

	Targed/target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	To read more widely and ensure that I consider, in depth, the theoretical foundations of what I am discussing.	I have tried to the best of my abilities and with circumstances to vary my reading and look for different types of writing. I have looked at paper literature (online format) along with company reports and journals. For the word count, I feel I have widened the amount of literature I have looked at and read.
Targed/Target 2	Revise referencing within the text, particularly with multiply sources.	While writing this whole assignment, I constantly referred to the referencing handbook available on Moodle to avoid any mistakes and hope this has shown in my work.
Targed/Target 3	Develop a more formal academic tone, avoiding informal language and ensuring correct sentence structure.	I have made a conscious effort to think about the wordings I have used in this assignment. I also spent extra time proofreading it to avoid any mistakes or inappropriate language.

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

I will be discussing the implementation of a school development plan (SDP), specifying the processes of School X and how they develop their SDP. I will be referring to a variety of literature sources in how a SDP is developed and analyse how this relates to School X. I will also focus on one action point from School Xs' SDP. I will be focusing on what they are doing to help improve pupils' literacy skills, in hope to close the gap between low attaining pupils and high attaining pupils.

School X is a public school in an affluent area in South Wales. It is an 11-19 school with over 1500 pupils currently on roll (My Local School, 2019). It has a very low percentage of pupils with additional learning needs (ALN) (8%) with as little as 1% of pupils with a statement and a percentage of 4% of pupils who are entitles to free school meals (EFSM) (Estyn, 2019).

A SDP is a path for a school to follow. They will list the changes/improvements they need to make to ensure they are performing to their optimum ability. They will be able to state how and when they will achieve these plans and then they will then be able to refer back to their SDP to reflect on these changes (Hanover Research, 2014). A school will look at their current performance against their potential and where they could be. The SDP will be the guidance to help them close that gap (Hanover Research, 2014).

A SDP should be a three year plan. The first year focuses on detailed priorities whereas years two and three look at high level priorities and targets. Even though this is a three year plan, it is a live document and should constantly be under review (Welsh Government, 2014). Staff development can be in the SDP (Welsh Government, 2016) and national priorities should be a part of the plan such as literacy, numeracy and reducing the impact of poverty on attainment levels (Welsh Government, 2014). Despite all these, the priority should be the pupils learning and the plan should always relate back to the pupils learning (Hanover Research, 2014). The plan should always be a progression from last years performance and not a reinvention (Hanover Research, 2014). Due to the plan being a live document, there is not one rule for all schools to follow and each school can be at different stages as the plan is tailored to the school (Welsh Government, 2014). However, all schools must revise their SDP after an inspection to then create a post inspection action plan (PIAP) within 20 working days (Welsh Government, 2014).

Schlidkamp suggests you should create your SDP purely on data from the school and not by creating goals. You should use your attainment results, surveys and observations to create your SDP (Schlidkamp, 2019). Welsh Government suggests using a range of qualitative and quantitative data to form your SDP. Qualitative data includes an Estyn inspection, any consultations with pupils, parents or partners, or any information collected on wellbeing. Quantitative data can include attainment results, comparative data from similar schools, PISA results or any socio-economic information you have. Data such as your EFSM and ALN pupils should be considered and looking at your family of schools will help create your SDP (Welsh Government, 2014). A variety of data should be collected to measure your progress as well (Hanover Research, 2014). As data is constantly being reviewed and collected in schools and is always adjusting, your SDP should be repeatedly acted upon to ensure you are completely up to date to benefit the pupils as much as possible (Hanover Research, 2014). Even though there are several sources saying how you should be using your data to create your SDP, Hanover research explains you should be able to set clear appropriate goals yourself. The goals should be a challenge but not unachievable (Hanover Research, 2014). For example, if you were working towards starting to close the gap of disadvantaged pupils and low attainment results, setting a target of trying to improve the pupils by one grade is a realistic goal (Education Endowment Foundation, (2017)). Schildkamp states that teachers should use their own data to develop their practice (Schlidkamp, 2019) to which Hanover slightly agree with this. They explain that the person, who plans a point to develop, should be the person to execute it (Hanover Research, 2014).

