

LEVEL 7 ASSESSMENT SPECIFICATION

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Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Introduction

This report investigates the potential success of the Departmental Development Plan (DDP) of the science department in School X. The report begins by setting out the background and context of school X giving an overview of their current DDP (appendix i) relating this to their School Development Plan (SDP) (appendix ii), and follows with a critical review of strategic planning. It then identifies a specific area of the DDP as an intention “To develop and introduce Donaldson style homework opportunities into KS3”, relating it to the SIP and critically evaluates the importance of considering literacy as a cross curricular skill during curricular reform. Lastly, the report concludes by evaluating the schools progress towards the DDP objective and recommends approaches to fulfilling the objective of their DDP.

Overview of Schools Development Plan and Background to School.

School X is a mixed gender secondary, English medium school with pupils age 11-16, located in the local education authority (LEA) of Swansea. School X is currently nationally categorised as 1A. 61.8 teachers are currently employed with 6 full time support staff, 53 part time support staff and 30 teaching assistants.

In 2017-2018 school X was in receipt of the sum of £63,404 from the education improvement grant with the purpose of “ensuring each pupil profits from excellent teaching and learning, focusing on; Improving Literacy, Improving Numeracy”, and “Breaking the link between disadvantage and educational attainment” (appendix i). £87,400 was also allocated from the Pupil Deprivation Grant with the purpose of “breaking the link between disadvantage and educational attainment”.

Across the school in 2017/18, 75 pupils were eligible for free school meals, one child was looked after, and 51 pupils were identified as EAL. When last inspected by ESTYN in December 2017, it was awarded “Excellent” in all inspection areas (ESTYN 2017).

Since its last inspection, school X has identified six priority areas for development: “Ensure that all pupils have the opportunity to gain a recognised qualification in Welsh second language”, “improve the consistency of written feedback to pupils”, “strengthen the rigour in monitoring improvement plans and in the evaluation of their success”, “development of leadership, development of digital learning, and development of learning and MAT” (appendix i). The school identifies it is making “good progress” in all six areas.

Department development plans and the whole school development plan are written according to a guidance provided by members of staff responsible for peer inspection in the school. This guidance was altered following changes to the common inspection framework (ESTYN 2017) to use the same language that ESTYN use in order to take over the process of inspections. In this guidance there is a focus on how a regularly monitored development plan with areas of focus derived from an honest and robust self-evaluation report is required from all departments. This self-evaluation report is recommended to be split into three areas matching up with the ESTYN inspection framework quality areas, “How well we are doing”, “How do we know” and “How can we improve things”. These three areas are then split into a number of aspects, in which evaluative statements, evidence and areas of improvement are recorded for each aspect.

The whole school development plan is structured as follows; firstly the context of school is recorded, and the predictive target setting data on which progress is determined. The progress since the last inspection is then identified, followed by their three priorities over the three years the development plan will cover. The majority of the development plan covers an

outline of the developments over the next year, with expectations to follow the same format of eight columns as show in in fig.1. Guidance is given to identify the sections where most improvement plans fail, which could be useful because research has shown that a quality detailed plan with clear indicators is more likely to be successful (Fernandez 2011).

