



Ysgol Cae'r Gwennyn



School Development Plan

2025 - 2026

Our Vision Statement

Hand in Hand - together we can



Our Aims

We aim to create:

- *A caring and happy learning environment where all achievements are celebrated*
 - *A family school where all are welcomed*
- *A place where curiosity and independence are encouraged – where learning is fun!*

The School Development Plan is informed by:

- The school's self-evaluation process
- The review of last year's School Development Plan.
- Priorities set with the whole staff, members of the governing body and in consultation with the SIA.
- Recommendations following Estyn inspection – June 2023 and Interim Visit April 2025.
- Priorities as set out by Welsh Government, GwE and Wrexham County Borough Council
- Parents input through questionnaires and suggestions.
- Evidence from observations, record keeping and tracking throughout the school.
- The Early Years Foundation Learning / Welsh Curriculum
- Appraisal and Performance Management.



Evaluation of 2024 -2025 School Development Plan

Area identified for improvement	Progress / Impact	Other comments / next steps
<p>➤ To further develop a whole school ‘total language’ approach in order to enhance children’s communication skills.</p>	<p>New staff have worked closely with Speech and Language Therapist during 2024,25to develop effective use of AAC including Coreboards in universal and focused provision. Working with SaLT and the use of visual symbols to support language in class was highlighted as good practise in the Interim Estyn visit April 25</p> <p>AAC therapists have modelled use of communication books for key staff and have followed up with visits to monitor their effective use. Parent meetings were arranged so secure consistent use between home, school and therapist.</p> <p>As recommended by SaLT and evaluation of current practise - new lanyard pictures that show photo and symbol printed and provided for all staff / classes.</p> <p>School has secured 12 ipad licences for Dynovox AAC June 2025</p> <p>School progress team monitored classroom practice through planned and general observations and when covering PPA. New staff had opportunity to see effective teaching using communication resources at first hand and to see communication strategies used by experienced practitioners.</p> <p>5 staff attended Makaton training at Glyndwr University. 2 staff are now level 3 trained, 5 staff level 2. Majority of other staff have attended in house Makaton training from qualified SaLT.</p> <p>Resources provided over costed budget for paper, printing, laminating of communication boards and cards...</p> <p>Parents were offered a range of strategies to support their children during one-to-one meetings and workshops.</p>	<p>Next steps: Continue to ensure that new staff receive external and internal support. Ensure that new staff have opportunities to attend courses and training events in order to further develop their skills and expertise. Ensure that new and existing staff observe good practice in other classrooms and settings. Staff to meet regularly to discuss good practice, communication strategies etc</p> <p>Continue to closely monitor teaching and communication strategies in all classrooms and to provide regular feedback to colleagues and governing body.</p> <p>Continued collaboration with SaLT to support use of AAC in house supporting individual children and through twilight training for all staff. Identify further training required to support children’s communication skills ie. Attention Autism, Intensive Interaction, Makaton,</p> <p>SLT to monitor through covering of PPA, classroom observations and classroom walks focusing on AAC visual cues, Makaton, language use.</p> <p style="color: red; text-align: center;">Progress made – Good</p>

