

ECAD7003: Learners, Schools & Communities: where am I teaching?

Thomas Ashton – 1900199

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

Word Count – 2,746

	Target	What I have done in this assignment.
Target 1	To provide more recommendations.	Applied recommendations that are supported by relevant literature.
Target 2	To improve on grammatical errors and sentence structures.	Used the help provided by module leads and have spent longer self-evaluating work to review grammar.

Introduction

Immediate changes amongst teachers are continuously made throughout the school year, to predominantly enhance pupil performance and behaviour. However, school development plans (SDP) are a whole school approach, which focuses upon changes not only in the classroom, but in specific departments, and as a school overall (Harris, 2013). A continuous cycle, in which schools honestly reflect on their performance, setting out clear priorities in which need addressing in order to accomplish the identified targets, which are then evaluated regarding the impact of the implementations (Welsh Government, 2014).

The following report will draw upon the specific target identified by a primary school in raising standards of ‘Health and Well-being’ (H&WB) through the SDP process. It will explore the research associated with the specific goal, while critically reflecting on the initiatives proposed to succeed. The report will also highlight how the data is analysed and monitored, and the reasons behind its importance within education.

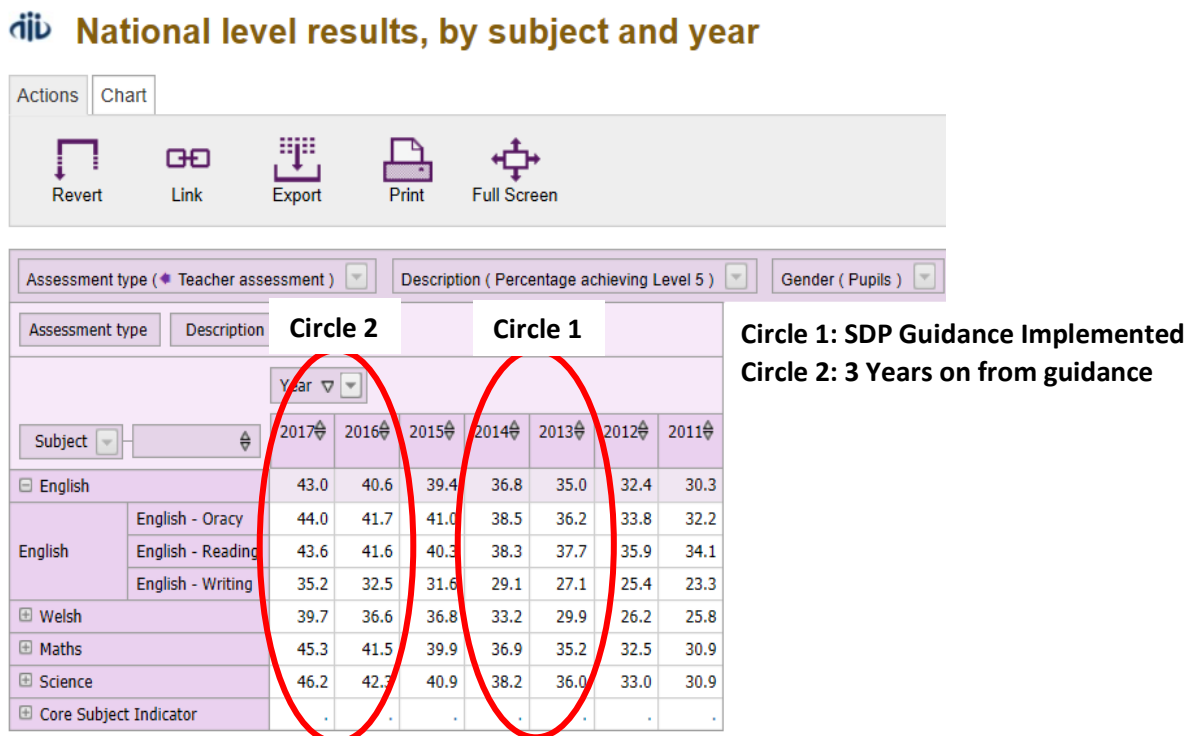
The anonymity of the researched school will be anonymised, being referred to as “School A”, to avoid identification (BERA, 2018). School A is located in an affluent community, with only 5.2% out of the 517 pupils eligible for free school meals, significantly lower than the national average. This potentially signifying that majority of pupils are high achievers, due to the evidence displayed by the Stats Wales, highlighting that there is an increase of 18.2% with pupils not eFMS, achieving outcome 5 or above in all areas of learning (Stats Wales, 2018). As of 2019 5.8% of students were identified on the schools additional learning needs register (appendix 1).