A head teacher will play an active role during the process of developing a SDP and in some schools the head teacher will play the main role. The head teacher will then distribute leadership across the school depending on the targets and goals (Hanover Research, 2014). However, Welsh Government states that the governing body has the overall responsibility for the SDP (Welsh Government, 2014). It is quite common for the head teacher to be part of the governing body so both statements could work. Along with the head teacher playing a vital role, parents and stakeholders will be involved in the development of the SDP (Welsh Government, 2016). The SDP can also set a goal to how the parents can be involved to meet targets to help the pupils (Welsh Government, 2016).

Some schools will create a model to follow that maps out their process and steps to follow. This can include self-assessment, develop/revise and implement/monitor (Hanover Research, 2014). Welsh Government also supports the process of self-evaluation on the schools performance (Welsh Government, 2014), which then allows them to evaluate on their successes (Hanover Research, 2014).

Literacy is a national priority to where it should be included on a SDP (Welsh Government, 2014). As defined by the National Literacy trust, literacy is the ability to read,

write, speak and listen in a way to communicate effectively (National Literacy Trust, 2017). Any problems affecting literacy should not be ignored as this can lead to more problems later in the pupils' life (Alvermann, 2005). It is common for young people who leave school with low literacy levels are held back in multiple aspects of life for life (Education Endowment Foundation, 2019). This actually contradicts the hopes of Professor Donaldson. One of the four purposes within the new curriculum for Wales states how young people should be ready to play a full part in life and work (Donaldson, 2015). Lacking in literacy skills would not prepare them for life out of school.

Thurston suggests the use of cooperative learning where you mix pupils with high attainment and those with lower attainment in hope to close the gap (Thurston, A., Cocherill, M. & Craig, N. 2019). Another suggestion by Alvermann is to allow the pupils to read a variety of literature, including something they will enjoy and not just academic sources (Alvermann, 2005). Reading to older peers is also a common method to help pupils with low literacy as some pupils will feel more confident reading in front of a peer than an adult (Thurston, A., Cocherill, M. & Craig, N. 2019).

Literacy is a skill that can be taught across the curriculum and this is key to supporting pupils with low literacy skills. Teachers should focus on modelling correct language and use key words that they would like the pupils to use in their work (Education Endowment Foundation, 2019). Interventions are also a common service offered in schools. There are several external programmes available for schools to use or a teacher within the school is able to create their own programme. However, it should not be an alternative to effective teaching and should be an additional part to the pupils learning journey (Education Endowment Foundation, 2019).

School X sets themselves three key priorities within their SDP with each key priority branching out to their targets and goals. They then have an additional list, which is their ambitious list that is not classed as a priority. The school follows a motto of 'Dream big, now dream bigger,' which is supporting them to constantly look at improving their practice. Each target is set with key staff members who will co-ordinate the development of this point. This is normally a member of staff from the relevant department or a member of the senior leadership team (SLT).

School X uses strategic planning while reviewing the SDP using the process of SWOT. S is for strengths. This part allows the school to plan in order to align with the vision of the school. They are able to plan and prepare for the following year and they believe that consistency is a strength. W is for weaknesses. They believe the fact that the SDP is a working document can play as a weakness due to the amount of time spent developing the document. They are supporting the guidelines set by Welsh Government, 2014 by constantly reviewing the SDP. O is for opportunities. The school promotes collaborative working with

the SDP and have an open culture when reviewing the plan. All staff are consulted with the SDP and staff can volunteer themselves to play a role with a target that they feel passionate towards. This actually disagrees with Schildkamp as she suggests that a teacher should deal with their own data, suggesting that the teachers keep to their own departments. School X believe by working collaboratively, they are able to identify critically what needs to change and then go on to plan how to achieve this. T is for threats. School X is aware that there are dangers with their processes and they could face difficulties with staff not fulfilling their role. The fact that the SDP is a live document means that it can actually fall behind of schedule and end up out of date. The fact that School X is aware of these potential problems shows that they are able to prevent these threats from happening.

