

YSGOL PEN-Y-BRYN



SCHOOL IMPROVEMENT PLAN 22/23

6707000

Learning	
Priority 1	<p>Ensure effective and continuous learning progression for all pupils</p> <p>1.1 Refine our total communication approach and practices 1.2 Further develop SIMS capacity to record all pupil level data 1.3 Further develop qualifications and accreditations</p>
Wellbeing and Attitudes to Learning	
Priority 2	<p>Further develop the impact of pupil voice</p> <p>2.1 Further develop the impact of pupil voice within the school 2.2 Develop a system to track pupil progress in wellbeing 2.3 Embed all 5 principles of The Right Way Children’s Rights Approach 2.4 Devise a PYB Sexualised behaviour toolkit to signpost staff in how best to support the needs of our pupils</p>
Teaching and Learning experiences	
Priority 3	<p>Continue to develop our bespoke Curriculum offer</p> <p>3.1 Revise and embed systems to support learner progress 3.2 Further develop and revise bespoke department curriculum offers 3.3 Develop the mandatory elements of Curriculum for Wales (CfW) 3.4 Extended learning opportunities and develop provision for More Able and Talented (MAT) pupils</p>
Care, Support and Guidance	
Priority 4	<p>Ensure effective oversight, coordination and application of the additional learning provision (ALP) for all pupils</p> <p>4.1 Establish an ALN (Additional Learning Needs) provision map that clearly identifies the ALP (Additional Learning Provision) for all pupils 4.2 Refine and develop internal transition processes 4.3 Develop IDPs and statement to IDP conversion program 4.4 Refine PCRs</p>
Leadership and Management	
Priority 5	<p>Further develop our self-evaluation and improvement planning processes</p> <p>5.1 Further develop and embed revised school improvement cycle and evaluation processes 5.2 Further develop and embed bespoke Pen-y-Bryn Teaching Assistant Learning Pathway (TALP) 5.3 Refine and develop professional learning offer (TLP) 5.4 Address identified Health and Safety issues and implement revised H&S procedures and practice 5.5 Improve outdoor environment, enabling increased opportunities for outdoor learning 5.6 Develop culture of sustainability in line with WG’s Net Zero route map</p>

Priority 1: Ensure effective and continuous learning progression for all pupils 1.1 Refine our total communication approach and practices 1.2 Further develop SIMS capacity to record all pupil level data. 1.3 Further develop qualifications and accreditations	Success Criteria for Priority: <ul style="list-style-type: none"> • Clear roles for the communication staff that support pupils' communication skills • Communication team support staff with training/ interventions • Pupils use AAC appropriate to their needs • Pupils use signs appropriate to their needs • Additional data recorded and collated in SIMS for analysis • 14-19 pathways continue to enable clear and meaningful progression routes and opportunities for all our learners
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Strategic Lead: VP (Assistant Head), ST (Deputy Head), GS (Head)	Links to Curriculum purposes: <ul style="list-style-type: none"> • Ambitious, capable learners • Enterprising, creative contributors • Ethical, informed citizens • Healthy, confident individuals
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Actions	Key Personnel	Timescale	Milestones to Success	Monitoring Strategies	Resource Implications
1.1 Refine our total communication approach and practices 1.1.1 Establish and implement the roles and responsibilities for new communication team posts and revised roles for the existing communication team 1.1.2 Develop and introduce a communication referral system (using the pupil support team model) 1.1.3 Introduce timetabled communication session(s) for all classes 1.1.4 Pilot use of AAC boards across the curriculum with targeted pupils. (Liberator)	LH, VP Communication Team ST, HOD VP, LLoc	Autumn Term Autumn Term Autumn Term Whitsun	<ul style="list-style-type: none"> • Increased capacity. Additional staff with clearly defined roles • A clear referral system for communication support in place • Comprehensive support by targeted communication interventions • All classes have weekly timetabled communication sessions 	Communication meetings Class/ KS meetings ADDS meetings Communication IEP targets Referral forms and the evaluation forms CMG Lesson observations/ Walks Governors SIP committee scrutiny Full governing body meetings	Meeting time Training needs LL and JT Training needs of the staff Scrutiny time Costings for additional communications team post from PDG grant (£.....) Potential BSL training costs (TBC)

