

	Targed/target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Your writing has a reasonable structure, yet does not always maintain the academic tone required. Proofread your work to ensure clarity.	Proofread multiple times aloud and in my head. Had family members also proofread the document.
Targed/Target 2	Use this work to consider how you develop in the professional standard relating to leadership: Exercising corporate responsibility as you move into your NQT year. In particular, consider how your work as a teacher will be affected by your school/department plan, and how you can make a contribution to realising the school's vision.	Considered this and other professional standards when discussing implications for future practice.
Targed/Target 3	N/A	N/A

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base.

The Welsh Government (2014) describes school development plans as documents evidencing an educational facility's stringent planning and action to improve learner outcomes. Each development plan is unique and specific. BERA (2018) states that institutions and individuals participating in research are entitled to privacy, confidentiality and anonymity. BERA (2018) guidelines will be adhered to throughout this academic essay. The school discussed contains "228 pupils aged 3 to 11 years at the school" (Estyn, 2016, p. 1). Estyn (2016) found twenty-two languages spoken at the school, with eighty-eight per cent of the learners having English as an additional language. Estyn (2016) also reported that the number of pupils with additional learning needs was twenty-five per cent above the Welsh national average, and the individual school budget per pupil was £774 above the minimum for schools located in Swansea.

According to The Welsh Government (2014), an SDP must function as a rolling cycle across three years. This essay details and critically analyses one of the focuses of the schools' 2019 development plan. This enables research regarding the target's progress and movement across the schools' SDP during a three-year cycle. The critical area of development discussed will be EAL provision. Specifically, the schools focus on creating and implementing learning groups for pupils new to English from delegated funds. Their target was to ensure that provision meets the needs of EAL learners new to English to achieve their full potential. The 2019 SDP was the most recent document referring to EAL provision as a target area. Given the aforementioned high levels of EAL learners within the school, it was necessary to research and critically analyse how the educational facility planned, enacted, and measured the success of their work relating to a prominent aspect of many of their learners' development. This specific SDP focus was included to record and plan their effective distribution of the 2019 Minority Ethnic Achievement and Gypsy, Roma and Traveller grant.

The Welsh Government (2014) cited Estyn's annual report for 2012 to 2013, suggesting that more than a quarter of schools that underwent inspection in Wales could

improve their self-evaluation and planning for improvement skills. Therefore, *ibid.* (2014) a school's development plan must be informed by a regular self-evaluation of performance and contextual data. Education Scotland (2015) similarly remarks that a quality indicator for an educational institution is the constant and widespread use of self-evaluation for improvement. Thus, any SDP needs to have planned self-evaluation points and use these discoveries, with contextual data, to inform change.

Commenting on priorities for improvement, The Welsh Government (2014) notes that it is pivotal that an SDP includes priorities for improvement, short and long-term targets, and sections pertaining to the Welsh national educational priorities. Furthermore, Thomson (2010) also discusses how any changes made and improvement plans drawn must be attentive to pacing. The Welsh Government (2021a) extrapolates that a longer-term view of development must always be remembered by prioritising particular improvement aims rather than short-termism. Accordingly, a successful SDP must plan for goals of differing scales across various periods. The multitude of targets in an SDP should range from school-specific to nationwide. This specificity and measurability are vital for schools to assess their plans' success accurately.

As the Welsh Government (2014) states, a school's development plan must be a live document that follows the cycle of vision, self-evaluation, strategic planning, taking action, and reviewing impacts. Ylimaki (2012, cited by Mombourquette 2017:22) defines vision as a head teacher's ability to see and articulate a compelling future and develop goals for an improved future for a school. Katabutra (2005) cites vision as the starting point of successful transformational processes. Bass and Riggio (2005) indicate that this transformational leadership can stimulate and inspire individuals to achieve outcomes and improve their leadership. Furthermore, The Welsh Government (2014) stresses that a motivational and achievable vision underpinned by practical strategies should set the context for a school development plan. Therefore, clear vision and transformational leadership are conducive to achieving the goals of an SDP as they can galvanise different leaders amongst staff

members who can drive certain contextually applicable areas for development and focuses concurrently. The Welsh Government (2014) and Thomson (2010) assert that crucial decisions must involve different stakeholders. The stakeholders within schools include governors, staff, parents, and pupils. Likewise, the Welsh Government (2021b) underlines the significance of appropriately providing the whole school community with the opportunity to contribute to the process. Consequently, an SDP must be a continually reworked and edited document, with subsequent action plans being drawn from a myriad of stakeholders across the school community.

