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Programme:	Secondary PGCE English		
Module:	Investigating Contemporary Issues in Secondary Education		
Module code:	ECSP7001	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Shân Samuel-Thomas	Internal Verifier:	
Assignment Title:	Investigating Contemporary Issues in Secondary Education	Word count (or equivalent):	5,000 words
Submission deadline:	January 28th 2019	Return date of provisional marks & written feedback:	February 19th 2019

Education in Wales is under reform and the Welsh Government are currently reconfiguring the National Curriculum. This reform can be justified by reasons such as Wales in 2015 being identified as having lower PISA test results than their counterparts within the UK for the fourth time in maths, reading, and science, Wales having the highest poverty rates in relation to other countries within the UK and Wales often do not achieve as high GCSE examination results as their neighbouring country, England (BBC, 2016 and JRF, 2017, and Adams, 2019). It is therefore not surprising that Wales has identified a need for a reconfiguration of the National Curriculum due to Wales often trailing behind other countries in multiple aspects of education. This reform is important for the future of education for those in Wales due to Welsh citizens having to compete with people from other countries with education systems often deemed more ‘successful’, in aspects of life such as job opportunities, due to the interconnected global world we now live in. Welsh education therefore needs to prepare its children and young people for a future in which they can thrive and have just a good a chance in life as someone from a different country. To do so, Wales has taken feedback from Graham Donaldson’s (2015) review ‘Successful Futures’ and have incorporated the four purposes into the new curriculum which is said to support children and young people to be ‘ambitious, capable learners’, ‘enterprising, creative contributors’, ‘healthy, confident individuals’, and ‘ethical, informed citizens’ (p. 4) so that pupils are able to compete in a world with constant changes and challenges.

School X, made up of three former secondary and one former primary school, is an English medium educational institution that provides education for pupils aged 3-16 and also caters for pupils with special educational needs. There are 1,226 secondary school pupils out of a total 1,512 pupils on roll (Estyn, 2019). The school is situated in Neath Port Talbot in which it is reported that 30% of children are said to live in poverty (Neath Port Talbot Public

Services board, 2018). This is highlighted as Estyn (2019) report that over 30% of pupils within School X are eligible for free school meals which is higher than the national average of 16.4%. Also, the percentage of pupils with additional learning needs is around 26%, higher than the 22.9% national average and around 9.2% of pupils have statements of special educational needs which is well above the 2.2% national average. In addition to this, in 2017 only 37.3% of pupils within School X achieved the level 2 threshold including GCSE's in English, Maths, and Welsh at Key Stage 4 which is under half of the pupils (My Local School, 2017).

Therefore, at a time when 30% of children in Port Talbot live in poverty, a strong link between poverty and low educational achievement has been proven, and School X have a low achievement percentage of the Level 2 threshold, it is important to review how School X has implemented proposed changes within the school to see how it is supporting its pupils to be ambitious, healthy and confident individuals like Donaldson (2015) says schools should (Estyn, 2014 and Welsh Government, 2017). In addition to this, the Welsh Government state in their action plan that in developing a high-quality education profession, teachers should 'encourage positive behaviour dispositions ... for all our learners' (2017, p. 26). This can be argued to link to supporting pupils to be ambitious, healthy and confident and that teachers in all aspects of school life whether it be teaching in the classroom or giving an assembly should be promoting this positive behaviour. Both of these ideas should therefore be evident in School X's strategic plan in trying to support and prepare every single one of their pupils to thrive in a complex and everchanging world (Donaldson, 2015).

