

ECAD7003: Learners, Schools and Communities:

Where am I teaching?

Student Number: 1902994

Title: How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact, and evidence base (Component 2).

Word Count: 2749

Targets

	Target	What I have done in this assignment...
Target 1	<i>Proof-read before submission in order to remove minor errors.</i>	I have proof-read my work before final submission and sought the assistance of a third party to confirm my proofing.

Component 2: How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact, and evidence base.

Introduction

Goals are a major facet in education, and success is often defined by, and measured against, their achievement. In education, achievement of these goals is often measured by improved student achievement and attainment; yet, their improvement depends on several factors, such as local socioeconomic issues, whole-school approaches, and goal achievability. One way in which a school may define, prioritise, and monitor the impact of their goals is through strategic planning. The aim of this report is to critically examine a school's process of accomplishing their goals, with specific focus on one of its priorities: wellbeing and voice. Using a select number of the school's actions, a mixture of literature, empirical evidence and school context, this report will evaluate the school's development of this priority and its impact on the school community. Recommendations for the school's future success in developing this priority will consider strategies grounded in literature, theory, and Estyn reports of effective practice.

Ethical Considerations

The participatory school and 'Effective Practice' schools will be kept anonymous, in accordance with the BERA (2018) guidelines. The report respects School X's right to the protection of sensitive data, thus data evaluated will be extracted from public sources.

Context

School X is a Welsh-medium school in the Neath Port-Talbot authority. Approximately 415 students attend School X, and 11.4% of these students receive Free School Meals (MLS, 2020), remaining consistently lower than the national average. In 2018, 84% of students came from families where English was the primary language (MLS, 2020),

an increase from Estyn's 2016 recording of 72%. Few students (1.7%) belong to Black, Asian, or Minority Ethnic (BAME) groups (Estyn, 2016; MLS, 2020). Approximately 11% of students receive Additional Learning Needs (ALN) support (MLS, 2020), lower than the national average. In the 2019 WIMD report, School X's local authority was listed as within the 10% most deprived authorities in the country regarding education (WAG, 2019).

The Literature

Strategic Planning

Strategic plans in the education sector are often known as School Development Plans (SDPs) (Dean, 1999) or School Improvement Plans (SIP) (Doss, Akinnirayne, and Tosh, 2019) and are key in materialising the vision of success for schools (Dean, 1999). Researchers suggest that strategic planning in education is a detailed map of the school's road to success in raising standards of student achievement and attainment, with the added benefits of giving focus to the decision-making process and establishing key priorities (North Carolina Department of Public Instruction, 2013; Brighthouse and Woods, 2005, 2013; Shah, 2013).

In 2014, the Welsh Assembly Government (WAG) published a guideline for SDPs in response to Estyn's 2012-13 report, which suggested a need for improvement in strategic planning (Estyn, 2013). An official guideline providing a cyclical process (Appendix C) accompanied the establishment of the Education (School Development Plans) (Wales) Regulations 2014. The aspects of this cycle are: 1) the school's vision; 2) the self-evaluation process; 3) the strategic planning; 4) the improvement actions; and 5) the impact evaluation.

Visions are an important aspect of developing a plan of action for improvement. The Alberta Board of Education (2009) notes that an effective school leader will own a personal ethos and philosophy which will create the foundations for a solid path towards school improvement, and this philosophy will be shaped by research, experience, and consistent self-evaluation.

The inspectorate body Ofsted (2013) identifies the school's self-evaluation process as one which enables the school to draw constructive conclusions which highlight the school's areas of already improvement, and the process should enable

the school to answer three key questions: 1) what do we do?; 2) how effective are our actions?; 3) what measures can we take to improve? (MacBeath, 2012). The process may also be influenced by internal and external sources. WAG guidelines (2014) suggest that schools may consider involving stakeholders, such as students and parents, in the process (MacBeath, 2005; Chapman & Sammons, 2013). Brighouse and Woods (2005) suggest the use of a critical friend – a trusted outside source impartial to the school – who can provide an alternative, unbiased view on the data collected, which would validate the school's findings further. The school will also evaluate school and local data, either qualitative (i.e. Estyn reports and questionnaires or student voice) and/or quantitative (i.e. benchmarking data, local and school statistics, attendance, etc.) in their decision-making process.

While there is no set format, WAG's Regulations (2014) outline six key elements of any SDP, including identifying priorities, determining targets, expected outcomes and potential strategies, and evaluating previous targets. When executing their actions, WAG (2014) emphasises the necessity of including responsibilities, accountability, and timescales within the plan to ensure that the school's actions may develop smoothly.

