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	Targed/target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	1.Please look at Academic Phrasebank Being critical (manchester.ac.uk) which will help you develop a stronger critical style of writing. You should also check your use of the possessive apostrophe, overly long paragraph structure and always proofread your writing carefully.	I utilised immersive reader to ensure my writing reads correctly with grammar and punctuation. Furthermore, I proofread my work throughout. I aimed to develop my critical writing in the assignment and utilised the recommended website.
Targed/Target 2	2.You should refer to Harvard Ref (uwtsd.ac.uk) as you are making many errors with your referencing which you should address before your next assignment.	I have interacted with the Harvard referencing guide and used it alongside my assignment to ensure my referencing develops.
Targed/Target 3	3. You should ensure that you aim to find works that support and oppose a viewpoint. If a point is agreed/ opposed by many then name them, this should add a level of analysis and synthesis to your work.	I aimed to be critical in this assignment and researched different perspectives to ensure this target was met.

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

Introduction

This assignment will focus on how schools continuously develop their practice using a school development plan (SDP). The Welsh government (2014) define an SDP as a strategic plan that aims at enhancing educational outcomes, it outlines the specific measures a school intends to undertake to improve learner performance. The targets are identified through self-evaluation and the analysis of contextual performance data and will include school priorities (Welsh Government, 2014). The SDP is defined as a live document that should be continuously reflected upon, to mirror the schools progress towards the targets set. The SDP must include the national priorities within education that are outlined by the Welsh government (Welsh Government, 2014).

The assignment will be following ethical guidelines of The British Educational Research Association (2018). The name of the school, staff and children will be kept anonymised, protecting confidentiality. School X refers to an English medium, mixed gender community focused primary school, based within the Vale of Glamorgan, south Wales (Welsh Government, 2023). A community-focused school aims to tackle the impact of poverty on educational attainment (Welsh government, 2022). The school currently have 203 pupils enrolled, most pupils are from a white British background, with 15.2% pupils

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being of a Black, Asian and Minority Ethnic background, with 4.1% having English as an additional language (Welsh Government,2023). 28.3% of pupils are identified as having an additional learning need, which is well above the national average of 6.8% (Welsh Government, 2023). 71.5% of children are recognised as eligible for free school meals, which is significantly higher than the national average of 26.9% (Welsh Government, 2023). The SDP of School X will be reflected upon, the target being explored is 'Our school is a place where our parents are supported to thrive' (SDP, 2023).

Literature Review

SDPs became a legal requirement in response to The Education (School Development Plans) (Wales) regulation 2014 (Legislation Gov UK, 2014). All schools were required to comply with the requirements by 1st September 2015, by establishing an SDP that is set over a three-year period and reviewed annually. The Welsh government provided an SDP guidance (2014) in relation to implementing an effective SDP that is in line with the legislative requirements and educational priorities in Wales. Educational priorities are established and measured through the Programme for international student assessment (PISA) (Welsh Government 2012). The PISA assess 15-year-old learners in maths, reading and science in education systems around the world in which Wales have reoccurring low results (Senedd Cymru, 2023). The results in the PISA allows the Welsh government to understand educational priorities as a country, in 2022 Wales education system scored the lowest results since first participating in the PISA in 2006 (Senedd Cymru, 2023). Wales results decreased in 2022, from the previous assessment in 2018,

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however results were expected to decrease due to the pandemic in 2020, similarly to the other UK nations (Senedd Cymru, 2023). Although Wales was impacted significantly higher, due to elevated levels of deprivation. This enabled the Welsh government to set educational priorities that include raising the standards of education in relation to literacy and numeracy, whilst reducing the impact that poverty has on attainment (Welsh Government, 2014). These educational priorities are supported by the Education (School Development Plans) (Wales) regulation 2014 (Legislation Gov UK, 2014) that states they are required to be implemented into all SDP plans in Wales (Legislation Gov UK, 2014). This enables Wales to take a shared approach to improving schools and ensures that schools are held accountable for their performance towards their own targets and national priorities.

