

Assignment Title: Component Two – How a school develops one aspect of its School Development Plan:

A report that critically reflects on the actions, impact and evidence based

Word Count: 2700

	Target	What I have done in this assignment..
Target One	To develop my writing and review skills to increase criticality	Throughout the writing, I have aimed to increase criticality throughout, evaluating on the ways in which the school have implemented strategies for their action plan.
Target Two	To justify the reasons why I chose particular methodology and limitations	Due to this assignment not requiring methodology, I focused on identifying the limitations of the action plan, whilst stating suggestions for improvement.
Target Three		

Introduction

The research project aims to identify and analyse a key focus within the Placement School's Development Plan (School X, 2019). The School Development Plan (2019) aims to deliver a stimulating, exciting and challenging curriculum, whilst developing outstanding and enthusiastic teaching. In line with the Four Purposes of the Curriculum for Wales (2020), the School Development Plan aims to encourage children to lead their learning, whilst developing motivated and independent thinkers.

The Development Plan was created by a three-form entry school within an affluent area of North Cardiff (Estyn, 2015; Welsh Government, 2018). Figures of 2019 statistics evidence 770 pupils on roll, aged three to eleven years old (School X, 2019). Around 8.8% of children are eligible for Free School Meals, identifying 15% of pupils to have Additional Learning Needs (Welsh Government, 2018).

Priority Three of the School Development Plan (Appendix Three, p. 18) demonstrates the importance of the school focusing to:

‘Develop and refine the school’s practice in the area of Health and Wellbeing in line with curriculum reform’.

The improvement plan aims to focus on this priority in order to ensure well-being throughout the school underpins academic development; supports the pioneer work of the school and supports the implementation of the Curriculum in Wales (School X, 2019). Making significant links to the Four Core Purposes (Donaldson, 2015), the Improvement Outcome aims to encourage children to become Healthy, Confident Individuals along with encouraging Ethically, Informed Citizens. This purpose of the School Development Plan was utilised due to evidencing provision throughout the school on Professional Teaching Experience.

Literature Review

Supporting children’s mental health within the classroom is a key priority for teachers and stakeholders within education (Welsh Government, 2010). The Well-being of Future Generations (Wales) Act (2015), aims to improve cultural well-being of people living in Wales. Definitions of health and well-being are ‘fairly universally accepted’ (Estyn, 2019), evidencing variable relations. Research conducted has identified positive parent-teacher-child relationships are a critical factor that affects pupils’ health and wellbeing (McLaughlin and Clarke, 2010). Research has identified positive impacts on pupil’s health and well-being,

where results are sustained within good pedagogical approaches to learning and evidence-based targeted interventions (Banerjee, et.al., 2016). Within education, as well as promoting a good standard of health and well-being, the educator should also take into account the concept of emotional literacy and intelligence, as an impact of raising standards (Welsh Government, 2010).

The Health and Well-being Area of Learning and Experience provides a holistic structure for delivery, in order to understand children's health and well-being (Welsh Government, 2020). Developing the capacity of learners, navigates their life opportunities and challenges, which encourage children and teachers to become enriched with physical health and development, mental health, and social and emotional well-being (National Assembly for Wales, 2018; Welsh Government, 2020). Supporting learners to understand and appreciate the different components of health and well-being are interconnected, recognising good health and well-being as an important feature to enable successful learning within the primary school (Welsh Government, 2020).

Mental Health within the Primary Classroom

Features of good mental health within the learning environment provides abilities for children to develop psychologically, intellectually, spiritually, creatively and emotionally (Welsh Government, 2010). Research has identified that three children in every 'average' sized classroom, will have mental health issues, with half of all mental health problems beginning by the age of fourteen (National Assembly for Wales, 2018). Issues with mental health have been identified to have a severe impact on children's 'happiness, well-being and development' (National Assembly for Wales, 2018, p.10). Mental health needs to be identified and focused on within education, in order to increase children's educational attainment and their potential to live a fulfilling and productive life (National Assembly for Wales, 2018).