Wellbeing and Voice

In 2022, the Welsh curriculum will be underpinned by the Four Purposes (Donaldson, 2015), one of which emphasises the students' development as "healthy, confident individuals..." (p. 29-31). Donaldson's review will ensure that students can achieve their full potential and that their wellbeing needs are met. In recent years, WAG has been invested in developing health and wellbeing provisions for children and young people in Wales, and a report published by the National Assembly's Children, Young People and Education Committee (CYPEC) highlights the demand for improvement in this sector. Their research found an increase in the proportion of children and young people who have, or will have a mental health problem: 1 in 10 in a class of 30 will struggle (NAW, 2018), and there is evidence that student wellbeing is linked to their overall achievement (Gutman & Feinstein, 2008; Estyn, 2019). The Social Services and Well-being (Wales) Act identifies a range of areas, such as physical, mental, and emotional wellbeing, relationships, and social and behavioural development, which

attribute to a person's wellbeing (NAW, 2014), and per WAG and CYPEC, prioritising health and wellbeing in the new curriculum will provide an indispensable opportunity to improve emotional, physical, and mental health and wellbeing provisions.

One way in which schools may support the emotional wellbeing and development of students is through the establishment of nurture groups. NurtureUK and several research studies (Cooper & Whitebread, 2007; Sloan et al., 2016; Middleton, 2018; Ruby, 2018) suggest that nurture groups are short-term interventions which lead to positive, long-term outcomes for students' wellbeing and achievement. Estyn (2019) further notes a growing use of nurture groups in primary and secondary settings in attempting to address SEBD, positive results including the development of their interpersonal skills with children as well as adults and the improvement of emotional resilience in supportive settings.

Another way in which students' wellbeing may be improved is through the development of their voice, or participation. Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) strongly indicates the significance of considering the child or young person's voice, views and values in matters pertaining to their lives (UNICEF, 2016). WAG's 2004 Participation Project produced an accessible definition of participation: "*Having a voice, having a choice*" (WAG, 2011, 2016), which highlights the criticality of student participation in improving wellbeing. Further research suggests that students' participation in the school community has positive effects on their overall wellbeing and happiness (de Róiste et al., 2012; Robinson, 2014; Anderson & Graham, 2015).

One way in which a child or young person's voice affects change in a school environment is through their active contribution to democratic bodies such as school councils. All schools in Wales are required to have school councils (Estyn, 2016b), and these allow students' voices to be heard and valued by the whole school community (Alderson, 2000; Whitty & Wisby, 2007; Griebler & Nowak, 2012).

Developing a Priority

School X follows WAG guidelines and produces a three-year overarching plan. Each new year of improvement begins in the Spring term (January), and this strategy permits the school to engage in action research and self-evaluation during the first

three months of the academic year. Unfortunately, the three-year and yearly SDP was not made available to analyse in full; however, one of the major aspects of the newest SDP was provided, this being the school's focus on developing wellbeing and voice.

Since the 2016 Estyn inspection, School X has replaced its headteacher, whose personal ethos and philosophy places student wellbeing and voice at the heart of their values. This is reflected in the culture of prevention, rather than reaction, and nurture that the school has fostered in current years. Overall, the school's vision is defined by their ambition to earn accreditation as part of NurtureUK's National Nurturing Schools Programme, which is focused on providing schools with the resources needed to fully embed nurture values in their ethos, in turn improving the outcomes of all children and young people, particularly those most vulnerable (NurtureUK, 2020). As outlined in the rationale (Appendix A), the school wishes to embed NurtureUK's **six nurture principles** within their school ethos and vision (Appendix D). In partnership with NurtureUK, Lucas, Insley and Buckford (2006) developed these principles which characterise an effective nurture school.

The school's official self-evaluation process was not made available to support the report; however, the rationale of the priority suggests it was identified by examining the results of observed behaviour and numerical and infographic data (school, local, and national), behavioural assessments/IDPs. Evaluations also considered the Welsh Government's holistic ambitions for the new curriculum, which will embed health and wellbeing principles as an underpinning purpose (Donaldson, 2015). General observations made on-site correlate with the school's findings that student behaviour has deteriorated, a factor of which they attribute to the growing number of students with social, emotional, and/or behavioural disorders (SEBD). The senior team concluded in their rationale that, in addition to a general increase in poor behaviour, students exhibiting these needs also demonstrated deficiencies in emotion, feeling, and impulse control, suggesting the growing need for a whole-school nurture approach.

Due to the sensitive nature of the type of qualitative and quantitative data involved with evaluating the rationale behind improving students' health and wellbeing, the school was unable to share any raw data to support the report. However, social data collected about the local area via StreetCheck (2020), also used by School X

during their self-evaluation, is indicative that School X is located in a socially deprived area; 57% of the area's population are aged between 0 and 59, and only 68% of this proportion reported to be of good and very good health, falling below the site's reported national average (81.1%). School X also examined statistics such as Language, Education, Employment, Crime, and Housing (Appendix B; StreetCheck, 2020), all of which can contribute to or result from poor wellbeing. School X found a high level of crime occurred in their local area over the last year, thus the headteacher wished to tackle the effects that could contribute to increased crime statistics at a primary level to ensure positive, long-term benefits for the students, their families, and the wider community. The SDP does not indicate whether external stakeholders or critical friends were involved in this process, which could suggest that the self-evaluation was only internal. This could be problematic as the school would not have an impartial analysis of their progress. In future, as McCall et al. (2001) suggest, the planning team could seek the input of external evaluators to improve the validity of their findings.

