

Ysgol Bryn Castell



School Improvement Plan (SIP)

2023-26

‘Together we can achieve ...’

School improvement priorities:

Target 1: Health and wellbeing of pupils, staff and the community of YBC (Post Inspection Action Plan (PIAP) Recommendation 1 (R1))

Target 2: Plan, implement and deliver the Curriculum for Wales at YBC (PIAP R2)

Target 3: Responding to and embedding ALN reform and the continued growth of YBC

PM targets:

Teachers	To develop and implement YBC’s shared understanding of progression and assessment
Support staff	To contribute to the evidencing of pupil progression and assessment across the curriculum

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School Context and vision

Ysgol Bryn Castell (YBC) is a community day special school which provides education for pupils aged 7 to 19 years old with complex Behavioural, Emotional and Social Difficulties (BESD) including Autism alongside specific learning difficulties and other additional learning needs.

We are a caring, small school that is able to offer an independent package of support for pupils to enable them to achieve and enjoy their schooling. For many pupils, their admission to YBC can represent the start of a positive learning experience; which many pupils may not have encountered for a significant period of time. At YBC we encourage all pupils to get back into learning; we want them to take responsibility for their learning, and to become resilient, resourceful and reflective young people.

We want to create a school environment where children are safe and secure, where they enjoy their learning and have the opportunity to develop their talents. We want to provide a stimulating curriculum that encourages curiosity and values independent thought. All our staff are committed to these aims and continually strive to provide the highest quality education we can for our pupils. All staff value the quality of teaching and the strong pastoral care of our pupils and are dedicated to doing their best for all the children in the school. They look to develop a constructive relationship with Parents/Carers and other stakeholders so that we can genuinely work together to help and support all pupils to achieve their best: **'Together we can achieve ...'**

Additional information can be found on the school website <http://www.ysgolbryncastell.co.uk/>.

The number of pupils that the school can accommodate has changed over time, and through ongoing discussions with the Local Authority, the number of pupils accommodated per class is no longer fixed and is linked directly to pupil need. The school currently has the following classes:

Key-stage/phase of school	Number of classes	Total number of pupils
KS2	3	19
KS3	5	37
KS4	5	27
Post-16	2	22
ASD	8	61
Off-site provision	N/A	9
TOTAL	22 (plus alternative provision off-site)	175

Over half of the pupils at YBC are in receipt of Free School Meals (FSM); there are currently 69.0% of pupils who are eligible for FSM. The number of Children who are Looked After varies significantly over time; from 21 pupils in June 2016 to 17 in September 2023. Around half of learners at YBC are open to services, including social services, in some capacity. Many young people have vulnerabilities around safeguarding; a number of high tariff young people require effective multi-agency working in order to ensure their needs are met 24-hours per day, 7 days per week.

The school has a high level of pupil admissions and variable pupil roll on an ongoing basis although as pupil numbers have risen and the school lacks capacity this has begun to stabilise. During 2022/23, the Local Authority worked towards reducing the admission points at the school to three times per year, other than in exceptional circumstances. This was partially achieved with 62.5% of learners being admitted in September 2022 and other learners being admitted throughout the academic year.

All the priorities within YBC's School Improvement Plan work towards achieving the national priorities and local themes as outlined within the Education and Family Support three-year strategic plan. YBC's aim for 2023 to 2026 is to achieve positive health and wellbeing for pupils, staff and the school community.

The school was inspected by Estyn in January 2019 and received the following judgements;

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

YBC was categorised as Green A school in 2016/17, 2017/18, 2018/19 and 2019/20.

The school improvement process at Ysgol Bryn Castell: Annual School Improvement

	September	October	November	December	January	February	March	April	May	June	July	August	
School improvement planning	Identify priorities for SIP	Consult on SIP with stakeholders								Staff SIP questionnaire	Identify priorities for SIP		
					Review and update SIP				Review and update SIP				
	>>>> Implement SIP actions <<<<<												
Self-evaluation (all stakeholders)	Update self-evaluation	National resource activity	Update self-evaluation	National resource activity		Update self-evaluation	National resource activity		Update self-evaluation				
	>>>> Information and evidence gathering <<<<<												
	>>>> Monitoring views of stakeholders including pupils, Parents/Carers, Governors, CSC, LA and multi-agency colleagues <<<<<												
Professional learning	>>>> Ongoing professional reflection and discussion <<<<<												
	Evaluate progress / set new PM objectives						Review PM Objectives						Evaluate progress / set new PM objectives
					SLO survey	Continua review						Prepare draft PL plan including inset days	
	Set whole-school PM targets									Review progress with whole-school PM targets		Set whole-school PM targets	
Vision and leadership	Summary SIP produced and published									Review school vision			
	>>>> Ongoing participation in professional networks including SWASSH, CSC, Cluster, BASH, NAEL, EITF and other networks <<<<<												
Curriculum, learning and teaching	>>>> Monitor Learning & Teaching <<<<<												
	>>>> Ongoing monitoring and review of curriculum <<<<<												
	Planning scrutiny	Work scrutiny		Planning scrutiny		Work scrutiny		Planning scrutiny		Work scrutiny			
			Parents/Carers evening								Report to Parents/Carers		
Well-being, equity and inclusion	Consult with s'holders									Review curriculum and amend curriculum policy		Consult with s'holders	
	>>>> Person centred planning and Individual Development planning <<<<<												
Supporting learner progression/shared understanding of progression	Motional									Motional			
	>>>> External examinations <<<<<												
	National literacy and numeracy tests									National literacy and numeracy tests			
	Review pupil targets		Set pupil targets		Review pupil targets		Set pupil targets		Review pupil targets		Set pupil targets		
	>>>> On going AFL <<<<<												
	>>>> PEGs for AoLE <<<<<												
	>>>> PEGs for progression <<<<<												
	>>>> SWSSCCMN activities and involvement <<<<<												
	>>>> Cluster activities and involvement <<<<<												
Governing Body Accountability	Sub-committees of GB meet		HT report and scrutiny by full GB	Sub-committees of GB meet		HT report and scrutiny by full GB		Sub-committees of GB meet		HT report and scrutiny by full GB		Sub-committees of GB meet	
	>>>> Ongoing dialogue with CSC, Estyn and LA <<<<<												
							Formula funding received		Set draft budget		Submit plans to LA		
	>>>> Ongoing monitoring and review of budget including grants <<<<<												

What informs the SIP?