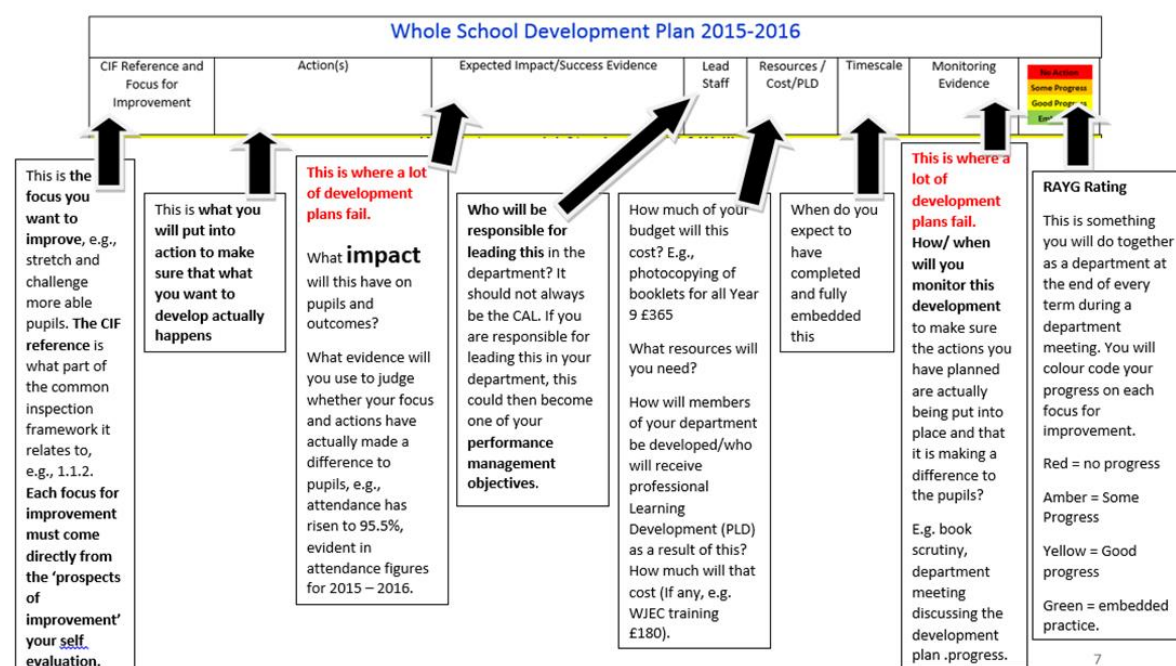


fig.1. Development Plan Guidance

Monitoring is done each term with a Red, Amber, Yellow, Green system used to assess progress. Extensive guidance is given to individual departments on the method and format for completing their departmental development plans, including suggested phrasing. If departments use similar language and format, it allows for easy comparisons on focus and progress. This could also cause development plans to be homogenous, and not accurately representing the focus and progress of the individual departments. In comparison to the whole school improvement plan, the departmental development plan is over a one year timescale, with the expectation that there is a direct link between the self-evaluation report (appendix iv) and the DDP, and department foci having prospects of improvement referred to the in

departments self-evaluation. The DDP (appendix ii) is expected to include the development areas for the department, as well as adding department specific data and additions to the foci mentioned in the SDP. The department is expected to refer to predictive target data in order to identify the differences that will be made by implementing developments. In the guidance, school X makes suggestions which could potentially be very valuable to school improvement if widely implemented, including that the leadership of developments should be distributed across staff in the department and could be used as possible performance management tasks. To achieve this, it is suggested that performance management should link with the DPD and be reviewed on the same timescale.

Review of the Importance of Critical Planning

School improvement plans (SIP's) have been identified as an integral part of school reform (Fernandez 2011, Doud 1995). SIP's have links with strategic planning and promote introspection in the schools that attempt it. Strategic planning on its own may not necessarily be effective, however schools with more frequent monitoring of performance tend to have higher levels of improvement in standardisation test scores (Fernandez 2011). Strategic planning has also not received universal support from the education community, with tensions between which strategies are most effective (Ships et al 1999). This stems from a lack of research on the results (Phillips & Moutinho 2000), questions about cost versus benefit (Hanushek 1981, 1989) and opposition to mandating SIP's (Bell 2002, Mintzberg 1994). Fernandez (2011) suggested that having a quality plan is important for success, identifying seventeen different indicators of quality. This complexity shows the level of difficulty in assessing success of SIP's, and, by including all of these dimensions in a single index, this study attempts to assess the variation in overall SIP quality between schools.