Well-Being within Education

With well-being sitting in the heart of the School Effectiveness Framework (2008), the implementation of well-being in primary schools should evidence a crucial core element of the work conducted. This is further supported by the Common Inspection Framework (Estyn, 2010), providing an increased emphasis on emotional well-being interventions and identification within education. Within educational settings, staff play a preventative role in delivering services to improve emotional well-being, along with strengthening resilience

(Welsh Government, 2010). The focus and improvement of emotional well-being within primary schools can lead to an improved whole-school atmosphere, contributing to overarching school objectives (Welsh Government, 2010). Policies within education should identify initiatives comprehensively covering an 'effective promotion of emotional' well-being (Welsh Government, 2010, p.5). This is assessed through Estyn's Common Inspection Framework (2010), where the school should be implementing effective provision for well-being, alongside spiritual; moral; social and cultural development (Welsh Government, 2010).

Children as Healthy and Confident Individuals

The New Curriculum for Wales (2022) has been pioneered throughout schools within Wales, embedding health and well-being into pedagogy (Public Health Wales, 2018). The new Curriculum for Wales (2022) illuminates the Health and Well-Being Area of Learning and Experience, being separately structured into learning for the first time, providing an emphasis on equipping children for life through experience and skill based learning (Public Health Wales, 2018).

Realisation of the Health and Well-Being Area of Learning is fundamental to deliver the Four Key Purposes of the New Curriculum for Wales (2022), encouraging motivation; resilience; decision-making abilities and empathy, in order to become 'Ambitious Capable' Learners (Welsh Government, 2020). The Health and Well-Being aspect of Learning within primary schools enhanced 'Enterprising and Creative' Contributors, allowing learners to manage risk, express ideas and emotions, in order to develop and maintain healthy individuals (Welsh Government, 2020). For children to become Ethical, Informed citizens in Wales, it is fundamental to encourage children to develop their ability to respect, value equity and listen to others, evaluating social influences (Welsh Government, 2020).

With Health and Wellbeing as a core area of learning, teachers must deliver good practice in order for learners to develop, as well as maintain, their physical health and wellbeing, along with their mental health and emotional well-being, developing relationships in a range of contexts (Mindfulness in Schools, 2019).

Developing the Action Point

Developing School Development Plans within education formulates a challenging and ambitious programme for educational reform (Welsh Government, 2017). The placement

school's Development Plan is set out across five key priorities, evidenced in Appendix One (p. 16) (School X, 2019).

The focus of Health and Well-Being throughout the school was utilised in aim of meeting curriculum reform, whilst developing and refining practice within the school. The standards aspect of the plan (Appendix Two, p. 17) is to analyse PASS data to show year on year improvement in each cohort. Provision evidences learner and staff voice in regard to the JIGSAW scheme showing clear embedding and a positive impact. Leadership evidences the Head of Physical Education showing a systematic and consistent implementation of JIGSAW, along with completing, embedding and monitoring the Wellbeing overview for the school.

Strategic Planning

In order for the school to make sustained improvements, the clear purpose needs to be shared and understood by school partners and stakeholders (Welsh Government, 2014). The process of self-evaluation and planning for improvement is central in order to support advances in school development, professional learning and the outcomes and well-being of learners (Hanover Research, 2014). Identifying the evidence-based framework within the placement school formulated an approach where mechanisms are based on significant and reliable evidence (Victoria State Government, 2018).

Data Analysis

The school has incorporated a whole-school approach, whilst managing pupil data in order to identify progress and monitor further steps for development. In approach to learner's well-being, the school has incorporated the Pupil Attitudes to Self and School assessment (2017). The PASS test uncovers emotional or attitudinal problems, measuring highly subjective and sensitive issues (GL Assessment, 2017). Children are required to complete a self-evaluation digital survey, responding to a series of statements about learning and school in line with nine standardised factors (Appendix Four, p. 19), linking to educational goals (GL Assessment, 2017).