Source	Targets
The school vision	<p>Our vision is... To enable all of our children to enjoy success. We are dedicated to the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society. We actively involve Parents/Carers and the community in supporting pupil learning and development.</p> <p>To fulfill our vision... We are committed to a strong individual and progressive curriculum which enhances self-esteem, provides role models, optimises each child's potential, develops a lifelong love of learning, builds personal responsibility, and accentuates individual respect.</p> <p>Fundamental to our vision... Is a commitment to the active involvement of a competent and caring staff, teamwork, shared leadership, the effective management of resources, and a safe and orderly learning environment. We pride ourselves on our dedication to our pupils, families, community, each other, our profession, and to continuous learning.</p>
National priorities [O1; O2; O3; O4; O5; O6]	<p>Our national mission is to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner.</p> <p>Objective 1: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future. What we will do: Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.</p> <p>Objective 2: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work. What we will do: Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.</p> <p>Objective 3: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances. What we will do: Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.</p> <p>Objective 4: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged. What we will do: Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.</p> <p>Objective 5: Community-based learning, with strong institutions engaging, integrating and being empowered by their communities. What we will do: Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.</p> <p>Objective 6: Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential. What we will do: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.</p>
Pupil Deprivation Grant (PDG)	<p>Tackling the impact of poverty on attainment is at the heart of our national mission in education. The Pupil Development Grant (PDG) has a key part to play in achieving this and we will build upon existing effective practice by ensuring that we target the funding as well as possible.</p> <p>Estyn have stressed that schools which are effective in reducing the impact of poverty ensure that pupils have access to the very best learning and teaching, and that relationships are built with families, local communities, and specialist services.</p>

To inform the use of the PDG in supporting these elements, guidance has been produced for schools on the most robust, evidence-informed approaches that they should consider using. This can be found at the following link: [Pupil Development Grant: guidance | GOV.WALES.](#)

Tackling the impact of poverty on attainment

Overcoming educational inequality is complex. However, discussions held with practitioners and key stakeholders in the Welsh education system, as well as evidence from educational research, suggest that focusing on the following key areas should improve the attainment of children and young people from low-income households:



At Ysgol Bryn Castell, the school uses the PDG to support elements of the School Improvement Plan which are wide-ranging, focus on a number of key areas and impact on all learners at the school. The PDG is used to enable pupils to make individualised progress from their starting points, in a multi-agency, collaborative approach. As such, these integral areas of School Improvement which use PDG funding are detailed as such within the School Improvement Plan.

School Overview

Detail	Data
School name	Ysgol Bryn Castell
Number of learners in school	175
Proportion (%) of PDG eligible learners	68.02%
Date this statement was published	14/11/2023
Date on which it will be reviewed	30/03/2024
Statement authorised by	Governing Body
PDG Lead	Helen Ridout
Governor Lead	Ceri Finneral

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£87,400
Total budget for this academic year	£87,400

Local priorities
[T1; T2; T3; T4;
T5; T6; T7; T8;
T9; T10; T11;
T12; T13; T14;
T15]

Bridgend County Borough Council's Education and Family Support Directorate's mission statement is: **To inspire and support children, young people, adults, and families to achieve better outcomes; leading to prosperous, healthy, safe, and happy communities**

The directorate's key deliverables are:

- sector-leading schools (supported by effective professional services) that provide outstanding learning opportunities to secure excellent outcomes for all learners;
- robust safeguarding procedures across all the directorate's service areas;
- an ambitious School Modernisation Programme;
- excellent family support services delivered by the right people, at the right time, to those most in need;
- effective youth support services (including the provision of an appropriate youth justice service offer);
- a high-quality adult learning offer;

	<ul style="list-style-type: none"> • an effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education; • outstanding support for children and young people with additional learning needs (ALN); and • effective health and safety advice to all areas of council business. <p>The directorate's key challenges include:</p> <ul style="list-style-type: none"> • the significant, continuing impact of COVID-19 (including pupil behaviour, attendance, and exclusions); • budget pressures (particularly home-to-school transport and the school modernisation programme); • curriculum and ALN reform; • capacity issues (especially in specialist and statutory areas); and • corporate health and safety compliance and monitoring. <p>National policy and local priorities</p> <p>The Wellbeing of Future Generations (Wales) Act 2015 states that local authorities must work to improve the economic, social, environmental, and cultural well-being of Wales.</p> <p>The Corporate Plan 2023-2028 and Medium-Term Financial Strategy (MTFS) 2023-2027 were approved by Bridgend County Borough Council (BCBC) on 1 March 2023.</p> <p>The two documents are aligned to each other and make explicit links between BCBC's well-being objectives, and the resources directed to support them.</p> <p>Our national mission: High standards and aspirations for all' (Welsh Government, 2023) ('the national mission') identifies a range of priorities to ensure the success, high standards and wellbeing of all learners.</p> <p>This three-year strategic plan mirrors the aspirations of BCBC's Corporate Plan 2023-2028 and closely aligns with the various policy drivers identified within this document.</p> <p>Themes</p> <p>Further to consultation with stakeholders and delivery partners, the Education and Family Support Directorate has identified the following 15 'strategic themes' to underpin this three-year strategic plan:</p> <ul style="list-style-type: none"> T1 Pupil and staff wellbeing T2 Support for pupil behaviour, attendance, and exclusions T3 Support for vulnerable children and young people T4 Support for children and young people with ALN T5 Curriculum for Wales and assessment T6 High-quality teaching and learning T7 Effective leadership and governance T8 Robust safeguarding procedures across all the directorate's service areas T9 Ambitious School Modernisation Programme T10 Appropriate family support services delivered by the right people, at the right time, to those most in need T11 Effective childcare and early years offer T12 Effective youth support and youth justice services T13 Meaningful adult in the community learning offer T14 Effective Welsh in Education Strategic Plan to promote the Welsh language and Welsh-medium education T15 Effective health and safety advice to all areas of council business (ensuring business resilience and continuity) <p>Education and Family Support Directorate Strategic Plan 2023-2026 (unitedgraphicdesign.com)</p>
Estyn recommendations Jan 2019	R1 Improve pupils' attendance R2 Ensure that all teachers have a clear understanding of pupils' progress and their next steps for learning
Review of progress within previous SIP	See SIP 2022 – 2023