1.1.5 Determine most appropriate way to develop incidental signing across the school.	VP, LH	Whitsun	<ul style="list-style-type: none"> ACC boards used across the curriculum for identified pupils 		
1.1.6 Refine the use of Makaton within our communication pathway.	Communication team,	Whitsun	<ul style="list-style-type: none"> A clear pathway for incidental signing is established 		
1.1.7 Refine the use of SCERTS across the whole school	Communication team	Spring Term	<ul style="list-style-type: none"> Greater use of SCERTS across the school for identified pupils 		
1.2 Further develop SIMS capacity to record all pupil level data					
1.2.1 Establish a DCF skills tracker in SIMS	LHon,	Spring Term	<ul style="list-style-type: none"> School using the revised DCF framework to support planning and IEP target setting 	ADDs meetings CMG meetings Lesson observations/ learning walks IEP data	Non-contact development time for CC to work with LH Meeting time (ADDs, CMG, SLT)
1.2.2 Audit and determine every pupil recording data set that is not recorded in SIMS	LHon, CMG	Whitsun	<ul style="list-style-type: none"> Updated assessment tools to monitor and evaluate pupil progress 	Assessment pathways Governors SIP committee scrutiny	Planning times Training time
1.2.3 Assess compatibility of data streams for transfer to SIMS	LHon	Spring Term	<ul style="list-style-type: none"> Greater use of sims to record and analyse all assessment packages 	Full governing body meetings	
1.2.4 Build SIMS templates and marksheets for transferable data streams	LHon	Autumn Term			
1.2.5 Establish clear protocols for recording and reporting all data sets that sit outside of SIMS	ST, VP, LHon	Autumn Term			
1.2.6 Create an assessment pathway for all learners	ST, VP, FC	Spring Term	<ul style="list-style-type: none"> All learners have a clear pathway of all assessment packages to inform bespoke target setting and next steps enabling pupil progression. 		
1.3 Further develop qualifications and accreditations			<ul style="list-style-type: none"> Additional assessment tools to meet the needs 	ADDs meetings Classroom delivery	Meeting time Planning times Qualification costs (TBC)

1.3.1. Create pre-accreditation Agored G band units using Abllls skills.	SM, VP	Whitsun	<ul style="list-style-type: none"> of all our learners established A menu of appropriate qualifications that enable clear meaningful progression routes for all 14-19 learners and ensure opportunities to fulfil their potential in place 	Duke of Edinburgh awards Governors SIP committee scrutiny Full governing body meetings	
1.3.2. Develop a pre-entry pathway for our more complex learners	CE, LL, VP	Whitsun			
1.3.3 Research appropriate qualifications and accreditations to meet the needs of our more able and talented pupils (MAT)	VP, LL	Spring term			
1.3.4. Further develop Duke of Edinburgh pathway	KE, EE, DS	Spring term			

Priority 2: Further develop the impact of pupil voice 2.1 Further develop the impact of pupil voice within the school 2.2 Ensure referral processes for intervention programmes effectively enable each pupil to access the support required. 2.3 Embed all 5 principles of The Right Way Children’s Rights Approach 2.4 Devise a PYB Sexualised behaviour toolkit to signpost staff in how best to support the needs of our pupils	Success Criteria for Priority: <ul style="list-style-type: none"> Pupil voice is evident in planning and evaluation. Pupils and staff know how they contribute at a decision-making level through a variety of pupil voice activities led by the school council Pupils, staff and all stakeholders are aware of The Right Way and how the school are ensuring pupils rights are valued. Staff are well equipped to support pupils to have healthy relationships Staff know where to signpost pupils and families for support in dealing with sexualised behaviours.
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Strategic Lead: LL (Assistant Head), ST (Deputy Head), GS (Head)	Links to Curriculum purposes: <ul style="list-style-type: none"> Ethical, informed citizens Healthy, confident individuals
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Actions	Key Personnel	Timescale	Milestones to Success	Monitoring Strategies	Resource Implications
2.1 Further develop the impact of pupil voice within the school 2.1.1 Allocate time, schedule and timetable regular meetings of school council 2.1.2 Ensure all classes has a specified timetabled session for pupil voice.	ST LL ST LL LL, CMG	Autumn term Spring term	<ul style="list-style-type: none"> Regular and consistent meeting time allows school council to progress priorities 	Council minutes Planning, learning walk, work scrutiny, moderation Results of CARES survey Eco committee minutes Budget	Meeting time Planning times Pupil Voice budget £5,000 (TBC) from school fund account

<p>2.1.3 Roll out the use of SAVI for non-verbal pupils</p> <p>2.1.4 Further embed current systems for pupil voice in planning and evaluation</p> <p>2.1.5 Undertake the CARES survey with all classes</p> <p>2.1.6 Identify members of school council to form an Eco sub-committee</p> <p>2.1.7 Establish a budget for pupil voice group/s to plan, spend and account for</p>	<p>Teachers</p> <p>LL DS</p> <p>LL, ST HE</p> <p>SH</p>	<p>Autumn term</p> <p>Autumn term</p> <p>Autumn term</p> <p>Autumn term</p> <p>Autumn term</p>	<ul style="list-style-type: none"> • Pupils can communicate their opinions to the council • Pupils are fully involved in planning and can evaluate their learning where appropriate • All classes complete CARES survey annually to inform the pupil wellbeing action plan • Regular and consistent meeting time for Eco committee • Council and eco have an annual budget 	<p>Governors SIP committee scrutiny</p> <p>Full governing body meetings</p> <p>Governors Finance committee</p>	
<p>2.2 Ensure referral processes for intervention programmes effectively enable each pupil to access the support required.</p> <p>2.2.1 Devise a tracker to identify what interventions are available</p> <p>2.2.2 Develop a system to track the interventions pupils have accessed</p> <p>2.2.3 Deliver training for all staff to enable effective use of tracking systems</p>	<p>LH ST LL</p> <p>LH ST LL</p> <p>LH</p>	<p>Autumn term</p> <p>Autumn term</p> <p>Autumn term</p>	<ul style="list-style-type: none"> • Staff are aware of what interventions are in place • Staff are informed of historic and current interventions for each pupil • Staff use systems in place to support pupils in effectively accessing the correct support • Leaders use tracking data to analyse the 	<p>Governors SIP committee scrutiny</p> <p>Full governing body meetings</p> <p>Council minutes</p> <p>Planning, learning walk, work scrutiny, moderation</p>	<p>Development time for LH</p> <p>Meeting time (ADDs, CMG, SLT)</p> <p>Planning times</p> <p>Training time</p>