<p>➤ To further develop therapeutic approaches and targeted interventions, in order to support the behavioural, social and emotional wellbeing of our pupils.</p>	<p>Mel Jones has continued to research many aspects of wellbeing. Mel is an enthusiastic and committed Wellbeing Champion. She has supported the wellbeing of children, parents and staff of Ysgol Cae'r Gwenyn. Sara Williams, our Home School Link Coordinator has continued to provide support to parents.</p> <p>Liz Jones has passed with merit her diploma in Trauma Informed Practice. Forest Area has been improved to create a more calm and relaxing green space.</p> <p>Relevant policies redrafted and revised. Dosbarth Grug participated in the <i>My Happy Mind</i> programme, helping to build resilience and develop positive mental health in both children and staff.</p> <p>New staff received introductory training in Trauma Informed Practice and in all aspects of emotional health and wellbeing.</p>	<p>Next steps for 25.26</p> <p>To ensure that all staff know the children well, can communicate as part of the reflect and review process this and have high aspirations for them.</p> <p>Ensure all new staff received Trauma Informed training.</p> <p>Embed Trauma Informed practise in school.</p> <p>Review daily timetable / curriculum / therapy delivery through TI lens.</p> <p>Pili Pala Room and Dandelion Room - Audit resources and provision.</p> <p>Develop training opportunities with the Sensory OT team to be able to provide effective and targets support for our pupils around providing supportive sensory environments to enable children to better regulate and promote independent learning.</p> <p>Develop role of ELSA trained practitioner to deliver support across the whole school in particular Year 2 LAC.</p>
<p>➤ To provide further opportunities for children to make decisions and choices, supporting them to manage their own learning and to become more independent.</p>	<p>Due to staff shortages, it was difficult to release practitioners to visits other schools/settings.</p> <p>Staff meetings / discussions took place, looking at different ways that children could make choices during their play.</p> <p>Resources were prepared and purchased to further enable children to make choices.</p> <p>ESTYN interim visit identified choices in the context of outdoor provision as in need of development.</p> <p>Community support from Calor Gas – worked in improving the 'wildflower,' area to make it safer for children to access.</p>	<p>Next steps: Include in next SDP in relation to support needs of ALN pupils.</p> <p>Audit of indoor and outdoor provision.</p> <p>Audit use of strategies to develop independence / choosing skills.</p> <p>Continue to develop 'wildflower area – including edible plants and flowers, early cropping vegetables, sensory planting, wildflower islands to encourage self-seeding.</p> <p>SLT visits to North Wales special schools.</p> <p>HT to develop links with other North Wales Special Schools</p> <p>Progress made – needs to continue.</p>

<p>➤ Develop opportunities for pupils to engage in visits within the locality to enhance their learning experiences.</p>	<p>New EVC Coordinator has received training. Staff have begun to establish a list of community links who can visit the school. This year due to staff constraints, large class sizes and the needs of the children, it has been very difficult to plan visits out in the locality. Regular visits from St Annes pupils to Dosbarth Grug. Year One child visiting St Annes. Church visits have stopped temporarily as it was closed for building work (asbestos removal). Exploring professionals fire police coming into school.</p>	<p><i>Lafant - possibility of walks to local health services / park. Look into staff receiving Risk Assessment training as recommended by Health and Safety colleagues and Zurich. Staff to have Workforce Development accounts to access training / risk assessment training. Resume Christmas visits to St Annes church. Explore continued visits from St Annes children. EVC Coordinator to explore bringing professionals into class – fire, police.</i></p> <p><i>Progress made – needs more work. Ratio /training dependent.</i></p>
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Areas identified for improvement in our Self Evaluation Report – 2024 / 2025



1. Teaching and Learning experiences

- To enhance all pupils' levels of attainment in speech, language and communication through targeted programmes with individual children.
- To develop opportunities for children to develop independent learning skills, problem solving and choices, both indoors and outdoors.
- To monitor and evaluate results of assessments, thereby helping to identify next steps in progression and aiding the teaching and learning process.
- To further develop practitioners' observational and recording skills in the classroom.
- To further develop the skills and confidence of staff in the use of the Welsh Language.
- To extend Speech, Language and Communication training for existing and new members of staff.
- To ensure that Year 1 and Year 2 pupils receive a curriculum that is ambitious and challenging.
- To further develop the use of iPads to aid the communication skills of children.
- To develop opportunities for pupils to engage in visits within the locality, and from visitors to school to enhance their learning experiences.
- To ensure that pupils continue to have the opportunity to hear live music within the school.
- To ensure that all staff receive continued training in ALN interventions.
- To further develop the outdoor classroom provision / resourcing and wildlife area.
- To ensure that all staff have opportunities to visit other schools and settings to observe good practice.



