pitman to work together to coordinate the timetables 	See overleaf	December 2019	N/A	<ul style="list-style-type: none"> Timetables aligned to ensure family centre activities dovetail with P16 social enterprise sessions
Further develop the Social Enterprise business model with BYC		<ul style="list-style-type: none"> YTC and BYC to work strategically together to use both sites of the school to promote the work of Enterprise <ul style="list-style-type: none"> Plant nursery in BYC – Garden centre YTC Food Skills in BYC – Restaurant in YTC Badge making, reindeer etc...all pupils to have access 	YTC and BYC staff	Easter 2020	Planning Days	<ul style="list-style-type: none"> Chillies to be open 3 days a week Garden Centre Developed and operating from the YTC site Formal plant nursery methodology developed in BYC Young Enterprise award and presentation Increased turn over and profit to be reinvested Pupils develop important life skills leading to High pupil and parent satisfaction
Open social enterprise outlets on 3 days a week to capture passing trade of families and neighbours		<ul style="list-style-type: none"> Increase the advertising and marketing of the social enterprise business Advertise the product range and services online Secure effective banking arrangements which allow pupils to develop important financial education skills but which also comply with audit (BYC private fund) Encourage parents, families and neighbours to engage with social enterprise whilst on site 	J Render C Williams C Myhill	December 2019	N/A	<ul style="list-style-type: none"> Robust banking arrangements leading to effective financial education for pupils Social Enterprise more active within the school Increased number of parents, families and neighbours using the enterprise facilities leading to increased profit Financial education through enterprise forming increasingly large part of P16 education
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• **Priority 3d;** ALN Awareness building – Develop a suite of training/awareness raising sessions which specifically address the ALN Code of Practice and the school's readiness tool

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Develop a suite of training workshops aimed at improving parents		<ul style="list-style-type: none"> 3 Training workshops to be developed <ul style="list-style-type: none"> New to ALN Reform Developing and IDP Conflict resolution and working together Ensure sessions cater for working and non- 	L Morris S Jones D Jenkins	Ongoing	N/A	<ul style="list-style-type: none"> Parental feedback indicating improved knowledge of ALN reform Further improved relationships with parents More efficient and relevant IDPs which focus on meeting pupils needs well

awareness of ALN		working parents				
Continue to pilot IDPs to inform local practice with RCT		<ul style="list-style-type: none"> Work with volunteer families and pupils to continue pilot of IDPs. Work closely with the LA to ensure feedback informs future practice Capture parents and pupil feedback to ensure school practice is highly effective Ensure MDT teams are involved with pilot study to develop a coherent approach to PCP and provision planning 	L Morris S Jones D. Jenkins L Langley	Ongoing	N/A 3 days SJ Provision Mapping	<ul style="list-style-type: none"> Improved working knowledge of IDP process including strengths and AFls relating to YTC approach Provision map developed for each pupil highlighting the need for any additional therapy support where needed Improved parental knowledge of PCP and IDP leading to more efficient and effective provision planning Effective MDT relationships leading to efficient IDP meetings

Priority e; Develop improved communication with parents/carers which use a range of formats e.g. ICT, letters, Texts, newsletters, videos, website, Open Evenings, Transition, etc...)

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Review results of parent questionnaire relating to communication. Research potential new methods		<ul style="list-style-type: none"> Twitter Hwb E-portfolio through Google Drive Parent Mail Written Letter Home:school book Telephone calls home Website 	D Jenkins SLT Admin	December 2019	N/A	<ul style="list-style-type: none"> Thorough evaluation ascertaining effectiveness of current communication strategy Improved mechanism to feedback progress on a termly basis to parents e.g. SeeSaw App, development of e-portfolio, improved use of Hwb/Google Drive to communicate progress and achievements
Host an increasing range of whole school information evenings		<ul style="list-style-type: none"> Open Day – YTC & BYC Transition Evening with Parklane & YHF Sports Days, Concerts, fayres and fetes Parental workshops Parents Evening Questions with the HT Medical appointments Accreditation evening 	D Jenkins SLT Admin	July 2020	N/A	<ul style="list-style-type: none"> Further improved or maintained excellent feedback from parents Improved continuity of approach between home and school Improved relationships with families and improved opportunity to celebrate achievement Improved parental knowledge and readiness for P19 education
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Priority 4 – Support in the Community – Celebrating Difference