			effectiveness of interventions		
<p>2.3 Embed all 5 principles of The Right Way Children's Rights Approach (I took this from the matrix)</p> <p>2.3.1 Embedding – ensure staff have a sound knowledge of children's rights</p> <p>2.3.2 Equality and non-discrimination - give information to children in an appropriate language or format</p> <p>2.3.3 Empowering - develop pupil awareness of their rights and how to use them</p> <p>2.3.4 Participation – use pupil voice systems to listen to pupils and take their views seriously</p> <p>2.3.5 Accountability- regularly report to all stakeholders including pupils on the work done with regards to pupils' rights?</p>	<p>LL</p> <p>LL</p> <p>LL</p> <p>LL</p> <p>LL</p> <p>LL</p>	<p>Autumn term</p> <p>Spring term</p> <p>Spring term</p> <p>Spring term</p> <p>Autumn term</p>	<ul style="list-style-type: none"> • The right way is referenced in planning • All classes hold a rights assembly weekly linked to the focus right • All pupils have the opportunity to successfully access information that affects them • Pupils where appropriate can talk about their rights with confidence • Pupils are able to contribute to the design, monitoring and evaluation of the service they receive • Pupils and other stakeholders are kept updated about children's rights work 	<p>Monitoring of matrix</p> <p>Meetings with staff involved</p> <p>Annual update report</p> <p>Governors SIP</p> <p>committee scrutiny</p> <p>Full governing body meetings</p> <p>Council minutes</p> <p>Planning, learning walk, work scrutiny, moderation</p>	<p>Development time for LL, STh, Meeting time (ADDs, CMG, SLT)</p> <p>Planning times</p> <p>Training time</p> <p>Cost of resources (TBC)</p>
<p>2.4 Devise a PYB Sexualised behaviour toolkit</p> <p>2.4.1 construct a PYB toolkit for sexualised behaviours</p> <p>2.4.2 Staff session to contribute to toolkit</p> <p>2.4.3 Staff training in use of toolkit</p> <p>2.4.4 Trial of use of toolkit</p>	<p>LL</p> <p>LL, staff</p> <p>LL</p> <p>LL, staff</p> <p>Staff</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Spring Term</p>	<ul style="list-style-type: none"> • Staff feel able to support pupils displaying sexualised behaviours • Staff know where to signpost families for support 	<p>Inset session</p> <p>Governors SIP</p> <p>committee scrutiny</p> <p>Full governing body meetings</p> <p>Council minutes</p> <p>Planning, learning walk,</p>	<p>Development time for LL</p> <p>Meeting time (ADDs, CMG, SLT)</p> <p>Planning times</p> <p>Training time</p>

				work scrutiny, moderation Pupil support team meetings	
Priority 3 Continue to develop our bespoke Curriculum offer 3.1 Revise and embed systems to support learner progress 3.2 Further develop and revise bespoke department curriculum offers 3.3 Develop the mandatory elements of Curriculum for Wales (CfW) 3.4 Extended learning opportunities and develop provision for More Able and Talented (MAT) pupils			Success Criteria for Priority: <ul style="list-style-type: none"> • Staff are able to describe the purpose and intended learning of sessions within their departments • All staff are able to describe learning taking place within a single session and how they can support further progression • Areas of strength and for development and innovation are highlighted within department curriculum offers • Staff are aware of the mandatory elements of the curriculum and deliver them • All MAT learners are identified and appropriately challenged 		

Strategic Lead: FC (Assistant Head), GS (Head), ST (Deputy Head)	Links to Curriculum purposes: <ul style="list-style-type: none"> • Ambitious, capable learners • Enterprising, creative contributors • Ethical, informed citizens • Healthy, confident individuals
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Actions	Key Personnel	Timescale	Milestones to Success	Monitoring Strategies	Resource Implications
3.1 Revise and embed systems to support learner progress 3.1.1 Revise lesson observation toolkit 3.1.2 Revise MER processes with a focus on learner progress 3.1.3 Develop bank of good practice library content that highlights and describes learner progress	ST, VP, FC ST, FC ST, VP, FC	Autumn Term Autumn Term Whitsun	<ul style="list-style-type: none"> • Lesson observation toolkit is revised and shared with staff. Good lesson guide explicitly includes key elements linked to learner progress and staff co-construct a narrative of 	Lesson observation data Professional discussion forms Learning walk report Book scrutiny Learning journey moderation	Development time for FC Meeting time (ADDs, CMG, SLT) Planning times Training time