Literature Review

An SDP is a systematic approach of purposeful planning for improving school performance, tracking the changes over a specific period (Park et al., 2013). Van Der Voort & Wood (2014), stress the involvement of quality planning through both quantitative and qualitative methods, in the construction and the continuous evaluation of the set targets. Reviewing Estyn's annual report from 2012-2013 (Estyn, 2013), the Welsh Government concluded that over a quarter of inspected schools in Wales, needed improvement on self-evaluation and planning for development. Therefore, a guidance on SDPs was created in the prospect to support schools, to develop a "robust, evidence-based approach to planning", to result in improvement of learning outcomes (Welsh Government, 2014).

Reflecting on the KS2 National Level Results, there is a significant increase of pupils achieving Level 5 in both English (5.9%) and Maths (7.35%), when comparing results before the guidance was constructed (Diagram 1, Circle 1), to the time given of three years, for the targets to have developed (Diagram 1, Circle 2). This potentially reflecting the impact of the inclusion of the guidelines and the benefits of a well structure SDP (Welsh Government, 2014).

Diagram 1 (Stats Wales, 2019) : KS2 National Level Results, Achievement Level 5



The SDP is the school's strategic plan for improvement (Welsh Government, 2016) that involves all stakeholders, school staff members and board of governors in its process (Welsh government, 2014). Davies (1998), defining it as a "journey" that focusses around identifying patterns of potential concerns within current practice, to project forward potential strategies to excel in those areas in future years, evaluating and adapting the applied initiatives.

Eby (2018), emphasises that there are two approaches in strategic planning. The top-down approach specifies that decisions are made by senior leaders which are then filtered down to lower departments.

Allowing higher authoritative members, to lead their employees to their desired direction, reducing risks of misinterpretation and suggestions being too vast (Fullan, 1994). However, in contrast to this approach, researchers have conveyed that giving the teachers responsibility for being the first point of call in highlighting key school decisions, and taking a bottom-up approach, evidently develops professional communities among teachers. Which could potentially enhance their drive, in order to succeed the portrayed aims (Louis et al., 1996).

School A has presented the target to 'Promote and Improve Health & Wellbeing' as a specific focus to develop on (appendix 2). With recent changes to the curriculum in Wales, H&WB is becoming predominantly concentrated on within schools, with the inclusion of it as an area of learning, and it underpinning the core purpose of creating 'healthy confident individuals' (Welsh Government, 2020). Whereas previous years, due to the pressure of focussing on academic statutory subjects, less time was spent on the area of H&WB (Bonell et al., 2014).

However, the importance of maintaining and educating pupils about positive H&WB is crucial, especially within early years as Murphy and Fonagy (2012) highlight, that having mental health issues at an early age can have adverse and long-lasting negative effects. Therefore, as emphasised by Weare (2015), and Howard et al., (2019), a 'window of opportunity' is granted to school staff, with them being a key figure to many pupils, allowing them to contribute to creating a positive lifelong impact on individual's H&WB . School A is situated predominantly in an affluent community, which is highlighted by Ermisch and Francesconi (2001), as a potential implication to the pupil's H&WB, with their study emphasising that students experience greater psychological distress with parents' who are in full-time employment.

Teaching pupils to become resilient is central to overcoming and preventing mental health issues, in terms of succeeding through failure and learning to adapt to overcome challenges (Howard et al., 2019), an area in which is made prevalent in the new curriculum (Welsh Government, 2020). Weare (2015), elaborates on the concept that promoting emotional well-being should be as important to that of the school staff, not just the pupils, due to educational staff having high relates of work-related stress (Bubb & Earley, 2004). Briner et al., (2007), study unveiled that staff well-being is key to school success, with it being responsible for 8% of SATS results in 2004, highlighting its importance in relation to pupil academic outcomes.