Based on the context of every individual school and recommendations from outside educational bodies such as the Welsh Government, Estyn, and particular educational influencers such as Graham Donaldson, schools strategically plan to set goals that will

positively impact the learners in that school based on areas that are in need of improvement (Fidler, 1996). The strategic planning of a school is concerned with identifying and planning a successful future for a school with steps that allow and inform others of how the school will get to that desired place. The strategic plan therefore will contain the aims and values of the particular school which will involve the future of the whole school in an integrated way. It also needs to be concise and include only the priorities so that people know the common overarching aims and can in turn work towards this (Fidler, 1996). The planning is carried out through a 'top-down' system as the strategic plan will inform sub-plans such as the school and department improvement plan (Fidler, 2002, p. 13). This approach is beneficial to the school as it should result in having the main priorities filtered throughout the rest of the school meaning that all sub-parts of the plan work towards the common goal. If this was not the case, the main priorities may not be evident in all parts and would in turn not work towards positively impacting the learners. This school plan will take into consideration the overall priorities but will work on a yearly basis. The overarching priorities and school plan will also influence the school's departmental plan as all aspects of these plans should co-ordinate as the priorities set are meant to be worked towards. The importance of the strategic plan is that schools can identify areas of weakness and can create a guide to try and improve these areas. It is a way for schools to reflect upon current practice and to see if the new strategies put in place actually benefit the learners like they intend to (Fidler, 2002). Another important factor of having a strategic plan is that areas in need of improvement can be identified and research can be done to find out how the areas of improvement can be best tackled. This is therefore more useful as if a major issue was discovered by default, it may not be dealt with as effectively as an immediate fix would have to be put in place which may result with a rushed and less effective outcome. An example of this could be a lack of staff training and development that works towards overcoming certain issues which would result

in staff not feeling skilled or confident enough to partake in the overcoming of the issue (Fidler, 2002). This in turn would break the link of coordination of all staff needed for this strategy to work.

One limitation of having a strategic plan is that it must be ensured that all members of the school are on board with all ideas. If this is not the case, then the priorities set may not be worked towards which in turn may lead to a breakdown in collaboration across the whole school. Without this collaboration, the priorities set will not be met. A second limitation of having a strategic plan is that there is always something that cannot be made a priority. Therefore, there may be areas in great need of improvement but they cannot be focused upon.

The priorities identified to positively impact the learners of School X are: pupil outcomes, teaching and learning and skill development, and inclusion. Within these main priorities there are three broad aims. One identified priority is to improve ‘all outcomes at Key Stages across the school’ which may be a priority as aforementioned, the percentage of pupils achieving the Level 2 threshold in KS4 was only 37.3% and has been higher in previous years (School X School Development Plan, 2018 and My Local School, 2017). The second identified priority and one that will be focused upon in this essay is to continue ‘to develop the curriculum in response to national priorities and learners’ needs incorporating the four core purposes’, which will be seen to hold great importance due to the Welsh Government using the work of Donaldson (2015) to create the new curriculum that the future of education in Wales will use. This will be focused on due to its current importance within the education system in Wales and because it can be seen within all stages of the School X’s plans. The third identified priority is to continue ‘to engage pupils and minimise exclusions’ (School X School Development Plan, 2018, p. 1) which may have been chosen due to the overall attendance of pupils in the secondary school in 2018 being 92.7% which is below the 93.9% national average (My Local School, 2018). If pupils are not engaged, they may not

attend school and this has a detrimental effect on the priority to improve overall outcomes at KS4 as there is a proven link between low attendance and lower level of attainment (Department for Education, 2015). As aforementioned, these priorities should be evident and built upon in the school and department improvement plans to ensure that there is clear coordination between all areas that bring about change to further ensure that these issues are overcome as best as possible. It is also important to consider the literature surrounding the main focuses of the aims identified by the school.