Link Governor – L Walker & P Gullidge

Responsibility – David Jenkins

14-19 – Julia Render

Charity Involvement – Sarah Jones

Business PR – Sean Gilbertson

Accountability – D.Jenkins

Divergence in the Community – maximising the community to improve provision and outcomes

- **Promote ability at Sporting Events** e.g. Rugby, Football, Gym, Athletics - improve engagement and representation with Disability Sport Wales. New branded sports kit
- **Promote ability and Expressive Arts Events** e.g. Shakespeare Schools, Internal talent shows, competitions, Eisteddfod etc...
- **Continue to offer Support to Mainstream schools** to promote strong, inclusive schools committed to equality
- **Continue to nurture Strong and reliable Links with business community** - aiming to raise £15,000 in additional review e.g. golf days, sponsorship etc...
- **Continue to improve College Provision** - quality assure and evaluate current provision on standards. Continue to work closely with the college to improve P19 provision
- **After School Club Provision**

Target

1. *Improve pupils healthy lifestyles through Promoting ability at sporting events*
2. *Promote ability and wellbeing through participation at expressive arts events*
3. *Continue to develop support processes for mainstream schools*
4. *Continue to nurture strong and reliable links with the business community*
5. *Continue to improve college provision and the role YTC plays in 0-25 provision*
6. *Improve the provision for pupils after school club provision*

- *Work closely with DSW organisations to promote pupil engagement in sporting activities both within school and at competitions. Combine this work with the broader healthy schools agenda and work towards gaining accreditation*
- *Work closely with a range of expressive arts organisations to generate opportunities for pupils to engage more effectively with expressive arts. Arrange and implement several whole school events aiming at improving pupils engagement with expressive arts e.g. AOLE Days, Panto, Shakespeare schools etc...*
- *Work closely with LA, CSC and local LSCs to offer a menu of support with specific relating to ALN. Offer staff swap opportunities, dissemination of training etc...to ensure the broader RCT ALN provision is enhanced*
- *Continue to prioritise and nurture relationships with local business community. Aim to secure £15,000 additional income through corporate sponsorship programmes and several community focussed events e.g. Golf Day, Race Night etc...*
- *Work closely with the LA and College provision to secure the satellite base continues. Ensure that staff swaps occur on a planned basis to share best practice and expertise with a view to improving the P19 ALN offer. Ensure to offer traded services e.g. work experience opportunities for college students, enterprise activities etc...*

Priority 4a - Improve pupils healthy lifestyles through Promoting ability at sporting events

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Establish and build strong, robust links with DSW RCT branch and identify opportunities for engagement	Healthy Confident individuals	<ul style="list-style-type: none"> Contact DSW rep and arrange a meeting to plan out improved engagement with the service Link with local Paralympic and special athletes who have competed on a National Scale and ensure they become supporters of the school Ensure sport is built into timetables on a more regular basis. More emphasis on pupils developing their fitness through sport Broaden the experiences of all pupils by working with the local community e.g. wheelchair rugby, swimming boccia etc... Consider holding sports day at an athletics track to promote our pupils across the region 	AC KK SG GW	July 2020	Release Time AC UHB SLA	<ul style="list-style-type: none"> Improved links with DSW which promotes the work of pupils and the schools across the region and nationally Improved range of sporting events which children may engage with Improved fitness, wellbeing and behaviour for pupils through sport Improved attendance at sporting events outside of school e.g. RCT Tigers, Athletics and Swimming clubs Paralympic athletes to be regular visitors in school and act as positive role models Achieve Healthy Schools Phase 4 accreditation
Embed Physiotherapy time from UHB into the school's provision for sport	Healthy Confident Individuals	<ul style="list-style-type: none"> Using time associated with the physio SLA, ensure physio tech enhances the inclusivity of PE by supporting sessions Use an increasing range of techniques and equipment to break down barriers Support pupils through the MOVE programme in all parts of the school day 	AC KK SG GW	July 2020	UHB SLA	<ul style="list-style-type: none"> Improved MOVE target completion with more pupils graduating from the approach More pupils engaged in competitive sport Improved access and subsequent mobility, fitness and health Improved confidence and self-esteem
Ensure the school continues to engage in a wide range of external competitions with schools across the region	Healthy Confident individuals	<ul style="list-style-type: none"> Ensure time and capacity is built into the timetable for pupils of all ages to attend inter-school competitions in a range of sport Ensure new sporting kit is purchased and has corporate branding to improve the perceived importance of sport in YTC Pupils to engage in new sports without fear or barriers Pupils' resilience enhanced through improved fitness and confidence levels 	AC KK SG GW		PDG ACCESS GRANT £750	<ul style="list-style-type: none"> Improved attendance at inter-school tournaments Improved range of sports being attempted by pupils Improved confidence Improved fitness and health Improved self-esteem
Reward pupils at an inaugural sports Awards ceremony to be attended by famous Paralympic athletes	Healthy Confident individuals	<ul style="list-style-type: none"> Reinvigorate the house system for pupils and staff across the school Purchase a number of trophies to be awarded to pupils who work hard and overcome barriers to sport Hold an awards ceremony to be attended by role models to present awards 	KK AC SG	June 2020	£500 for trophies	<ul style="list-style-type: none"> Improved attendance at inter-school tournaments Improved range of sports being attempted by pupils Improved confidence Improved fitness and health Improved self-esteem