In UK schools prior to 1988, education reform was domain of a LEA, however it is now embodied in educational policy that schools be responsible for developing their own plans (Bell 2002), with teachers becoming active agents of change within schools (Priestly & Minty 2013, Kuiper & Berkvens 2013). There is a debate about whether mandating policy of change to schools actually allows teachers to be able to direct change and improvement in schools (Cuban 1998). This has actively been considered through the recommendations of “successful futures” (Donaldson 2015), where, as long as the school is working towards its recommended “four principles”, individual schools will be in charge of the change and focus within their school. There has been criticism of policy with the aim of improving autonomy, with examples in Scotland following reform where regulation of the outcomes actually removed autonomy of individual schools, undermining the intentions of “Teaching Scotland’s Future” (Donaldson 2011). There have also been questions of the impact of policies which involve teachers in reform, as teachers may have poor understanding of curricular aims (Priestly & Minty 2013).

There are multiple ways schools can design improvement plans (MacGilchrist et al 2005), in order to ensure the long term future of the school (Preedy et al 1997). Different approaches have been taken by the UK government in order to provide a desired outcome, with new labour using strategic planning to allow schools to provide a workforce with appropriate skills (Bell 2002). In more recent application, strategic planning has moved from resource management and general accountability to allowing schools to control their own development and accountability for pupil attainment (Bell et al 2003).

Additional failures of the use of strategic planning in UK schools have been identified by Bell et al (2003) including an overemphasis on the role of the principal in enacting change, and planning not being based on a complete understanding of the nature of the school. In addition, Bell et al (2003) suggests that strategic planning as it exists is based on a

monopolisation of power by a few, and that it can fail to employ much of the talent of an organisation (Zohar 1997). Research has also suggested that the knowledge on which improvement plans is based is also inadequate (Davies 1998).

While generally negative about the prospect of the use of strategic planning for school improvement, Bell (2002) suggests an alternative approach to school planning, where schools have a flexible strategy of organisation and leadership, with change being grounded in a shorter planning time scale and involves development of structures that allow for cooperation and collaboration.

Several of the reviews of school improvement presented have cited the lack of research as a route of failure. Action research has been suggested as an effective strategy in order for teachers to exert their expertise (Jones & Stanley 2010, Halinen & Holopppa 2013), however problems can occur as a drive for school performance can put additional pressure on those performing the research, and additional training may be required incurring further costs.

Change and reform in schools can likely lead to conflict, particularly in a political context (Dolph 2016, Peterson & Fusarelli 2001). Much of the literature available doesn't indicate the potential challenges of collaboration, with Mbugua & Rarieya (2104) suggesting that schools won't achieve collaborative and successful strategic plans if stakeholders approach the process disjointedly.

Rutherford (2009) identified that the use of strategic planning models that prioritise initial planning activities can make the change process less challenging, and for change to be successful, sound strategic planning should be considered from the outset. A study by Dunaway et al (2012) underscored the importance of organisational coherence before engaging in widespread change and reinforced the importance of ongoing improvement, rather than knee jerk time driven change. Dunaway et al (2012) recommend first building

knowledge of the problems, including all within the school as well as including the parents as key stakeholders of their children's education.

The failure of improvement in schools has been identified by Adelman & Taylor (2007), as being due to a variety of factors including a failure to address how desired improvements will be accomplished, little training for those selected to implement change as well as a mind-set which perceives changes as temporary. Also identified by Adelman and Taylor (2007) is that even successful improvements are prone to failure due to financial considerations result in a failure to sustain and replicate improvements. They, however, note that for significant systemic change to occur there must be effective allocation of resources as a key part of policy commitments.

Area of Focus within Development Plan

The area of the departmental development plan I will be focussing on is their intention to "To develop and introduce Donaldson style homework opportunities into KS3" as part of the whole schools intention to "Further development of Literacy, Numeracy, Digital Competency and Skills Weeks in line with Donaldson recommendations to raise attainment". The reasoning behind the department including this in their development plan was to allow "Pupils to make links between their topics and wider world whilst developing essential cross curricular and wider skills", a key part of the recommendations put in place in the Donaldson report.

Homework tasks allow the pupils the time and the resources to explore a topic, potentially making them more likely to engage with the topic and develop cross curricular skills as a result. Successful futures (Donaldson 2015) advised that science and technology as an area of learning can capitalise on the curiosity about the natural and physical learn, as a way for pupils to access the cross curricular skills. To develop these skills, homework allows a period

of time which promotes studying attentively in a quieter environment (Plant et al 2005).