SDPs aim to improve schools as learning organisation (SLO). SLO has a model that the Welsh government established with the Organisation for Economic Co-operation and Development (OCED) that was released in November 2017 (OCED, 2018). The Welsh government began developing SLO to aid the implementation of the curriculum reform and their national education mission. SLO looks at all aspects of the school to improve and the model focuses on seven dimensions (OCED, 2018) This is supported by stakeholders such as staff, governors, Estyn, local authorities and the Welsh government, the aim is to take a holistic approach to developing as a school to ensure the learner has the best possible outcome. The four purposes are at the heart of the model which ensures the focus remains for children to become “ambitious capable and lifelong learners,

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enterprising and creative, informed citizens and healthy and confident individuals” (OCED 2018).

Figure 1. **The schools as learning organisations model for Wales**



(OCED, 2018)

SDP and SLO play a significant role to bridge the implementation gap between written policies and practice. However, issues such as time, staff training, funding and resources continue to contribute to the implementation gap (Ban, et al, 2023). This has a direct impact on children's learning, as policies are established to support children in education and address barriers such as, social justice. Social justice refers to the fair and equitable

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distribution of resources, opportunities and rights within society. It involves addressing systematic inequalities, discrimination and injustices based on factors such as race, gender, socioeconomic status and disability.

In 2021 the Welsh government established an equality and social justice committee, the committee plays a crucial role in shaping policies and practices whilst holding the Welsh government accountable to promoting equality, tackling discrimination, and advancing social justice to create a fair and inclusive society in Wales (Senedd Cymru, 2024). School X is based in a deprived area and is a community focused school (Welsh government, 2022). Community focused schools offer support through services beyond the school day, that meets the needs of the child, their families and the wider community (Welsh Government, 2022). School X addresses social justice and ensures their SDP reflects this to meet the needs of the child, family and community.

Community Focused Schools are a crucial part of **our national mission to tackle the impact of poverty on educational attainment.**



“Our school is a place where our parents are supported to thrive”, this is a target established on school X SDP, this displays the community focus approach. This target strives for school to be valued by parents who will support their children to attend regularly. The responsibility of this target is delegated to the family engagement officer in school X, the family engagement officer creates meaningful opportunities for the family to develop (Welsh government, 2023). These opportunities include adult learning, where the school-works in partnership with Cardiff and Vale College (CAVC) who offers the parents a range of accredited courses to support parent's education. Furthermore, they offer services within the school called ‘families learning together’, this opportunity enables parents to develop skills to support their children's learning and build on their relationships (SDP, 2023).

School X supports parents to thrive as they work with local initiatives. Families First (2017) is an initiative established by Welsh government, they aim to support families in need by providing early intervention and prevention services. It focuses on improving outcomes

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for children and families through a holistic approach. They offer support services through the school that include; parenting support, education, employment, health, well-being and financial support. They aim to empower families to overcome challenges with support to improve their overall quality of life (Families First, 2017).