<p>3.1.4 Establish PLN enquiry groups with a focus on learner progress</p> <p>3.1.5 Develop understanding of the 12 pedagogical principles</p>	<p>FC, CMG, all teachers</p> <p>FC, all teachers</p>	<p>Spring Term</p> <p>Whitsun</p>	<p>why it is important and examples for each section.</p> <ul style="list-style-type: none"> • Autumn term lesson observations focus on learner progress (3.1.1), professional discussions take place after observation around learner progression • Drop in learning walk week followed by professional discussions • Staff can describe learner progress framed around the integral skills with accompanying work. • Good practice library submissions given by staff not taking part in learning walks • Selected submissions used with staff in ADDS sessions where they are identifying the learning and the progress • PLN enquiry groups to share action research from 2021 – 2022 • Three PLN established; how to develop provision for MAT learners; how the use of AAC boards 	<p>Learner progression moderation</p> <p>PLN meeting minutes</p> <p>PLN form1, 2, 3 submitted to NPEP/WG</p> <p>ADS workshop series presentation and output.</p> <p>MER calendar</p> <p>Governors SIP committee scrutiny</p> <p>Full governing body meetings</p>	<p>NPEP grant 2022 – 2023 (£?????) apply each year for the next 3 years</p>
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			<p>supports engagement; how to increase engagement through improved pupil voice</p> <ul style="list-style-type: none"> • Half term PLN group meetings take place • 12 Pedagogical principles workshop series in ADS and ADS/TADS 		
<p>3.2 Further develop and revise bespoke department curriculum offers</p> <p>3.2.1 Gather stakeholder input for whole school and department rationales</p> <p>3.2.2 Finalise whole school and department rationales</p> <p>3.2.3 Further develop department curriculum offers</p> <p>3.2.4 Develop a shared understanding of principles of progression and an understanding of the statements of what matter</p>	<p>GS, ST, stakeholders, HOD</p> <p>GS, ST, HOD</p> <p>FC, HOD, all staff</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Whitsun</p> <p>Whitsun</p>	<ul style="list-style-type: none"> • Questionnaire sent out and responses collated. • Rationales are edited to reflect stakeholder input. • Rationales are shared. • Departments have a curriculum offer mapped against I can statements and statements of what matter. • Areas of strength and improvement have been identified and are shared with SLT. • Key concepts are selected from each statement of what matters for M&N and H&W. • Staff complete a PyB M&N Curriculum document describing how concepts develop through the principles of progression. 	<p>Questionnaire data</p> <p>Complete Rationales</p> <p>Curriculum Offer documents</p> <p>SLT minutes</p> <p>PYB Curriculum document</p> <p>PL Calendars</p> <p>Governors SIP committee scrutiny</p> <p>Full governing body meetings</p>	<p>Development time</p> <p>Meeting time (ADDs, TADs, Dept, CMG, SLT)</p> <p>Planning times</p> <p>Training time</p>

			<ul style="list-style-type: none"> Staff have started PYB H&W Curriculum document describing how concepts develop through the principles of progression. 		
<p>3.3 To develop the mandatory elements of Curriculum for Wales (CfW)</p> <p>3.3.1 Ensure cross curricular responsibilities are delivered through each of AoLEs</p> <p>3.3.2 Continue to develop the Relationships and Sex Education (RSE) curriculum by accessing support from external agencies such as Spectrum Wales</p> <p>3.3.3 Develop Careers and Work-Related Education (CWRE) as a cross cutting theme within the PYB curriculum</p> <p>3.3.4 Share Religious Values and Ethics (RVE) syllabus shared with staff</p> <p>3.3.5 Include RVE coverage and topics included in planning</p>	<p>FC, CMG, AoLE teams</p> <p>LL, KE</p> <p>LL, BP</p> <p>MB</p> <p>MB</p>	<p>Autumn term</p> <p>Spring term</p> <p>Spring term</p> <p>Autumn term</p> <p>Spring term</p>	<ul style="list-style-type: none"> Curriculum offers include the CCS and a description of how they link CCS are included on topic webs RSE is monitored in planning RSE sessions are delivered by Spectrum Wales Audit of CWRE carried out Teachers are aware of what links to CWRE and can include them within planning New RVE syllabus is shared with staff Links between RVE and RSE have been highlighted on a support grid RVE topics are included in planning 	<p>Curriculum offer documents</p> <p>Topic webs</p> <p>Planning: long term, medium term and short term</p> <p>PL Calendar</p> <p>Output from RVE</p> <p>ADS</p> <p>CMG minutes</p> <p>Planning evaluations</p> <p>Governors SIP committee scrutiny</p> <p>Full governing body meetings</p>	<p>Development time for LL, MB, KE</p> <p>Meeting time (ADDs, CMG, SLT)</p> <p>Planning times</p> <p>Training time</p>
<p>3.4 Extended learning opportunities/ developing provision for More Able and Talented (MAT) pupils</p>			<ul style="list-style-type: none"> Spread sheet of MAT learners completed 	<p>MAT register completed</p>	<p>Development time</p> <p>Meeting time (ADDs, CMG, SLT)</p>