Pupil health is a key factor in promoting overall learning within education, conveyed by Suhrcke et al., (2011) and Gan & Gong (2007), as students portray more capability in achieving higher academic attainment when in better health, stating that health is a determinant of educational outcomes. To optimise pupils' health within primary schools, physical activity needs to be incorporated into the students learning. With Morgan et al., (2008), stressing that it provides rich opportunities for children to gain knowledge and skill in leading a physically active lifestyle, which evidently reduces the risk of cardiovascular diseases and obesity, while improving pupil self-esteem, self-confidence, social and cognitive development, and in addition improves overall classroom behaviour (Morgan et al., 2008). However, Bailey (2006) creates emphasis that the benefits are only made evident to well-planned and presented lessons. Furthermore,

when delivered effectively helps develop individuals respect for their body and others, while also promoting how physical activity can contribute to the development of psychological well-being.

Developing an Action Plan

School A's SDP is categorised into 'Priorities' and 'Ongoing areas of improvement' (OAOI). The OAOI refers to the national priority targets in raising literacy and numeracy standards (Welsh Government, 2014). While 'Priorities' is focussed around the development of targets that are specific and meaningful to the school itself, which as Hargreaves and Hopkins (2004) conveys, is vital to producing an affective SDP.

Strategic planning follows a set of general stages in order to achieve set targets (Chang, 2008). School A's SDP follows a specific cycle (Diagram 2), firstly addressing that the driving force behind its construction should correlate with the overall vision of the school (appendix 1). Hargreaves, (1994) heightens this point, by conveying that schools may encounter an overload of potential areas for improvement, however, should finalise targets that are most compatible with the schools' vision and ethos. With school A's vision being centred around improving individuals holistically, which is made evident through the diversity of the selected aims (appendix 2).

Diagram 2 (Department of Education, 2010) : The School Development Plan Cycle



The first stage is self-evaluation, which should be carried out annually to evaluate current practice (Van Der Voort & Wood 2014). School A involve all partners and stakeholders, such as the parents, governors, staff and especially learners to combine, gather and evaluate the school's performance and identify potential areas for development. Which as emphasised by Dr. Kenneth Leithwood, is a crucial first step in developing an improvement plan (Ontario., 2000). School A provide each staff member a self-evaluation review form, with the purpose to identify possible areas to focus on for future development, which is then fed through to SLT and then to Deputy and Head, where they sculpt the targets based on the feedback, allowing them to be evaluative not descriptive. Clearly emphasising a bottom-up approach, which as Louis et al., (1996), previously convey, compliments the teaching staffs' willingness to attain their suggested objectives.

In order to self-evaluate, data collection is needed through a quantitative (inspection reports) or a qualitative approach (PISA scores), providing evidence to benchmark current levels, and identify areas for improvement to allow comparisons to be made when initiatives have been applied (Kyriakides & Campbell, 2004). School A's target around promoting H&WB was introduced due to the effective evaluation of it being highly represented in new curriculum, believing it was an appropriate time to evaluate their existing provisions (appendix 3). However, this area wasn't highlighted as an area which evidently needed improvement on in relation to the Estyn report in 2018, grading the school as 'Excellent' in the field of H&WB (Estyn, 2018). Therefore, contrasting with the views of Kyriakides and Campbell (2004), in the purpose of setting targets to correspond with areas of improvements, instead highlighting the work from Aderet-German and Ben-Peretz (2020), in taken a reinforcement approach to the data evaluation, in trying to maintain their high standards from the qualitative evaluation.

Campbell and Levin (2009), stress that targets must have a balance of ambition yet realism when setting out how to achieve them, to promote engagement while reducing the chances of detachment of aims due to them becoming physically unattainable and unmanageable. In order to allow the target to be developed in a manageable, realistic manner, School A divided the overarching target of H&WB into five major objectives, allocating them between the Head, Deputy, H&WB team, PE leaders and the Healthy Schools Coordinator.

Financial constraints must be considered within the implementation stage, with 69% of 278 schools across England and Wales highlighting it as being a main drawback (Broadhead et al., 1996). However, School A have clearly stated the funding available, in relation to the resources and training needed in order to achieve success (appendix 3). With funding coming from external grants such as the Pupil Deprivation Grant (PDG), school budget and community funding, re-emphasises the importance of the SDP going beyond just the school staff, without external finance and collaboration targets become less attainable (Welsh Government, 2016).