Looking at School X's strategic plan, school improvement plan, and the departmental improvement plan, links can be made to the work of Donaldson (2015) and the four core purposes of the new curriculum and Dweck's (2007) work on mindset in regard to attitudes towards learning. It is therefore important to be informed and aware of the advantages and limitations surrounding these ideas as a way of discussing how they will be used to bring about change within the educational setting and how effective they may be. Donaldson's review 'Successful Futures' (2015) identifies the four core purposes of new curriculum which is said to support children and young people to be 'ambitious, capable learners', 'enterprising, creative contributors', 'healthy, confident individuals', and 'ethical, informed citizens' (p. 4). By supporting pupils to be ambitious learners, they in turn may have an increased desire to succeed in aspects of education and life which often go hand in hand. This could prove useful when faced with challenges as pupils may be more resilient and more likely to face challenges head on. There may also be an increased desire to keep trying until the challenge has been overcome (Donaldson, 2015). Also, supporting pupils to be enterprising and creative contributors helps pupils to think more creatively and solve problems. These are attributes which employers desire no matter what the job, as individuals need to show they are capable of solving issues and working independently (Donaldson,

2015). In addition, by supporting pupils to be healthy and confident, they may be more likely to be able to use their knowledge about the impact that both their physical and mental health can have on their lives which can in turn lead them to make better lifestyle choices. Also, if pupils are confident, they will be more likely to try new and challenging things, and without this confidence, pupils may not reach their true potential due to being too scared of failure (Donaldson, 2015). Moreover, by supporting pupils to be ethical and informed citizens, pupils may become more open and accepting of different cultures and backgrounds (Donaldson, 2015). This is vital to create a harmonious society within a multicultural society. Also, if pupils are taught about this at an early age, it is more likely to stay with them and may further encourage them to act in a way that respects the rights and needs of others. This can further allow for all members of society, especially within education, to feel safe.

Whilst the framework proposed by Donaldson and adopted by Wales seems beneficial to its learners, could it be considered to be a utopian framework? For this new outlook on education within schools to be effective, all members of the school need to be involved and supportive of this change (Fidler, 1996). This raises the question as to how will teachers that do not agree with this educational change respond? One limitation is that if teachers are not on board with certain aspects, these aspects may not be presented or taught in a way that benefits all learners more than the current curriculum. This in turn could bring detrimental effects to the pupils and their learning. Secondly, this idea can also be transferred to the viewpoint of the pupils and again raises the question as to how well could these four core principles work if pupils are also not on board with these ideas? If pupils do not find certain aspects of the four core purposes desirable or important, they may choose to not engage with them. Whilst they may do so as they must comply with what tasks need to be accomplished within the classroom, this does not mean that the core purposes will become part of who they are as a person. A third limitation is that to ensure all pupils have the best opportunity to

become the type of person that Donaldson (2015) describe his four core purposes can support, the school must ensure that these core purposes are incorporated equally. All need to be evident within the school to have an actual impact. For some teachers or departments, certain aspects of the framework may be easier to incorporate within their schemes of work. Consequently, this may lead to the neglect of a certain aspect of the framework which will mean pupils may not get access to that aspect in all subjects like they should. A fourth limitation is that a substantial amount of planning and teacher training is required by the department and all teachers involved to ensure that the curriculum is created and that teachers are trained to deliver it properly which may be time consuming and difficult to do in an already busy occupational setting (Newton, 2018).

Donaldson's (2015) idea of being an ambitious and confident learner can be linked to the work of Dweck (2007) on mindsets through the idea of attitudes towards learning and how pupils can always improve with the correct mindset. Dweck (2007) argues that there are two mindsets that learners can possess regarding their attitude towards their own learning. The first is a fixed mindset which is the idea that knowledge and intelligence is innate and fixed. The second is a growth mindset which is the idea that knowledge and ability is not innate and fixed as improvements can always be made and knowledge can always be enhanced (Dweck, 2007). This growth mindset is the preferred mindset that a teacher wants all learners to adopt as like Allison and Tharby (2015) argue, if pupils adopt this growth mindset, they will be more understanding towards the idea that hard work and failure is simply a part of learning and that it should not be feared or rejected. By getting pupils to understand that the attitude of not being able to do something 'yet' is a more progressive attitude to have, they may be more likely to accept challenge and try hard when these challenges occur within the classroom. This is supported by the work of Blackwell, Trzesniewski, and Dweck (2007) who found a link between mindset and achievement. When researching pupils' mindsets,