- To continue developing networks of professional practice within the county.
- To continue to work with colleagues from within Wrexham County and in North Wales as part of ALN bill.
- To improve monitoring procedures from all stakeholders.
- For new staff to develop their Makaton skills.

2. Well being and attitudes to learning

- To provide further training in positive behaviour strategies for taxi escorts and drivers.
- To further develop opportunities for pupils to make choices during their play.
- To work with professionals to ensure that all staff have training to develop understanding of sensory needs / environment to support regulation needs of all children.
- To ensure that key staff utilise their ELSA training with targeted support for both Nursery and Reception children.
- To ensure that all staff are trained on the impact of trauma and how to recognise its signs and symptoms.
- To ensure that staff are trained in therapeutic approaches in order to support children's emotional wellbeing.
- To ensure that policies are in place which help to support the school in becoming a mentally healthy place for all.
- To further develop the skills, knowledge and expertise of staff working with children with complex needs.
- To ensure that all staff are involved in implementing the ALN Code of Practice and requirements / good practise of a special school.
- To ensure that new members of staff have the opportunity to attend in house ALN workshops and meetings.

3. Leadership and management

- To ensure that the ALN Code of Practice is fully implemented, and processes and procedures understood by all members of the school community.
- To ensure continued leadership training opportunities for senior staff.
- To further develop distributed leadership, ensuring that new staff have roles that support the needs of the school.
- To further develop Governor knowledge and skills through tailored courses, workshops and learning walks.
- To ensure that new Governors are made fully aware of national priorities and Improvements.
- To continue addressing national priorities.
- To ensure that new parent governors benefit from an induction period ensuring that they fully understand all aspects of their specific role.
- To ensure that all staff receive fire safety training and other mandatory training as appropriate.
- To continue developing partnerships and Networks of professional practice with local schools.
- To continue to seek the views of visiting professionals in order to identify strengths and areas for Improvement.
- To ensure SLT visit specialist schools, both in and out of county to develop understanding of requirements / good practise of a special school.
- To further develop the role of the Governing Body sub committees.
- To ensure that governors are familiar with ALN systems and requirements / good practise of a special school
- To ensure that all Health and Safety risk assessment procedures are in place for both buildings and that systems are organised and accessible to all.
- To ensure that funding, following changes to the cohort e.g. full-time pupils, is safe, fair and transparent.

School's Three Year Priorities

Strategic Overview

Year 1 2023 - 2024	Year 2 2024 - 2025	Year 3 2025 -2026
<ul style="list-style-type: none"> • To continue the focus on Estyn recommendations. • To extend collaborative working with local organisations. • To look at the school's staffing needs in the light of proposed changes to the school structure. • To develop the knowledge and skills of the Governing Board, so that they are well-placed to monitor, support and challenge appropriately. • To further develop a whole school approach to emotional health and wellbeing. • Ensure that new staff receive training in Trauma Informed Practice and that all staff are trained on the impact of trauma and how to recognise its signs and symptoms. • Ensure that new staff receive training in aspects of ALN with oracy as a major focus, • To work towards becoming a more sustainable, environmentally and ecofriendly community • To further improve outdoor play area especially in Building Bee and wildflower meadow. 	<ul style="list-style-type: none"> • To further develop the skills, knowledge and expertise of staff working with children with complex needs. • To look at professional needs of staff in relation to changes in school structure and personnel. • To strengthen and develop the Senior Management Team to work collectively to achieve whole school goals. • To look at the outdoor classroom provision, ensuring that resourcing supports the curriculum and the needs of pupils. • Ensure sustainability is fully embedded throughout school. • To purchase new iPads. • To review assessment and reporting arrangements. 	<ul style="list-style-type: none"> • To further develop classroom curriculum, resourcing and practise that effectively promotes independent learning and making choices, both indoors and outdoors in line with Curriculum for Wales. • To further develop therapeutic approaches and targeted interventions, in order to support the behavioural, social and emotional wellbeing of our pupils. • To improve pupils' real-life experiences and learning through local visits and community visitors. • To develop the expertise and skills of all practitioners in order to best support pupils with ALN. • Conduct audit of infrastructure of ALN provision. • To review curriculum policies • To review assessment and reporting arrangements.

