

# **School Development Plan**

## **Published Summary**

## School self-evaluation: summary

### Strengths:

- Estyn commented during their visit this year. The school provides worthwhile support to meet the social and emotional needs of its pupils effectively.
- The work of the school council is a particular strength. Notably, pupils created their own school development plan based on their observations carried out on walks around the school. The school's work to promote pupils' understanding of their rights is highly effective. The school core values are promoted well through regular assemblies and class-based activities. All staff celebrate when pupils display these values in daily school life. The school has a strong culture of safeguarding, which ensures the safety of wellbeing for all pupils and staff.
- Estyn commented on family engagement has a strength within the school and we were asked to complete a case study with regard to this and the cost of living crisis. At Riverbank we effectively liaise with families and the local community in order to enrich the curriculum offer in place for our learners and widen the platform for skill acquisition/refinement within authentic contexts. Following audit and evaluation of parental involvement across the school we have been able to record and report on level of engagement from parents via the website and Seesaw.
- Estyn have stated that Staff at the school have collaborated to design a purposeful and pupil-centred curriculum in line with Curriculum for Wales. It is broad and balanced and is being developed to meet the needs of pupils at the school. Staff engage pupils successfully in their learning by introducing new themes through exciting and authentic 'enrichment days', for example by challenging pupils at the school to complete a range of scientific experiments to find solutions to a medical problem.
- We have embedded Children's Rights throughout the school culture and ethos including in planning, assemblies and display boards and have gained Gold accreditation by UNICEF. Staff and families have a reminder each half term of the rights relevant to the topic. The school charter was developed by children and is on display in the school hall. Children are regularly reminded to get involved with Riverbank Ralph (RRS mascot) and shout about their rights. Through children becoming increasingly aware of their rights, they are developing their confidence to speak out about perceived injustice and are becoming more ethically informed. Estyn commented that nearly all pupils understand they have a voice and have an appropriate understanding of their rights. Children know that they have a voice that is valued and listened to, for example during one audit the leadership team heard that one boy was sad in school because he didn't have curry for lunch. We were able to discuss this with the school cook who was very easily able to incorporate chicken/veggie curry into the three weekly menu cycle. This was commented on in the Estyn report when they visited recently.
- The introduction of the PBS panel has been a real strength this year and has helped teams to problem solve behaviours with individual pupils in a supportive forum using a solution circles structure. Educational Psychology have been involved in this process, and it has really benefited particular pupils when looking at the data their behaviours after they have been discussed in the panel has reduced and their quality of life has increased. Our recording, monitoring and analysis has continued to improve this year which continues to be imperative as it is the functional analysis of the behaviour that guides the intervention. Internal training in the use of Behaviour Watch and the process of STAR analysis has led to improved analysis of the causation of behaviours. We have established a PBS team made up of specialists in communication, sensory processing, nurture, trauma, PCP and Rights of the child. Two members of staff are ABA trained which has helped to enhance the way we gather and analyse data.

### Areas for development:

- To continue to embed journey to excellence with every pupil and to begin comparison data for individual pupils' journeys.

- Continue to improve our approach to reading, via the external input including the phonics element. To develop and embed a consistent approach to reading across the setting.
- to develop recommendations which were highlighted in the recent Estyn report.
- to create consistent excellent teaching across Riverbank school.
- To continue training, ensuring that staff continue to prioritise communication as a central skill to pupils' learning and outcomes.

