



# **School Development Plan Published Summary**

## School self-evaluation: summary

### Strengths:

- Forest School, Rebound Therapy, AAC tools, and outdoor/play-based learning embedded into daily routines.
- Strong focus on literacy and numeracy through targeted assessments and personalised interventions.
- Distributed leadership and Strategic Focus Groups enhance capacity and shared responsibility.
- Strong stakeholder engagement, including families and pupils, shaping the School Development Plan.
- Effective use of trackers, monitoring cycles, risk registers, and feedback loops to inform decision-making.
- Embedded safeguarding practices and emotionally responsive approaches to attendance and behaviour.
- Professional Development Review (PDR) process supports coaching, mentoring, and alignment with school priorities.
- Staff trained in PBS, Team Teach, crisis response, and inclusive communication strategies.
- Total Communication Approach and Pyramid model improve pupil expression and reduce challenging behaviours.
- Strong multi-agency collaboration and personalised support plans enhance wellbeing and progression.
- AOLE planning refined; enrichment activities and Welsh language integration support learner engagement.
- RSE curriculum and Equality Award work promote diversity, emotional regulation, and safeguarding awareness.

### Areas for development:

- Strengthen links between wellbeing initiatives and measurable academic progress across all areas.
- Ensure personalised support plans include clear academic targets and progress indicators.
- Continue to refine how staff roles directly contribute to pupil progress, especially in academic areas.
- Embed consistent expectations and accountability for learning outcomes across all roles.
- Maintain momentum in operational readiness and ensure all staff are confident in new systems and environments.
- Monitor impact of transition on pupil wellbeing and learning continuity.
- Further develop AOLE planning to ensure depth, progression, and consistency across phases.
- Strengthen assessment strategies to capture progress in play-based and outdoor learning.
- Expand pupil voice beyond wellbeing to include curriculum design, feedback on teaching, and learning pathways.
- Develop systems to track how pupil input influences academic planning and outcomes.
- Enhance use of data to identify and address learning barriers earlier and more precisely.
- Ensure data informs both strategic planning and day-to-day teaching decisions.

### Estyn Recommendations

- R1 Develop a systematic approach to develop pupils' reading skills
- R2 Strengthen the use of total communication approaches to ensure that these meet pupils' preferred means of communication consistently
- R3 Ensure that the internal learning environment meets the needs of all learners, particularly those with more complex and sensory needs
- R4 Evaluate the impact of the Western Learning Federation on Riverbank School



**SCHOOL DEVELOPMENT PLAN EVALUATION 2024/25**

<b>Priority</b>	<b>Evaluation of progress</b>
<p><b>1. All staff are clear of their roles and responsibilities in working across the WLF and in Riverbank to ensure all pupils make progress and are kept safe.</b></p>	<p>The self-evaluation across Riverbank School and the Western Learning Federation reflects a strong, strategic commitment to inclusive education, continuous improvement, and collaborative leadership. Key achievements include enhanced learner engagement and wellbeing through enriched curriculum offers such as Forest School, Rebound Therapy, and AAC tools; strengthened leadership capacity via distributed models and Strategic Focus Groups; and embedded systems like trackers, monitoring, evaluation and review cycles, and risk registers that inform data-driven decision-making. Staff development has been prioritised through targeted professional learning, induction, and reflective practice, while stakeholder voice—particularly from families and pupils—has directly shaped the School Development Plan. The school has cultivated a culture of shared responsibility, strategic clarity, and innovation, ensuring all staff are empowered to contribute meaningfully to the school’s vision and improvement journey.</p> <p>Riverbank School continues to demonstrate strategic foresight and inclusive planning in both staff development and its upcoming transition to the Fairwater Campus. The evolving Professional Development Review (PDR) process has fostered a culture of continuous improvement, with staff empowered through coaching, mentoring, and targeted professional development to align personal goals with school priorities—resulting in measurable improvements in learner communication and wellbeing. Simultaneously, preparations for the 2026 move are well underway, with strong stakeholder engagement, operational readiness, and staff training supporting a smooth transition. Systems such as trackers, risk registers, and feedback loops are embedded, ensuring both the PDR process and campus move are responsive, collaborative, and aligned with the School Development Plan.</p>
<p><b>2. I am able to access key areas of the curriculum which helps me to make progress in all areas of my learning.</b></p>	<p>Riverbank School’s self-evaluation across SDP areas 2.1, 2.2, and 2.6 reflects a strong commitment to inclusive practice, staff development, and curriculum enrichment. Staff roles and responsibilities have been clarified and strengthened through structured CPD, collaborative planning, and the Professional Development Review (PDR) process, resulting in improved learner wellbeing and engagement. Communication strategies have evolved through the implementation of the Total Communication Approach and the Pyramid model, enabling pupils to express themselves more effectively and reducing behaviours that challenge. Curriculum development has focused on embedding outdoor learning, refining AOLE planning, and enhancing enrichment activities, all of which have contributed to deeper pupil engagement and progression. These initiatives are underpinned by robust systems, stakeholder collaboration, and a culture of continuous improvement, ensuring that both staff and learners are supported to thrive.</p> <p>Riverbank School has made significant strides in enhancing literacy, numeracy, and play-based learning through targeted, inclusive strategies. Reading development has been strengthened through specialist assessments like YARC and the Salford Reading Scheme, alongside staff mentoring and the creation of a dedicated library space. Numeracy provision has been improved via staff audits, intervention timetables, and collaborative planning, with tools like Sandwell and Big/Little Maths supporting personalised learning pathways. Outdoor and play-based learning has been embedded into daily routines, supported by resource investment, staff training, and engagement profiles tailored to diverse learner needs. These initiatives reflect a holistic approach to curriculum delivery, fostering learner engagement, staff development, and inclusive practice across all areas.</p>