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| | | <ul style="list-style-type: none">• To identify key priorities through audit of current practise to inform Strategic Overview. |
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Key Improvement Priorities for 2025 - 2026

1. To further develop a whole school 'Total Communication' approach in order to enhance children's communication and learning skills.
2. To further develop therapeutic approaches and targeted interventions, in order to support the behavioural, social and emotional wellbeing of our pupils.
3. To develop classroom curriculum, resourcing and practise effectively promotes independent learning and making choices, both indoors and outdoors in line with Curriculum for Wales.
4. To improve pupils' real-life experiences and learning through local visits and community visitors.



Key Priority 1

1. To further develop a whole school 'Total Communication' approach in order to enhance children's communication and learning skills.

What is our vision? What do we want our children to achieve?

- To support children to become effective communicators.
- To improve the skills, knowledge and expertise of all staff working with our young children.
- To identify and share expertise, through active engagement with colleagues in other schools and settings.

Improvement Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To further develop a whole school 'Total Communication' approach in order to enhance children's communication skills.	<p>To do</p> <ul style="list-style-type: none"> • To develop staff's professional learning through attending courses and training sessions and through observing good practice in other classrooms and schools. • To develop understanding and effective implementation of AAC in the classroom with focus on the communication of choices. • To ensure that new staff are familiarised with the school's approach to developing children's communication skills. • To gain a greater understanding of language delay and disorders including GLP vs Echolalia with support from SALT staff and training. • To visit other schools and settings to observe good practice. • To ensure that staff receive training opportunities in Makaton. • To create resources to support children's communication skills • To ensure that a Communication / Oracy policy is in place so there is 	<p>Finance</p> <p>£50 - resources</p> <p>Stationary/printing/laminating costs.</p> <p>£500 Accredited course charge AA, II etc</p> <p>Supply cover for staff to visit schools to observe good practise.</p> <p>Resources</p> <p>Supply cover costs if necessary</p> <p>CPD needs</p> <p>AAC training</p> <p>Makaton training</p>	<p>September 2025 – July 2026</p> <p>Ongoing</p>	<p>Act/HT EJ.</p> <p>TG</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>New and experienced staff, skilled and confident in working to enhance children's communication skills.</p> <p>Improved learning experiences of pupils.</p> <p>Improved communication skills, independence and confidence in expressing choices.</p>

	<p>a clear and consistent approach to the subject throughout the school.</p> <ul style="list-style-type: none"> • SLT and governing body to monitor implementation of communication strategies in class. Monitoring through classroom observations, learning walks, resource auditing. 	<p>Intensive Interaction training</p> <p>Attention Autism training.</p> <p>Training Courses / Visits to local schools/ Supply cover costs if necessary</p> <p><u>Monthly Meetings</u></p> <p>To share information from professionals SaLT, ideas and research conclusions to inform planning.</p>			
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Record of Monitoring and Evaluation

<p>Monitoring/Review Notes</p>	<p>Evaluation (making judgements against the defined success criteria)</p>
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this. Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team. Analysis of professional discussions.</p>	<p>Report on outcomes / impact. Refer to success criteria. Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria. Use judgements made to update Self Evaluation report.</p>

Key Priority 2

2. To further develop therapeutic approaches and targeted interventions, in order to support the behavioural, social and emotional wellbeing of our pupils.

What is our vision? What do we want our children to achieve?