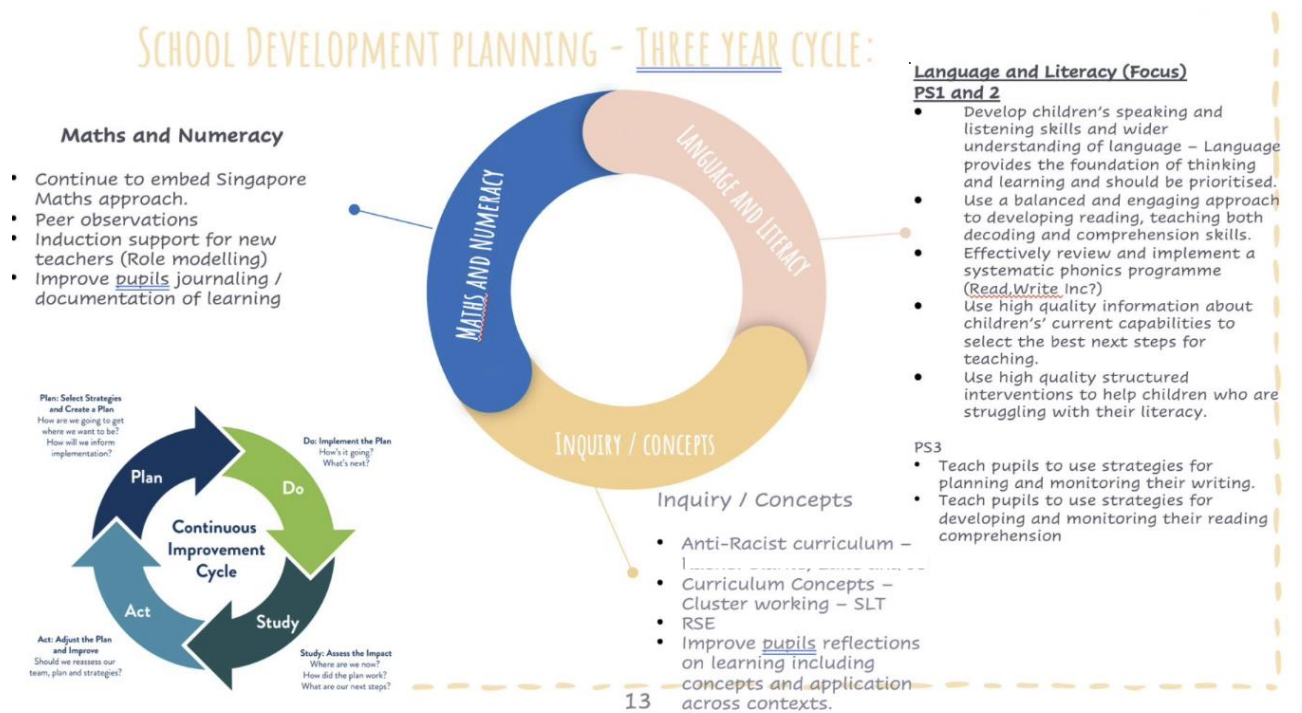
This target on the SDP is vital to ensure that children are given the best opportunity to reach their full learning potential. Parents influence children's development and school X takes this into account whilst developing their SDP. Supporting parents enables children to have enhanced learning experiences in school and at home. This corresponds to Urie Bronfenbrenner's (2007) ecological system, whereby the child's holistic development is influenced by factors surrounding the child, this includes interaction between individuals and their environment. Parents and families in the model is identified as having a direct impact on the children's development. Although, the fundamental concept of this theory is creditable, the influences established on the model are outdated. This should be considered when utilising the model, factors such as social media, gaming and the online world should be considered whilst considering different factors that influence children's development (Bronfenbrenner, 2007).

Developing an action point.

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Holding professional meetings and discussions with the head teacher, who is accountable for the SDP, enabled a perspective of developing an SDP. School X follows a three-year cycle that focuses on language and literacy, maths and numeracy as well as inquiry and concepts. Literacy and numeracy are two of the educational priorities in Wales, additionally with school X being a community focused school, this ensures they are continuously working towards tackling the impact of poverty on attainment, which signifies that they address all three educational priorities in Wales. This enables them to dedicate a year within their three-year cycle to focus on other aspects of the school, allowing them to develop as a SLO. This involves collaboration with cluster schools, developing a cluster curriculum and working on key concepts. Below is the three-year cycle stated on school X SDP that they follow;

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Self-Evaluation in school X involves a shared perspective as they consider stakeholders, Estyn, staff, governors, learners and parents whilst evaluating as a SLO. School X collaborates with Estyn (2017) as they implement their recommendation of improving attendance. This has been considered in their SDP, which reflects collaboration and accountability. School X follows guidance's from the Welsh government and corresponds their approach with the national mission for Wales (2017). This is evident as they are engaging with families and communities during their evaluation process, this enables their SDP to give a true representation of the needs of families and the community.