During strategic planning, the school used this information and identified six priorities to successfully address their goal, including: improving provisions for their nurture group; and developing the roles and responsibilities of all student-body councils (School Council, Eco Council, Children's Rights Council, etc.) (Appendix A). The strategic plan charts the development of these actions across the three school terms: Spring, Summer and Winter and those involved intent to complete a specific number of short-term goals within each term.

A major downfall of this priority is that the team did not include any clear criteria with which to measure the success of the school's actions. Davidoff & Lazarus (2003) emphasise the importance of establishing clear success criteria for measuring the impact of the action on school development. The school might benefit from investigating and evaluating other schools' development plans, as many are available online. Furthermore, Muijs's (2015) research identifies school-school partnerships as an effective method of school improvement, thus developing partnerships with other schools who are improving a similar priority may be an effective approach setting success criterion.

Reflection and Evaluation

Wellbeing

School X demonstrates an admirable commitment to creating a nurturing and inclusive environment at the heart of its community. In recent years, School X developed a nurture group, the “Clwb Cwtch”, where at-risk students receive nurture provisions from trained members of staff. In School X, where social deprivation and poor health are relatively high and students are reported to have deficiencies in emotional and impulse control, the nurture group provides a powerful opportunity to bridge the gap between SEBD students and their peers. While the impact of this group of School X is difficult to measure, a study by Izatt and Wasilewska (1997, in Sloan et al., 2020) found that nurture groups have a profoundly positive impact on students’ return to the classroom. Furthermore, the school’s recent training in the use of, and impending use of Boxall profiles, a teacher-led assessment measuring the SEB aptitudes of students (Ruby, 2018), as well as the recent hire of a specialist in the nurture and emotional development field, should contribute to the future success of this program.

However, general observations on-site corroborated with a recent Estyn report (2018a) on a school in the Vale of Glamorgan where previously, students attending the nurture group rarely returned successfully to the classroom and required nurture sessions throughout the day. Thus, School X could benefit from researching this school’s effective practice and connecting with them to further understand how they combated this issue, where every classroom became a nurture classroom. The school could also benefit from researching how a school in the Vale of Glamorgan authority (Estyn, 2015a) establishes a connection between their nurture group and parents or guardians, furthering the success of students’ emotional resilience and return to the mainstream classroom.

Voice

The development of student voice has been successful, particularly regarding the School and Eco Councils. While on-site, School Council involvement in school developments exhibited strongly. The Council was instrumental in developing the design for the new school website, which launched earlier in the year. However, on-site observations and discussions with school council members revealed that, at present, the school council’s role is still limited to superficial decisions. The school’s

decision to increase its number of councils from two to five in the school suggests that School X has begun to embed student participation in its ethos and values, a key factor of effective practice as noted by Estyn (2016). The establishment of a Children's Rights council and a Digital Wizards council, with student representatives in every class, suggests that the school regularly researches effective ways of enhancing their students' experiences and participation in meaningful ways (Estyn, 2018b, 2018c).

However, the school could improve its inclusion and appreciation of student voice by employing a tactic like that used in primary schools based in Powys (Estyn, 2015b) and Swansea (Estyn, 2017). Estyn (2015b, 2017) recorded that students in these schools played a key role in identifying priorities for improvement and developed focused and detailed action plans, which were then included in the schools' annual SDPs. School X could delegate similar responsibilities to the school council, who could then involve their peers democratically in the decision-making process, which could improve student engagement as in these schools (Davis et al., 2005).

Conclusion

The aim of this report was to critically evaluate School X's development of a priority from their SDP. This evaluation suggests that the school's current strategies and ambitions are promising, and the school's strongest actions – nurture groups and the school councils – are predicted to have the most positive impact on student outcomes and school culture over the next year. However, the lack of access to raw school data or their official criteria for measuring impact has hindered the ability to successfully evaluate their strategic plan.

Overall, despite the lack of information available from School X during this evaluation, this research has emphasised the importance of strategic planning in delivering effective and meaningful school improvement, and that the involvement of the whole school community is vital in the plan's execution. This has deepened my understanding of several key standards in teaching practice, such as the Collaboration and Leadership (Professional Standards for Teaching and Leadership, 2017), and that the importance of understanding a school's development plan and its detailed aspects cannot be understated.