- To create a nurturing and environment that fosters positive mental wellbeing for all children through an understanding of sensory regulation needs, appropriate environment and appropriate use of resources to support regulation.
- To continue to develop the skills, knowledge and expertise of staff in order to better understand and meet the children's needs.
- To develop effective interventions to help improve the emotional wellbeing of our children.
- To adopt a whole school approach to understanding and supporting the emotional wellbeing of our pupils.

Improvement Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To further develop therapeutic approaches and targeted interventions, in order to support the behavioural, social and emotional wellbeing of our pupils.	<p>To review current provisions and identify strengths and current shortfalls.</p> <p>To create action plan, identifying training needs, actions and accessing appropriate support for the school.</p> <p>Develop Sensory Library with advice from sensory OT support.</p> <p>Sensory OT to provide twilight information awareness training focusing on regulation.</p> <p>To ensure that all members of staff have an opportunity to attend Trauma Informed training and to access</p>	<p><u>Finance / Resources</u></p> <p>Stationery costs / Resource costs to set up sensory library.</p> <p>Supply staff cover if necessary</p> <p>Training costs – TIS training, Elsa training,</p> <p>Occupational Therapy led training to develop understanding of sensory needs of children to promote positive attitude to learning and self – regulation.</p>	<p>September 2025 - ongoing</p> <p>Ongoing</p>	<p>EJ.</p> <p>MJ – Well – Being Champion</p> <p>S.W. home/school development</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Staff who are skilled and effective at identifying and meeting children's needs.</p> <p>Children who are happy and settled and who feel calmed, soothed and safe within the school environment and ready to learn.</p> <p>Staff who are familiar with Trauma Informed Practices, helping to implement trauma informed and mentally healthy practices within the school.</p>

	<p>courses on therapeutic approaches. To conduct in house research on different approaches and interventions. To create calm and comfortable spaces in each classroom, taking into account lighting, noise and comfort.</p>	<p><u>Meetings</u></p> <p>Monthly teachers' meetings</p> <p>Meetings with professionals and colleagues from other schools and settings.</p>			<p>Parents equipped with the skills of how best to support their child's emotional wellbeing.</p>
Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this. Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.</p> <p>Professional discussion</p>			<p>Report on outcomes / impact. Refer to success criteria. Use judgements made to update Self Evaluation report To ascertain views of professionals to provide information for future Improvement.</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.</p>		



Key Priority 3

3.To develop classroom curriculum, resourcing and practise that effectively promotes independent learning skills and making choices, both indoors and outdoors in line with Curriculum for Wales

To further develop opportunities for pupils to make choices during their play

What is our vision? What do we want our children to achieve?

- To support children to become more independent and self-confident experiential learners.
- To help children develop decision making skills by providing them with ample opportunities for choosing in a developmentally appropriate way
- To provide an environment that encourages self-help skills.

Improvement Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
To develop classroom curriculum, resourcing and practise effectively promotes independent learning skills and making choices, both indoors and outdoors in line with Curriculum for Wales	<ul style="list-style-type: none"> • To work collaboratively with colleagues in order to best support pupils to make choices. • To visit different schools / settings to observe different practices /successful strategies used to enable young children to make choices. • To conduct in house research on decision making opportunities. • SLT/SIO/GOV learning walks to highlight good practise and promote sharing of good practice between all teaching staff. 	<p><u>Finance / Resources</u></p> <p>Possible supply cover costs</p> <p>£500 Resources sensory equipment.</p> <p><u>CPD needs</u></p> <p>In house research.</p> <p>EJ to visit other Special Primary schools to observe good practise.</p> <p><u>Meetings</u></p> <p>Act HT and teachers to meet to identify needs, opportunities and</p>	<p>September 2025 – July 2026</p> <p>Ongoing</p>	<p>EJ</p> <p>TG – curriculum co-ordinator</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Improvement in children’s capabilities and skills in making choices and improved holistic independent learning.</p> <p>Improvement in practitioners’ classroom skills and approaches.</p>