During the beginning of the year, the PASS Survey was completed by all students from Year One up to Year Six. The children were required to pick several statements in line with key standardised factors. The data from the PASS Survey evidenced children's beliefs and attitudes towards school and teaching staff. The results from the PASS survey (Appendix

Four, p. 19) allowed clear focuses on the JIGSAW programme, along with implementing other interventions into the academic year such as THRIVE (2020)

In line with 'Healthy and Confident Individuals' (Welsh Government, 2018), the school implemented a whole school overview of the physical activity portion of physical health and well-being. With this, the Healthy Schools National Award (Welsh Government, 2019) was implemented effectively, in order to be completed by the end of the Summer term. Implementing these steps across a whole-school approach illuminates the focus on the 'Approach to the New Curriculum', as a core statement within the PASS Survey. The school also conducted clubs every day after school and during the lunch hours, run by teaching staff, in light of the importance of What Matters Statements One, Two and Five (Welsh Government, 2020)

Measuring Impact

The School Development Plan was created with school staff and other stakeholders such as Governors, in line to meet the key needs of the new Curriculum for Wales (Welsh Government, 2019). The whole-school approach was agreed by staff and shows a consideration across the spectrum of Health and Well Being (Erasmus, 2019). The whole-school approach was agreed by staff, forming the basis of Healthy Schools and a Health and Well Being booklet to be sent home to parents. In line with well-being, data analysis illuminates the impact and progress the school has conducted following areas of the School Development Plan. Following the completion of the PASS Survey, the impact has been measured and staff have become aware of key children in their class, with provision made for these. Along with a key focus on well-being, the impact inclusion report (Appendix Five, p. 20) measures the impact in other focuses from Special Educational Needs to Behaviour. Providing support and intervention within these areas allow the school to construct their children into Healthy and Confident Individuals. Within the school, it was evidenced that maladaptive behaviour was an irregular occurrence. However, when maladaptive behaviour did occur, the school was able to implement strategies to eradicate this, in line with research suggesting that a 'calm and safe school' is beneficial to all children (Department for Education, 2019).

Self-Evaluation

The staff within the school are aware that the Health and Wellbeing strand of the Plan is to be reassessed in the Summer of 2020, with interim assessment at the next pupil progress

meeting. Along with this, the Estyn Pupil survey is to be conducted during the Spring Term, identifying next key steps. Through measuring impact across the Inclusion Impact report, sufficient links could be evidenced in line with Health and Wellbeing aspect of the School Development Plan. Monitoring the actions taken within the academic year reviewed possible intervention data for progress, analysing trends, patterns and groups to ensure the next stage of the graduated response. Some interventions have been evidenced to have not worked as effectively within the school. As a result of this, the SAIL intervention was discontinued due to a lack of progress by children, criticising the success of research stated by Brooks, where it was suggested to benefit children (2009).

Behaviour was monitored using the schools Good to be Green system, and attendance was reviewed and constantly monitored with letters sent home to encourage parents to send their children to school, and certificates presented to students with 100% attendance to raise morale. However, in order to meet the aspect within the School Development Plan, a further focus needs to be set on eradicating irrelevant absence patterns within the school, in order to provide continuous development (Department of Education, 2019). Evaluating attitude surveys evidenced nearly all pupils stating they were doing well in school, showing awareness of what to do if they were struggling in class, along with identifying areas for self-improvement in reading, writing and maths.

Reviewing the Plan

Throughout the time in Professional Teaching Experience One, the JIGSAW (2020) scheme was evidenced to be utilised and implemented systematically throughout the school, with all year groups covering the first unit of the work. The JIGSAW scheme is a spiral, progressive and fully-planned scheme of work, which gives children relevant learning experiences which help them navigate their world (JIGSAW, 2020). Jigsaw 3-11 is an integrated scheme of learning, which evidences the teaching of personal, social and health education, providing an emphasis on emotional literacy, mental health, social, moral, cultural and spiritual development (2020). Feedback provided from the children after discussing the scheme of work has demonstrated the children talking positively about the sessions. Criticism was apparent throughout the teaching experience, with some aspects not being relevant to the teaching or too lengthy for the Early Years (JIGSAW, 2020).

Along with the JIGSAW scheme within the Personal and Social Education aspect of the curriculum, the school also priorities the importance of healthy schools within the Health and Wellbeing Area of Learning and Experience (Welsh Government, 2020). The school focuses

on seven strands (See Appendix Six, p. 21) across the focus from food and fitness to safety and hygiene, further supported by the research of Howard, Burton and Levermore (2017) through the importance of a whole-school approach. Across these seven areas of focus, the school focuses on sub-areas in which are met (See Appendix Six, p. 21) over significant areas, utilising the importance of short-term action to significant work requirements.