References

Alberta Education. (2009). *Principal Quality Practice Guideline: Promoting Successful School Leadership in Alberta*. Edmonton, Alberta: Alberta Education.

Alderson, P. (2000) 'School students' views on school councils and daily life at school', *Children & Society*, 14, pp.121-134.

Brighouse, T., & Woods, D. (2005) *How to improve your school*. London: Routledge.

Brighouse, T., & Woods, D. (2013) *The A-Z of School Improvement*. Camden: Bloomsbury Education.

British Educational Research Association (BERA). (2018) *Ethical guidelines for educational research*. 4th ed. Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018> (Accessed: 1 April 2020).

Chapman, C., & Sammons, P. (2013) *School self-evaluation for school improvement: what works and why? (CfBT Education Trust)* [PDF] Available at: <https://files.eric.ed.gov/fulltext/ED546801.pdf> (Accessed: 7 April 2020).

Cooper, P. & Whitebread, D. (2007) 'The effectiveness of nurture groups on student progress: evidence from a national research study', *Emotional and Behavioural Difficulties*, 12(3), pp.171-190, DOI: 10.1080/13632750701489915

Davidoff, S., & Lazarus, S. (2003) *The Learning School: An Organisation Development Approach*. Pretoria, South Africa: Juta & Co.

Davis, L., Williams, C., & Yamashita, H. (2005) *Inspiring Schools: A Literature Review: Taking up the challenge of pupil participation* [PDF] Available at: <https://www.bl.uk/collection-items/inspiring-schools-a-literature-review-taking-up-the-challenge-of-pupil-participation> (Accessed: 9 April 2020).

Dean, J. (1999) *Improving the primary school*. London: Routledge.

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Caerdydd: Llywodraeth Cenedlaethol Cymru.

Doss, C., Akinniranye, G., & Tosh, K. (2019). 'School Improvement Plans: Is There Room for Improvement?', *RAND Research Reports* [PDF] Available at: https://www.rand.org/pubs/research_reports/RR2575z4.html (Accessed 1 April 2020).

The Education (School Development Plans) (Wales) Regulations 2014. Available at: <http://www.legislation.gov.uk/wsi/2014/2677/schedule/made> (Accessed: 3 April 2020).

Estyn. (2013) *The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales, 2012-2013* [PDF] Available at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/ESTYN_Annual%20Report%20FINAL_ENGLISH_WEB_0.pdf (Accessed 2 April 2020).

Estyn. (2015a) *Setting up nurture groups for children and parents*. Estyn. Available at: <https://www.estyn.gov.wales/effective-practice/setting-nurture-groups-children-and-parents> (Accessed: 8 April 2020).

Estyn. (2015b) *Pupils working together to plan the curriculum for their school*. Estyn. Available at: <https://www.estyn.gov.wales/effective-practice/pupils-working-together-plan-curriculum-their-school> (Accessed: 8 April 2020).

Estyn. (2016a) *A report on [REDACTED]* [PDF] Available at: [https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/\[REDACTED\].%20eng.pdf](https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/[REDACTED].%20eng.pdf) (Accessed: 1 April 2020).

Estyn. (2016b) *Pupil Participation: a best practice guide* [PDF] Available at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Pupil%20participation_0.pdf (Accessed: 4 April 2020).

Estyn. (2017) *Involving all stakeholders in identifying priorities for school improvement*. Estyn. Available at: <https://www.estyn.gov.wales/effective-practice/involving-all-stakeholders-identifying-priorities-school-improvement> (Accessed: 8 April 2020).

Estyn. (2018a) *Creating a nurturing school through an inclusive approach to wellbeing*. Estyn. Available at: <https://www.estyn.gov.wales/effective-practice/creating-nurturing-school-through-inclusive-approach-wellbeing> (Accessed: 8 April 2020).

Estyn. (2018b) *Pupils' Cabinet promotes independence and supports school life*. Estyn. Available at: <https://www.estyn.gov.wales/effective-practice/pupils%E2%80%99-cabinet-promotes-independence-and-supports-school-life> (Accessed: 8 April 2020).

Estyn. (2018c) *School council developing pupils' welfare and setting a strategic direction*. Estyn. Available at: <https://www.estyn.gov.wales/effective-practice/school-council-developing-pupils-welfare-and-setting-strategic-direction> (Accessed: 8 April 2020).

Estyn. (2019) *Healthy and happy: School impact on pupils' health and wellbeing* [PDF] Available at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Healthy%20and%20Happy%20report%20En_0.pdf (Accessed: 5 April 2020).

Griebler, U., & Nowak, P. (2012) 'Student councils: a tool for health promoting schools? Characteristics and effects', *Health Education*, 112(2), pp.105-132. DOI: 10.1108/09654281211203402

Gutman, L.M. & Feinstein, L. (2008). *Pupil and school effects on children's well-being*. London: DCSF.