Further skills development is also enhanced as evidence has suggested that during homework pupils engage in self-regulation, allowing them to motivate themselves, inhibit distractions and self-reflect on performance and goals they have set (Ramdass & Zimmerman 2011, Cooper et al 2006). What the studies have also shown is that, if homework is interesting and challenging, it can develop motivation and achieve success.

Critics of homework question its use to develop vital cross curricular skills, and suggest that it does little to improve skills in those who don't already possess these skills (Kohn 2007).

Pupils who are engaged by their homework increase their capability to participate further and adapt to the restrictions on time and resources which homework places on pupils (Corno 2000). As a way to assess attainment of the cross curricular skills, Dettmers et al (2010) suggested that the cognitive challenge of homework is correlated with class level achievement.

Having areas of development which link to the recommendations "successful futures" (Donaldson 2015) put forward as key areas of both the SDP and the DDP, suggests that the school are actively preparing for the implementation of the new curriculum, despite not being a pioneer school. The school appears to be actively involved in the curriculum reform process, with the development of the department working to support the whole schools progression towards its targets

Critical Evaluation of Literacy as a Skill Embedded in Curriculum Reform

Historically reading was not seen as a vital part of science education (Wellington & Osborne 2001). This may be due to reading being seen as a passive activity, with worries that the use of texts can limit inquiry experiences in science (Cervetti & Pearson 2012). Successful Futures (Donaldson 2015), however, sets out that the cross curricular skills of literacy,

numeracy and digital competency should be embedded in all six areas of learning, making them a fundamental part of the recommendations for the new curriculum.

Many organisations put importance on the functional literacy of its members, which has resulted in a need for a wide variety of different researchers approaching literacy research from various perspectives (Shaw et al 2017). While few in education would minimise the importance of literacy and numeracy for pupils, several sources question the approach recommended by Donaldson. In response to the recommendations in Donaldson (2015), Patterson (2015) describes the new curriculum as vacuous and dishonest, and lacking specific strategies to integrate cross curricular skills into the areas of learning.

Priestly & Minty (2013) hold the view that how curriculum reform matches up with existing beliefs of teachers is a major factor in deciding whether the curriculum will be enacted in a meaningful way, or if the aims and objectives of reform will fail.

Curriculum reform has been linked to forms of assessment due to a perceived stagnation of Welsh schools, primarily the derived from results in PISA tests (Issacs 2014). Many nations are undergoing curriculum reform to improve measures of attainment (Germeten 2011, Priestly & Hunes 2010), including England (Young 2011). Countries will naturally want to copy the policy of those educational systems they perceive as doing well, however the problem with this is that there has been significant policy borrowing without learning from the complete impact these policies have had (Lingard & Lewis 2016).

Gustaffson (2016) stated that the quality of schooling has lasting impact on the literacy and numeracy of pupils and that this causal effect can last to adult age (Hanshent & Soossmann 2012). Reading, writing and argument have long been identified as being essential to science and, by extension, science education (Osborne 2002), and failure to identify that language and literacy are central to science education can leave pupils ill equipped to be critical

consumers of science. This also contributes to the responsibilities current curriculum reform has to develop new strategies to improve literacy and assessment strategies to identify the success of interventions.

It is often difficult to assess the best approaches to literacy however data from the Programme for the International Assessment of Adult Competencies (PIAAC) have enabled resources to analyse relationships between literacy and various aspects of cohorts. As a result, the definitional frameworks for literacy and numeracy that have guided assessments could also guide improvement in practices (Belzer 2017). A danger of not incorporating literacy and numeracy interventions in science has also demonstrated a reduction in the focus on science when primary schools focus on literacy and numeracy performance (Evans 2011). In addition, separate intervention programmes in literacy can impact other subjects because pupils will be withdrawn from lessons to complete them (McMurrer 2007, Rentner et al 2006). This also has the risk of perpetuating a historical underrepresentation of particular groups from science disciplines, if these groups of pupils are more likely to be those who receive these interventions (Greenleaf et al 2011). An intervention which has been suggested to improve literacy in secondary pupils is the implementation of language tasks in science lessons (Yore et al 2003), in particular, the adaptation of primary scientific literature into lesson resources. Kooman et al (2016) find that the argumentative and justification style language helped develop literacy skills of pupils. The comprehension, analytical and critical capabilities required to deal with scientific texts are largely the same as those required for texts from other subjects, and through this, all teachers can unify efforts in fostering literacy (Norris 1992).