2023-26: Target 1: Health and wellbeing of pupils, staff and the community of YBC

Context:

- Estyn inspected the school in January 2019 and made a recommendation about pupil attendance; R1 Improve pupils' attendance.
- The school introduced an Attendance Engagement Officer position to the school structure in 2021/22, to support learners back into education; Governors have further invested in this role through the PDG in 2023/24.
- Governors have recently appointed a Mobile Behaviour Manager (Summer 2023) to work with the hardest to reach pupils within the school.
- YBC continues to work on an individualised basis to offer our most challenging pupils in the LA an individualised programme and package which works for them; for a small number of pupils this may not be 25 hours of education per week, and through discussion with Estyn, WG and SNAP Cymru they support that the provision we offer should look markedly different to the provision in mainstream education where these pupils have experienced high levels of failure. Our goal consistently remains that all pupils will engage for 25 hours per week, but we also recognise that for a small number of our pupils in exceptional circumstances this may not be possible and work closely alongside multi-agency colleagues to find the optimal package for each learner; Pastoral Support Plans are in place for those statutory-aged pupils who have an offer of less than 25 hours per week.
- The structure of positive behaviour management at the school has changed and developed over time to include aspects such as TIS, therapeutic interventions and broadened pro-active interventions to support pupils and reduce incidents of challenging behaviour.
- BCBC are reviewing the LA's Behaviour Strategy and have committed to reviewing the LA policies, but this has not been completed to date; as such YBC will review their policy and then update following any additional guidance which is produced by the LA.
- YBC are also contributing to WG's review of behaviour policies and strategies in special schools and pupil referral units (PRUs).
- YBC has supported the development of the Relationships and Sexuality Education curriculum in Wales over the last 5 years.
- Music is used as a therapeutic intervention; curriculum offer and motivational/engagement activities for pupils.
- YBC has employed a Speech and Language Therapist (SaLT) through a Service Level Agreement with Abertawe Bro Morgannwg University and then Cwm Taf Morgannwg Health Board since February 2012. There have been challenges about the consistency of workforce over time; however a new therapist was employed from Summer 2023 onwards.
- YBC have achieved a number of WNHSS awards historically but progress has been non-linear and slow. The WNHSS network in BCBC was being developed during 2019/20 and YBC have participated in this, however progress has been limited by staff absenteeism.
- YBC is an active participant in the LAC PDG Special School Cluster in BCBC.
- As part of the LAC PDG 2018/19, YBC developed its interaction with Trauma Informed Schools (TIS) and has worked to embed this over time at the school. The ability to train and retain staff who have completed a TIS diploma has become more challenging, and the school are working to develop a more sustainable model for training.
- The school achieved the Silver School's Mental Health Award in April 2022 and continue to develop and implement a whole-school approach to emotional and mental well-being.
- The school continues to build links at a local, regional and national level with colleagues within Health to promote the emotional health and wellbeing of learners and the school community.
- The school sadly lost two members of staff during December 2019 and September 2020, within very unexpected and unrelated tragic circumstances which has had a significant impact on the school community. In October 2022, the school also lost a member of staff who had left the school in August 2021 through an expected event which has had a further impact on staff.

- The school achieved the first stage of the Unicef UK's Rights Respecting Schools Award - Bronze: Rights Committed in June 2019 and achieved Silver RRSA in May 2021.
- YBC developed the forestry area through the LCS project in 2018/19 through bushcraft sessions; sessions and developments in this area, including the increased development and use of outdoor areas, need to be maintained over time.
- Whilst the school has a website and social media presence through Twitter, this could be further developed to support the health and wellbeing needs of the school community.

Targets for 2023-26:

- R1 Improve pupils' attendance through analysis, targeted support and multi-agency collaboration
- Continue to review and refine strategies and systems to support positive behaviour management at the school
- Work with colleagues both within and outside the school to review behaviour within a local and national context
- Embed the RSE curriculum within YBC
- The impact of the music provision will continue to be evaluated and improved to impact in a therapeutic, curriculum and motivational manner on the maximum number of pupils
- SALT to have an impact on all pupils at YBC
- To engage with WNHSS
- To develop and implement a whole school trauma informed schools' approach
- Achieve TIS award
- A whole-school approach to emotional and mental well-being will be in-place at YBC
- Achieve the School Mental Health Award
- Improve access to support from health colleagues
- Improve staff wellbeing and attendance
- Grieve as a school community
- Achieve Gold RRSA
- Maintain and grow the bushcraft/forest schools' area and outdoor provision at the Bryncethin Campus
- Review the content of the school website and social media platforms

Success Criteria:

- Pupil attendance will have improved, in comparison to the individual starting points of learners
- Pupils will be more able to self-regulate and limit the number of incidents of challenging behaviour over time
- The strategies and systems to support positive behaviour management at the school will have developed over time
- YBC will have supported the LA and WG to review behaviour within a local and national context
- RSE curriculum will be updated on an ongoing basis in-line with the code
- Music provision will continue to have a positive impact at YBC
- The SALT role will have a positive impact on all pupils at YBC

- WNHSS National Quality Award will be achieved
- Whole-school TIS strategy will be in-place
- YBC will have achieved TIS award
- Pupils, staff and the wider school community will have improved emotional and mental well-being
- Colleagues from health will be an active part of the school community including within relevant PCP meetings
- The school will be on a grieving pathway
- Gold RRSA will have been achieved
- The bushcraft/forest schools' area and outdoor provision will be enhanced and used effectively
- An effective and updated website and social media presence will be in-place