Immediate and short improvements are significant in teaching and learning, but do not constitute lasting change, unlike targets that are identified for a SDP (Ontario., 2000). Therefore, due to the long process of trying to develop H&WB, School A use an approach called MER (Monitor, Evaluate and Review), which are led by the assigned people. Monitoring progress is essential for SDPs and even though, as highlighted above, they are evaluated annually, they are live documents allowing amendments and adaptations to be made throughout the process (Leithwood et al., 2006). To monitor the initiatives, School A use learning walks, allowing them to look at environments in the classroom and beyond the classroom walls, informal meetings with colleagues and observation lessons. However, Lasagabaster and Sierra (2011), convey that many teachers fear being observed, causing anxiety and an untrue reflection of potential capabilities, consequently portraying a potential invalid method of monitoring and evaluating targets.

Evaluations are then made through the monitoring process, by school staff and external parties i.e. Challenge Advisors and Estyn, reviewing the evaluation to suggest potential adaptations, or to celebrate success and to carry on with the current provisions.

Improving outcomes for all learners is the core of the cycle, highlighting the main purpose of the SDP. 'Listening 2 Learners' is enforced as an evaluation process that allows schools to listen to how the adaptations are heightening pupils H&WB, granting pupils opportunities to express ideas. It's stressed that pupils become passive recipients of improvement plans and its process, but Roberts and Nash (2009), emphasise the importance of their inclusion in the SDP process, that students should identify and respond to meaningful changes, rather than commenting on concerns brought by others.

Reflection and Evaluation:

In order to promote H&WB around the school, School A dissected the overall aim into five key objectives (appendix 3). Objectives 4 & 5 are focussed around improving the pupils' physical, cooperation and thinking skills, while additionally improving provision around their healthy schools' programme. One of the initiatives is for PE Leaders to provide in-house support and guidance to colleagues to improve teacher confidence. Morgan and Hansen (2002), draw emphasis upon this, that the most common problematic issues when teaching PE, is the lack of confidence in which teachers have in delivering 'purposeful' lessons, with Xiang et al., (2002) stressing that teachers believed they didn't possess enough knowledge or ability to teach PE.

'Complete the necessary components to receive Healthy Schools Stage 5' is another action that has been highlighted by School A. The Healthy Schools programme focusses on supporting schools to raise pupil attainment and achievement by improving their health and wellbeing. It's achieved through promoting areas such as Social, Emotional, Mental Health and Resilience Programmes (HealthySchools, 2020). 'Cognitive behavioural play therapy' (CBPT) could be used to improve these areas, as it assists pupils by increasing social skills, which in turn potentially increases levels of academic and emotional functioning, evidently enhancing pupils in developing relationships and reading social cues (Fazio-Griffith & Ballard, 2014).

Objective 3 refers to the improvement of provision to develop mindfulness and growth mindsets. These are being accomplished through; class meditation being scheduled into daily timetables, handshakes to enter policy, a 'wow walls' to promote self-confidence and achievement, worry monster allowing pupils to feel confident in expressing worries or concerns, and the use of 'marvellous mistakes' celebrating failure, in order to succeed. Rhew et al., (2018), emphasises the importance of teaching pupils to have growth mindsets, to view failure as a motivator that drives them to keep learning. School A has posters promoting growth mindset, highlighting changes of thoughts, such as instead of "I can't" to think "I can't yet".

From evaluating School A's objective 2 to encourage improvements towards outdoor learning, Thompson Coon et al., (2011) connotes that allowing pupils exposure within facilitating learning outside, evidently can improve student's H&WB by providing restoration from mental fatigue and stress. A potential recommendation could be to view schools' outdoor areas as extensions to classroom, and tailored towards the members of staff available, or the overall independence of the specific class, to allow pupils the option to use the outdoor environment in correspondence to them working inside Burriss and Burriss (2011). As expressed throughout this report, H&WB has become embedded into the new curriculum for Wales.

Objective 1 is all focussed around the teachers understanding of the 'What Matter' statements regarding H&WB, to familiarise themselves with what to teach and the approaches of teaching it. With the curriculums being tailored towards taking a whole-school approach that enables H&WB to permeate all aspects of school life (Welsh Government, 2020).

Another recommendation could be the inclusion of whole school training on improving identifying vulnerable children. The House of Commons Health Committee (2014), highlights this suggesting that teaching and educational staff should not only be trained in how to prevent or minimise H&WB issues, but as supported by Howard et al., (2019) the early identification is crucial in the prevention of problems escalating.

Conclusion:

This report has highlighted that SDP's are a continuous process that are focussed around achieving long term goals to excel school performance in many areas, however, are all filtered around progressing its learners' capabilities. The inclusion of school staff members, community, stake holders and learners in not only the construction of, but the evaluation and monitoring of the aims, is vital in the success of SDP's. When setting targets, considerations such as finance, resources/staff available and if the target is challenging yet attainable, need to be considered. Alongside making sure the target truly reflects the ethos and vision of the school.