	<ul style="list-style-type: none"> Audit school resources and identify / prioritise needed resources. 	<p>progress in developing choosing skills and independence in class.</p> <p>Regular teacher planning meetings.</p> <p>Teachers to lead planning meetings with all classroom staff to discuss opportunities for choosing / independence in class.</p>			
Record of Monitoring and Evaluation					
Monitoring/Review Notes			Evaluation (making judgements against the defined success criteria)		
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this.</p> <p>Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team.</p> <p>Analysis of professional discussions.</p>			<p>Report on outcomes / impact.</p> <p>Refer to success criteria.</p> <p>Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.</p>		

Key Priority 4

4.To use enrichment opportunities and community links to enhance the learning experiences of all our children.

Develop opportunities for pupils to engage in visits within the locality to enhance their learning experiences.

What is our vision? What do we want our children to achieve?

- To create meaningful learning experiences for the children, helping to increase their motivation and engagement.
- To support the children in developing a growing understanding of the world around them.
- To enhance pupil's learning and understanding and to increase their motivation and engagement.
- To provide memorable and enjoyable experiences for the children, sparking their curiosity and helping to develop their confidence.
- To have a positive impact on how the children feel both mentally and physically.

Improvement Priority	Tasks or activities	Requirements/Provision for addressing professional needs of all staff	Target date for completion	Lead Person	Success Criteria
Develop opportunities for pupils to engage in visits within the locality to enhance their learning experiences.	<ul style="list-style-type: none"> • Appoint a Community and Experiences Coordinator to organise visits and experiences. • To establish a Community Focus Group, in order to further develop community links and to help establish a register of suitable visitors and places to visit. • To plan 'real life' experiences that take place in the classroom. • To conduct research into enrichment opportunities both in the classroom and in the locality. • To work with children from a local primary school, in order to explore their surroundings and to help our 	<p><u>Finance / Resources</u></p> <p>Resources for real life experiences – budget - £100</p> <p>Risk Assessment Training cost unknown</p> <p><u>CPD</u></p> <p>Risk Assessment / Health and Safety training</p>	<p>September 2025 – July 2026</p> <p>Ongoing</p>	<p>HT -EJ</p> <p>Community and Experiences Coordinator – D.G.</p> <p>EVC – T.G</p>	<p>All tasks / activities will have been successfully completed and evaluated.</p> <p>Children having greater confidence to access the world outside school and a better understanding of the links between different environments and their everyday lives.</p>

	pupils to develop their independence and decision-making skills.	<u>Meetings</u> To discuss arrangements			
Record of Monitoring and Evaluation					
Monitoring/Review Notes		Evaluation (making judgements against the defined success criteria)			
<p>Identify if tasks are on track or if there is a variation and what the reasons are for this. Progress towards achieving the aims of the plan will be reviewed on a half termly basis by the Senior Management Team. Analysis of professional discussions.</p>		<p>Report on outcomes / impact. Refer to success criteria. Use judgements made to update Self Evaluation report</p> <p>The HT and members of the appropriate governors committee will formally evaluate the overall effectiveness of this priority against the stated success criteria. Use judgements made to update Self Evaluation report.</p>			