<p>3.4.1 Identify PYB MAT pupils</p> <p>3.4.2 Develop and deliver progression step 3 Film skills sessions</p> <p>3.4.3 Introduce Inclusive Skills Wales within the sixth form curriculum</p> <p>3.4.4 Create opportunities for developing Welsh language skills with MAT learners throughout the curriculum</p>	<p>FC, Teachers JW</p> <p>KE, LL, ST</p> <p>LH, VP, ET</p>	<p>Whitsun Whitsun</p> <p>Autumn term</p> <p>Whitsun</p>	<ul style="list-style-type: none"> • Film Skills sessions are delivered to a target group of progression step 3 learners • Sixth form options to include selected inspiring skills areas. • Learners to be entered for inspiring skills competitions • Identify learners for Criw Cymreig. Sessions delivered to learners to support Welsh Language development within set Welsh sessions on timetables 	<p>Film Skills planning and evaluations CMG minutes DIP evaluations AoLE action plan evaluations Governors SIP committee scrutiny Full governing body meetings</p>	<p>Planning times Training time</p> <p>3.4.2 Cost of entry into competitions</p>
<p>Priority 4 Ensure effective oversight, coordination, and application of the additional learning provision (ALP) for all pupils</p> <p>4.1 Establish an ALN (Additional Learning Needs) provision map that clearly identifies the ALP (additional learning provision) for all pupils</p> <p>4.2 Refine and develop internal transition processes</p> <p>4.3 Develop IDPs and statement/IDP conversion program</p> <p>4.4 Refine PCRs</p>			<p>Success Criteria for Priority:</p> <ul style="list-style-type: none"> • Bespoke Pen-y-Bryn provision map established • Clear – ‘at a glance’ identification of individual pupils’ additional learning needs • Clear – ‘at a glance’ identification of individual pupils’ learning provision (ALP) • Procedures for updating and editing provision map operating effectively • Revised internal transition processes established and operational • Timetable of activities/sessions in the calendar for Yr. 11 pupils at 6th form centre • Clear timeline for statement to IDP conversion established • Revised sequence, timings, and stages in PCR cycle operating effectively • ALN admin person is effective in enabling PCR processes to operate effectively • End of key stage celebration events in place 		

	<ul style="list-style-type: none"> Complete a PCR calendar for 2022/23 and establish routine for informing all stakeholders
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Strategic Lead: BP (ALNCo), ST (Deputy Head), GS (Head)	Links to Curriculum purposes: <ul style="list-style-type: none"> Ambitious, capable learners Healthy, confident individuals
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Actions.	Key Personnel	Timescale	Milestones to Success What completing this action will result in	Monitoring Strategies	Resource Implications
4.1 Establish an ALN provision map that clearly identifies the ALP for all pupils 4.1.1 Assess/determine the capability that SIMS has for recording 4.1.2 Establish provision mapping data base/spreadsheet 4.1.3 Collect ALP data and record in provision map 4.1.4 Determine and communicate protocols for collecting and editing data 4.1.5 Determine and communicate procedural links to PCRs, admissions and IDPs	BP, ST, EL BP, EL, LHo BP, EL, LHo BP, EL, LHo BP, EL, LHo	Autumn Term Whitsun Spring Term Autumn Term Autumn Term	<ul style="list-style-type: none"> Format/requirements for provision map determined Provision map in place Procedures for updating and editing provision map operating effectively Provision map is effective reference for informing plans, planning, PCRs and IDPs 	Governors SIP committee scrutiny Full governing body meetings	development time for BP to work with EL Meeting time (ADDs, CMG, SLT) Planning times Training time
4.2 Refine and develop internal transition processes 4.2.1 Determine a calendar for internal transitions between classes and key stages 4.2.2 Establish the actions and protocols and timelines for internal transitions between classes and key stages	BP/ST/HOD BP, HODs	Autumn term Autumn term	A smoother transition for the pupils/time for staff to share information ROA ceremony for pupils/parent/carers	CMG meetings Governors SIP committee scrutiny Full governing body meetings	Meeting time (ADDs, CMG, SLT) Planning times Training time