Lucas, S., Insley, K. and Buckland, G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*. NurtureUK.

McCall, J., Smith, I., Stoll, L., Thomas, S., Sammons, P., Smees, R., MacBeath, J., Boyd, B., & MacGilchrist, B. (2001) 'Views of pupils, parents and teachers: vital

indicators of effectiveness and for improvement', in MacBeath, J., & Mortimore, P. (eds.) *Improving school effectiveness*. Maidenhead: Open University Press.

Muijs, D. (2015) 'Improving schools through collaboration: a mixed methods study of school-to-school partnerships in the primary sector', *Oxford Review of Education*, pp.1-24. DOI: 10.1080/03054985.2015.1047824.

My Local School (MLS). (2020) [REDACTED]. Available at: <http://mylocalschool.gov.wales/School/6712168?lang=en> (Accessed: 1 April 2020).

National Assembly for Wales (2014) Social Services and Well-being (Wales) Act 2014. London: The Stationery Office. [Online]. Available from: <https://www.legislation.gov.uk/anaw/2014/4/contents> (Accessed: 1 April 2020).

National Assembly for Wales (NAW). (2018) Mind over matter: A report on the step change needed in emotional and mental health support for children and young people in Wales [PDF] Available at: <https://www.assembly.wales/laid%20documents/cr-ld11522/cr-ld11522-e.pdf> (Accessed: 3 April 2020).

North Carolina Department of Public Instruction. (2013) *North Carolina School Improvement Planning Implementation Guide* [PDF] Available at: <http://www.ncpublicschools.org/docs/councils/lea/previous/templates/sip-guide.pdf> (Accessed: 8 April 2020).

Ofsted (2013) *Preparing a school self-evaluation summary* [Word document] Available from: <https://dera.ioe.ac.uk/18229/> (Accessed: 7 April 2020)

Robinson, C. (2014) *Children, their Voices and their Experiences of School: what does the evidence tell us?* York: Cambridge Primary Review Trust. Available at: <https://cprtrust.org.uk/wp-content/uploads/2014/12/FINAL-VERSION-Carol-Robinson-Children-their-Voices-and-their-Experiences-of-School.pdf> (Accessed: 5 April 2020).

Ruby, F.J.M. (2018) 'Social emotional wellbeing of primary school pupils: insights from the Boxall Childhood Project', *International Journal of Nurture in Education*, 4(1) 06–14.

Shah, M. (2013). 'Renewing strategic planning in universities at a time of uncertainty', *Perspectives: Policy and Practice in Higher Education*, 17(1), 24–29. <http://dx.doi.org/10.1080/13603108.2012.679753>

Sloan, S., Winter, K., Connolly, P., & Gildea, A. (2020) 'The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland', *Children and Youth Services Review*, 108, pp.1-11. DOI: <https://doi.org/10.1016/j.childyouth.2019.104619>

StreetCheck. (2020) *Area Information for* [REDACTED]. Available at: [https://www.streetcheck.co.uk/postcode/\[REDACTED\]](https://www.streetcheck.co.uk/postcode/[REDACTED]). (Accessed: 2 April 2020).

Welsh Assembly Government (WAG). (2011) *Pupil participation: a good practice guide [PDF]* Available at: <https://www.yumpu.com/en/document/read/25594988/pupil-participation-a-good-practice-guide-pupil-voice-wales> (Accessed: 4 April 2020).

WAG. (2014) *School development plan [PDF]* Available at: <https://gov.wales/sites/default/files/publications/2018-03/school-development-plans.pdf> (Accessed: 31 March 2020).

WAG. (2016) *Pupil participation: a best practice guide [PDF]* Available at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Pupil%20participation_0.pdf (Accessed: 4 April 2020).

WAG. (2019) *Welsh Index of Multiple Deprivation (WIMD) 2019: Results report [PDF]* Available at: <https://gov.wales/sites/default/files/statistics-and-research/2019-11/welsh-index-multiple-deprivation-2019-results-report-024.pdf> (Accessed: 5 April 2020).

Whitty, G., & Wisby, E. (2007) *Real Decision Making? School Councils in Action* (Research Report DCSF-RR001) [PDF] Available at: <https://dera.ioe.ac.uk/6611/2/DCSF-RR001.pdf> (Accessed: 5 April 2020).