It is widely accepted that, to be successful in many areas of science, good literacy skills are needed for scientific enquiry, however several studies (Conley 2008, Norris & Philips 2003, Osborne 2002) also suggest that science lessons and tasks have the potential to develop skills

in literacy. It has been identified that even young pupils are capable of sophisticated disciplinary tasks if appropriately scaffolded, with science having the particular advantage of using natural curiosity as a launching point to build language skills (Wright & Gotwals 2017). There is also substantial evidence that the academic language and content knowledge that science contains is critical for students reading comprehension and literacy success (Cervetti et al 2015, Hannant & Jetnikoff (2017) found that explicit teaching of writing conventions can be helpful in improving student outcomes, and limiting science education by placing focus on content being the most important aspect, can potentially limit proficiency with which pupils can write in discipline of science.

“Disciplinary Literacy” has been used in the literature as a description of integrating literacy into subject tasks. The unique tools afforded by subject disciplines are used to develop literacy skills as well as the required use of reading, researching, investigations, and writing required to access complex content and knowledge appropriate to the discipline (Spires et al 2018, McConachie & Petrosky 2010, Shanahan & Shanahan 2012).

In contrast to “content area literacy which focuses on study skills that can be used to help pupils learn from subject specific texts, disciplinary literacy emphasises the descriptions of unique uses and implications of literacy use within disciplines (Shanahan & Shanahan 2012). Proponents of the more traditional use of content area literacy will often cite that the only differences between subjects will be the content of texts, whereas disciplinary literacy proponents will acknowledge differences in genre, traditions in communication, evaluation standards, precision and use of language between subject, with disciplinary literacy benefiting from the advantages in capitalising on these differences (Shanahan & Shanahan 2012). Proponents of disciplinary literacy also advocate that more explicit guidance in discipline specific approaches, utilising the unique skills found within the discipline, can result in greater progress.

Several studies have suggested that a poor understanding of cognitive strategies can be one of the primary reasons adolescents struggle with reading and writing (Deshler et al 2007, Graham 2006). In the context of these studies, cognitive strategies include asking questions to interact with texts and activities which activate and engage prior knowledge with newly learned information. These studies also show the disagreement in the research, and whether what works for younger pupils will also work for adolescents (Conley 2008). This also reinforces that more research is required to clarify the role and development of cognitive strategies in teaching. When approaching literacy in an academic subject specific environment, the discipline specific language found in school texts is different from the colloquial usage of language commonly used to develop initial literacy, however, core academic language skills have been linked to reading comprehension (Galloway & Uccelli 2015).

A limitation in taking a discipline specific approach to literacy is that a fundamental definition of literacy, i.e. inferring meaning from text, can be neglected (Norris & Philips 2002), running the risk of portraying reading and writing as only important functionally to complete discipline specific tasks. Instead it is suggested that reading and writing should be constructive and fundamentally linked to the nature of science (Norris & Philips 2002).

A finding of the literature, complementary to the recommendations in “successful futures” (Donaldson 2015) is that an enquiry orientated learning environment that positions pupils as active collaborators, instigating their own learning, are personally responsible and identified as self-sustained learners (Greenleaf & Hinchman 2009).

Why the area of development has been identified by the department

The departments' 17/18 self-evaluation (appendix iv) identifies overall strength in cross-curricular skills as standards in speaking and listening, reading and writing, numeracy, ICT and reading for understanding across the school.

The whole school also indicates in its self-evaluation (appendix iii) that, since the implementation of national literacy and numeracy tests, the school has had outstanding results above local authority and national averages. The evidence showing this improvement has been through scrutiny of pupils work and the outcomes of skills week outcomes.