Through focussing specifically on H&WB, it's brought to my attention that supported by evidence from well researched studies, that provisions and initiatives that are tailored to promote student's well-being evidently benefit their academic capabilities (Bonell et al., 2014). Therefore, has influenced my perception of the importance of maintaining pupils H&WB to be as important, if not more important than the more represented subjects of literacy and numeracy.

References:

- Aderet-German, T. and Ben-Peretz, M., 2020. Using data on school strengths and weaknesses for school improvement. *Studies in Educational Evaluation*, 64, p.100831.
- Bailey, R., 2006. Physical education and sport in schools: A review of benefits and outcomes. *Journal of school health*, 76(8), pp.397-401.
- Bonell, C., Humphrey, N., Fletcher, A., Moore, L., Anderson, R. and Campbell, R., 2014. Why schools should promote students' health and wellbeing.
- Briner, R. and Dewberry, C., 2007. Staff well-being is key to school success. *London: Worklife Support Ltd/Hamilton House*.
- British Educational Research Association [BERA] 2018 *Ethical Guidelines for Educational Research*, fourth edition, London. [online] Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethicalguidelines-for-educational-research-2018> [Accessed: 23 March 2020]
- Broadhead, P., Cuckle, P., Hodgson, J. and Dunford, J., 1996. Improving primary schools through school development planning: Building a vision, exploring the reality. *Educational Management & Administration*, 24(3), pp.277-290.
- Bubb, S. and Earley, P., 2004. *Managing teacher workload: Work-life balance and wellbeing*. Sage
- Burriss, K. and Burriss, L., 2011. Outdoor play and learning: Policy and practice. *International Journal of Education Policy and Leadership*, 6(8), pp.1-12.
- Campbell, C. and Levin, B., 2009. Using data to support educational improvement. *Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)*, 21(1), p.47.
- Davies, B., 1998. Strategic planning in schools: An oxymoron?. *School Leadership & Management*, 18(4), pp.461-473.
- Department of Education (2010). Every School a Good School: *SCHOOL DEVELOPMENT PLANNING*. [online] Available at: <https://www.education-ni.gov.uk/sites/default/files/publications/de/every-school-a-good-school-school-development-planning-guidance-2010-english-version.pdf> [Accessed 01/03/2020].
- Eby, K., 2018. *Which Management Style Is Right For You: Top-Down Or Bottom-Up Approach?*. [online] smartsheet. Available at: <https://www.smartsheet.com/top-down-bottom-up-approach> [Accessed 25 March 2020].
- Ermisch, J. and Francesconi, M., 2001. *The Effect Of Parents' Employment On Outcomes For Children*. [online] JOSEPH ROWNTREE FOUNDATION. Available at: <https://www.jrf.org.uk/report/effect-parents-employment-outcomes-children> [Accessed 30 March 2020].
- Estyn., 2018. *A report on [REDACTED] Primary School*. [online]. Available at : [https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/\[REDACTED\]Primary%20School.pdf](https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/[REDACTED]Primary%20School.pdf) [Accessed 02/04/2020]
- Estyn., 2013. *The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2012-2013*. [online] Available at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/ESTYN_Annual%20Report%20FINANCIAL_ENGLISH_WEB_0.pdf [Accessed 27/03/2020]
- Fazio-Griffith, L.J. and Ballard, M.B., 2014. Cognitive behavioral play therapy techniques in school-based

group counseling: Assisting students in the development of social skills. *Vistas online*, 18, pp.1-14.

Fullan, M., 1994. Coordinating top-down and bottom-up strategies for educational reform. *Systemic reform: Perspectives on personalizing education*, pp.7-24.

Gan, L. and Gong, G., 2007. *Estimating interdependence between health and education in a dynamic model* (No. w12830). National Bureau of Economic Research.

Hargreaves, D.H. and Hopkins, D., 2004. *Empowered School*. A&C Black.

Hargreaves, D.H., 1994. The new professionalism: The synthesis of professional and institutional development. *Teaching and teacher education*, 10(4), pp.423-438.

Harris, A., 2013. *School Improvement: What's in it for Schools?*. Routledge.