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
Estyn R1 O2; O3; O5 T1, T2, T3, T4, T12	Improve pupil attendance by formalising the approach for pupils with low attendance through the ongoing employment of an Attendance Engagement Officer for 0.6 FTE to analyse and offer bespoke innovative packages of support for pupils who refuse to attend school including the provision of resources	GB; Attendance Engagement Officer (AEO); pupils; Parent/ Carers; LA	Ongoing	August 2024	£11,030 PDG	
	Micro-analysis of behaviour trends and patterns	HT; HSLOs; MT; GB	Sept 2023	July 2024	N/A	
	Half-termly review of attendance data for pupils to direct/allocate resources	EWO; HSLOs; SMT; AEO	Ongoing	Ongoing	N/A	
	Review use of PSPs for pupils with low attendance who are not making progress and need additional resources from the LA such as bespoke transport offer to promote positive engagement and attendance	SMT EWO EET team BCBC	Ongoing	Ongoing	N/A	
	Participate in research project with Dr Andrea Williams regarding pupils at the edge of YBC provision	SMT; AWi; others TBC	Sept 2023	July 2024	£400	
Estyn R1 O1; O2; O3; O4; O5	Review the structure of positive behaviour management at the school including: <ul style="list-style-type: none"> • Therapeutic/regulation spaces • Therapeutic interventions • Remodelling of the environment 	LRMs; SMT; school staff; working party; pupils	Ongoing	Ongoing	£3,000	

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
T1, T2, T3, T4, T6, T7, T8, T9, T12, T15	Consider the sensory needs of pupils across the school	SMT; SALT; HSLOs; LRMs; Finance	Dec 2023	July 2025	£1,000	
	Consider the implementation of restorative approaches on a whole-school basis	VCa; SMT; staff; GB	November 2023	July 2024	£3,554	
	Review the behaviour policy including consideration of WG's guidance on Reducing restrictive practices framework and EWC good practice guides	MT; GB; staff	Sept 2023	March 2024	£450	Recognise the need for internal regulation opportunities in the behaviour policy
	Review the system for the electronic storage of pupil paperwork including IBPs, enhanced RAs and IDPs	LRMs; CCa; SJe; KCh; Gareth D	Sept 2023	Dec 2023	£210	Supply for colleagues to review current storage and implement new system
	Contribute to the development of a BCBC Behaviour Strategy	BCBC; HT	Spring 2023	Ongoing	N/A	Others to contribute as required
	Contribute to the WG review of behaviour policies and strategies in special schools and pupil referral units (PRUs)	WG; HT; SMT	July 2023	July 2024	N/A	
	Consider an external review of behaviour at the school including the use of positive behaviour support	SMT; LRMs; GB	Sept 2023	July 2024	£3,500 TBC	Explore PBS
	Explore a sustainable model of delivery for positive interventions including: <ul style="list-style-type: none"> • ELSA • TIS • MX Motocross course • Boxing 	SMT; KCh;	Ongoing	Ongoing	£3,400 LAC PDG TBC	
O1; O2; O3; O4; O5	Embed the RSE policy	All staff; SMT	Sept 2023	Ongoing	N/A	
T1; T3; T4; T5; T6; T8	Maintain ongoing involvement with support, development and implementation of RSE at an all-Wales level	SDa	Ongoing	Ongoing	N/A	
O1; O2; O3; O4; O5 T1; T2; T3; T4; T5; T6	Evaluate and expand the Music Therapy offer in order to impact on more learners	SMT; KCh; Nordorff Robbins	Ongoing	August 2024	£16,000 from EIG £3,825 from LAC PDG	

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
O1; O2; O3; O6 T1; T2; T3; T4; T5; T6; T7; T14	Embed new Speech and Language Therapist into YBC	SMT; CTMUHB; GB	July 2023	December 2023	£25,000	
	Review and refine the universal, targeted and specific SaLT offer for all pupils	SaLT; SMT	July 2023	July 2024		
	Communication groups will be held in all key stages	SaLT; SJe; school staff	July 2023	July 2024		
	A training menu will be developed and available for line managers to identify speech, language and communication training for their staff	SaLT; CTMUHB	January 2024	December 2024		
	The school will develop and implement a consistent communication strategy across the whole school	SaLT; SDa; school staff	April 2023	April 2025	£1,500	
O1; O2; O3; O5 T1; T2; T3; T4; T5; T6; T7; T8; T10	Work towards the achievement of the WNHSS National Quality Award	VCa; Staff	Sept 2023	July 2024	£500	
O1; O2; O3; O4; O5 T1; T2; T3; T4; T5; T6; T7; T8; T10	Work towards further embedding Trauma Informed Schools (TIS) and the TIS Award <ul style="list-style-type: none"> • Consideration of further staff attending 10-day TIS Diploma training • 2 half-day consultation visits • Motional testing for pupils • TIS/Motional refreshers for staff • Build TIS strategies/interventions into curriculum • Participation in Special School LAC PDG • Qualified TIS staff to participate in supervision activities • Move to TIS PRRR ('repair and reflect' not 'rewards and sanctions') 	SMT; TIS practitioners; Admin team	Ongoing	July 2025	£3,000 LAC PDG	
O1; O2; O3; O4; O5 T1; T2; T3; T4; T5; T6; T7; T8; T10;	Develop a whole-school approach to emotional and mental well-being including; <ul style="list-style-type: none"> • Implementation of the framework for emotional and mental wellbeing • Links with DECLO and health colleagues 	SDa; staff; HT; SMT; CAMHS colleagues	Ongoing	Ongoing	£500	