Appendices

Appendix A: School X SDP priority: 'Wellbeing and Voice' (2020)

Blaenoriaeth 1: Lles a Llais Gweledigaeth Ysgol Gyfan yn gosod lechyd a Lles y plant wrth wraidd ein ethos – Ysgol Maeth UK. Gosod 6 egwyddor Maethu yn sylfaen gadarn		
Aeolau'r Tim : [Redacted]	Dyddiadau cwrdd:	Cyllid / Costau: £30,000 – Prosiect arloesi ERW
Ymchwil: Ydy cydnabod anghenion personol a chymdeithasol plant yn effeithio ar eu parodrwydd i ddysgu a chreu perthynas? Prosiect ymchwili Ysgolion Arloesi.	HMS / ADDS: 1. Hyfforddiant ERW – Chwefror 2020 2. Ail ymweliad Asesiad MaethUK- [Redacted] 3. ADDS: Cylch Iles – rhannu arfer. 4. HMS: Dysgu Awyr Agored 5. ADDS: Hawliau plant – strwythur ysgol gyfan	
Rhesymeg: Gweledigaeth Ysgol Gyfan yn gosod lechyd a Lles y plant wrth wraidd ein ethos – Ysgol Maeth UK. Gosod 6 egwyddor Maethu yn sylfaen gadarn. Ysgol yn y dref, diffreintedd, cydnabod plant bregus o fewn yr ysgol. Anghenion SEBD plant yn amlgu ac ymddygiadau rhai plant wedi gwaethgu, dim hunan reolaeth, ddim yn gallu rheoli eu teimladau, newid mewn sefyllfaoedd plant. Plant CS i CA2 – data trosglwyddo ddim yn gadarn – cydnabod gallu plant i reoli teimladau ac emosiynau yn isel – amharu ar ymrwymiad i'w gwaith. Canfyddiadau monitro Cylch Lles boreol dosbarthiadau ar draws yr ysgol – gwelwyd bod angen datblygu'r gweithgareddau annibynnol i fod yn rhai sy'n ymwneud â lles yn benodol. Ymateb i'r Cwricwlwm Newydd/ Maes Dysgu lechyd a Lles a'r 4 diben. Oes digon o ddysgu awyr agored ar draws yr ysgol?		
Blaenoriaethau: Cylch Lles – Tynhau a sicrhau bod pwyslais lles ym mhob weithgaredd ail ymweld â dosbarthiadau er mwyn monitro. Maeth – Achrediad 'Nurture UK Schools'. Systemau trosglwyddo a chydabod mai datblygu'r plant o fewn y 4 diben yw un o'r nodau. Boxall – Adeiladu hyder a gwybodaeth staff wrth asesu a dadansoddi er mwyn defnyddio'r wybodaeth i fwydo CAU, strategaethau dosbarth, a systemau Maeth er mwyn sicrhau nad yw ein plant yn tangyflawni. ELSA – Dulliau dysgu ELSA o fewn y grŵp Maeth a chyfle ar gyfer sesiynau unigol penodol. Cynghorau – Datblygu rôl yr is-gynghorau (Hawliau, Eco, lach a'r Dewiniad Digidol) yn ogystal â'r Cyngor Ysgol. Gweithio tuag at y wobwr arian Hawliau Plant. Datblygu'r plant i fod yn ddinasyddion egwyddorol, gwybodol. Cwnselydd ysgol a chwnselydd blwyddyn 6. Dysgu Awyr Agored – Holiadur gan y Cyngor Ysgol ar gyfer y plant.		

<u>Tymor y Gwanwyn:</u> ADDs: Model o gylch lles dyddiol effeithiol – syniadau a rhannu adnoddau. Cysylltu un agwedd o gylch lles gydag hawl y mis. Maeth: Gwerthuso beth sydd yn gweithio'n dda a beth sydd angen datblygu – cyfarfod gyda SJ a DL a staff plant y Clwb Cwtch. Gwirio'r ddarpariaeth - oes plant eraill gyda ni fyddai'n elwa o sesiynau maeth – gallu staff i gydnabod pryd mae angen i blentyn fynd i'r Clwb Cwtch. Hyfforddiant ar 'trauma' i staff. Egwyddorion Maeth yn hysbys i bawb (rhieni a staff eisoes wedi gwneud) – dilyn cynllun Nurture UK. Gosod 6 elfen maeth yn ein cynllunio. Boxall: Asesiad y tymor yn digwydd a'i ddefnyddio i fwydo'r CAU. 20 munud yn ystod sesiwn ADDs i atgoffa staff sut i ddadansoddi'r Boxall i 'informo' strategaethau dosbarth. ELSA: Hyfforddiant ELSA yn rhoi trosolwg i'r staff mewn sesiwn ADDs er mwyn annog staff i ddefnyddio strategaethau ELSA. Cynghorau: Gweithio tuag at y wobr arian Hawliau Plant. Fair Aware Award yn dilyn Pythefnos Masnach Deg 24/02/2020 – 08/03/2020. Cyngor lach ynghyd â'r Llysgenhaddon i gyflwyno gemau buarth yn sgil ail strwythuro amseroedd chwarae Uned 5 a 6. Creu amserlen 'Hawl y Mis' – seren yr wythnos yn cyd fynd. Amserlen gwasanaethau ysgol gyfan yn cydfynd gydag hawliau a digwyddiadau'n ymwneud â'r pwyllograu.	<u>Tymor yr Haf:</u> Monitro'r cylch lles yn dilyn ADDs tymor diwethaf. Boxall: asesiad y tymor yn digwydd a'l ddefnyddio i fwydo'r CAU. 20 munud yn ystod ADDs i atgoffa staff sut i ddadansoddi'r Boxall. Gwerthuso/ rhannu beth aeth yn dda a rhannu syniadau. ELSA: Ail sefydlu grwpiau penodol. Cynghorau: Erbyn diwedd y tymor ymgeisio am y wobr arian Hawliau. Cyngor lach ynghyd â'r Llysgenhaddon i gyflwyno gemau buarth yn sgil ail strwythuro amseroedd chwarae Uned 3 a 4 a wedyn Uned 1 a 2 (bydd Uned 5 a 6 wedi treialu hwn yn barod). Wythnos Mental Health Awareness 18 – 24 Mai 2020.
---	--