learning goals, and effort beliefs in response to failure in mathematics, having a growth mindset at the beginning of the school year was found to link to the higher attainment of the subject over the next two years. From this viewpoint, teachers should encourage this growth mindset to get pupils to feel motivated to achieve and to always strive for improvement. This is useful within the classroom as it relates to all abilities and is inclusive. Therefore, just as a focus is usually put upon those with lower ability levels to improve, it can also be put upon those at the top with the highest ability levels so that all pupils strive to better their work as improvements can always be made.

That being said, research also suggests that there is not a definitive link between pupils having a growth mindset and educational progress. Research by EEF (2018) and the 'Changing Mindsets' project findings which included training teachers about how to develop and reinforce the growth mindset within their lessons and having interventions that taught pupils about how intelligence is not innate and can be built upon, do not concur with those of Dweck (2007) and Blackwell et al (2007). Whilst pupils receiving the growth mindset training workshops did make progress in English and Maths, results were not statistically significant meaning that these results may have occurred by chance (EEF, 2018). In addition to this, pupils whose teachers received the professional training made no additional progress in comparison to those with teachers not receiving the training (EEF, 2018). Both findings suggest that even when teachers are professionally trained and pupils are informed about the idea of knowledge not being innate but instead something that can be built upon, student progress is not always the outcome. Also, when progress is made, it may not have happened due to being aware of the growth mindset and may actually be down to other factors which is also suggested by the findings of Crede, Tynan, and Harms (2016) by their work on 'grit' suggesting that other factors such as effort may be more influential. These findings also conclude that the money spent on professionally training these teachers was not cost effective

due to the training not having a statistically significant positive impact upon learners. Schools with already tight budgets should consider this when thinking about professionally training teachers in this area. The question arises as to how much emphasis should schools put solely on having pupils foster a growth mindset in order to progress within education, if any at all? Should the growth mindset alone be endorsed as the way to improve pupil progress?

Following on from the strategic plan of School X and the literature to show the strengths and limitations of the priorities chosen which are Donaldson's (2015) four core purposes and Dweck's (2007) idea of a growth mindset, the next step is to see how these ideas are filtered down through the school's improvement plan. All schools must have a school improvement plan (SIP) informed by their strategic plan and priorities to set out exactly how the school will achieve their targets in relation to the priorities they have identified. This SIP is informed by the self-evaluation in regard to the school's own performance and will also include how the school addresses the national priorities at the time (School Development Plans, 2014). This ensures that schools create and work on what is needed for that particular school in order to improve and that general, non-specific aims are not created. The SIP is often a short-term plan so schools can review what is working in regard to their overarching priorities and changes can be made if a different approach is necessary (Fidler, 2002). The SIP is a document that should be used by all staff members to reflect upon their own work and practice in relation to the aims and priorities set, to ensure that they are working in line with the priorities of the school when they can (School Development Plans, 2014).

In review of School X's main priorities within the strategic plan, one focus was to 'develop the curriculum in response to national priorities and learners' needs incorporating the four core purposes' which links to Donaldson's (2015) four core purposes. Two can be specifically identified within all plans and these are supporting pupils to be ambitious and