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
T12; T13; T15	<ul style="list-style-type: none"> i-ACT training 					
	Introduce and facilitate the CAMHS SHINE service in YBC	SDa; staff; HT; SMT; CAMHS colleagues	Ongoing	Dec 2023	N/A	
	Support from school counsellor to be offered to school community	JW; KCh; SMT; HSLOs	Ongoing	Ongoing	£9,000 RRRS £9,000	
	Staff to be trained in e-Youth Mental Health First Aid award	SDa; SJe; staff	Ongoing	Ongoing	£2,000	
	Re-establish links with CAMHS	DECLO; DHT; HT	Sept 2023	January 2024	N/A	
	Offer a minimum of one opportunity per term for pupil emotional and mental wellbeing in departments	SMT; AHTs; Admin Team	Autumn 2023	Summer 2024	£1,000	Consider inviting interesting people for lunch with pupils
	Offer a minimum of one opportunity per term for staff emotional and mental wellbeing in departments	SMT; AHTs; HSLOs; Admin Team	Autumn 2023	Summer 2024	£1,000	Consider inviting interesting people for lunch with staff
	Offer a range of opportunities for Parent/Carer emotional and mental wellbeing and learning including: <ul style="list-style-type: none"> NAS Teen Life programme Family Learning Positive behaviour management 	SMT; AHTs; HSLOs; Admin Team; AEOs; LRMs	Autumn 2023	Summer 2024	£3,500	Could consider development of Family Focus groups
	Consider regular feedback from the staff wellbeing group	Staff wellbeing gp; SMT	Ongoing	Ongoing	£500	
Review health and wellbeing support for school staff at YBC through: <ul style="list-style-type: none"> NEBOSH HSE Certificate in Managing Stress at Work Consideration of stress indicator tool Supportive strategies 	HT; Staff wellbeing gp; SMT; GB	Sept 2023	July 2024	£2,000		
O1; O2; O3; O4 T1; T2; T3; T4; T6; T7	Consider and implement activities to support the grieving process for the school community including the installation of a memorial garden	SMT; Premises Team; Staff	Ongoing	Ongoing	£1,000	

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
O1; O2; O3; O4; O5 T1; T2; T3; T4; T5; T6; T7	Work towards Gold Rights Respecting Schools Award (RRSA)	SPE; staff	Ongoing	July 2025	£500	
O1; O2; O3; O5 T1; T2; T3; T4; T5; T6; T7; T8; T9; T15	Continue to develop the outdoor provision at the school including; <ul style="list-style-type: none"> • Outdoor kitchen • Allotments 	SPE; ME; staff; pupils; GB; school parliament	Ongoing	Ongoing	£1,000	
O1; O2; O3; O4; O5; O6	Review and refresh website contents and presentation	SMT; GB; KCh	Jan 2024	July 2024	£1,500	Include bilingualism as part of Cymraeg 2050 ambitions and work towards arian award of siarter iaith
T1, T2, T3, T4, T5, T6, T7, T8, T10, T13	Review social media presence of the school	SMT; GB; KCh	Jan 2024	July 2024	£300	Include bilingualism as part of Cymraeg 2050 ambitions and work towards arian award of siarter iaith

2023-26: Target 2: Plan, implement and deliver the Curriculum for Wales at YBC

Context:

- Prior to the impact of covid, most lessons (95%) at YBC were good or excellent, with the percentage of excellent teaching increasing over time. The impact of covid-related disruption on staffing levels led to inconsistent formal monitoring of standards, including by lesson observations, work and planning scrutiny, but these formal monitoring processes were reintroduced during 2022/23. Episodes of teaching and learning are showing increasingly high levels of cross-curricular links with excellent relationships, but have highlighted that differentiation and feedback are areas of development across the whole school.
- A recommendation from Estyn's visit in January 2019 was to **ensure that all teachers have a clear understanding of pupils' progress and their next steps for learning**. This recommendation has been considered as part of the implementation of both Curriculum for Wales and ALN reform at the school.
- YBC has been working to support staff to develop the skills to implement the Curriculum for Wales at YBC. From 2019 onwards, the SMT and staff designed and began to implement the new Curriculum within YBC: the school implemented the curriculum for Wales for pupils in Year 7 from 1st September 2022.
- Whilst adaptations to the curriculum and geographical zoning of the school as a result of the Covid-19 pandemic supported the early development and implementation of the Curriculum for Wales in many areas of the school, this created some differences and variability across the school. This has been compounded further for some pupils by ongoing national changes to the qualifications framework in Wales, but the school have implemented changes from September 2023 onwards, whereby all areas of the school are using a thematic-approach to teaching and learning.
- The school developed Professional Enquiry Groups (PEGs) for teaching staff in 2021/22 which focussed around 3 areas: progression, curriculum, and pupil journey. Teachers identified an enquiry question, and carried out enquiry at a PEG and whole-school level. This led to the development of:
 - Shared language for verbal feedback
 - Whole-school cross-curricular project
 - YBC pupil passport which details activities for pupils to participate in during their time at YBC
- Pupil Learning Journeys have been introduced and trialled within the school from September 2022 onwards.
- In 2023/24, PEG groups will focus on developing a whole school shared understanding of progression and assessment, including how we record progression and assessment for learners across the school.
- This will be supported by support staff who will support learners to work towards achieving the YBC pupil passport.
- YBC are active participants in the Bryntirion Cluster and Special School Cross Consortium Moderation Network (SSCCMN) for LNF. The focus for these professional networks/clusters for 2023/24 is on developing a shared understanding of progression and assessment and will include active involvement of teachers from YBC. NB SSCCMN have reviewed and developed the role of the moderation network to respond to the Curriculum for Wales and have become the Special School Progression and Assessment Network (SSPAN).
- A curriculum policy was developed through consultation with stakeholders and published in Autumn 2022. This was reviewed in Summer 2023 and following consultation with a range of stakeholders is being further amended and updated.
- YBC have actively participated within the SIG since 2015/16, but it has inconsistently met over that period of time. However, YBC has a range of partnerships and network opportunities at local and national levels, which are used to support the implementation of CfW and ALN reform within the school. For example, colleagues participate as active members of CSC Special HTs group, SWASSH, ALN reform group.
- YBC use positive behaviour management strategies including the use of Community Based Education (CBE) activities to motivate pupils to engage with the school. Whilst the breadth and number of opportunities was reduced during and post-covid, this has increased over the period from January

2023 onwards, and the school recognise the importance and benefit of promoting partnership working with community partners to enhance the opportunities for learners.