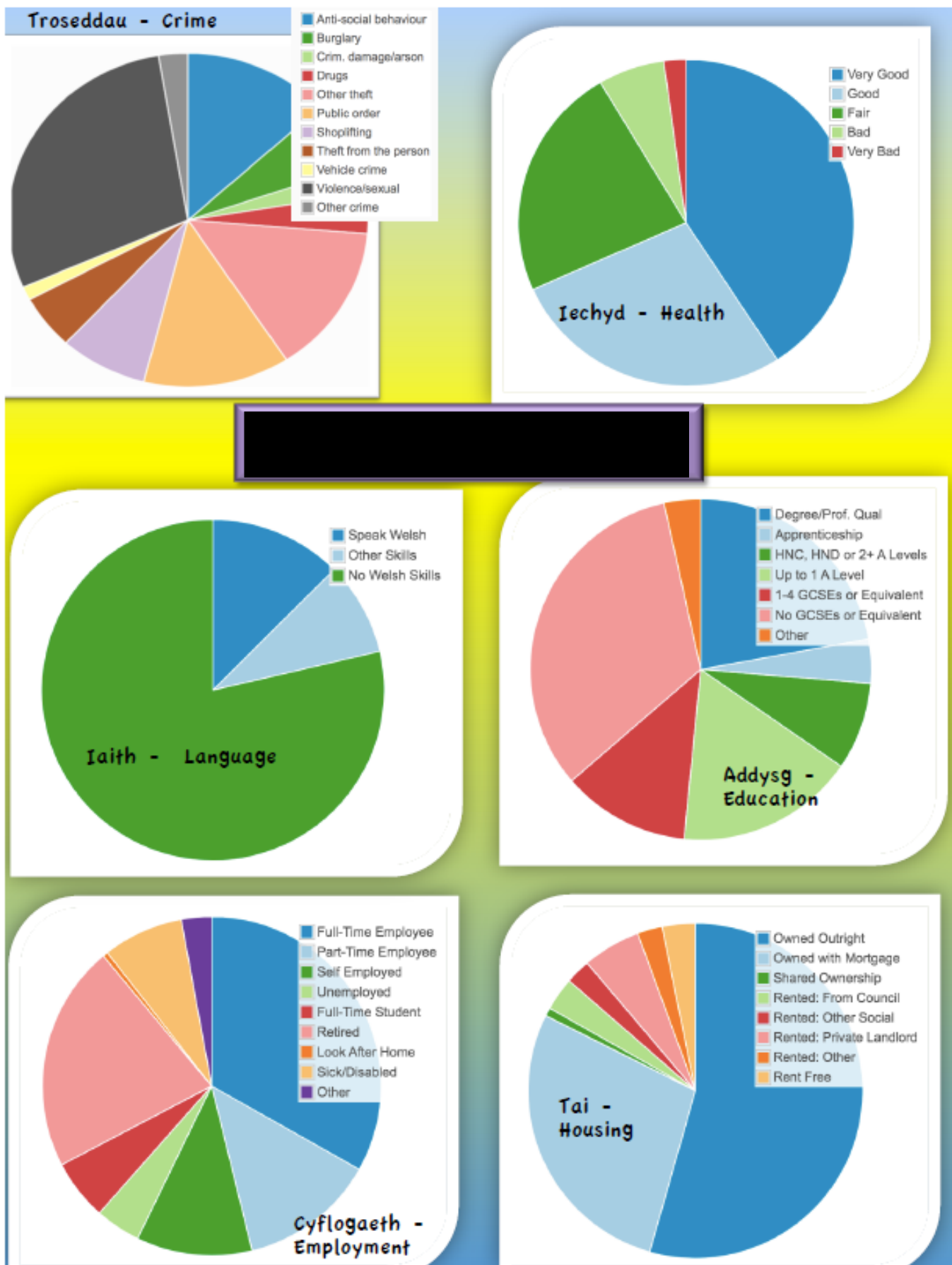
Tymor yr Hydref:

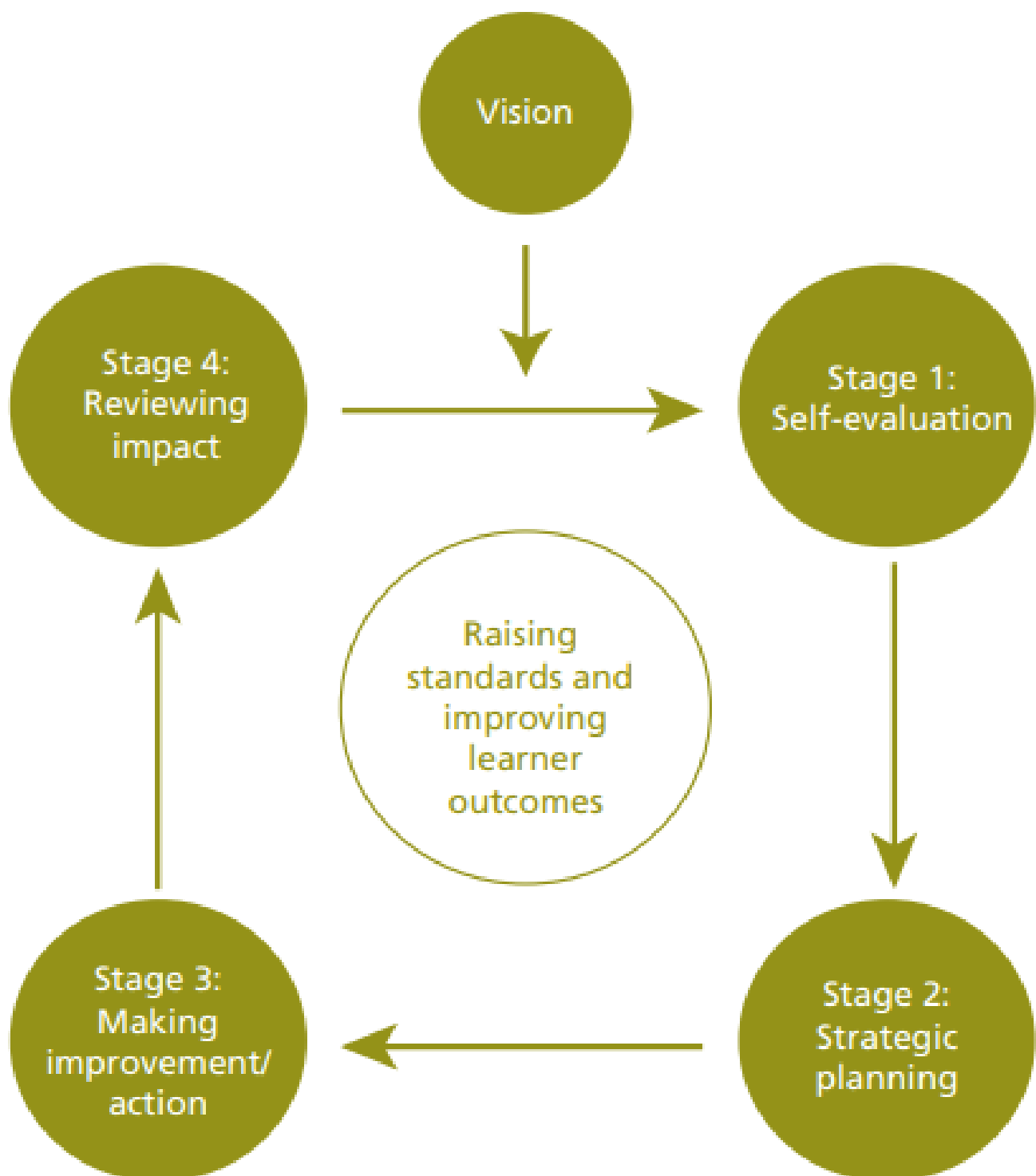
Boxall: Asesiad y tymor yn digwydd a'i ddefnyddio i fwydo'r CAU.

Cyngor lach ynghyd â'r Llysgenhadon yn cynorthwyo a gwerthuso'r amseroedd chwarae.

Cynghorau: Etholidau'n digwydd yn ystod y bythefnos 1af. Fair Active Reward Masnach Deg. Y Faner Werdd Eco. Sefydlu hysbysfwrdd 'Gwerthfawrogi'n Gilydd' yn yr ystafell staff.

Appendix B: Copy of the StreetCheck infographic provided by School X



Appendix C: The School Development Cycle (WAG, 2014, p.7)

Appendix D: The Six Nurture Principles

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

(Lucas, Insley, & Buckland, 2006)