The self- evaluation process in school X consists of questionnaires and feedback forms completed by staff, parents and children. Learning walks take place as well as book scrutiny and meetings with the children's school council. Additionally, they collaborate

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with local initiatives such as Families First (2017) who support the community, this enables school X to gain an insight into the community needs. All the qualitative and quantitative data gathered is analysed and targets are established and implemented into the SDP. School X reflects on this during a dedicated inset day, all staff reflect collaboratively on success, feedback and focus on targets established in the new SDP. This enables a shared approach to take place and reduce the implementation gap. Parental engagement with the SDP success, feedback and new targets is also evident, as the governors produce and published an annual report to parents (Kerby, 2023). The report discusses the previous SDP outcomes with evidence of success and introduces the targets set for the new SDP, this highlights the collaboration that is invested into school X SDP.

Distributed leadership style is prevalent in school X, this involves sharing responsibilities and decision-making with staff (Jones, 2022). This allows individuals strengths and experiences to be utilised whilst implementing a strategic plan, this will reduce the implementation gap and ensure improvements are more sustainable. Although responsibilities are shared, the head teacher remains the overall individual responsible and accountable for the SDP.

The planning phase of the SDP is vital and must be strategic to ensure the implementation is successful. School X outlines their plan by identifying targets from the data collected through self-evaluation and stakeholders. They present their targets as statements on their SDP, the focus target “our school is a place where our parents feel supported to thrive”, was identified through feedback forms, parental questionnaires and the success

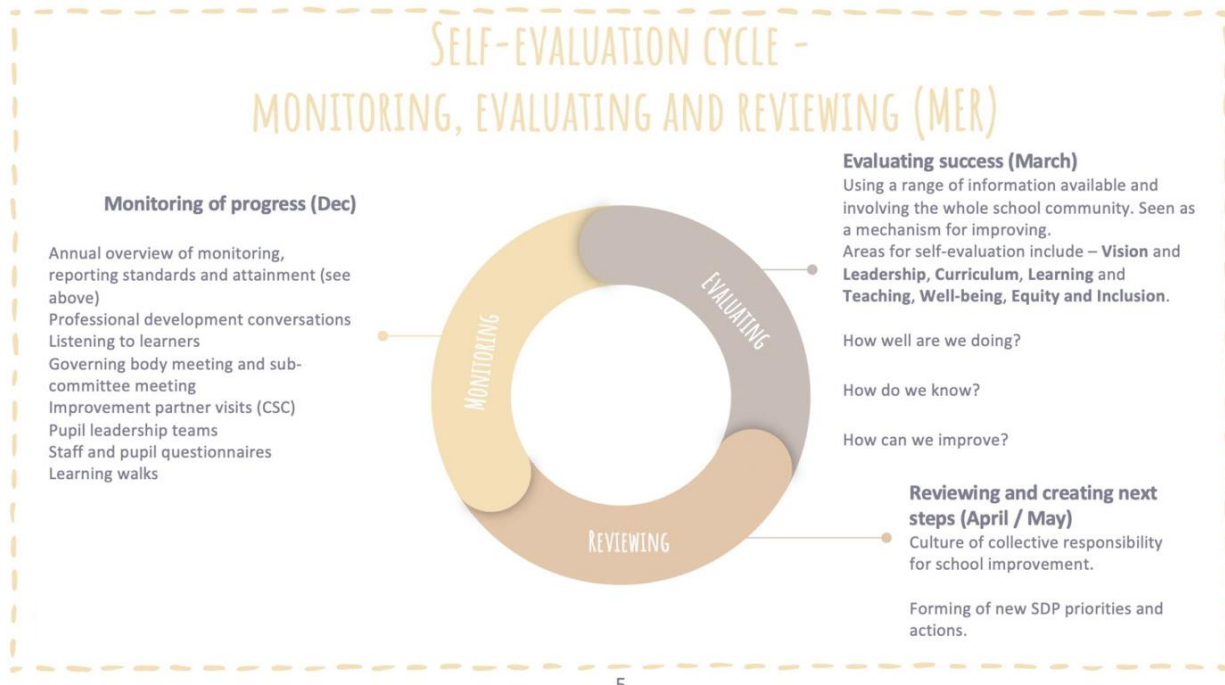
results from working with parents previously (SDP 2023). School X state how they currently meet this target and establish initiatives that will contribute to improving the target throughout the year. The target is distributed to the family engagement officer, who became responsible for embedding the initiatives stated on the SDP to support parents to thrive (SDP 2023). Although distributing the responsibilities ensure that the individual with the correct expertise implements the approach, the SDP does not identify time or training allocated for staff to undertake the extra responsibility.