healthy and confident learners (School X School Development Plan, 2018). The top-down approach that Fidler (2002) argues there must be in order to create coherence and success can be seen as within the SIP there is a main title 'Wellbeing and attitudes to learning', and through this, School X can support pupils to be ambitious, healthy, and confident learners. This link is apparent through the SIP stating actions that will 'Help students make healthier eating choices' by 'Improving canteen choices... by increasing healthy options' as this is supporting pupils to be healthy learners, which as aforementioned, is one of the four core purposes that School X identified as wanting to incorporate (School X School Development Plan, 2018, p. 9). This is important for School X to implement when a link between deprivation and childhood obesity has been found and when Estyn (2019) reported that 30% of pupils within the school are eligible for free school meals. Within School X, there may be pupils that run the risk of being obese (Kinra, Nelder, and Lewendon, 2000). This strategy will help pupils to become more informed about healthy food choices as obese children have shown a lack in concentration and low self-esteem which can prevent pupils for being ambitious, healthy and confident learners (Better Health, 2019). This aim has therefore been put in place to try and prevent this from happening so that pupils have the best opportunity to succeed within School X, as the knowledge and understanding around obesity may not be known or acted upon at home. Therefore, without the school involvement, pupils may not make the best choices through no fault of their own and may in turn limit their own educational success.

Following on from the SIP is the departmental improvement plan (DIP). As aforementioned, the DIP should follow on from the top down system and should have aims that work towards both the overarching priorities and the aims from the SIP (Fidler, 1996). Without continuity between the three stages, the priorities at each stage may not be worked towards and can in

turn result in them not being accomplished which may not positively impact the learners. The DIP focuses on what members of that specific department need to work on within the department to ensure that the SIP and overarching priorities are worked towards in a way that best supports the intended outcome.

Like the SIP, there is a main title ‘Wellbeing and attitudes to learning’, and through this, School X can support pupils to be ambitious, healthy, and confident learners. Department based aims have been created in regard to ‘developing pupils’ abilities to take responsibility for their own learning’ and one example of this is the aim to develop and deliver an additional GCSE course in Media for pupils to be involved in as an additional qualification to gain. (School X Departmental Action Plan, 2018). This allows pupils to take responsibility for their own learning and choose an additional GCSE course to study for example, if they know that they want to pursue a career in media, are struggling to get five GCSE’s and need an additional subject to try and get that five GCSE accreditation, or simply want to further their own knowledge. This in turn links to supporting pupils to become ambitious learners as they will have to put in the additional hours and effort in order to succeed in obtaining this GCSE. It encourages pupils to go beyond the minimum requirements. Another aim that School X has chosen to focus upon in regard to wellbeing and attitudes to learning is to ‘Develop the use of ‘Fixed mindset’ and ‘Growth mindset’ terminology to build pupils’ resilience (School X Departmental Action Plan, 2018). This shows that there is a link between the three stages in that the core purposes by Donaldson (2015) are being worked towards (the strategic plan priorities) and that the wellbeing and attitudes to learning (a title within the SIP) are also being worked upon. The development of the fixed and growth mindset may have been introduced due to the percentage of pupils achieving the expected level of getting an A* to C grade in English at GCSE went from 53.5% in 2016 and decreased to 44.6% in 2017. By introducing the terminology of the growth mindset and

informing pupils about how knowledge is constantly built upon and is not innate, it could build their resilience and understanding that hard work is necessary in learning (Allison and Tharby, 2015). It can encourage pupils to become ambitious about their learning in English as it puts the idea into their minds that even if they do struggle, or do not get the desired in-class assessment results, they can keep trying and strive to do better. By being open to this idea regarding resilience, pupils may in turn internalise it and start to think that with hard work, they are capable of improving. It gives pupils a sense of confidence in that they will achieve, and that any set back or struggle is only because they cannot do something yet. This is a more advantageous outlook to have instead of thinking that they are incapable of success as this could in turn lead them to dismiss the idea of hard work or even the subject altogether. It is important that these ideas have been included within the DIP and do link to the SIP and the overarching priorities, but the importance lies in how the school are responding to these aims set and if progress is being made.