Several changes listed as strengths are designed to improve the literacy and numeracy skills of its pupils and show commitment to continuing in this area. Changes include incorporating the literacy and numeracy framework (Welsh Government 2013) into its scheme of work, and also have the writing materials for KS3 skills week developing three cross curricular as recommended by successful futures (Donaldson 2015). Further work the department has done include liaising with the English and maths departments before incorporating literacy and numeracy tasks in topic booklets.

The school is currently an excellently performing school, however as education is always progressing, and with developments in Welsh education, school x needs to put processes in place to make sure attainment meets the expectations put forward in "successful futures" and does not suffer from the significant changes expected.

Current progress towards development plan

As part of the schools "skills week" implemented in 2016, school X has already implemented several aspects which are designed to develop the cross curricular skills of its pupils. "Skills Week" is an event where KS3 pupils stop covering material from the curriculum and instead

complete cross curricular activities from a shared work booklet. Each year group focusses on a particular topic, for example this year, the year 7 topic was “space”, completing subject specific activities in their subject lessons.

The skills week has been successful in meeting the recommendation of successful futures (Donaldson 2015), by providing a clear focus on the development of skills across all departments and provides opportunities for staff to make them explicit in their curriculum “Area of Learning”, with specific references to successful futures recommendations in the schools self-evaluation of progress towards their development plan. Skills week aims to provide students with high quality challenging and rewarding learning experiences which equip them with the knowledge, skills and confidence to be active and globally aware citizens able to participate successfully and confidently in the modern world. Lessons are taught within the six Areas of Learning and experience combining a number of subjects together, allowing staff to plan exciting themed schemes of work and share excellent teaching and learning across departments.

A shortcoming of the approach is that, by segregating skills to a separate week, there is a risk of the changes not being widespread enough to impact the wider curriculum. While currently not a pioneer school, and so not actively implementing full changes, this experience of adjusting their curriculum can be used as planning and preparation of further reform.

A departmental initiative to improve the literacy of its pupils is the use of skills booklets for KS3 pupils. These booklets assess and develop the literacy and numeracy skills of the pupils based on the standards set out by the literacy and numeracy framework (Welsh Government 2013). In contrast to the skills week, the tasks and activities presented in the “LNF” booklets coincide with topics presented in the scheme of work and are used in conjunction with the topic booklets.

Much of the research has shown that science education focusses on print-orientated academic language (Tan 2015). Both socio-economic and technological change has led to new ways of reading, writing, and communicating, which current education systems has been inadequate at addressing (Tan 2015). This modern use of literacy involves generating and communicating multiple forms of information, requiring a more flexible approach (Lankshear & Knobel 2003).

To be literate in the 21st century lab, Tan (2015) suggest that being able to use multimedia tools is a required skill. The scientific community is well placed to advance certain cross curricular skills because the use of advanced visual representations and dynamic modelling tools is ubiquitous (Tan 2015). Various studies in tech-enhanced learning have found that students often lack the skills to make sense of the complex information presented in scientific texts and simulations (Mcluckie et al 2007), so integrating literacy in scientific education into the science curriculum has the potential to improve pupils' ability to do this. The use of scientific texts to scaffold, out of school literacy tasks, has also been explored to steer pupils towards scientific education (Tan 2015).

In its self-evaluation, the department identifies several areas they have already put in place towards the recommendations put forward in successful futures, including that all science teachers teach all areas of science, providing associated benefits that come from teaching all disciplines. The literacy coordinator also liaises with whole school coordinators to implement necessary skills in activities. They are also keen to maintain the current links with the technology department, so both departments can take advantage of each other's expertise. The department's self-evaluation also lists as strength that all teachers use the literacy and numeracy framework (Welsh Government 2013) to plan rich learning experiences in their subject.

Based on the literature, I would recommend continued use of the self and teacher evaluation currently used in the LNF booklets to judge current levels of literacy and numeracy as the literature shows that, when considering strategies to improve cross curricular skills, it is important to understand the details of the achievement gap you are trying to address, with statistics potentially underestimating current achievement gaps (Greenleaf & Hinchman 2009).