The action point that I have been focusing on is a part of School Xs' first key priority. The head of literacy for the school reviews this target and the target focuses on improving pupils' literacy skills, specifically low attaining pupils.

Pupils in School X have formative assessments when they come to the school in year 7 to access their literacy levels and then are monitored throughout their time at the school. If the pupils' literacy score is at a certain level, they will be introduced to intervention. This is an additional part to the pupils' learning journey but does not effect their mainstream education. Depending on the pupils' literacy level depends on their level of intervention. Some pupils will only require a small amount of additional support and will just follow an online programme two mornings a week in their form time. This is an external programme bought by the school to improve the pupils' use of literacy and to help with their confidence. This supports the suggestions made by the Education Endowment Foundation, 2019 but School X also offers a different method of intervention. Some pupils will read to an older peer in their form time to improve their confidence just as Thurston, A., Cocherill, M. & Craig, N. 2019 mentioned. The Education Endowment Foundation, 2019 also suggested that teachers are able to create their own programme for interventions. School X also offers this, but to the more extreme cases. The head of literacy provides these sessions to small groups of pupils. The teacher creates the programme suited to the pupils' abilities and develops their work as they progress. Once the pupils reach a certain level with their literacy skills, they are able to leave the programme. The schools ALN department monitors this data by using spreadsheets. School X makes a conscious effort to link the intervention sessions to the pupils' other lessons so there is a link to their work. This also prepares them for the work within their mainstream lessons.

Upon reflection of the processes of School X, I feel they have a really strong system in place for the improvement of pupils' literacy skills. I feel they are really organised in the programmes that they offer. The fact that there are different levels of intervention offered shows that they are thinking about the pupils' needs. I feel that School X is going above and

beyond with how they are offering support in different formats. School X offers all methods suggested earlier in this report. I have had the fortunate opportunity to observe all levels of these interventions and have seen the benefit it has on the pupils, not only with their academic capabilities but their confidence. They seemed to really enjoy the programme they were on and were really happy to discuss what parts they enjoyed and how it helped them in other classes.

While I feel the layout of School X's SDP is easy to follow and understand, there are some parts that I cannot relate to with the theories discussed. I appreciate the fact that all staff are consulted and do feel this is a necessity for a school wide document. The way that they review their SDP with an open culture is not something I have witnessed while reading into theories of developing a SDP. However, I feel it shows great trust in its staff to be able to allow all staff to have a voice and an opportunity to play a part in the development. If I were to make a suggestion to School X, it would be the amount of data analysed during this process. I was able to see the data used to monitor pupils' progress during literacy intervention, which I could not fault and was very efficient but I was not able to see data being used to review the SDP as a whole. While the open culture discussions are very useful and innovative, perhaps analysing data at this stage would help them set specific targets to their data. Schildkamp and Welsh Government talk so heavily about analysing data I feel that School X could benefit from considering this approach while developing their SDP. Despite this, I feel School X has a very efficient system in place and this shows in the performance of the pupils and the school itself.

To conclude this report on the development of a SDP, I feel I have discussed a range of literature and reflected on these with the processes of School X. I have learned a great deal about how they develop their actions from the targets and wish to be able to use this experience in future practices. I particularly enjoyed learning about the developments in improving pupils' literacy skills as I was able to relate to the processes due to observing the programmes available. To further my understanding of a SDP, I would like to observe a meeting where the relevant people discuss the developments to compare if it is similar to my findings in this report. I hope to one day play a part in developing a SDP and be able to look back upon this report to assist myself.

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