4.2.3	Establish Clase site 'Open day'	BP, HODs, teachers	Spring term	Yr 11 PCR completed at 6 th		
4.2.4	Further develop Post 16 'Open day'	KE, VP, BP	Whitsun	form campus		
4.2.5	Revise and develop Year 11 to Post 16 transition processes	BP, LH	Whitsun	A range of timetabled activities for summer term	HOD KS4 and 5 to meet	
4.2.6	Establish end of key stage celebration events	BP, HODs	Whitsun			
4.3.	Develop IDPs and statement/IDP conversion program					
4.3.1	Continue participation in LA (Local Authority) IDP (Individual Development Plan) working group	ST/BP	Autumn Term	<ul style="list-style-type: none"> Current pupils' IDPs provide a blueprint for IDPs Clear timeline for statement to IDP conversion established Pilot conversion group established Pilot group have IDPs Pilot group PCRs link to IDP 	Governors SIP committee scrutiny Full governing body meetings	Meeting time (ADDs, CMG, SLT) Planning times Training time
4.3.2	Analyse IDPs of incoming pupils	BP	Autumn Term			
4.3.3	Establish timeline for conversion in line with National conversion timeline	BP	Autumn Term			
4.3.4	Determine identified group for IDP/statement conversion	BP	Autumn Term			
4.3.5	Convert identified group statements to IDPs	BP	Whitsun			
4.4	Refine PCRs					
4.4.1	Devise job description, establish pay and grading, recruit and appoint ALN admin assistant	SH, BP, GS	Autumn Term	<ul style="list-style-type: none"> ALN admin person appointed Roles and responsibilities regarding PCR processes understood by all and operating effectively Revised sequence, timings, and stages in PCR cycle operating effectively ALN admin person is effective in enabling PCR processes to operate effectively 	Governors SIP committee scrutiny Full governing body meetings	ALN Admin salary costs (£18,551 pa) £10,821 for 2022-23 financial year Development time for BP to work with EL Meeting time (ADDs, CMG, SLT) Planning times Training time
4.4.2	Establish the role of the ALN admin post and revised responsibilities for all in the PCR process	BP, EL	Autumn Term			
4.4.3	Establish revised sequence, timings, and stages in PCR (Person Centred Review) cycle	BP	Autumn Term			
4.4.4	Implement revised PCR procedures including ALN admin responsibilities	BP, EL	Autumn Term			
4.4.5	Conduct half-termly review of implementation	BP, EL	Autumn term			

4.4.6 Link PCRs to IDPs in accordance with timeline for phased conversion of statements to IDPs	BP, EL	Autumn term			
Priority 5: Further develop our self-evaluation and improvement planning processes 5.1 Further develop and embed revised school improvement cycle and evaluation processes 5.2 Further develop and embed bespoke Pen-y-Bryn Teaching Assistant Learning Pathway (TALP) 5.3 Refine and develop professional learning offer (TLP) 5.4 Address identified Health and Safety issues and implement revised H&S procedures and practice 5.5 Improve outdoor environment, enabling increased opportunities for outdoor learning and pupil wellbeing			Success Criteria for priority. <ul style="list-style-type: none"> All staff are aware of their CPD needs and how they can be met There is a clear pathway in place for TA progression Governors are active participants in MER activities at PYB, influence school improvement and understand and challenge SLT on standards and progress Staff and governors have a clear understanding of their role and work confidently together to move the school forward Revised self-evaluation/school improvement cycle and processes are embedded Professional learning is a strength of the school Enhanced outdoor environment Greater opportunity for outdoor learning experiences Health and safety are addressed promptly and efficiently 		
Strategic Lead: SH (School Business Manager), GS (Head), ST (Deputy Head)			Links to Curriculum purposes: <ul style="list-style-type: none"> Ambitious, capable learners Enterprising, creative contributors Ethical, informed citizens Healthy, confident individuals 		

Actions	Key Personnel	Timescale	Milestones to Success	Monitoring Strategies	Resource Implications
5.1 Further develop and embed revised school improvement cycle and evaluation processes					
5.1.1 Establish a template for recording meetings consistently	GS	Autumn Term	<ul style="list-style-type: none"> Consistency of recording for all school meetings 	SLT Minutes CMG Minutes Governors Minutes MER Calendar School Calendar	Development time for EL Meeting time (ADDs, CMG, SLT)
5.1.2 Establish the capacity to record all meetings consistently (Identify, train, and assign minute takers)	GS/SH	Autumn Term	<ul style="list-style-type: none"> Clear and documented accountability for agreed actions. 	School Calendar Governors SIP committee scrutiny	Planning times Training time Possible overtime for administration