Priority 4b- *Promote ability and wellbeing through participation at community events which focus on expressive arts events*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Promote involvement in a variety of activities to enrich the curriculum	Enterprising , creative contributors	<ul style="list-style-type: none"> • Ambitious Expressive Arts AOLE enrichment day • Establish a school choir • Competitions and events within school e.g. Christmas, Seconday performance linked to context for learning 'The Railway children' • Competitions and events between schools e.g. African schools choir, BBC Proms, Eisteddfod, Shakespeare schools etc... • KS3 to enter the Welsh Heritage Competition and the John Hopla Competition • Provide pumpkins from school allotments to sell at Pugh's Garden Centre • Attendance at an increasing range of art exhibitions e.g. Display artwork to Wenvoe Garden Centre, Eye Gaze gallery at Garth Olwyg • KS3 to access Garth Olwg Lifelong Learning Centre to use the library and Cyber Café • KS4 to attend inclusion sessions at Bryncelynog Comprehensive for Science lessons • Continue Inclusion Project for some Year 6 pupils with Llanilltud Faerdref Primary one afternoon per week • Primary and Nurture pupils to continue accessing Greenmeadow Riding for the Disabled • 	NW SJ LM RR	July 2020	£1000 AOLE Day	<ul style="list-style-type: none"> • Increasing number of opportunities for pupils to engage with the Expressive Arts • Pupil and staff perception surveys • Increasing number of external events attended where are pupil's abilities are celebrated • Evidence portfolios linking the expressive arts indicate high levels of engagement and fun being had by children • Improved relevance for learners and a broader curriculum offer
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Priority 4c- *Continue to develop support processes for mainstream schools*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Improve the role of the school in the	Self-improving system	<ul style="list-style-type: none"> • Continue to ensure school is represented on SEN Panel • Ensure the school's experienced and skilled staff 	RR SJ	July 2020	N/A	<ul style="list-style-type: none"> • Improved opportunities for social inclusion to be created • Improved opportunities for reverse integration

broader ALN provision across RCT	ALN reform	<p>team is utilised in conjunction with the LA training offer</p> <ul style="list-style-type: none"> To research and potentially deliver increased opportunities for inclusion both into mainstream and into YTC Create further opportunities for project working between schools to share best practice 				<p>to be explored</p> <ul style="list-style-type: none"> Improved project working between mainstream primary schools e.g. Digital Learning project with Llantwit Fadre Potential joint forest school sessions to be developed with mainstream schools
Improve the links with local LSC and mainstream schools		<ul style="list-style-type: none"> Continue with pilot work to offer an increasing menu of support to LSCs Work with officers to share best practice in relation to QA, Review, work scrutiny, CONTINUA Explore potential for staff visits to share and learn from best practice Generate improved opportunities for inclusion Improve transition protocols 	RR SJ	Easter 2020	Release Time RR	<ul style="list-style-type: none"> Improved link with LSC to provide potential for more inclusion for YTC pupils Increased PL for YTC teachers by visits to LSC Strengthened QA procedures in YTC
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Priority 4d- Continue to nurture strong and reliable links with the business community