# SCHOOL DEVELOPMENT PLAN EVALUATION 2022/23

Priority	Evaluation of progress
1. Continue to ensure all pupils make at least good progress in relation to their individual starting point.	We have a highly effective and robust approach to assessment within Riverbank School. We are a person-centred organisation that offers bespoke provision with individualised expectations for all based on a thorough understanding of all our pupils' unique learning needs, barriers and requirements. This year we have trialled our journey to excellence model which aims to capture both formative and summative data to bring all aspects of assessment together allowing for gathering and analysis of qualitative outcomes and feedback. Each teacher has been given the opportunity during performance management to discuss one example pupil from their classroom and to fill out each of the areas of assessment in the template which is below. Teachers have also been given the opportunity during training insets to discuss alongside their class teams one example pupil in their class. The trial is in the early stages and so there is no comparison data at present but feedback from staff has been positive and staff are finding the document really beneficial to assess individual pupil progress in relation to their starting point. Estyn feedback that most pupils made suitable progress in relation to their starting point during their time at school. They felt that all pupils developed beneficial skills that support their independence and self-care. Estyn believed that the majority or most pupils made progress in physical, digital, writing, creative, numeracy and reading. They observed many of these skills within classes and through conversations with the staff in school alongside the data pack.
2. Continue on our journey of enhancing our provision ensuring learners feel safe, nurtured and catered for.	The manner in which behaviour is proactively supported and reactively managed by staff within the organisation has been a real strength this year. This past year has seen us continue to prioritise this area, aligning our philosophy, systems and processes with 'Positive Behaviour Support'. The PBS strategic group has been strengthened across the federation and within Riverbank which has seen the development of the modules and training to upskill staff appropriately. This has enabled us to effectively support pupils by implementing timely, appropriate and measured intervention. The pupil strategy pathway has been introduced at Riverbank which gives staff a structured pathway to use in order to recognise the type of internal universal provision needs to be used before seeking advice from an external agency.
3. Enhance teaching within the school as we aim for nearly all good or above practice.	It was really pleasing to see this year the feedback given after the Estyn inspection. Estyn stated that staff have collaborated to design a purposeful and pupil-centred curriculum in line with Curriculum for Wales. It is broad and balanced and is being developed to meet the needs of pupils at the school. Staff engage pupils successfully in their learning by introducing new themes through exciting and authentic 'enrichment days'. The indoor learning environment at the school inhibits the delivery of the curriculum, notably for pupils with most complex and sensory needs. The school is adopting a whole school approach to develop pupils' communication skills. Parents and carers receive regular updates about their child's progress through Seesaw. Annual reports to parents and carers are bright and accessible, and they provide parents with opportunities to see photos of their child's achievements. However it was highlighted from Estyn that there were some inconsistencies in teaching therefore this will be a focus for the whole school in the coming years.
b. Continue to refine our curriculum offer, ensuring it is broad, balanced and progressive.	Estyn have stated that Staff at the school have collaborated to design a purposeful and pupil-centred curriculum in line with Curriculum for Wales. It is broad and balanced and is being developed to meet the needs of pupils at the school. Staff engage pupils successfully in their learning by introducing new themes through exciting and authentic 'enrichment days', for example by challenging pupils at the school to complete a range of scientific experiments to find solutions to a medical problem. AOLE leads have evaluated their area in line with the school and federation development plan. Expressive Arts has been further developed through a successful enrichment day linked to the topic 'Wonderful World', specifically exploring the environment of the jungle. This