Throughout the Professional Teaching Experience, drawbacks of teaching the importance of Personal and Social Education were apparent, due to some children throughout the classes being uninterested, along with some pupils finding topics highly sensitive (Cooke, 2019).

With this, the ever-growing technological society resulted in many children preferring to stay inside and use the iPads and computers, over outside activities.

Implementing the Healthy Schools scheme enables the children to become endorsed in a focus on healthy eating, physical education and initiatives such as Walk to School (2020) and BikeAbility. Through data analysis and communication with key leaders within the school, it was evidenced that the school was aiming to achieve its Healthy Schools National Award. The school had been evidenced to implement a healthier menu within the school canteen, with all food offered throughout the school day identified as consistent with the Healthy Eating in School Regulations (WGLA, 2013), along with providing information to parents about what to pack in children's lunch boxes. The school has implemented plans and policy's which follow national and local guidance, monitoring and reviewing procedures (School X, 2020). Education about the healthy schools initiative is delivered throughout the curriculum, with activities such as designing a healthy Lunchbox using the EatWell Guide, the importance of food technology being delivered through DT and Science lessons, and two hours of quality physical activity provision delivered per week, including Joe Calzaghe Juniors Boxing, Rubicon Dance and SportsExtra (School X, 2019)

Improvement and development of provision within the Health and Wellbeing Scheme could involve the children in events with the community which would allow them to become endorsed in areas such as Care Homes, Healthy Eating services and more Forest School activities. Research suggests that with an increase in outdoor learning through opposing pedagogy, children create a relationship with nature and a development in their Personal and Social skills, through a responsibility with the environment (Bruce, 2015), heightening their senses with creativity and exploration through multi-sensory activities (Nutbrown and Clough, 2014). Research by Dewey (2007) demonstrates the importance of children learning through social interaction, with activities and experiences contributing to their understanding and appreciation of the world (Doherty and Hughes, 2014).

Conclusion

To conclude, the assignment incorporated the delivery of the reformed Curriculum Health and Well Being Area of Learning and Experience into education. Through this, the assignment outlined the pedagogical teaching of the Jigsaw programme, along with the delivery of an innovative healthy school curriculum and a focus on the environmental features of learning, in aim of illuminating Donaldson's Four Purposes of the Curriculum.

Identifying key aspects of a School Development Plan has enabled professional development and learning to be illuminated. The Health and Well-Being aim has demonstrated effective practice within education, with children at the heart of learning and pedagogy (Welsh Government, 2020). The analysis of a School Development Plan has supported a prominent focus, on 'Health and Wellbeing' identifying a change in definition throughout modern-day society. The implementation of Health and Well-Being in education has been defined away from the negatives, prevalent in the identification of encompassing positive and proactive elements (Holt, 2020), building strength in assisting difficulties (Graetz, 2016).

Understanding the implementation of Health and Well-Being in the Primary classroom has enabled Continuing Professional Development to be outlined (Bubb and Earley, 2007). The Health and Well-Being aspect of the curriculum, encourages the process to be underpinned within the pedagogical approach to learning. Health and Well-Being within education, outlined clearly on School Development plans, is a core aim to achieve better results at school, which are associated with improved health in line with curriculum reform (Langford et.al., 2014).

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Appendix One – School Development Plan Focuses

 School Improvement Plan 2019-2020	School Aims We aim to: 1. Deliver a stimulating, exciting and challenging curriculum. 2. Develop outstanding and enthusiastic teaching. 3. Empower children to lead their learning. 4. Develop motivated and independent thinkers. 5. Equip pupils with the skills they need to grow up in an ever changing. 6. Develop learning attitudes that will stay with pupils for life. 
School Improvement Priorities 2019-2020	1. Embed new leadership practices at all levels across the school in line with curriculum reform. 2. Embed excellence practice in the pedagogy of all staff. 3. Develop and refine the school's practice in the area of health & wellbeing in line with curriculum reform. 4. Embed pupil voice across the school. 5. Improve pupil's incidental Welsh across the school. 