- The number and range of international partnerships and links has reduced due to the impact of covid, but will be prioritised and increased from September 2023 onwards.
- The school continues to encourage Cymraeg belongs to us all, and encourages the use of Welsh across the education system, both within and beyond the school. The Welsh Coordinator acts as the Chair of the Cyfarfod Cydlynnydd Cymraeg Clwster Bryntirion (Bryntirion Cluster Welsh Co-ordinators' Meeting) and the Welsh Coordinator for Special Schools and PRUs in CSC, and has been involved in the development, delivery and implementation of Siarter Iaith in Special Schools and PRUs.
- A number of relationships have been established between YBC and Universities over time including Health and Relationships Education with Cardiff University, Initial Teacher Education with University of Wales, Trinity Saint David and Stonewall training with Swansea University. These will be extended over the period from September 2023 onwards.
- YBC have developed links with partner organisations to carry out action research enquiries such as through LCS, IntoFilm, NPEP and Embedding Enquiry and Research in Schools (EREiS) project with CSC and Cardiff University.
- YBC uses PDG funding to challenge learner disengagement and promote active learning and participation for all learners. The school employs a Mobile Behaviour Manager, Basic Skills SSO, Attendance Engagement Officer and off-site provision in a less formal learner environment within the community. This enables the school to deliver literacy, numeracy and emotional literacy interventions to those pupils who are most disengaged with formal learning.
- Literacy, numeracy and digital competence have been well embedded at the school over many years but need to be reviewed to ensure they meet the requirements of the cross curricular skills within CfW and allow for progression for learners.
- The cross-curricular skills of digital competence, Relationships and Sexuality Education (which must be suitable for a learner's stage of development), Careers and Work Related Experiences (CWRE) and Religion Values and Ethics (RVE) require review to ensure they meet the requirements of the cross curricular skills within CfW and allow for progression for learners.

Targets for 2023-26:

- Continue to improve the standard of teaching and learning at YBC
- **Ensure that all teachers have a clear understanding of pupils' progress and their next steps for learning**
- Successfully implement Curriculum for Wales within YBC including a shared understanding of progression both within and beyond the school
- Updated curriculum policy(ies) in place to provide a consistent framework for the curriculum across the school, including how we record progression and assessment for learners across the school
- Identify and deliver a sustainable qualifications framework for pupils at YBC
- The YBC Pupil Passport will be achieved and celebrated by the school community within and beyond YBC, and will become an integral part of the curricula offer
- YBC will continue to actively participate in the Bryntirion Cluster, including the development of a shared understanding of progression
- YBC will continue to actively participate in the Special School Progression and Assessment Network (SSPAN)
- YBC will internally and externally moderate examples of pupil work
- Continual active participation within SIG and other collaborative networks to consider, identify and share best and emerging practice specific to pupils with ALN

- Build on existing community engagement and partnership working to further broaden the opportunities for learners at YBC
- Continue to build and embed international links with other schools and partners
- Support the further development of Cymraeg belongs to us all and encourage the use of Welsh across education
- Continue to support the Siarter Iaith in Special Schools/PRUs
- Continue to grow and develop partnerships with Universities
- Increase the amount of action research at YBC
- The offer of support for those learners who are most disengaged with formal learning will develop over time, working towards increasing engagement with learning
- Mobile Behaviour Manager appointed and having a positive impact on pupils
- Basic skills structures and support are refined on an ongoing basis to prioritise pupil progress
- Cross-curricular skills and cross-cutting themes are well-embed and allow for progression across the curriculum

Success Criteria:

- There will be an improving standard of teaching and learning within YBC
- All staff will have a clear and shared understanding of pupils' progress and their next steps for learning
- The Curriculum for Wales will be being delivered at YBC: this will be clear and consistent across the school
- There will be systems for recording of progression and assessment for learners across the school
- Pupils will achieve appropriate qualifications
- All pupils will work towards achieving the YBC Pupil Passport
- Teachers will have participated in developing a shared understanding of progression both within and outside the school
- Examples of pupil work will be internally moderated and submitted for external verification
- YBC staff will actively participate, seek and develop a range of collaborative networks with colleagues; YBC will consider, identify and share best and emerging practice specific to pupils with ALN as part of this collaboration
- The number and range of community engagement opportunities and partnerships will have increased
- International links with other schools and partners will be developed and embedded
- Staff, pupils and the school community will make progress with the use of Welsh in the school
- The Siarter Iaith will be delivered at different levels in an increasing number of schools/PRUs
- Established links will be developed with Universities in Wales and beyond
- Increased action research will take place at YBC
- Improved engagement of learners who are most disengaged with formal learning
- The range of Basic Skills support will be refined and reviewed on an ongoing basis
- All learners make progress in the cross-curricular skills and cross-cutting themes across the curriculum

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
O1; O2; O3; O4; O5 T1, T2, T3, T4, T5, T6, T7	Ongoing professional learning for school staff about CfW at YBC to ensure consistency	SMT; all staff	Ongoing	Ongoing	N/A	
	Review and update the curriculum policy(ies)	SMT; staff	July 2023	Dec 2023	£750	
	Review of the vision and values of the school	SMT; all staff	September 2023	Jan 2024	N/A	
	Use of PEG groups to increase knowledge and understanding about CfW around a shared understanding of progression within the school and how we record progression and assessment for learners across the school	SMT; teachers	September 2023	July 2024	N/A	
	Regular review and monitoring of teaching and learning	SMT, GHo; GB; Peers	Ongoing	Ongoing	N/A	
	Quality assurance of alternative provision	SPE; SJe; SMT; GHo	Sept 2023	Ongoing	£750	
O1; O2; O3; O4; O5 T1, T2, T3, T4, T5, T6, T7	Consistent implementation and delivery of the YBC Pupil Passport to learners across the school	Staff	Ongoing	July 2024	£1,500	https://www.gov.uk/government/publications/my-activity-passport
O1; O2; O3; O4; O5 T1, T2, T3, T4, T5, T6, T7	Participation within SIG projects as appropriate	SMT	Ongoing	Ongoing	N/A	
	Participation in the National Network for the Curriculum for Wales through planning meetings and/or conversations	SMT; staff	Sept 2021	Ongoing	Funding through WG	
	Participation in CSC principles of progression	RFr	Sept 2023	Ongoing	£450	
O1; O2; O3; O4 T5, T6, T7	Consideration and implementation of changes in qualifications through Quals Wales	SPE; SMT; staff; GB	Ongoing	Ongoing	£500	
O1; O2; O3; O4 T5, T6, T7	Development of shared understanding of progression for each AoLE with Bryntirion Cluster	Staff; SMT; Cluster	Ongoing	July 2024	£3,000	1.5 supply days per AOLE
	Ongoing participation and involvement in the SSPAN	SMT/MT	Ongoing	Ongoing	£1,500	
	Moderation for other subjects/areas through moderation with mainstream and special schools, and internal moderation groups led by subject coordinators/IVs	AHTs	Ongoing	Ongoing	£600	