When designing homework tasks in order to develop cross curricular skills, I would recommend open ended tasks, with pupil choice in the exact subject of the task, or how the task is completed be considered. Research has shown that a choice in task is a powerful motivator and that, when given a choice in activity, pupils expend more effort and understand the material more (Schiefele 1991). With the schools focus on the eight reading behaviours, having tasks which give personal value will aid literacy because it has been shown that pupils are more likely to use learning strategies such as summarising rather than shortcuts such as guessing, and show more personal responsibility for their own literacy (Turner & Paris 1995). In contrast to this, closed tasks give limited opportunities for pupils to apply their own interests and deny decision makings about organising information and creating unique products. An additional benefit of open tasks is that it encourages shared control of learning between pupils and teachers. When teachers share control, pupils seem to have more interest in subject matter and perceive themselves as more competent (Ryan & Grolnick 1986). Pupils have also demonstrated that they can use instructions as information to learn and improve when they share control of tasks with teachers (Deci et al 1991)

With open ended tasks being more cognitively complex, some teachers may worry about tasks which overtax pupils. These types of tasks may also risk excluding low ability pupils, because these pupils have been shown to often fail to develop strategies and higher order executive routines which can enable them to select appropriate strategies to approaching the

task (Toh et al 1997). This could be further exacerbated if the topic has not been covered previously or if the pupils have limited experience with open ended tasks (Toh et al 1997). A way to overcome this particularly difficulty is to ensure that pupils are given sufficient instructions as this has been suggested to allow pupils to perform better (Toh et al 1997). Sullivan et al (2015) also suggested that, for open ended tasks to be successful, aims and expectations should be clarified, making sure that pupils are clear that multiple approaches are possible. If this is not made clear pupils may fail to engage with the open ended task. Another potential failure point is the additional time and workload that will likely come due to the variation in work produced and individualised feedback required if the task is to be useful for the pupil, which will come from these types of tasks. In addition to extra workload, it can also be difficult to accurately assess progress, as work produced by pupils in open ended tasks can develop in complex and subtle ways (Blikstein 2011). Another issue with using homework for these large scale tasks is that the quality and timing of feedback can influence its effectiveness in the acquisition of skills and knowledge (Pashler et al 2005, Shute 2008). Less able pupils have been particularly affected by poor feedback with unguided practice becoming practice in doing tasks incorrectly (National Research Council 2012).

Pupils can face difficulty when approaching complex tasks, particularly if they think that talent in science is innate, with Dweck & Legett (1988) suggesting that if pupils can't come up with answers within five minutes, they will give up. Beliefs of self-efficacy have also been shown to enhance deeper learning that these more complex tasks require (Yaeger & Walton 2011). A way to overcome this is to ensure that feedback explains why the approach the pupil has taken is incorrect rather than just correcting errors (Roscoe & Chi 2007)

Conclusion

In conclusion, strategic planning is an area where different stakeholders hold differing opinions on the best approaches to success. School X, despite being a successful school with an “Excellent” Estyn report (ESTYN 2017), have a wide ranging SDP and are actively putting effort into continual improvement in all areas and departments of the school. As the Welsh curriculum changes greatly over the next decade, continuous self-reflection and development will be a strategy that schools will utilise in order to maximise their potential to improve pupil outcomes. Literacy as a cross curricular skill vital to the curriculum is a timely aim based on the recommendations put forth in “Successful Future” (Donaldson 2015), and School X is taking a number of approaches which may be successful. The departments approach of using homework tasks to develop cross curricular skills has potential, backed by a number of sources in the literature and, if tackled with the vigour of previous developments, including their “Skills week”, it has every chance of achieving the success expected from both the DDP and SDP, particularly if an approach similar to the recommendations in this report is used.

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Appendices

Appendix I – Departmental Development Plan

Appendix ii – Whole School Development Plan

Appendix iii – Whole School Self Evaluation

Appendix iv – Departmental Self Evaluation