<p><b>3. I am able to attend school, keep myself safe and ensure that I am ready to learn.</b></p>	<p>Riverbank School demonstrates a strong, inclusive approach to safeguarding, attendance, and personalised support through its strategic focus on wellbeing and learner development. Attendance has improved through individualised support plans, multi-agency collaboration, and emotionally responsive practices that address barriers such as anxiety and medical needs. Safeguarding is deeply embedded, with pupils reporting feeling safe and supported, and staff trained in Positive Behaviour Support (PBS), Team Teach, and crisis response. The school's Individual Development Plan (IDP) process is robust and person-centred, with over 90% family engagement and consistent use of One Page Profiles to inform planning. These initiatives reflect a culture of empathy, accountability, and continuous improvement, ensuring every learner is safe, heard, and empowered to thrive.</p> <p>Riverbank School continues to embed inclusive values and promote wellbeing through its work on the Equality Award and the development of the Relationship and Sexuality Education (RSE) curriculum. The Equality Award process has strengthened the school's commitment to fairness, respect, and diversity, with targeted actions to address bullying, enhance multicultural representation, and deepen staff understanding of protected characteristics. Simultaneously, the RSE curriculum has evolved through collaborative, multidisciplinary efforts, improving pupil independence, emotional regulation, and safeguarding awareness. Staff training, stakeholder engagement, and federation-wide policy development have supported both initiatives, fostering a culture of inclusion, wellbeing, and shared responsibility. These priorities are now embedded in the School Development Plan, ensuring sustained progress and impact.</p> <p>Riverbank School continues to strengthen its inclusive and person-centred approach to learner development through its behaviour and progression strategies. Behaviour support has evolved through data-driven analysis, PBS plans, and multi-agency collaboration, resulting in improved emotional regulation and safer learning environments. Staff training, consistent staffing, and environmental adaptations have further enhanced pupil wellbeing. Simultaneously, the school's progression strategy—anchored by 'Journey to Excellence' profiles and collaborative planning—has enabled personalised learning pathways and targeted interventions. Areas such as feedback, play-based pedagogy, RSE, and Welsh language integration are being refined, with strong family engagement and external partnerships supporting continuous improvement. These priorities are embedded in the School Development Plan to ensure every learner thrives.</p>
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<b>SCHOOL DEVELOPMENT PLAN PRIORITIES 2025/26</b>		
<b>Priority</b>	<b>Key Actions</b>	<b>Support</b>
<p><b>1. Ensure all staff have a clear understanding of their roles and responsibilities, and are able to support and accelerate pupil progress across all different ranges and abilities.</b></p>	<ul style="list-style-type: none"> <li>• To strengthen operational functionality through clear strategic vision, defined roles, and effective systems.</li> <li>• To broaden the impact of leadership across all levels, ensuring it drives improvements in learning, teaching, and curriculum.</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</li> </ul>