5.1.3	Ensure all meetings consistently record key points and identify agreed actions, responsibility, and timescales (meetings start with previous actions)	GS/SH	Autumn Term	<ul style="list-style-type: none"> • Clear expectations for all 	Full governing body meetings	team for after school meetings (TBC)
5.1.4	Establish and embed revised school improvement cycle	GS	Autumn Term	<ul style="list-style-type: none"> • Revised school improvement cycle operating effectively 		
5.1.5	Introduce revised reporting requirements and templates for recording	GS	Autumn Term	<ul style="list-style-type: none"> • Governors systematically well informed on improvement actions, developments and impacts 		
5.1.6	Revise governor's meetings schedule	SH	Autumn Term			
5.2	Further develop and embed bespoke Penny-Bryn Teaching Assistant Learning Pathway (TALP)				TALP attendance records TA Performance Management TALP Evaluation Feedback Governors SIP committee scrutiny Full governing body meetings	Development time for BP Meeting time (ADDs, CMG, SLT) Planning times Training time One morning of non-contact time for every TA, each half term on a rolling programme
5.2.1	Revise content of sessions and program overview	BP	Autumn Term	<ul style="list-style-type: none"> • Consistency of knowledge and understanding amongst PYB TAs 		
5.2.2	Revise TALP groups and timetable for sessions	BP	Autumn Term			
5.2.3	Establish link to TA performance management and standards review	BP	Autumn Term	<ul style="list-style-type: none"> • TALP operating effectively 		
5.2.4	Conduct participant and peer evaluation following each (half-termly) round of delivery	BP	Autumn Term	<ul style="list-style-type: none"> • TAs impact on teaching and learner progress enhanced 		
5.2.5	Ensure TA performance management targets are in place by November half term recess	BP	Autumn Term	<ul style="list-style-type: none"> • TAs are empowered to carry out their role to the best of their ability 		
5.2.6	Evaluate and revise program	BP	Whitsun	<ul style="list-style-type: none"> • TA performance management operating effectively 		
5.3	Refine and develop professional learning offer				Training records Mandatory Training Spreadsheet Performance Management	Development time for FC Meeting time (ADDs, CMG, SLT) Planning times Training time
5.3.1	Further develop system to plan, record and monitor all professional learning and CPD	BP/FC	Autumn term	<ul style="list-style-type: none"> • Targeted and appropriate training offer in place 		

5.3.2	Introduce a regular internal programme of teacher CPD linked to pedagogical principles (TLP) (link to 5.3.3)	FC	Autumn term	<ul style="list-style-type: none"> Targeted CPD ensures highly effective staff Staff aware and comply with policies and procedures expected of them Staff able to self-evaluate and identify their professional developmental needs All mandatory training is completed as, when and by whom required 	Standards Reviews Governors SIP committee scrutiny Full governing body meetings	
5.3.3	Embed use of standards review to encourage self-analysis and provide a basis for performance management discussions	BP/FC	Whitsun			
5.3.4	Further develop mandatory training spreadsheet to include all mandatory and H&S training (CPI, manual handling etc)	SH	Autumn Term			
5.3.5	Introduce process and recording system that ensures all staff are aware of policies and procedures of the school	SH	Autumn Term			
5.3.6	Introduce process of governor mentoring	AP/GS	Autumn term			
5.3.7	Introduce revised programme of internal governor training	GS	Autumn term			
5.4	Address identified Health and Safety issues and implement revised H&S procedures and practice					
5.4.1	Implement plan to resolve all H&S issues identified by Estyn	SH	Autumn Term			
5.4.2	Flatten and turf area to rear of lower school playground	SH	Spring Term			
5.4.2	Removal of bottle greenhouse/old shed from area to side of upper school	DT	Autumn Term			
5.4.3	Establish a H&S calendar that clearly details H&S processes and their frequency	SH	Autumn Term			
5.4.4	Ensure all processes are carried out in accordance and compliance with calendared requirements	SH	Autumn Term			
5.4.4	Ensure termly reporting of H&S/premises issues to SLT and governors	SH	Autumn Term			
5.4.5	Establish centralised record of all current risk assessment/s	SH	Whitsun			

<p>5.5 Improve outdoor environment, enabling increased opportunities for outdoor learning and pupil wellbeing</p> <p>5.5.1 Establish all stakeholder group inclusive of pupil voice</p> <p>5.5.2 Devise outdoor environment development plan inclusive of timings and costings</p> <p>5.5.3 Meet with LA to determine potential funding for planned improvements/developments</p> <p>5.2.4 Ensure plan enables increased opportunities for outdoor shade/shelter and seating on all sites</p> <p>5.5.5 Introduce system for regular inspection and maintenance of outdoor areas and play equipment</p> <p>5.5.6 Develop provision and opportunity for gardening at Post 16 site</p> <p>5.5.7 Ensure plan details how to develop upper school site provision and equipment for both complex and more able learners</p> <p>5.5.8 Implement plan</p>	<p>SH</p> <p>SH</p> <p>GS</p> <p>SH</p> <p>SH</p> <p>SH</p> <p>SH/ school council</p> <p>SH</p>	<p>Autumn term</p> <p>Autumn term</p> <p>Autumn term</p> <p>Spring Term</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p> <p>Spring Term</p>	<ul style="list-style-type: none"> Well-developed outdoor learning and recreational areas in place Outdoor curriculum timetabled and followed eg gardening sessions, forest session Pupil investment in the development of the school 	<p>Premises Plan</p> <p>Inspection reports</p> <p>School Council Minutes</p> <p>Governors SIP committee scrutiny</p> <p>Full governing body meetings</p>	<p>Meeting time (ADDs, CMG, SLT)</p> <p>Planning times</p> <p>Training time</p> <p>LA Funding £???</p> <p>Money allocated from school fund 5.5.7 (£12,000)</p>
<p>5.6 Develop culture of sustainability in line with WG's Net Zero route map</p> <p>5.6.1 Conduct audit of current sustainable practice and put together action plan</p> <p>5.6.2 Create a sustainability policy</p> <p>5.6.3 Expand recycling opportunities throughout the school as per Estyn recommendation</p> <p>5.6.4 Implement a cross department eco staff group to ensure eco issues continue to have a high profile within school and link with eco committee.</p> <p>5.6.5 Ensure that goods are procured and disposed of in line with the circular economy principles</p>	<p>SH</p> <p>SH</p> <p>SH</p> <p>SH</p> <p>SH/Eco Council</p>	<p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Spring Term</p>		<p>Governors SIP committee scrutiny</p> <p>Full governing body meetings</p>	<p>Development time for SH</p> <p>Meeting time (Eco, ADDs, CMG, SLT)</p> <p>Planning times</p> <p>Training time</p> <p>Budget costs £????</p>