School X monitor, evaluates, reviews and measure their impact throughout the year using their own self-evaluation cycle. There SDP aligns with the financial year and benefits financial planning for the school. However, A response report carried out by the Welsh government (2014) on SDP, suggests that SDP contains priorities corresponding with the academic year, to meet the priorities the SDP must align with the academic year to gain a true representation of evaluation. Although others raised concerns with the availability of timings and budget information that causes constrains on setting priorities in the academic year (Welsh Government, 2014).

Inserted below is the planning cycle that school X follows, although this aligns with the financial year the process taken is precise and detailed. This cycle reduces the risk of an implementation gap as the SDP is monitored throughout the year. However, a factor that could contribute to reducing the implementation gap further and ensure targets are met would be to implement a change model. The ADKAR model focuses on the awareness,

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desire, knowledge, ability and reinforcement, this change model would aid the implementation of changes and address barriers (Prosci, 2023).



(School A, SDP. 2023)

Reflection and evaluation

The self-evaluation process demonstrated in school X is a robust approach that considers a variety of perspectives. The analysis of the data collected in the self-evaluation process identified the need of the school continuing to be a place where parents are supported to thrive. School X stated in their annual report to parents that,

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parental engagement continues to grow yearly in school X with the success of this target also having a positive impact on the attendance of pupils (Kerby, 2023).

The achievement of this target is evident as parents obtain qualifications and continue to further their own education as the school collaborates with Cardiff and vale college (CAVC) to offer parents these opportunities. Furthermore, CAVC offer sessions for 'families learning together' this enables parents to develop skills to support their children's learning. Inserted below are pictures of some of the skills parents develop to support their children.



Families in school X also receive tailored prevention and intervention strategies established by the parental engagement officer and Families First (2017). This enables parents to continuously develop and receive specialist support to enable them to thrive. Additionally, family nurture session has had a positive impact on families and enabled them to build relationships and work on attachment with support from the wellbeing

officer. This is an important aspect for the child as Bowlby (2008) suggests that if attachment is not formed children will suffer developmental consequences such as reduced intelligence and increased aggression.

Although there is an abundance of support in place at school X for parents to feel supported to thrive, parents that are reluctant to access support are not addressed in any aspect of the SDP. They measure the impact of the target through data of success in relation to parents accessing support, however they do not address the data of the parents reluctant to attend. This may prevent a true representation of the target furthermore, if this aspect of the target is not addressed this may impact on future analysis on data and targets.

School X should consider aligning their SDP with the academic year to ensure their priorities continue to be successful in meeting the needs of the children and parents of the current academic year. This will also impact positively on measuring impact and data analysis as it will refer to the same learners, parent and families during that academic year. Furthermore, the school, could implement the SDP using the ADKAR change model to ensure that all aspects are addressed whilst implementing changes to reduce the implementation gap.

Conclusion

In summary, a thorough examination of the process of how schools develop and implement their SDP has been outlined. Analysing this process has enabled me to

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develop my own professional understanding of SDP, in reflection this has enabled me to identify recommendations in relation to school X SDP and take aspects forward into my own future practice. The SDPs begins with legislative requirements from

The Education (School Development Plans) (Wales) regulation 2014 (Legislation Gov UK, 2014). The Welsh Government establish educational priorities through the results of the PISA (Senedd Cymru, 2023). Schools then evaluate, review and monitor their own targets that are established through self-evaluation. Each aspect of the SDP plays a vital role in schools developing to achieve enhanced learner outcomes. In relation to school X parental engagement has been explored in depth and the influence on the children has been addressed. This fact is creditable and recognised by the Welsh government (2014) with the focus on community focused schools. Throughout the assignment collaboration has been key to addressing the implementation gap and ensuring that the SDP is embedded into practice. Although there are many barriers that come with SDP, Wales, schools, staff and parents working together to create these plans show accountability and responsibility to continue to strive for a better education for children.

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