Appendix Two – Health and Well Being Overview

Priority 3 - Develop and refine the school's practice in the area of health & wellbeing in line with curriculum reform.	
Lead Responsibility: Tom Hills	Link Governor: Sarah Sturdy

Reasons • To ensure the well being underpins academic development • Supports the pioneer work of the school • Supports implementation of CFW		
Success Criteria		
Standards • PASS data shows year on year improvement in each cohort.	Provision • Learner and staff voice with regard to JIGSAW scheme shows clear embedding and positive impact. • Whitchurch Learning Heroes implemented by all staff, and used and understood by all pupils.	Leadership • MER shows systematic and consistent implementation of Jigsaw. • LAST measure impact through PASS survey results. • WPS Wellbeing overview is complete, embedded and monitored.

Appendix Three – Health and Well Being Focuses

Action	Expected Change	Who?	Budget/ Resources	Timescale	Evidence	RAG
Jigsaw H&WB Scheme implemented	PSHE taught systematically across the school	All	£3,000	Autumn + ongoing	MER - Planning	
MR to complete whole school overview of the physical activity portion of WM1 (physical health and wellbeing)	WM1 covered holistically with reference to WM2-5	TH & MR	Salaried	Spring + ongoing	MER - Planning	
Whole school approach agreed by staff	Whole school approach shows consideration across the spectrum of H&WB.	TH		Autumn	LAST Minutes	
Produce H&WB information booklet for parents.	Parents more informed of what h&wb looks like at WPS.	HWB Team		Spring 2020	Booklet	
Intervention across the school addressed and no gaps in provision	Intervention coverage is comprehensive.	TH & AG	10 hours TA contract	Sept 2019	Provision Map	
Healthy Schools National Award	Whole School Approach is implemented effectively.	NJ	TBC	July 2020	Evidence Base	
Eco Platinum Award	Whole School Approach is implemented effectively.	RB	TBC	Apr 2020	Evidence Base	
Evaluation Christmas - Jigsaw implemented across the school. All year groups have covered the first unit of work. - Children talk positively about the sessions. - Whole school approach has been agreed by staff. This will form the basis of a Healthy Schools/Health and Well-being booklet to parents to be completed in the new year. Action added above. - Intervention is timetabled and comprehensive analysis sheets have been created for all. - Training given to all intervention staff to complete analysis spreadsheets. - Analysis of data sent to teachers to action and refine provision. - Healthy schools action plan and self-evaluation complete and timescale agreed. Impact Report complete						
Evaluation Easter						
Evaluation Summer						