5.6.6 Undertake specific CEIC partnership working party project to reduce paper-based consumption across school.	SH	Whitsun			
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GRANTS		
Source of Funding	Purpose	Use
WG RCSIG £??,??? Professional Learning £10,725	Support delivery against national priorities for education, and the four key enabling objectives: <ul style="list-style-type: none"> • Developing a high-quality education profession; • Inspirational leaders working collaboratively to raise standards; • Strong and inclusive schools committed to excellence, equity, and wellbeing; • Robust assessment, evaluation and accountability arrangements supporting a self-improving system. • Ensuring excellent teaching and learning; improving Literacy; improving Numeracy; breaking the link between disadvantage and educational attainment; improving wellbeing; developing leadership capacity 	RCSIG funding of £?????, Professional Learning Grant of £10,725 and £20,000 from internal cost centres fund the delivery of our annual bespoke training plan, which prioritises statutory training; School improvement priorities and national priorities for schools and education outlined within the national strategy and plan of action for education, Our national mission. Our national mission sets out how the school system will move forward, securing implementation of the curriculum for Wales with a focus on leadership, professional learning, excellence, and equity within a self-improving system. The action plan focuses on raising standards for all, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence.
WG PDG £52,900	Breaking the link between disadvantage and educational attainment	PDG (Pupil Development Grant) grant fund pays for the Salary costs of the communication coordinator and a percentage contribution towards the ALNCo (family engagement officer) salary costs. These post holders train staff and resource a range of valuable interventions. This includes a developed communication strategy, led by a designated team.
WG MEGRT Grant £3,899	To support for Minority Ethnic and Gypsy, Roma, and Traveller learners with: <ul style="list-style-type: none"> • Inclusion, integration, and attendance 	MEGRT grant pays for additional ‘backfill’ teaching assistant staffing to release members of the Pupil Support Team to undertake supportive interventions with targeted ethnic minority pupils and to provide advice and training for class teams to

	<ul style="list-style-type: none"> • Accessing the curriculum • Engagement, training, and transition 	develop strategies to support inclusion, integration, engagement, and access to the curriculum.
WG RRS/ALP Grant £12,327 (£5,136+£7,191)	<p>To meet the demands of the Recruit, Recover, Raise Standards: Accelerating Learning Programme. The purpose of the funding is to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure.</p> <ul style="list-style-type: none"> • Literacy, numeracy, and digital competence • Development of independent learning skills • Emotional support and engagement through coaching 	<p>ALP grant pays for additional ‘backfill’ teaching assistant staffing to release a BSL signer and key staff to support our clinically extremely vulnerable pupils in developing their emotional literacy, wellbeing, literacy, numeracy and communications skills and independent learning skills.</p> <p>ALP grant pays for additional ‘backfill’ teaching assistant staffing to release members of the Pupil Support Team to undertake supportive interventions with targeted pupils in addressing their needs that are resultant from the Global Health Crisis. Specifically providing strategic interventions to develop pupils’ emotional development, wellbeing, literacy, numeracy and communications skills and independent learning skills.</p>
WRU Hub Officer Funding £10,000	<ul style="list-style-type: none"> • To establish sustainable hubs which support the deployment of Hub Officers to develop the game of rugby among young people • To increase the number of young people who are exposed to rugby, and who have a positive experience of the game • To increase the number of young people in education who are actively engaged with • To provide enrichment opportunities for young people within the game of rugby, such as enhancement of life skills • To contribute to the social and physical wellbeing of local communities, through the promotion of an active and healthy lifestyle, aligned to the Wellbeing of Future Generations Act (Wales) 	WRU funding is used to pay a proportion of the salary costs of our Hub Officer. The Hub Officer delivers appropriate health and wellbeing sessions across the school, to all age and ability groups to develop pupils’ physical literacy skills. The Hub officer to supports the delivery of accredited units for 14-19 qualifications. Hub officer to supports the development, design, and delivery of extra-curricular activities to encourage participation in sport related activities. The Hub Officer provides links to external agencies to encourage routes into and engagement with learning difficulty and disability sport and the development of an ICC (Inclusive community club).