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
O1; O2; O3; O4; O5; O6 T1, T2, T3, T4, T5, T6, T7	Grow and develop the number and range of international partnerships and links	SPE, SMT	Nov 2023	July 2024	£500	
O1; O2; O3; O4; O5; O6 T5, T6, T7, T14	Lead the development of a Special School Welsh Cluster within CSC including: <ul style="list-style-type: none"> • Special school Eisteddfod • Cluster meetings 	AMo; CSC; HRI; finance	Sept 2022	April 2024	£3,000	
	Work towards achievement of Silver Level of Siarter Cymraeg for Special Schools	AMo; staff; SMT; pupils; GB; CSC	Sept 2023	Dec 2024	£500	
	Participation as a verifier as part of the Siarter Iaith Cymraeg Campus verification process	AMo; CSC; SMT	Nov 2022	Dec 2023	£840 funding from CSC	Awaiting funding from CSC – one day of verification left to complete by end of Autumn term
	Continue to support PL opportunities for staff through Welsh language programmes	SMT; GB; AMo	Ongoing	Ongoing	£750	NB the ability to offer secondments and immersive experiences are limited due to challenges with recruitment and retention of staff in 2023/24
O1; O2; O3; O4; O5; O6 T1, T2, T3, T4, T5, T6, T7	Grow and develop relationships with Universities including UWTSO, Cardiff Met and OU through Initial Teacher Training and placement opportunities	HRI	Ongoing	Ongoing	N/A	
	Participation in action research projects	HRI; SDa; school staff; CSC	Ongoing	Ongoing	Grant funding TBC	
O1; O2; O3; O4; O5 T1, T2, T3, T4, T5, T6, T7, T8	Induction of MBM into school to deliver specific interventions to YP in crises offering literacy, numeracy and emotional literacy ensuring effective monitoring systems are in place	SMT; JBr	July 2023	Ongoing	£69,000 – PDG	
	Basic Skills LSO to deliver literacy, numeracy and emotional literacy interventions to YP ensuring effective monitoring systems are in place	SMT; KCa	Ongoing	Ongoing	£6,500 PDG	
	Alternative provision to be offered for a limited number of the most disengaged learners in a less formal learner environment within the community	SMT; Spe; KCh	April 2023	April 2024		
O1; O2; O3; O4	Review numeracy across the curriculum in-line with YBC's shared understanding of progression including:	PPS; SMT; CSC; all staff	Sept 2023	July 2025	£600 £700 EIG £870 PDG	

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
T1, T2, T3, T4, T5, T6, T7	<ul style="list-style-type: none"> Access Maths Testing Mathletics 					
	Review literacy across the curriculum in-line with YBC's shared understanding of progression including: <ul style="list-style-type: none"> IDNL Dyslexia screener 	CFi; SMT; CSC; all staff	Sept 2023	July 2025	£600	
	Review the cross curricular skills and cross-cutting themes aligns with YBC's shared understanding of progression including: <ul style="list-style-type: none"> digital competence Relationships and Sexuality Education (which must be suitable for a learner's stage of development) Careers and Work-Related Experiences (CWRE) 	SMT; CSC; all staff	Ongoing	July 2024	£1,500 £1,008 EIG	Kahoot £1,008

2023-26: Target 3: Responding to and embedding ALN reform and the continued growth of YBC

Context:

- A new SMT structure at the school was implemented at the school in 2019/20 and remains effective.
- Leadership of the school changed in 2022/23 with the appointment of a new Chair of Governors, new Vice-Chair of Governors and one new Assistant Headteacher.
- ALN reform has been implemented at YBC and the school have worked with the LA to develop systems and processes over time, however this progress has been delayed due to staffing constraints within the LA and YBC, which has impacted upon the leadership capacity at YBC.
- Special school colleagues have shared concerns about ALP in a special school context and work is ongoing around this matter.
- Three TLR3 positions for an ALN Reform project, CfW Implementation project and TLR 3: Health and Wellbeing project were added to the structure in Spring 2023 in order to build further capacity and ensure implementation of national reforms at YBC.
- In-line with other special school leaders across Wales, YBC are experiencing unprecedented challenges with recruitment, retention and turnover of staff, including the admin team, which impacts on the pace with which the school is able to bring about school improvement; the school continues to work with colleagues at a national level to minimise the impact of this on schools and pupils.
- Welsh Government issued new school improvement guidance for schools which is non-statutory guidance until September 2024
- The school coordinates and contributes to Special School-specific Leadership programmes.
- Schools as Learning Organisations model is used at YBC and the Professional Learning offer has been developed and refined over time.
- The school has a high level of pupil admissions and variable pupil roll on an ongoing basis although as pupil numbers have risen and the school lacks capacity this has begun to stabilise. During 2022/23, the Local Authority worked towards reducing the admission points at the school to three times per year, other than in exceptional circumstances.
- Increasing pupil numbers and challenges with workforce has led to school transport problems which impact on the attendance, emotional health and wellbeing of the school community.
- The additional pupil admissions result in areas of the schools being repurposed, on an ongoing basis, to better meet the needs of the school population. The Governing Body continue to work with the LA to consider capacity-related concerns and the LA are undertaking a capacity review of the school during 2023/24.
- The number of ASD-specific classes have grown significantly over time; from one in April 2016 to eight in September 2023.
- The number of P16 classes has reduced from 2022/23 onwards from 4 classes to 2 classes.
- YBC has employed Judicium to support the further development and refinement of H&S and GDPR practices at the school and campus.