	involved a range of activities in order to deepen engagement for the students. Art – Designing and creating a painting on canvas of a jungle animal, Drama - Developing imagination – role play in the jungle, Music – Making rainmakers. Specialists such as ‘Open Orchestra’ ensured that the Expressive Arts was available to pupils in the school. The topic maps have been populated with different activities within the AOLE, linked directly to the 6 topics for this academic year. The activities are differentiated and the ideas explained with photos and links to make them easily accessible.
4. Pupil’s individual wellbeing needs are met and they feel supported to engage in their learning to the best of their abilities.	Estyn commented during their visit this year. The school provides worthwhile support to meet the social and emotional needs of its pupils effectively. Well-trained staff show high levels of care and compassion for all pupils. They build positive working relationships with pupils and create a happy and positive environment. The school assesses and monitors pupils’ social and emotional skills carefully. ‘Dosbarth Pili Pala’, for example, is a caring environment for pupils to develop their social and communication skills as well as their well-being. In line with additional learning needs (ALN) reform, all pupils have appropriate one page profiles. The school uses person centred practice effectively. Pupils’ individual profiles and development plans are purposeful and include beneficial targets, which are reviewed regularly. These plans include useful approaches to promote pupils’ learning and well-being. Staff work effectively with a range of specialist services. These successful partnerships support the improvement of staff knowledge and skills and help them to meet pupils’ more complex needs suitably. The FLO signposts parents and carers to suitable support from a range of external agencies. She facilitates valuable training for parents and carers on a range of beneficial initiatives including the use of school communication processes to support pupil learning at home. The FLO helps the school to consider the impact that the cost of the school day can have on family budgets. For example, daily healthy snacks are provided at minimal cost to families. This ensures that there is equity of access for all pupils. Careful consideration is given to supporting pupils who have English as an additional language, such as the employment of bilingual teaching assistants and use of beneficial translation technology. Staff facilitate activities that help pupils to develop a wide range of skills and ensure that their sensory needs are purposefully met. Pupil voice has a prominent place in school life. The school also provides worthwhile opportunities for pupils to take on positions of responsibility. These arrangements are flexible, which ensures that a large number of pupils have opportunities to participate and to make a difference. The work of the school council is a particular strength. Notably, pupils created their own school development plan based on their observations carried out on walks around the school. The school’s work to promote pupils’ understanding of their rights is highly effective. The school core values are promoted well through regular assemblies and class-based activities. All staff celebrate when pupils display these values in daily school life. The school has a strong culture of safeguarding, which ensures the safety of wellbeing for all pupils and staff.
5. Further embed our practices as we move forward as a learning organisation.	Our feedback from Estyn this year demonstrated that leadership and management are a real strength within the school. The feedback included that leaders across the school are consistently visible. They are positive role models for pupils and provide robust support for staff. The vision is understood and shared enthusiastically by all staff across the school community. Across the school there are robust process and systems in place for self-evaluation. The well-established performance management process for all staff is highly effective and supports school improvement and professional development well. Strengthened links with a range of partners that provide highly valuable and essential services. However, it is important to note that since this feedback there has been various changes to the leadership structure and it is important to note that this needs evaluated regularly to ensure that is still being effective.

## SCHOOL DEVELOPMENT PLAN PRIORITIES 2023/24

Priority	Key Actions	Support
1. Continue to improve strategies to reduce behaviours to ensure every pupil can realise their potential.	<ul style="list-style-type: none"> <li>To implement strategies that improve standards in attendance, behaviour, and pupils' attitudes to learning.</li> <li>To continue improving the wellbeing and wellness of pupils.</li> <li>To provide high expectations for learners, staff, parents, and stakeholders.</li> <li>To focus on skill development in behaviour and attitudes to learning for learners, staff, parents, and stakeholders.</li> <li>To continue growing positive behaviour support (PBS), applied behaviour analysis (ABA), person-centred practice, and social role valorisation (SRV).</li> <li>To take steps in realizing the ALNet and achieve the Equality Award.</li> <li>To ensure pupil involvement in strategy and federation and school development.</li> </ul>	<b>External support:</b> <ul style="list-style-type: none"> <li>Governing Body</li> <li>Sub-Committee</li> <li>Schools Panels – External Support attached</li> <li>School Improvement Partner</li> <li>External Awards and Self-Evaluation</li> <li>Federation Strategic Groups Development Plans – Including External Support</li> <li>Peer to Peer work (School to school)</li> </ul>
<b>Autumn Term Milestones</b> <p>1. Implement attendance improvement strategies: Develop and communicate attendance targets, review attendance monitoring systems, and provide support and interventions to improve attendance rates.</p> <p>2. Enhance behaviour support approaches: Review behaviour policies and procedures, provide training on positive behaviour support, and implement strategies to promote positive attitudes and behaviour.</p> <p>3. Strengthen pupil well-being initiatives: Develop and implement well-being programs, provide access to support services and resources, and</p>	<b>Spring Term Milestones</b> <p>1. Focus on skill development: Review and revise curriculum and teaching approaches to emphasise skill development in behaviour and attitudes to learning. Provide tailored support and differentiated instruction to meet individual learning needs.</p> <p>2. Strengthen positive behaviour support: Embed positive behaviour support principles, applied behaviour analysis, person-centred practice, and social role valorisation. Provide training and resources for staff to effectively implement these approaches.</p> <p>3. Progress towards ALNet and equality award: Align practices and support with ALNet requirements, work towards</p>	<b>Summer Term Milestones</b> <p>1. Foster pupil involvement in strategy and development: Establish platforms for pupil voice and participation, such as school councils and forums, to gather input and ideas from pupils. Incorporate pupil suggestions and contributions into the development and improvement of the federation and schools.</p> <p>2. Review and evaluate progress: Conduct a comprehensive review of the implemented strategies and initiatives, assess their impact on attendance, behaviour, pupil well-being, and skill development. Use feedback from learners, staff, parents, and stakeholders to</p>