HealthySchools. 2020. *About us*. [online] Available at: <https://www.healthyschools.org.uk/pages/about-us>. [Accessed 6 April 2020]

House of Commons Health Committee (2014) *Children's and adolescents' mental health and CAMHS, Third Report of Session 2014–15*. [online] Available at: www.publications.parliament.uk/pa/cm201415/cmselect/cmhealth/342/342.pdf. [Accessed 06 April 2020]

Howard, C., Burton, M. and Levermore, D., 2019. *Children's mental health and emotional well-being in primary schools*. Learning Matters.

Kyriakides, L. and Campbell, R.J., 2004. School self-evaluation and school improvement: A critique of values and procedures. *Studies in educational evaluation*, 30(1), pp.23-36.

Lasagabaster, D. and Sierra, J.M., 2011. Classroom observation: desirable conditions established by teachers. *European Journal of Teacher Education*, 34(4), pp.449-463.

Leithwood, K., Jantzi, D. and McElheron-Hopkins, C., 2006. The development and testing of a school improvement model. *School effectiveness and school improvement*, 17(4), pp.441-464.

Louis, K.S., Marks, H.M. and Kruse, S., 1996. Teachers' professional community in restructuring schools. *American educational research journal*, 33(4), pp.757-798.

Morgan, P.J. and Hansen, V., 2008. Physical education in primary schools: Classroom teachers' perceptions of benefits and outcomes. *Health Education Journal*, 67(3), pp.196-207.

MORGAN, P.J. and HANSEN, V., 2008. Classroom Teachers' Perceptions of the Impact of Barriers to Teaching Physical Education on the Quality of Physical Education Programs. *Research quarterly for exercise and sport*, 79(4), pp. 506-16.

Murphy, M. and Fonagy, P., 2012. Mental health problems in children and young people. *Annual report of the chief medical officer*, pp.1-13.

Ontario. Education Improvement Commission, 2000. *School improvement planning: A handbook for principals, teachers and school councils*. The Commission.

Park, S., Hironaka, S., Carver, P. and Nordstrum, L., 2013. *Continuous improvement in education*. Carnegie Foundation for the Advancement of Teaching.

Rhew, E., Piro, J.S., Goolkasian, P. and Cosentino, P., 2018. The effects of a growth mindset on self-efficacy and motivation. *Cogent Education*, 5(1), p.1492337.

Roberts, A. and Nash, J., 2009. Enabling students to participate in school improvement through a Students as Researchers programme. *Improving Schools*, 12(2), pp.174-187.

Stats Wales., 2019. *National level results, by subject and year*. [online] Available at:

<https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Key-Stage-2/nationallevelresults-by-subject-year> [Accessed 26 March 2020].

Stats Wales., 2018. *Results by Free School Meal entitlement and gender*. [online] Available at: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Foundation-Phase/results-by-freeschoolmealentitlement-gender> [Accessed 24 March 2020].

Suhrcke, M. and de Paz Nieves, C., 2011. The impact of health and health behaviours on educational outcomes in high-income countries: a review of the evidence.

Thompson Coon, J., Boddy, K., Stein, K., Whear, R., Barton, J. and Depledge, M.H., 2011. Does participating in physical activity in outdoor natural environments have a greater effect on physical and mental wellbeing than physical activity indoors? A systematic review. *Environmental science & technology*, 45(5), pp.1761-1772.

Van Der Voort, G. and Wood, L., 2014. Assisting school management teams to construct their school improvement plans: an action learning approach. *South African Journal of Education*, 34(3).

Weare, K., 2015. What works in promoting social and emotional well-being and responding to mental health problems in schools. *London: National Children's Bureau*.

Welsh Government (2020). *Curriculum for Wales guidance*. [online] Wales: Welsh Government. Available at: <https://hwb.gov.wales/storage/331eb63b-481f-4b0b-a607-5e6c3e41ae0f/curriculum-for-wales-guidance-070220.pdf> [Accessed 30 March 2020].

Welsh Government., 2016. Theme 1: Leadership for a self-improving system Resources 1–7. [online] Available at: <https://gov.wales/sites/default/files/publications/2018-12/theme-1-leadership-for-a-self-improving-system-resources-1-7.pdf> [Accessed: 26 March 2010].

Welsh Government., 2014. *School development plans*. [online] Available at: <https://gov.wales/sites/default/files/publications/2018-03/school-development-plans.pdf> [Accessed: 25 March 2020].