Targets for 2023-2026:

- Support the full implementation of the new leadership team including Chair of Governors, Vice-Chair of Governors, Assistant HT and TLR3 positions
- ALN reform will have been achieved and effective and sustainable systems and processes will have been implemented at the school and LA-level
- A more stable staffing position will have been achieved
- Review and refine evaluation and improvement in-line with WG policy
- Support the development of Middle and Senior Leaders at a local and national level
- Schools as Learning Organisations model and professional learning offer will have been reviewed and fully embed at YBC
- Minimise disruption caused by school transport

- Maximise the efficient use of the premises to accommodate pupil needs across BCBC
- Work alongside the LA to identify a more sustainable manner in which to manage pupil admissions and planned growth of the school whilst maintaining the H&S of all
- Develop and implement appropriate systems and processes to minimise the impact of the growth in some departments and reduction in other departments at YBC
- Work with Judicium to further develop and refine H&S and GDPR practices at the Bryncethin Campus over time

Success Criteria:

- The new leadership team will have been implemented and working efficiently
- Requirements of ALN reform will be met in a sustainable and efficient way at YBC
- There will be fewer staff vacancies and lower levels of turnover of staff
- The monitoring and evaluation systems at YBC will have been reviewed and enable continuous school improvement within WG policies and frameworks in-relation to the implementation of the CfW
- The school will have supported the development and delivery of professional development opportunities for Middle and Senior Leaders at a local and national level
- Schools as Learning Organisations model and YBC-specific professional learning offer will be embedded
- The frequency and level of disruptions to school transport will be minimised
- The environment at YBC will be used effectively to best support the needs of pupils at the school/campus and maximise the number of pupils who can be safely accommodated
- A strategic admission process will be in place which will prevent in-year, unanticipated impact of growth of the school
- The changes in pupil numbers will be supported by appropriate systems and processes in order to minimise the impact on pupils at the school
- The number of priorities from the annual Judicium H&S and GDPR audits will reduce

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
O1; O3; O4; O5	Consolidate the leadership structure and changes at the school through coaching and mentoring and PL opportunities	HT; GB; SMT; CSC; LA	Ongoing	Ongoing	£3,500	
T1, T2, T3, T4, T5, T6, T7, T8	Continue to build capacity in the leadership structure through: <ul style="list-style-type: none"> • TLR3 ALN Reform • TLR3 CfW Implementation • TLR3 Health and Wellbeing 	SMT; GB; HR	Ongoing	August 2024	£6,056 ALN grant and RRRS	NB end-date extended
O1; O3; O4; O5	Build capacity and support for the implementation of ALN reform at YBC to include:	SJ; KR; CC; GB; HT; Admin Team; SMT, KCh	Ongoing	Ongoing	£10,815 EIG	

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
T1, T2, T3, T4, T5, T6, T7, T8	<ul style="list-style-type: none"> • Training for teaching staff • Communication with stakeholders including Parents/Carers • Ongoing development of YBC and BCBC-specific paperwork, systems and processes • Implementation of sustainable systems and processes 				£1,500	
	Work with colleagues outside YBC to determine ALP provision in other special schools	HT; DHT	May 2022	Ongoing	N/A	
O1; O2; O3; O4; O5	Work with national colleagues to stabilise recruitment and retention challenges in YBC (and across Wales)	HT; SMT; GB; HR; Finance	October 2022	October 2023	N/A	In-conjunction with all-Wales Special Schools; ADEW; ALN Transformation Lead;
T1, T2, T3, T4, T5, T6, T7, T8	Review recruitment and retention challenges at YBC and consider innovative solutions	HT; SMT; GB; HR; Finance	September 2023	July 2024	TBC	
O2; O3; O4; O5	Employ x3 support staff to support end of day school transport challenges	SMT; KCh; BCBC	Ongoing	March 2024	£11,200 EIG	
T1, T2, T3, T4, T7, T8, T9, T15						
O3; O4; O5	Monitoring and evaluation systems will be refined and developed in-line with WG policy	HT; SMT; GB; SI Partner; networks	Sept 2022	Ongoing	N/A	
T1, T2, T3, T4, T5, T6, T7, T8	Create one case studies per term per department to celebrate success	AHTs; SMT	Autumn 2022	Summer 2024	N/A	
O1; O3; O4; O5	Provide high quality PL opportunities including; <ul style="list-style-type: none"> • Colourworks profiles for new teaching staff • Further development and refinement of YBC-specific training for new appointed staff and agency staff • Specialist training for Admin Team and Premises Team 	DHT; SMT; Finance	Ongoing	July 2024	£3,500	
T1, T2, T3, T4, T5, T6, T7, T8	Support the development and delivery of PL opportunities for Middle and Senior Leaders at a local and national level	HRi; KCh; SMT; GB	Ongoing	Ongoing	£750	
O1; O2; O3; O4; O5	YBC will work with the LA, GB and other stakeholders, to implement a planned, strategic approach to pupil admissions which minimises the	HT; KCh; SMT; GB; BCBC; SI Partner	Ongoing	Ongoing	N/A	

Links to local & national priorities	Activities	Responsibility	Time scale		Cost	Monitoring
			Start	Complete		
T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T12, T15	impact on other learners and the pressure on the school to prevent a detrimental impact on capacity at the school					
	Refine and develop the use of the premises to best meet the needs of pupils at the school/campus and maximise the number of pupils who can be safely accommodated. This will include the following: <ul style="list-style-type: none"> • Repurposing of rooms/areas • Premises works to create safe environments • Further development of existing areas/facilities including vocational areas • Use of innovative solutions • Working with stakeholders, including the School Parliament, to reduce the carbon footprint of the school/campus 	HT; KCh; SMT; GB; BCBC; SI Partner; school parliament; staff; other stakeholders	Ongoing	Ongoing	TBC	
O1; O2; O3; O4; O5	YBC will work with Judicium to carry out an annual H&S audit to produce an action plan of priorities for further development	KCh; HRi; school staff; GB	Ongoing	Ongoing	£3,540	
T1, T2, T3, T4, T5, T6, T7, T8, T9, T15	YBC will work with Judicium to carry out an annual GDPR audit to produce an action plan of priorities for further development	KCh; HRi; school staff; GB	Ongoing	Ongoing	£1,285	