	<ul style="list-style-type: none"> <li>• To embed a robust self-evaluation cycle that informs School Development Plan priorities and supports continuous improvement.</li> <li>• To fully implement the Professional Development Review (PDR), fostering a culture of professional growth and reflective practice.</li> <li>• To ensure the school is fully prepared for the transition to Fairwater Community Campus, with clear planning, communication, and stakeholder engagement.</li> </ul>	<p>Plans – Including External Support</p> <ul style="list-style-type: none"> <li>• Peer to Peer work (School to school)</li> </ul>
<p><b>Autumn Term Milestones</b></p> <p>By the end of the autumn term, the school will have taken key steps to strengthen its operational functionality, with leadership roles and responsibilities clarified and systems reviewed for efficiency. Senior and middle leaders will begin to broaden their influence on learning, teaching, and curriculum through collaborative planning and targeted support. The self-evaluation cycle will be refined to ensure it feeds directly into School Development Plan priorities, with staff engaged in reflective practice.</p> <p>Initial work will be undertaken to transition from performance management to a Professional Development Review (PDR) model, with staff introduced to the new framework and expectations. Planning for the Fairwater Community Campus transition will begin, with the Transition Taskforce</p>	<p><b>Spring Term Milestones</b></p> <p>By the spring term, leadership systems will be more embedded, with improved functionality across operational areas. Leaders will demonstrate increased impact on curriculum development and teaching quality, supported by ongoing coaching and professional dialogue. Self-evaluation activities will be more consistent, with outcomes directly informing improvement planning and staff development.</p> <p>The PDR process will be piloted across teams, with feedback gathered to refine its implementation. Staff will begin to take greater ownership of their professional growth, supported by clear development pathways. Transition planning for Fairwater will progress, with stakeholder engagement increasing and key logistical workstreams underway.</p>	<p><b>Summer Term Milestones</b></p> <p>By the end of the summer term, the school will have embedded a strategic leadership model that supports both operational excellence and educational improvement. Leaders at all levels will be actively influencing teaching, learning, and curriculum design, with clear evidence of impact. The self-evaluation cycle will be fully operational, driving targeted actions and supporting a culture of continuous improvement.</p> <p>The Professional Development Review will be fully implemented, replacing performance management with a growth-focused model that empowers staff. Transition planning for Fairwater Community Campus will be well advanced, with milestones met and staff, pupils, and families prepared for the move. The school will demonstrate strong leadership capacity, ready to embrace future opportunities and challenges.</p>

<p><b>2. I can effectively engage in my curriculum, developing key skills to help me make progress in relation to my individual needs.</b></p>	<ul style="list-style-type: none"> <li>• To ensure all pupils have access to a curriculum that reflects their individual needs and supports meaningful progress.</li> <li>• To embed a whole-school approach to communication, ensuring every pupil has a recognised and understood method of expressing themselves.</li> <li>• To implement a consistent reading approach across the school, enabling all pupils to develop their phonics and comprehension skills.</li> <li>• To deliver a numeracy curriculum that is developmentally appropriate and tailored to the learning profiles of our pupils, with clear methods for tracking progress.</li> <li>• To ensure enhanced provision is mapped and timetabled effectively, supporting engagement and progress across all areas of learning.</li> <li>• To embed a personalised assessment system that informs high-quality teaching and captures progress across academic, social, emotional, and independence domains.</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> <li>• Qualitative data collection</li> <li>• Quantitative data collection</li> <li>• Strategic focus group</li> </ul>
<p><b>Autumn Term Milestones</b></p> <p>By the end of the autumn term, the school will have laid strong foundations to ensure all learners can effectively engage in their curriculum. A key focus will be on developing pupils' communication and reading skills, with baseline assessments completed and targeted interventions in place to support expressive language and fluency. Staff will begin professional learning linked to early number sense and mathematical language, with initial</p>	<p><b>Spring Term Milestones</b></p> <p>By the spring term, pupils will be showing increased engagement with the curriculum through improved communication, reading, and numeracy skills. Staff will be confidently delivering targeted interventions, supported by ongoing professional development. The numeracy curriculum will be more fully embedded, with evidence of progress in</p>	<p><b>Summer Term Milestones</b></p> <p>By the end of the summer term, the school will have embedded a curriculum that enables all learners to engage meaningfully and make sustained progress. Communication and reading strategies will be well established, with pupils demonstrating increased confidence and fluency. The numeracy curriculum will be</p>