When discussing data analysis for school-wide improvement and learner progress, The Welsh Government (2022) concludes that evidence must be qualitative and quantitative, drawn from relevant sources, and used to raise further questions. Schools are responsible for the collection of their data. The Welsh Government (2022) suggests that the wide variety of data schools have access to could support self-evaluation and improvement processes when relevant. Schildkamp (2019) recommends deploying an iterative data usage model for improvement and suggests that the data use must have clearly defined goals and draw on literature to mitigate potential inhibitors, such as data literacy. Additionally, The Welsh Government (2021b) indicates the importance of ensuring that SDPs are realistic and cost-considered, ranking priorities in importance and organising funding accordingly. Education Scotland (2015) also uses resource management to promote equity and improvement as a critical indicator of an educational institution's standard. Likewise, Thomson (2010) instructs that whole school transformation must be supported by external staff and specifically implemented resources for change. Thus, school development plans should use different data forms, which have been used with critical goals in mind. Moreover, the focuses and improvement aims must be realistic and ranked according to their importance, and internal and external resources should be carefully deployed.

According to the Welsh Government (2016), the guideline for supporting learners with EAL learners has transposed from central service-based to school-based. Oxley and de

Cat (2019) describe EAL learners as a heterogeneous group, with the main variables being the age of arrival in the United Kingdom and home language. It is evident that despite much literature offering recommendations for EAL teaching, the learners must be considered individually, and guidance cannot be standardised. Wardman (2012) and Oxley and de Cat (2019) accentuate the lack of funding for EAL provisions across Britain due to factors such as cuts from local authorities leading to redundancies of EAL specialists. Thus, it is necessary for schools to intelligently plan and use limited resources to best benefit EAL students.

The Bell Foundation (2021) emphasises bilingualism's importance in children learning English as a second language. Similarly, Saunders (2015) remarks how proficiency in a different language could accelerate English proficiency through code-switching. Creese (2005) emphasises the importance of schools to employ bilingual teachers, who can aid ALN learners by balancing language and curriculum learning and knowledge of the students' communities to help conceptual understanding. It is transparent that bilingualism must be encouraged and leveraged school-wide to aid EAL learners in accelerating language proficiency and thus work towards closing the attainment gap.

A myriad of literature discusses the effectiveness of differing EAL pedagogical strategies. Oxley and de Cat (2019) advise that a low-cost technique to aid EAL learners is shared reading activities led by classroom support staff. Cortazzi and Jin (2007) promote narrative in-class learning for EAL students, using meaning as the driver for language development whilst simultaneously socialising learners. Conversely, Wardman (2012) expresses that withdrawal support sessions led by EAL specialists can offer a more personalised learning experience for the student. Thus, whether sessions are in class or withdrawn, the literature indicates that EAL children will benefit from practising English in various contexts and through different means.

Leung and Crease (2010) declare that a critical facet of supporting learners with English as an additional language is the development of clear communication pathways with

the parents of the children, as well as educating families on the academic practices deployed by the school. This community-based approach to EAL learning could benefit the children by leading to increased English practice in the home and better practice methodology out of school.

Due to the abolition of the Ethnic Minority Achievement Unit, schools in Swansea were provided with a Minority Ethnic Achievement and Gypsy, Roma and Traveller grant. Therefore, it was decided that the use of the new funding should be tracked within the school development plan to ensure optimal usage and act as sufficient evidence. Some grant funding was deployed to hire a former EMAU teacher who held sessions for learners of all phases. An English-speaking teaching assistant was employed to facilitate foundation phase sessions. A Romanian-speaking teaching assistant was recruited to aid ALN learners in classrooms and help with parental discussions. This is significant as it relates to the findings of Crease (2005), who declared the importance of hiring bilingual staff.

The school prioritises a sense of community collaboration with all when formulating its plans. The senior leaders develop the initial drafts proposed to stakeholders before any plans are solidified. A leader and governor are also assigned to oversee this section of the SDP throughout the year. Subsequently, meetings are held before the next academic year, where various stakeholders scrutinise each proposal.

The schools' focus section of developing learning groups for pupils new to English was split into six different sections. Firstly, the target was identified. Secondly, a myriad of actions was decided. These included appointing EAL specialists, support, creating a skills-based programme, identifying space and resources, and assessment design. A success criterion with deadlines was noted for each action. Resources and training required were listed, showing the exact spending of funding. This is crucial as The Welsh Government (2014) suggest that a clear success criterion for targets allows schools to evaluate the efficaciousness of their intended improvements.

Another fundamental principle of the schools' development plans is frequent assessment and evaluation. To identify which students require out-of-classroom EAL support, the school uses a five-stage model of English as additional language acquisition. Each EAL learner's stage of progression is assessed at the beginning and end of every academic year. Through general descriptors, the score is identified. Afterwards, every child found to be level C, developing competence or lower, was identified as requiring new learning group provision. The use of internal qualitative data is vital, as the Welsh Government (2022) noted when suggesting that data used to propel SDP progress must be contextually applicable.