In light of School X's decisions with their overarching priorities, their SIP and DIP, there are links like Fidler (1996) argues there should be between all stages, yet these links are not always explicitly connected. An overarching priority for School X was to incorporate the four core purposes coined by Donaldson (2015) and this can be seen by the SIP and DIP both having titles regarding wellbeing and attitudes towards learning which links to pupils becoming ambitious, confident and healthy learners. The priority of the SIP in regard to wellbeing has seen the canteen introducing more healthy options for pupils to choose showing that the school is trying to encourage pupils to make healthier food choices which can be beneficial to their lifestyle and academic success (Better Health, 2019). The break in the link is under the wellbeing and attitudes title, as even though it links to the overarching priorities, within the SIP, the focus is about healthy eating, whereas in the DIP, the focus is

about mindset and additional qualifications. Fidler (2002) argues that without the clear link, the learners may not benefit as the aims are not a focus for everyone and may in turn not be worked upon by all which is problematic. That being said, even though the clear link is expected, it could be argued that canteen choices are not an issue that directly involve the English department therefore it should not impact upon their departmental improvement plan as it would not fit.

As expected, the priorities for the English department must be and are focused on department specific areas for improvement. This can be seen within the development of the fixed and growth mindset terminology to build pupils' resilience. Posters that show the difference between ideas of an individual with a fixed and growth mindset were created and displayed in all English classrooms. All teachers within the department had training regarding the mindset idea, the vocabulary, and ways to use the poster and terminology within the classroom. This corresponds with Fidler (2002) who argues that teachers need to be trained to deliver new content as this ensures that they are confident in delivering the new content and do so in the correct way to ensure that learners benefit from it. Therefore, the department have taken a route to ensure that their teachers are best equip to promote the growth mindset successfully. I believe this training has been beneficial as in multiple classrooms with a range of abilities, I have seen the poster being referred to and the terminology being used and spoken about, especially upon reviewing assessment results. Even as a student teacher I was encouraged to use this idea in my lessons showing that promoting the departmental aims that link to the strategic plan aims is important within the department. I do believe progress has been made as pupils in all classes engaged in these discussions. Multiple pupils have asked how they can achieve this growth mindset and how they feel that hard work and not doing as well as expected is not as feared as improvements can always be made. Pupils also seem less negative towards comments stating areas for improvement. This supports the work of Allison

and Tharby (2015) who argue that adopting a growth mindset shows that hard work and failure is simply a part of learning. The idea of the growth mindset is not used to promote academic success but is instead used as a contributing factor which can aid improvement. This concurs with the findings of EEF (2018) and Crede et al (2016) who argue that mindset alone does not mean academic improvement. Therefore, it is not being spoken about as a quick educational success fix but is used to build resilience, which when paired with other factors, may help improve educational success.

Whilst I do think progress is being made in terms of supporting pupils to be ambitious, healthy and confident learners through the use of growth mindset, the growth mindset idea and terminology is not used when pupils find work challenging. One recommendation would be to use the growth mindset idea during conversation when challenge occurs and not only during assessment feedback. I think it would benefit pupils to hear the growth mindset idea more frequently when challenge is apparent as I believe the more exposure to this positive mindset, the more natural it will become for pupils to accept challenge as a part of everyday learning. Secondly, due to the positive response from the pupils in relation to growth mindset, I do believe that it may be beneficial to add mindset to the SIP, as this way pupils will be exposed to this idea in all departments. The more exposure, the more likely pupils are to remember it and in turn internalise it and act upon it also. Whilst it does not have to be the main priority of a lesson, it can be used within a starter or plenary, or simply just a relevant comment made so that pupils are being exposed to mindset to increase their resilience, something which is needed in all subjects. Whilst aims of the SIP do not directly link to the DIP, it could be argued that it is not necessary in this specific case as the aims from the SIP would not fit the priorities of the English department and their DIP. Therefore, keeping them separate may be more beneficial so that the English department can prioritise what they need

to do to help learners specifically within English, which is what the DIP should do. That being said, a SIP partly informs a DIP and if they do not correlate, the aims of the SIP may not be carried out effectively enough as the teachers from the department may not be able to support it in a way that links to their subject. Therefore, a third suggestion is to ensure that the aims of the SIP are created in a way that the departments can support it to ensure maximum effort to reach the desired goal. Without this, the goals for the SIP may not be accomplished.