<p>promote a positive and inclusive school culture.</p> <p>4. Establish high expectations: Set clear expectations for learners, staff, parents, and stakeholders, and communicate these expectations effectively. Provide training and support to ensure everyone understands and works towards achieving high standards.</p> <p>5. Quality of life school panel report, Standards, Curriculum and Learning panel report and Quality of Life Sub-Committee Report submitted for Autumn term.</p>	<p>achieving the equality award by promoting equality and diversity, and monitor progress towards these goals.</p> <p>4. Quality of life school panel report, Standards, Curriculum and Learning panel report and Quality of Life Sub-Committee Report submitted for Autumn term.</p>	<p>make necessary adjustments and improvements.</p> <p>3. Quality of life school panel report, Standards, Curriculum and Learning panel report and Quality of Life Sub-Committee Report submitted for Summer term.</p>
<p>2. Use our journey to excellence model to monitor progress of individual pupil journeys in order for them to succeed and thrive in their education.</p>	<ul style="list-style-type: none"> <li>• To set high expectations for an engaging and balanced curriculum.</li> <li>• To enhance the provision opportunities through individual provision mapping.</li> <li>• To enhance progression models and effectively monitor pupil progress.</li> <li>• To refine assessment strategies and enhance pupil portfolios.</li> <li>• To implement an outstanding total communication approach</li> <li>• To drive standards through pedagogy and embed the OLEVI model.</li> <li>• To ensure high-quality learning experiences for pupils, staff, and the wider stakeholder group.</li> </ul>	<ul style="list-style-type: none"> <li>• Governing Body</li> <li>• Sub-Committee</li> <li>• Schools Panels – External Support attached</li> <li>• School Improvement Partner</li> <li>• External Awards and Self-Evaluation</li> <li>• Federation Strategic Groups Development Plans – Including External Support</li> <li>• Peer to Peer work (School to school)</li> </ul>
<p><b>Autumn Term Milestones</b></p> <p>1. Review and refine the curriculum to ensure it is engaging, balanced, and aligned with national priorities. Provide professional development and resources to support teachers in delivering high-quality learning experiences.</p> <p>2. Develop and implement individual provision mapping processes to tailor</p>	<p><b>Spring Term Milestones</b></p> <p>1. Enhancing progression models and monitoring pupil progress: Strengthen the progression models to effectively track and monitor pupil progress. Set clear benchmarks and targets to ensure effective monitoring and evaluation. Provide targeted support and</p>	<p><b>Summer Term Milestones</b></p> <p>1. Implementing an outstanding total communication approach: Embed a comprehensive total communication approach to meet the communication needs of complex learners. Utilise a range of communication methods and resources to ensure effective</p>