<p>steps taken to embed a developmentally appropriate numeracy curriculum from birth.</p> <p>Enhanced provision will be mapped across settings, ensuring pupils have access to experiences aligned with their age, ability, and need. The school will begin refining its personalised assessment systems, with early progress tracking informing teaching and learning. Staff will collaborate to ensure curriculum planning reflects individual starting points and supports academic, social, emotional, and independence development.</p>	<p>problem-solving and mathematical fluency.</p> <p>Enhanced provision will be timetabled and reviewed, with pupil voice and engagement data informing adjustments. The personalised assessment system will be more robust, with clear links between progress data and curriculum planning. Moderation activities will support consistency in skill development, and staff will be using assessment outcomes to refine teaching approaches.</p>	<p>fully implemented, with strong evidence of conceptual understanding and skill progression across all phases.</p> <p>Enhanced provision will be fully operational, with clear impact on pupil engagement and outcomes. The personalised assessment system will be consistently used to track academic, social, emotional, and independence progress, informing high-quality teaching and learning. Staff will demonstrate a shared understanding of curriculum intent and implementation, ensuring that every learner is supported to thrive.</p>
<p><b>3. Ensure all staff understand and fulfil their role in supporting pupil wellbeing, inclusion, and progress. Build trusting relationships between pupils and adults, embed pupil voice in school life, and provide timely support to help every learner succeed</b></p>	<ul style="list-style-type: none"> <li>• To ensure all adults across the school are equipped to listen to, understand, and respond to pupil needs with empathy and consistency.</li> <li>• To embed a culture of trust and emotional safety, where pupils feel confident to express themselves and seek support.</li> <li>• To strengthen multi-agency collaboration and family partnerships in supporting pupil wellbeing and inclusion.</li> <li>• To identify and remove barriers to learning through personalised support and inclusive practices.</li> <li>• To ensure pupil voice is embedded in school decision-making, planning, and evaluation processes.</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> <li>• Strategic focus group</li> </ul>
<p><b>Autumn Term Milestones</b></p> <p>By the end of the autumn term, the school will have taken significant steps to strengthen systems that support pupil wellbeing, inclusion, and engagement.</p>	<p><b>Spring Term Milestones</b></p> <p>By the spring term, the school will have embedded its attendance management system more fully, with measurable improvements in attendance rates and pupil engagement. The health and wellbeing curriculum, including RSE, will</p>	<p><b>Summer Term Milestones</b></p> <p>By the end of the summer term, the school will have fully implemented its strengthened attendance systems, leading to sustained improvements in pupil attendance and engagement. The health and</p>

<p>Attendance tracking and early intervention strategies will begin to show impact, with clearer identification of pupils requiring support. The promotion of physical and mental health will remain a priority, with continued development of the RSE curriculum contributing to a more holistic wellbeing offer.</p> <p>Staff will begin using data from critical incidents to inform mentoring and skill development, laying the groundwork for improved behaviour management and learning environments. Initial collaboration with families, health professionals, and wider partners will be established, supporting a more joined-up approach to pupil progress. Safeguarding policies will be reviewed to ensure compliance and consistency across the school. The IDP process will be assessed for effectiveness, with early feedback identifying areas for refinement. Work towards the Equality Award will begin, with inclusive practices and values embedded into the school's culture.</p>	<p>be further developed, resulting in positive outcomes for pupil wellbeing and readiness to learn.</p> <p>Staff will be actively supported through mentoring and training informed by incident data, leading to more confident behaviour management and improved classroom environments. Multi-agency collaboration will show measurable impact, with case studies evidencing successful interventions. Safeguarding will remain a central focus, with policies and practices monitored regularly to ensure pupil safety. The IDP process will be more streamlined, supporting pupils with additional needs more effectively. Progress towards the Equality Award will be evident, with the school demonstrating its commitment to diversity, equity, and inclusion.</p>	<p>wellbeing curriculum will be firmly embedded, contributing to a culture of wellbeing and emotional safety across the school.</p> <p>Staff will confidently manage challenging behaviours, supported by ongoing professional development and data-informed practice. Collaboration with families, health services, and wider partners will be well-established, with clear evidence of positive impact on pupil progress. Safeguarding measures will be robust and consistently applied, ensuring a safe and secure environment for all learners. The IDP process will be running efficiently, with positive feedback from staff, pupils, and families. The school will be close to achieving the Equality Award, with inclusive values and practices deeply embedded in the life and work of the school.</p>
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