To conclude, it can be seen that the overarching priority of incorporating the four core purposes of Donaldson (2015), specifically looking at supporting pupils to be ambitious, healthy and confident learners, is evident in both the SIP and DIP and are being acted upon successfully and positively within the school. This suggests that School X, like Donaldson (2015) and the government believe schools should, is supporting all pupils to be ambitious, healthy and confident learners across the school. The work on mindset is proving useful within the English department in regard to resilience, thus showing how it may have the same positive impact if used within other departments also. School X are using their overarching priorities, SIP, and DIP in conjunction with each other and in turn pupils are progressing. If this process continues, I am sure that the identified outcomes and priorities will be met and that the additional areas of Donaldson's (2015) core purposes can be introduced and be just as successful.

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Appendices

Appendix A: Three Year Priorities

Three Year Priorities 2018 - 2021:

1. Pupil Outcomes:
 Improve all outcomes at Key Stages across the School.
 Improve performance of groups of learners, in particular the performance of boys in English.
 Narrowing the gap in performance between e-FSM and non-FSM learners
 Further improve outcomes for MAT
2. Teaching and Learning and Skill Development:
 Continue to Improve standards of Literacy and Numeracy.
 Continue to develop and refine the quality of teaching
 ✓ Continue to develop the curriculum in response to national priorities and learners' needs incorporating the four core purposes.
3. Inclusion:
 Continue to raise attendance and reduce the rate of persistent absenteeism
 Continue to engage pupils and minimise exclusions.
 Continue to respond to ALN reform

Appendix B: School Improvement Plan

Wellbeing and attitudes to learning					
Respond to the key recommendations of the Health and Wellbeing report.					
Actions	Lead	Success Criteria	Time	Resources	Progress
Help children make healthier eating choices.					
Whole staff training INSET improving standards and meeting statutory requirements to support pupils making healthy choices e.g. birthday cakes, removing unhealthy food rewards	AST	All staff attend and log on school INSET.	Sept 2018	Presentation Supporting Documents (YBB all staff notebook- Healthy Schools tab)	Update YBB Food and Fitness policy to reflect new SOP and improved practice Complete Food and Fitness strand healthy schools
Increase pupil voice- repeat pupils' food survey	AST	Improved responses evident from comparing summer 2018 survey to summer 2019 survey	Summer 2019	Survey Form Time	

... opportunity to gain knowledge understanding of healthy food choices	AST	Upper School Reg presentations; PSE lessons; R- Year 6 5 a day talks	Sept 2018		
Improve canteen choices to meet statutory requirements and encourage healthy eating by removing unhealthy options and increasing healthy options e.g. salad bar	NWI Paulene	Improve canteen choices	Sept 2018		
Challenge 5 - Reception to Year 6 Healthy Eating Competition	AST	Raising Awareness with pupils and parents; Pupils eat more Fruit and Veg	Autumn 2018	Supporting Documents Display Primary Canteen Twitter	
Start working towards becoming a UNICEF					

Appendix C: Department Improvement Plan

2. Wellbeing and attitudes to learning 2.1 Wellbeing 2.2 Attitudes to learning	Areas for Development: Develop pupils' ability to take responsibility for their own learning and engage with wider literacy opportunities. • Develop links with school library, NPT libraries to further improve pupil interaction with the Reading Diploma. • Reading Diploma progress columns in SIMS to record no. of books read to aid creation of certificates during exam week (MMA to liaise with MPI). • Increased use of Reading Cloud during Reading Lessons where appropriate. • GCSE Media Studies course to be developed and delivered by EBR to small group of Year 10 pupils. ✓ Develop use of 'Fixed mindset' and 'Growth mindset' terminology to build pupils' resilience (ELRS, MMA, GJN).	Areas for Development: •
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