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Further Develop a clear business strategy to raise essential funds to support the work of the school	<p>CW 2022</p> <p>Enterprising , creative contributors</p> <p>Pedagogical principles – authentic learning</p> <p>Ethical informed citizens of Wales</p>	<ul style="list-style-type: none"> Expand the school's corporate sponsorship programme to approx. 20 business, all of whom give a class £500 in exchange for training etc... Continue to aggressively apply for community funds/grants to support the work of the school Apply to large charities e.g. CIN to expand the provision for after school club Continue to work closely with CSC to utilise any available grant funding e.g. <ul style="list-style-type: none"> Seconded challenge advisor Peer review Hub alliance Delegate heads Host the 3rd annual Pinnacle Golf Day with a goal to raise £10,000 	DJ SG	July 2020	£17,500 income	<ul style="list-style-type: none"> Improved opportunities created for work experience £17,500+ raised to be spent on resources to improve teaching and learning Increasing range of networks in which the school works to improve community understanding of the school and pupils Professional learning opportunities created Improved connection and authentic learning for pupils
To maintain and improve the relationship with FoTC and associated fundraisers	<p>CW 2022</p> <p>Enterprising , creative contributors</p> <p>Pedagogical principles – authentic learning</p>	<ul style="list-style-type: none"> Friends of the School Christmas and Summer Fetes and evening functions including Race night/Quiz night etc. Improved rigour to FoTC – replace trustees and form new vision and business plan Seek to raise an additional £10,000 to support the work of the school 	SJ FoTC	Ongoing	£10,000 Income	<ul style="list-style-type: none"> Improved opportunities created for community engagement £10,000+ raised to be spent on resources to improve teaching and learning Increasing range of networks in which the school works to improve community understanding of the school and pupils Professional learning opportunities created Improved connection and authentic learning for

						pupils
Provide increased work experience opportunities within the business community	CW 2022 Enterprising , creative contributors Pedagogical principles – authentic learning Ethical informed citizens of Wales	<ul style="list-style-type: none"> • BYC working with the Community Council to clear paths and collect litter and provide services to support the immediate community • Rosie's tea shop • YTC social enterprise • Fire Service HQ and Miss Tilley's tea room • Co-op shop 	JT SR LM AH KP CM	July 2020	N/A	<ul style="list-style-type: none"> • More pupils engaged in work related education • Improved understanding of disability in the local business community • Improved engagement and age appropriate learning for sixth form pupils • Improved cohesion across 2 sites of the school • Vibrant YTC social enterprise developing
Develop a lettings business plan and associated set of protocols to generate additional income	Community focussed schools 21 st century schools	<ul style="list-style-type: none"> • Research the way other schools manage their lettings • Develop a lettings guide for YTC – To utilise the pool, hall, trampoline, forest school etc... • Develop a price list and set of basic marketing materials • Test the market for lettings after all insurance and risk has been managed 	LB DJ Governing Body	Easter 2020	N/A	<ul style="list-style-type: none"> • Lettings strategy developed with risk management, pricing and insurance information • Income beginning to be made as a result of letting school equipment

Priority 4e- *Continue to improve college provision and the role YTC plays in 0-25 provision*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Maintain and improve the CYC Satellite provision	Ambitious capable learners	<ul style="list-style-type: none"> • Work closely with RCT & CYC to secure additional funding for satellite college class • Identify appropriate provision and undertake logistical planning exercise for a class to be based in college • Improved links and working relationships with college ALN staff. Staff link visits, CPD sharing etc... • Improved transition planning through transition evening, link visits etc • Assisting the college with development of p19 learning offer 	DJ JR AA KP CM RCT	Sept 2020	£16,000 Paid By RCT	<ul style="list-style-type: none"> • Broader pupil offer at sixth form to keep pupils engaged and motivated • Improved relationship with college including sharing of expertise and staff exchanges • Improved numbers of pupils accessing college as an appropriate p19 provision • Improved number of pupils remaining in college for 2years + • Improved knowledge of FE ALN implementation plan to secure improved transition