Appendix Four – PASS Survey Data: PTE1 Block2

Student name	Class	Y	Feelings about school	Perceived Learning	Learner Self Regard	Preparedness for	Attitudes to Teacher	General Work Ethic	Confidence in Learning	Attitudes to Attendance	Response to Curriculum	Average
	6 NC	6	82.8	91.1	64.8	95.2	11.0	38.3	83.3	100.0	53.6	68.9
	6 NC	6	61.2	33.3	84.0	74.1	100.0	93.1	29.3	55.1	91.9	69.1
	6 NC	6	82.8	51.0	95.5	39.3	6.2	98.2	68.9	90.0	97.2	69.9
	6 NC	6	71.6	69.2	75.5	95.2	35.5	80.4	68.9	67.5	82.5	71.8
	6 NC	6	42.7	85.2	90.8	85.7	53.5	80.4	98.2	41.3	69.8	72.0
	6 NC	6	100.0	60.2	84.0	95.2	53.5	38.3	83.3	90.0	97.2	78.0
	6 NC	6	100.0	51.0	64.8	95.2	100.0	93.1	60.5	90.0	82.5	81.9
	6 SJ	6	42.7	14.2	29.3	15.4	20.9	9.0	9.4	28.7	25.3	21.7
	6 SJ	6	22.3	25.7	52.5	15.4	11.0	20.4	51.6	28.7	53.6	31.2
	6 SJ	6	17.2	19.4	40.2	21.7	6.2	38.3	68.9	6.3	69.8	32.0
	6 SJ	6	35.1	19.4	75.5	15.4	35.5	20.4	51.6	41.3	53.6	38.5
	6 SJ	6	35.1	10.4	52.5	10.4	20.9	98.2	13.2	28.7	82.5	39.1
	6 SJ	6	51.2	14.2	52.5	21.7	35.5	80.4	29.3	41.3	37.9	40.4
	6 SJ	6	42.7	51.0	64.8	21.7	35.5	38.3	17.6	55.1	53.6	42.3
	6 SJ	6	51.2	25.7	20.3	29.8	100.0	98.2	43.5	28.7	25.3	47.0
	6 SJ	6	42.7	25.7	52.5	39.3	75.7	93.1	23.0	28.7	69.8	50.1
	6 SJ	6	61.2	33.3	64.8	61.9	35.5	60.3	51.6	55.1	69.8	54.8
	6 SJ	6	35.1	60.2	84.0	21.7	35.5	93.1	29.3	55.1	82.5	55.2
	6 SJ	6	42.7	51.0	64.8	39.3	75.7	93.1	43.5	41.3	69.8	57.9
	6 SJ	6	71.6	33.3	52.5	61.9	75.7	60.3	51.6	67.5	53.6	58.7
	6 SJ	6	61.2	60.2	84.0	50.2	53.5	80.4	51.6	55.1	69.8	62.9
	6 SJ	6	100.0	91.1	40.2	21.7	100.0	60.3	51.6	90.0	37.9	65.9
	6 SJ	6	61.2	69.2	84.0	61.9	35.5	80.4	60.5	67.5	82.5	67.0
	6 SJ	6	42.7	91.1	84.0	61.9	35.5	80.4	88.3	55.1	91.9	70.1
	6 SJ	6	100.0	91.1	40.2	74.1	100.0	20.4	83.3	90.0	53.6	72.5
	6 SJ	6	82.8	51.0	95.5	61.9	100.0	20.4	88.3	78.3	97.2	75.0
	6 SJ	6	100.0	51.0	84.0	85.7	53.5	80.4	43.5	100.0	82.5	75.6
	6 SJ	6	61.2	85.2	90.8	50.2	53.5	80.4	83.3	78.3	99.4	75.8
	6 SJ	6	100.0	60.2	64.8	50.2	100.0	80.4	76.8	78.3	82.5	77.0
	6 SJ	6	100.0	69.2	64.8	95.2	100.0	93.1	76.8	78.3	82.5	84.4
	6 SJ	6	100.0	69.2	90.8	85.7	75.7	98.2	68.9	90.0	82.5	84.6
	6 SJ	6	100.0	69.2	75.5	85.7	100.0	80.4	60.5	100.0	91.9	84.8
	6 SJ	6	82.8	69.2	84.0	95.2	100.0	98.2	76.8	78.3	82.5	85.2
	6 SJ	6	100.0	95.4	95.5	100.0	53.5	80.4	83.3	78.3	82.5	85.4
	6 SJ	6	100.0	69.2	75.5	95.2	100.0	98.2	88.3	90.0	82.5	88.8
	6 SJ	6	82.8	91.1	90.8	85.7	100.0	93.1	98.2	100.0	91.9	92.6

Appendix Five – Impact Inclusion Report: Well Being

Wellbeing		
Actions Taken	Monitoring	Impact
- PASS Test Y2-Y6 - Whole school approach to wellbeing	N/A	- Staff aware of key children in their class. - Provision made for key children. - To be reassessed in Summer 2020 with interim assessment at next pupil progress meeting. - In the attitudes survey from year 2-6 nearly all pupils stated that they were doing well in school, with most showing awareness of what to do if they get stuck. Most also showed an awareness of what they need to do to improve in reading, writing and maths.
Next Key Steps: Estyn Pupil survey spring term		
Tom Hills 17.12.19		

Appendix Six – Healthy Schools Report

Healthy Schools Self-Evaluation									
Area	Leadership and Comms	Curriculum	Ethos and Env	Family and Comm Inv	Indicator Booklet Link	Indicator Booklet Complete	Indicator Booklet Complete Date		
1 - Food & Fitness					Click here	N	11.3.20		
2 - Mental and Emotional Health & Wellbeing					Click here	N	3.4.20		
3 - Personal Development & Relationships					Click here	N	10.7.20		
4 - Substance Use and Misuse					Click here	N	18.10.20		
5 - Environment					Click here	N	3.4.20		
6 - Safety					Click here	N	11.12.20		
7 - Hygiene					Click here	N	11.12.20		

	Meets NQA Standard
	Short Term Actions Required
	Medium Term Actions Required
	Significant Work Required