The other regularly assessed element was whether the school was on course to achieve the target. Once a term, staff, student representatives, and governors would evaluate progress towards the goal. The target would then be given a progress level. Each stakeholder group had the opportunity to provide feedback regarding the focus areas' progression. The next steps and changes to the initially developed plans would then be amended based on the evaluations. This indicates that this school's SDP was a live document consistently being evaluated and amended to drive progression. Furthermore, the educational facility aligns its actions with the Welsh Government (2014) guidelines, exhorting that significant decisions must involve various stakeholders.

Frequent monitoring and data analysis were deployed to ensure each focus' short and long-term progression. The SDP includes signposted dates of where and when monitoring will occur. Examples include senior leaders assigned to monitor weekly planning. Quantitative learner data regarding EAL levels were recorded through re-testing and scrutinised to measure the impact of the focus area. Qualitative data is also collected on progress through meetings, observations of pupils and questionnaires. Throughout the academic year, research-based questions linked to professional development are added to the SDP. Linking SDP progress towards avenues for professional development is significant for several reasons. Blandford and Welton (1999) state that some of the main functions of

professional development in schools include the establishment of the groundwork for implementing policy and facilitating change. By creating opportunities for further professional development in an SDP, the school helps support their efforts to achieve current and future goals by establishing preliminary work for the subsequent years' SDP and helping facilitate current change towards targets.

Overall, the school development plan discussed aligns with much of the current literature surrounding SDPs. Similar to the Welsh Government (2014) guidelines, their document is live and amendable, with a myriad of planned self-evaluation dates that can allow strategies and actions to be reworked to best benefit ALN learners. Thomson (2010) and the Welsh Government (2021b) recommend that all stakeholders are afforded multiple opportunities to give input for SDP and debate ideas. The educational institutions' choice to pre-write dates for collaborative evaluative meetings is reflective of this. The assessment-driven criterion for deciding which ALN learners were to be involved in the group learning promotes the sense of equity that Education Scotland (2015) state are an indicator of high-quality educational institutions.

The necessary qualitative and quantitative data required to evaluate the impact of this SDP focus was collated by staff members of the school. This was through comparing EAL learners' scores on the Bell Foundation Scale across the academic year and through observation and questionnaire data collected by hired EAL experts, such as seeing a decrease in EAL learners' anxiety levels and the number of behavioural incidents EAL learners were involved in. As Crease (2005) notes, the schools' hiring bilingual teachers is conducive to aiding ALN students. Additionally, the choice of out-of-class teaching groups and self-creation of the EAL program offer the sense of personalisation that Wardman (2012) recommends. Using specialists to run group sessions and communicate with parents also accelerates ALN students' English proficiency.

The ALN improvement area was not included as a primary focus in subsequent development plans. Instead, it was included as a target in 2020 and 2021 under the general

area for developing languages, literacy, and communication. The reasons cited for this were the cessation of the MEGRT grant, and that the systems implemented fulfilled their purpose according to their data. The data collection methods used in 2019 to assess the success of the 2019 SDP focus are still used in 2022 and still showing positive impacts on EAL learners throughout the school.

To improve the school's development plan for future cycles, it could be suggested to implement some training sessions where ALN specialists upskill other staff members, thus allowing teachers and TAs across the school to provide parallel group sessions for more ALN children. Perhaps they could also develop professional links and visit other schools in Wales that have been identified as excelling in EAL provision, evaluating the efficaciousness of new ideas for EAL provision and deciphering whether they can apply similar strategies to their students. Direct links to the Welsh national educational goals and the four purposes could be explicitly made. This could be achieved by creating a focus area of introducing the four purposes to the learners within the SDP key area for curriculum development. Possibly planning a particular method of delivering the purposes, such as a character or jigsaw approach, and setting deadlines for the delivery days of the content would help them make more references to the four purposes and the new curriculum for Wales.

There are various consequences this research has had on future practice. My development of the Welsh Government (2019) professional standard of exercising corporate responsibility has been assisted by researching my induction year employers' 2019, 2020, and 2021 SDP. I am now more aware of their policies regarding EAL development and will feel confident in how to comply with the school's agreed policies to meet the school vision. This research has also helped my development towards the Welsh Government's (2019) professional standard of supporting formal leadership roles. By researching their planning, teaching, data collection methods, and evaluation strategies, I am more assured of how I can support EAL provisions currently taking place in the school, which are led by the department heads. Finally, in a school where EAL is so prevalent, I believe this research has

equipped me with pedagogical knowledge based upon research that I can implement into my day-to-day practice to ensure all learners are allowed to achieve their full potential and ultimately deliver teaching that aligns with the school motto of 'all different all equal'. Finally, I feel inspired to prioritise working toward the Welsh Government's (2019) standard of professional networks and communities. By developing solid professional bonds with local stakeholders outside of school, such as the governors and parents, I can help with overall SDP development, which will contribute to the schools' vision of 'expect the best, give the best, be the best. Your ambition, our mission.'

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