Monitoring Schedule 2025 - 2026

Autumn Term 2025	Spring Term 2026	Summer Term 2026
<p>LESSONS OBSERVATIONS/ FOCUSING ON TOTAL LANGUAGE AND ENGAGEMENT WITH CHILDREN THROUGH PLAY– DOSBARTH LAFANT, DOSBARTH GRUG AND DOSBARTH GWYDDFID</p> <p>SENIOR MANAGEMENT TEAM SCHOOL IMPROVEMENT OFFICER– REVIEW OF OBSERVATIONS / LEARNING WALKS - IS SCHOOL PROVIDING A LANGUAGE ENRICHED LEARNING ENVIRONMENT THAT ENSURES ALL PUPILS CAN ACCESS A CURRICULUM THAT ENABLES THEM TO REACH THEIR FULL POTENTIAL?</p> <p>INDUCTION MENTOR – OBSERVATIONS AND MEETINGS</p>	<p>LESSON OBSERVATIONS - NURSERY / RECEPTION/YEAR 1 AND YEAR 2. LOOKING AT EXAMPLES OF MAKING CHOICES AND INDEPENDENT LEARNING.</p> <p>GOVERNING BODY AND S.M.T. – CONSISTENCY IN TEACHING STANDARDS / COLLABORATION</p> <p>LEARNING WALK- TEACHING AND LEARNING / CLASSROOM ENVIRONMENTS</p> <p>WHAT’S WORKING / WHAT’S NOT WORKING REVIEW.</p>	<p>LESSON OBSERVATIONS – EARLY YEARS CLASSES / YEAR 1 & 2 -</p> <p>LEARNING WALKS – ESTYN RECOMMENDATIONS</p> <p>STAFF VISITS TO OTHER SCHOOLS / SETTINGS</p>
<p>GOVERNING BODY: S.D.P. PRIORITIES</p> <p>SELF EVALUATION PROCESSES - STAFF</p> <p>FEEDBACK OF AUDITS/REPORT FINDINGS - STAFF / FULL GOVERNING BODY</p> <p>AAC SALT TRAINNG - EVALUATION</p> <p>LEARNING WALK – MEMBERS OF GOVERNING BODY – ESTYN RECOMMENDATIONS</p> <p>CLASSROOM MONITORING VISITS – DOSBARTH LAFANT, DOSBARTH GRUG AND DOSBARTH GWYDDFID</p>	<p>GOVERNING BODY AND SMT LEARNING WALK – PLANNING AND ASSESSMENTS</p> <p>GOVERNING BODY – FEEDBACK ON S.D.P. PRIORITIES INC ESTYN RECOMMENDATIONS</p> <p>COLLABORATIVE WORKING - REVIEW</p> <p>STAFF VISITS TO OTHER SCHOOLS / SETTINGS</p> <p>ALN – SYSTEMS AND PROCEDURES</p> <p>SDP UPDATE – STAFF MEETINGS / GOV. BODY MEETINGS</p>	<p>GOVERNING BODY: EVALUATING IMPACT OF INITIATIVES ON CHILDREN’S OUTCOMES</p> <p>LEARNING WALK / ASSESSMENTS</p> <p>GOVERNORS CLASSROOM VISITS – GENERAL</p> <p>GOVERNING BODY - STAFF REPORTS / FEEDBACK ON S.D.P. PRIORITIES</p> <p>WHAT’S WORKING / WHAT’S NOT WORKING REVIEW.</p>

<p>SMT FEEDBACK / STUDYING EXAMPLES OF REVIEW RECORD CONTENT. Q – DO WE KNOW OUR CHILDREN WELL?</p> <p>ACT/HT VISITS TO NORTH WALES SPECIAL SCHOOL</p> <p>SDP UPDATE – STAFF MEETINGS / GOV. BODY MEETINGS</p> <p>WHAT'S WORKING / WHAT'S NOT WORKING REVIEW.</p>		
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The School Improvement Plan will be monitored in the following ways:

- ❖ By the Senior Management Team: *The Senior Management Team regularly monitor and evaluate the SDP. Reports are prepared to share with the Governors, Staff and parents. A summary copy of the SDP will be placed online, and paper copies placed in the Meeting Room and Staff Room for easy reference by staff and parents.*
- ❖ By all staff: *All staff will be involved in the Monitoring and Evaluation system. This will enable everyone to take a full and active role in the SDP.*
- ❖ By the Governing Body: *The SDP will be placed on the agenda for half termly meetings. The Headteacher will provide a report of progress on the SDP and will indicate future areas to be developed. As part of the monitoring progress, Governors are invited into school.*
- ❖ By the Local Authority - *Will be discussed in termly meetings with our SIA, Tamasine Croston.*