<p>support and interventions to meet the diverse needs of pupils. Regularly review and update provision plans based on ongoing assessment and progress monitoring.</p> <p>4. Present progression models and Individual pupil portfolios.</p> <p>5. Quality of life school panel report, Standards, Curriculum and Learning panel report and Standards, Curriculum and Learning Sub-Committee Report submitted Autumn term.</p> <p>6. To include Resources/Health and Safety school panels and subcommittee evaluation Autumn term.</p> <p>7. To include Resources/Health and Safety school panels and subcommittee evaluation Autumn term.</p>	<p>interventions based on progress data to address specific learning needs.</p> <p>2. Refining assessment strategies and enhancing pupil portfolios: Review and enhance assessment strategies to accurately measure pupil learning and progress. Develop and update pupil portfolios to showcase achievements and ongoing development. Use assessment data and portfolios to inform teaching and learning practices.</p> <p>3. Quality of life school panel report, Standards, Curriculum and Learning panel report and Standards, Curriculum and Learning Sub-Committee Report submitted Spring Term.</p> <p>4. To include Resources/Health and Safety school panels and subcommittee evaluation Spring term.</p> <p>5. To include Resources/Health and Safety school panels and subcommittee evaluation Spring term.</p>	<p>communication between pupils, staff, and parents. Provide training and resources to enhance staff's communication skills and support complex learners.</p> <p>2. Driving standards through pedagogy and embedding the OLEVI model: Foster a culture of continuous improvement in teaching practices by embedding the OLEVI model. Provide training and support to implement effective pedagogical approaches. Monitor the impact of the OLEVI model on teaching practices, pupil engagement, and learning outcomes.</p> <p>3. Quality of life school panel report, Standards, Curriculum and Learning panel report and Standards, Curriculum and Learning Sub-Committee Report submitted Summer Term.</p> <p>4. To include Resources/Health and Safety school panels and subcommittee evaluation Summer term.</p> <p>5. To include Resources/Health and Safety school panels and subcommittee evaluation Summer term.</p>
<p><b>3.</b> Embed a culture of spiral enquiry to establish an ethos of research and reflection.</p>	<ul style="list-style-type: none"> <li>• To establish a high quality vision and values at Riverbank.</li> <li>• To establish a leadership team and develop the leaders through a variety of different opportunities.</li> <li>• To build expertise in managing people through embed spiral enquiry through a coaching and mentoring.</li> <li>• To develop a high-quality performance management system that aligns with the Riverbank's strategic vision, values, and goals.</li> <li>• Growing and strengthening the governance structures throughout Riverbank, ensuring</li> </ul>	<ul style="list-style-type: none"> <li>• Governing Body</li> <li>• Sub-Committee</li> <li>• Schools Panels – External Support attached</li> <li>• School Improvement Partner</li> <li>• External Awards and Self-Evaluation</li> <li>• Federation Strategic Groups Development Plans – Including External Support</li> <li>• Peer to Peer work (School to school)</li> </ul>



	<p>they are strong, effective, and aligned with best practices.</p> <ul style="list-style-type: none"> <li>• To develop a strategy for raising aspirations of pupils, families, and the wider community in ALN schools.</li> <li>• Ensure high quality self-evaluation and improvement planning processes.</li> <li>• To manage the growing population of Riverbank and the new build fairwater campus.</li> </ul>	
<p><b>Autumn Term Milestones</b></p> <p>1. Implementing high-quality strategic vision and leadership approaches: Ensure the federation's strategic vision and leadership approaches are effectively communicated and aligned with the values and goals of the federation. Provide leadership training and support to enhance leadership capacity across the federation.</p> <p>2. Enhancing leadership capacity and development: Leverage the existing leadership matrix to provide diverse leadership development opportunities for staff members. Focus on developing expertise in managing people, fostering a coaching and mentoring culture, and effectively leading organisational change within the federation.</p> <p>3. Co-ordinate all FGB, Sub-committee, School panels, schools' forums, LA groups, CSC groups, NAEL groups, WG groups for the Autumn term for self-evaluation. the new build fairwater campus.</p>	<p><b>Spring Term Milestones</b></p> <p>1. Reflect on the development of the high-quality performance management systems: Ensuring that the performance management systems align with the federation's strategic vision, values, and goals. Set clear expectations and targets for all staff members, regularly review policies and processes, and ensure compliance with relevant regulations and standards. Provide professional learning opportunities to support the development of a world-class workforce.</p> <p>2. Growing and strengthening governance structures: Embed self-evaluation practices at the core of governing bodies' processes. Provide training and support to enhance governors' knowledge and skills. Ensure the governance structures in sub-committees and panels are robust and effective.</p> <p>3. Co-ordinate all FGB, Sub-committee, School panels, schools' forums, LA groups, CSC groups, NAEL groups, WG groups for the Spring term for self-evaluation.</p>	<p><b>Summer Term Milestones</b></p> <p>1. Family engagement and community-focused schools: Ensuring completion of a comprehensive strategy to raise aspirations and strengthen partnerships with families and the wider community. Involving them in school activities, decision-making, and goal setting. Implement initiatives that promote family engagement, community integration, and a shared sense of responsibility for the success of all learners.</p> <p>2. Ensuring high-quality self-evaluation and improvement planning: Establish a rigorous self-evaluation process that informs the development of robust improvement plans. Monitor progress and integrate pupil voice and stakeholder engagement into decision-making processes.</p> <p>3. Co-ordinate all FGB, Sub-committee, School panels, schools' forums, LA groups, CSC groups, NAEL groups, WG groups for the Summer term for self-evaluation.</p>