XIANG, P., LOWY, S. and MCBRIDE, R., 2002. The Impact of a Field-Based Elementary Physical Education Methods Course on Preservice Classroom Teachers' Beliefs. *Journal of Teaching in Physical Education*, 21(2), pp. 145-61

Appendices: School A improvement Plan

Appendix 1

Contextual Information September 2019

School A Primary School is located on the BLANK housing estate Bridgend, the number on roll currently is 517, organised into 17 classes including a large Nursery unit. The school has transient cohort populations; when families move on to (and leave) the estate, their places are usually quickly replaced – School A is a very popular school with families on the BLANK estate and we have many children join the school who have not received early years education with us.

The school was last inspected in May 2018 with judgements of at least good in all areas. IA2 'Wellbeing and attitudes to learning' and IA4 'Care, support and guidance' were both judged as excellent and Estyn have since published an effective practice case study, "Improving pupils' wellbeing and attitudes to learning through curriculum enrichment". The school regularly achieves high percentages for expected level performance at both key stages and good percentages at above expected levels. Pupil achievement is generally above LA and Wales averages and routinely demonstrates good 'value added' progress in both key stages. Leadership capacity is strong, both within senior leadership and middle leaders across the school, contributing to our continual 'green school' categorisation.

There are currently over 60 staff in the school, including teachers and support staff, administration, site supervision, kitchen, cleaning and supervisory roles. With such a large number of staff, there are regular changes of staffing, which is beneficial in terms of keeping fresh ideas and interests coming in to the school and also challenging in seeking to maintain continuity of pedagogical approaches and training. As of September 2019 there were 30 pupils (5.8%) identified on the school's additional learning needs (ALN) register, 26 at school action and 4 at school action plus. The proportion of pupils eligible for free school meals was 5.2%.

School A receives amongst the lowest amounts of funding per pupil of all primary schools in Central South Consortium. However, the school building is well maintained with ongoing developments being made gradually to indoor and outdoor facilities to reflect current curriculum needs.

The BLANK is a modern residential area but with few community facilities on the estate; the school endeavours to be the hub of the community and enjoys positive relationships with community groups. Children come from a range of socio-economic backgrounds and parents are generally very supportive of the school, attending events such as parent consultations, family sharing events and sporting activities. The school aims to provide a safe, vibrant and positive learning environment for success, broadening pupils' experiences and raising pupils' self-esteem and performance. The school judges itself to have many strengths including: excellent distributed leadership, high quality creative teaching, robust assessment, effective provision for additional learning needs, links with the community and outside agencies, networks of professional practice, sporting opportunities and achievements, ensuring all learners access a broad and balanced curriculum, high standards of behaviour and an ethos of respect and values which permeate school life.

Appendix 2

School Improvement Plan 2019-2020 – Summary

Main Priorities				
Target	Focus Area	SER / NA	Key Objectives	Funding Allowance
Target 1	Health & Wellbeing To promote and improve the profile / quality of provision for Health & Wellbeing for staff and pupils throughout the school.	2.1, 2.2 4.1, 4.2	1.1 Review final version of H&WB 'What Matters' and assess any implications for teaching approaches and/or provision 1.2 Improve quality of provision for outdoor learning. 1.3 Strengthen provision to improve pupil wellbeing (e.g. mindfulness, growth mindset) 1.4 To improve the range of pupils' physical skills, cooperation and thinking skills. 1.5 Improve whole-school provision within the Healthy Schools programme.	PLP School Budget Grant / Community / PFA Funding
Target 2	Welsh Language To raise standards of pupil's Welsh <i>oracy</i> and profile throughout the school	1.3, 3.3	2.1 To raise standards of Welsh <i>oracy</i> throughout the school so that all L2L assessments are at least good. 2.2 To raise the profile of Welsh language throughout the school.	Custer Working PLP
Target 3	Expressive Arts Continue to improve quality of teaching and provision to develop the Expressive Arts <i>AoLE</i> (2 nd Year)	1.3, 3.2 5.1, 5.3	3.1 Review final version of EA 'What Matters' and assess any implications for teaching approaches and/or provision. 3.2 Continue to improve range and quality of pupils' creative individual responses to a range of stimuli across the EA disciplines of MMADD (PIAP) 3.3 Review strategic approach to strengthening EA provision through in-house professional learning and the use of external expertise.	PLP School Budget
Ongoing areas for improvement				
Aspect	Aim	SER / NA	Key Objectives	Funding Allowance
G4W22	Continue to raise standards in core subjects and cross-curricular skills. Raise awareness of finalised G4W22 <i>AoLEs</i> and consider implications for future provision and pedagogy.	1.1, 1.2, 1.3 3.1, 3.2, 3.3	Literacy/ Numeracy – continue to raise standards of above expected outcomes. (See separate action plans). Improve parental engagement and impact of intervention strategies. Humanities / <i>SdTech AoLEs</i> – evaluate final curriculum documents and plan for further training / provision reviews in 20-21. Continue to improve staff confidence to improve provision across all DCF strands. (See also <i>Eco-schools</i> & DCF action plans)	PLP School Budget PDG
Premises	Continue to maintain security, safety and cleanliness throughout school.	4.3, 5.1, 5.2, 5.4	Ensure H&S policy and risk assessments are up-to-date and any identified issues are addressed. Work towards planned improvements for building & grounds.	School Budget.