Priority 4f- *Improve the provision for pupils after school club provision*

Target	National Mission Reference	Action	Staff involved	Date	Cost	How will we measure
Run a second 2 week summer club in	Community focussed schools	<ul style="list-style-type: none"> • Small team of familiar staff to be assembled to link directly with YEPS • Aim to run summer school for first 2 weeks catering 	DJ SJ YEPS	Sept 2019	N/A	<ul style="list-style-type: none"> • Parent satisfaction survey • Pupil satisfaction survey • 3rd part recognition – YEPS award

conjunction with YEPS	21 st century schools	<ul style="list-style-type: none"> for 24 pupils in total Coincide the club with cleaners/estates holiday rotas to keep costs down and maintenance high Evaluate the provision 				<ul style="list-style-type: none"> Staff satisfaction survey Successful implementation where children had fun
Work closely with YEPS to ensure more after school club provision is offered during term time	Community focussed schools 21 st century schools	<ul style="list-style-type: none"> Rengage conversation with YEPS SLT with a view to increasing after school club provision Consider pricing strategy to improve the rigour and sustainability of a plan Consider any available grant funding to add sustainability 	DJ SJ YEPS	July 2020	N/A	<ul style="list-style-type: none"> Improved after school club offer for families with improved sustainability and longevity Improved progress towards 24hr curriculum offer Reduced cost to society which enables parents to work
Re-engage with RCT to offer the school building at break even cost to realise the vision of opening the school 8-8		<ul style="list-style-type: none"> 				<ul style="list-style-type: none">
Enquiry to be undertaken		<ul style="list-style-type: none"> Measuring the impact on pupil wellbeing from improved engagement with the community <ul style="list-style-type: none"> Each of the sections above to form a chapter with supporting evidence 				<ul style="list-style-type: none">

Priority 5 – Enhancing the Physical Environment

Link Governor – Health and Safety Committee

Responsibility – Primary – RR

Secondary – Lm

ASD – SA

BYC – JT

Wellbeing – SG

Accountability – D.Jenkins

OVERVIEW OF TARGETS:

- Aderyn Playground – SI Equipment
- Accessible Food Tech equipment
- AV equipment all
- Accessible Forest School
- Nurture/Wellbeing Centre creation
- Painting Programme
- 2 x classroom extension in primary area

Target

- Develop a fully integrated and accessible playground for children with a sensory processing difficulty
- Refurbish the food tech room with improved facilities and accessible equipment. New tables, chairs and technology to improve accessibility
- Complete overhaul of AV facilities in the hall to improve the environment
- Establish an accessible, all weather Forest School area and associated high level teaching
- Establish a new Nurture/Trauma/Wellbeing Hub with improved environment and facilities
- Painting programme of primary ASD classrooms
- Planning for 2 x classroom extension of primary area
- Begin to plan for growth in BYC
- Continue to invest in ICT/STEM by re-negotiating leasing contracts

Success Criteria

Fully research the SP needs of pupils within the primary ASD department. Work with OT to develop SP profiles and purchase a range of natural SP playground resources. Lay a strip of artificial turf and provide training for staff and pupils. Aim to increase pupil engagement and reduce undesirable behaviour.

Work closely with pupils and GB to redesign the Food Tech room. Ensure the room is accessible and benefits from a range of AT to ensure all pupils access the facility. Improved pupil independence and life skills

Improved facilities for assembly. 3 screens should be used to promote a total communication approach to assembly. 1 screen to present the main content. One screen for signing support and one screen for symbol support. Improved pupil skill development in communication

Working with Grant funding to redesign the Forest School area of the sensory garden. Aim to build a weather proof environment. Improve pupils wellbeing, problem solving and social interaction skills by promoting high quality outdoor learning

Improved Nurture/Wellbeing/Trauma hub. Re-branding of the environment. New doors, decoration, floor, resources to ensure a motivating environment. Improved THRIVE scores, improved behaviour

Pilli Pala, Lindysyn, Aderyn & Broga re-painted. New softplay equipment in Aderyn to improve SI

Work closely with the LA to design 2 new classrooms in primary to accommodate predicted continued growth. Develop plans for 50 places in BYC over the next 3 years.

Link with procurement, ICT and a range of suppliers to consolidate all photocopying/printing and ICT lease contracts. Look to strip out unwanted elements and make efficiencies to photocopying e.g. managed release software to cut down on waste. Re-invest savings in further STEM including ipads, admin PCs and laptops etc..