Appendix 3

Target 1: To promote and improve the profile / quality of provision for Health & Wellbeing for staff and pupils throughout the school.							
C4W22 References: 4 Purposes, PP1, 8, 10, 11, AoLE – Health & Wellbeing				SER / NIA References: 2.1, 2.2, 4.1, 4.2			
Context: The emerging new curriculum clearly affords a higher level of importance and priority to health and wellbeing across all age ranges. The 'Well-being of Future Generations Act 2015' and subsequent WG and BCBC goals have given rise to an increased awareness of the need to be proactive in promoting and managing health and wellbeing for staff. Whilst the AoLE detail is not yet completed, this is an appropriate time to conduct a system-wide review, evaluating the impact of existing provision and procedures and beginning to explore new and/or alternative programmes. One challenge in particular will be consideration as to how to appropriately measure and report a baseline and the impact of any new strategies, beyond the anecdotal. Therefore, the emphasis of this target will be to raise the profile and quality of provision but it is not anticipated that a robust evaluation of impact will be possible within the short timescale of an academic year.							
Aims:	Actions:	Responsible:	Timescales:	Resources & Cost:	Review, Evaluation & Support:	Update / Progress Report:	RAG Status:
1 H&WB 'What Matters' Review final version of H&WB 'What Matters' and assess any implications for teaching approaches and/or provision.	a. Teachers to review final document carefully and identify any elements which require significant changes to provision or approach. a. Teachers understand how H&WB support the Four purposes and link to other AoLEs.	DHT	Spring 20	Staff Meeting WG New Curriculum documents	Planning Review Staff feedback Update to GB		
2. Improve quality of provision for outdoor learning.	a. Review playground activities & strategies (e.g. peer mediation, playground pals). b. Cost and plan for improvements to the school grounds to facilitate and encourage improvements in outdoor learning. (See Premises target 2)	HT	Ongoing	c£10,000 Grant / Community / PFA Funds.	Listening to Learners Staff Feedback Quotations		
3. Strengthen provision to improve pupil wellbeing (e.g. mindfulness, growth mindset)	a. H&WB team to be advocate for different strategies, support colleagues to try out different approaches and evaluate impact with pupils. (e.g. MISP / iValueU) b. Trial and evaluate methods to measure wellbeing and gauge impact (e.g. Happens-Wales, Estyn pupil survey, PERMA) to help assess possible impact other other strategies.	DHT H&WB Team	Throughout Year	n/a	Listening to Learners Staff Feedback Survey data		
4. To improve the range of pupils' physical skills, cooperation and thinking skills.	a. Evaluate implementation and impact of 'Real PE' approach to date and consider ways forward and possible introduction of 'Real Gym'. (collaborate with AYP and Brynmenyn Primary) b. PE Leaders to receive further training in Real PE & Real Gym to support colleagues and build capacity. c. PE Leaders to provide in-house support and guidance to colleagues to improve teacher confidence.	PE Leaders	Aut 19 Throughout Year	REAL PE SoW Real Gym resources Jasmine online platform (paid AYP 19-20)	Staff feedback Listening to Learners Learning Reviews Subject leader support AYP evaluation		
5. Improve whole-school provision within the Healthy Schools programme.	a. Complete the necessary components to receive Healthy Schools Stage 5 b. Draw up agreed long-term plan to ensure actions sustained beyond Stage 5 award.	Healthy Schools Co-ordinator	Aut 19 Throughout Year	Healthy Schools Scheme.	Support from HT/DHT/GB link and Healthy Schools programme staff.		