

Please add your targets from the previous assignment

	Target	What I have done in this assignment...
Target 1	Try to ground your work by ensuring you make explicit and clear links to learning theory, using the terminology correctly.	For this assignment, I have not really talked about specific learning theories as it did not seem appropriate. However, I have tried to demonstrate use of the academic literature for any statements made about wellbeing and strategic planning.
Target 2	Interrogate data more thoroughly trying to account for what you find.	Whilst there was less "data" in this assignment compared to 7004 I have tried to thoroughly review the aspects being looked at.
Target 3	Revise your use of the possessive apostrophe.	I have worked hard on this and I think I have got this right this time!

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

Introduction

This report discusses how a large secondary school in Swansea has developed its school development plan (SDP). In particular, the school's priority area of *wellbeing* is critically examined, assessing the actions within the SDP and the progress being made.

In recent years there has been an increasing focus on the wellbeing of young people. It is estimated that one in four children in the UK suffer with mental health issues (ONS, 2016); one in twelve deliberately self harm (Mental Health Foundation, 2006); and the number of calls to Childline about mental health problems rose by more than a third between 2013 and 2017 (Mental Health Today, 2017). In addition, an OECD (2019) report into the 2018 PISA results showed that UK children scored some of the lowest satisfaction ratings with only 53% reporting that they were satisfied with their life.

The school being studied in this report is a mixed gender secondary school with an age range of 11-19 years. The pupil population is approximately 1700, including around 350 in the sixth form. Mylocalschool.gov.wales (2020), reported that in 2019, 7.8 % of pupils in the school were eligible for free school meal, which is well below the national average for Wales. In the

most recent Estyn Report (Estyn, 2018) the school was judged to be Excellent in all five inspection areas.

For the purposes of this assignment, the placement school will be referred to as school X in accordance with good practice guidance for the completion of educational research (BERA, 2018).

Literature review

Strategic Planning

In 2014, the Welsh Government introduced regulations that made the development and periodic review of SDPs a statutory requirement for all maintained schools (Welsh Government, 2014a). The SDP is the school's strategic plan for improvement, setting out both short and long term targets and the actions that are needed to achieve this goal. It should act as a 'live document' that is regularly refreshed to reflect the school's progress. Priority areas should be identified through regular review of school performance data (Welsh Government, 2014b).

McNamara (2003) states that the purpose of a strategic plan is to determine where an organisation wants to be, what actions are required to get there and how to identify when it has arrived. Robinson (2007) provides further insight when identifying the requirement to establish how new goals and objectives should be developed and the need for implementing a system of monitoring to ensure that the plan remains on track.

Fernandez (2011) claimed that increased planning helped organisations to be more reflective upon their performance and helped them to improve policies and procedures. However, Bell (2002) has strongly challenged the idea that formal planning can produce significant improvements in performance and Mintrop and MacLellan (2002) state that many school improvement plans have vague objectives that cannot be subsequently measured. It is reasonable to conclude that the quality of a strategic plan will impact on its success.

There is evidence that schools that have a robust strategic plan also have improved learner performance. Fernandez (2011) examined this relationship and noted a strong and consistent association between high quality school plans and learner performance in reading and maths. However, it is also noted in this research that this correlation could be explained by other factors, such as more experienced teachers and leaders being better equipped to produce high quality strategic plans and also simply being better teachers because of their level of experience.

Ettinger (2015) describes how some school leaders and teachers can consider school plans to be tick-box exercises which have to be completed for compliance purposes alone. However, it was shown that if a school plan can instead become a tool for continuous improvement then it becomes significantly more effective in driving improvement.

From this brief review of literature it could be concluded that for a SDP to be successful, it must be structured so that areas for improvement can be accurately identified and communicated across the school community, with objectives being prioritised to ensure that those with the greatest potential impact receive the most focus.

Wellbeing

As mentioned briefly in the introduction, the focus on child wellbeing has increased in recent years as our society has become increasingly aware of the prevalence of mental health issues affecting young people and the impact that it can have on child development.

Whilst it is easy to make a moral case for schools to promote learner wellbeing they also have a statutory duty to promote health and wellbeing in the school population (UK Government, 2007). Promoting the health and wellbeing of learners within schools has the potential to improve both their future wellbeing as adults and their educational outcomes (NAHT, 2014). Strong associations have been measured between the likelihood of a learner achieving five GCSE A*–C and the level of satisfaction of the learner (Department for Education, 2011). Similarly, pupil wellbeing has been shown to be a strong predictor of future academic progress (Gutman & Vorhaus, 2012). However, Tomin et al (2016) found that the reliability of subjective wellbeing measures were often unreliable, particularly in children. Whilst there may be some variability and uncertainty around measures of wellbeing, it seems reasonable to assume from the academic literature that focusing on learner wellbeing will deliver both pastoral and academic benefits.

In addition, evidence suggests that programmes that focus on emotional resilience amongst learners can improve school attendance, and that this effect is particularly strong for those learners who are eligible for free school meals (Challen et al, 2011).

A focus on wellbeing has additional potential benefits to the school. Ofsted (2013) found that for schools in England there was a positive correlation between school that achieved good grades for personal, social health and economic education and those schools that Ofsted graded as outstanding for overall effectiveness.

In terms of how best to promote wellbeing in schools, a 'whole school approach' where the entire school community are involved: staff, parents and pupils is considered to be optimal (Department for Education, 2016). Improving the entire school community's awareness and understanding of child mental health issues can also make early intervention more likely and effective. In addition, the implementation of targeted and more intense support for learners who are suffering additional difficulties can deliver significant benefits to both the individual learners and the wider school community (Stirling and Emery, 2016).

Developing an action plan

The current SDP developed by School X was completed in 2018 and is valid for the three academic years from 2018-19 to 2020-21. The plan was developed by the head teacher and deputy head, working with the senior leadership team and the school's governing body. It sets out priority areas for improvement and under each of these areas it lists targets and actions that should be met in order to deliver the school's strategic plan. There are five priority areas identified in the SDP as shown below:

- Standards
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

The SDP was written following detailed self-evaluation, using both quantitative and qualitative information. Self-evaluation by the school allows for the identification of the key needs and priorities for the particular context of the school (Hofman, Hofman & Gray, 2010). Devos (1998) argued that school self-evaluation should be considered as a process to collect relevant data about how the school functions, and to use this to make judgements on where improvement is required and what actions will deliver this required improvement. Stakeholders within the school are best placed to identify the appropriate actions, as opposed to actions being set by an external regulator or government body, due to school stakeholder's familiarity with the school context and capabilities of learners and staff within the school (Broadhead et al, 1996).

Significant data collection and analysis was undertaken to produce the SDP for school X. For example, in the standards sections numerous measures are listed detailing the current and historical performance alongside stretching targets for improvement in the future. The school utilises the 'Alps' software which uses historical attainment information about each learner in the school to identify expected future levels of attainment. This is often provided as a range

of future levels depending on whether the learner continues on the current trajectory or shows some moderate improvement (Alps, 2020). This provides the school with a powerful tool to assess what may be achievable in terms of future GCSE results so that they can set targets that are both stretching but also achievable. This system is a valuable tool for senior leaders and classroom teachers and whilst on placement I witnessed Alps being used in departmental meetings to identify particular learners to focus on who were on the borderline between grade boundaries. Whilst this may be useful to help meet the targets set, there are some ethical issues that should be considered where some learners are getting additional focus simply because they sit on a grade boundary rather than within a single predicted grade.

For the wellbeing element of the SDP five actions for improvement were identified which are described below.

Action 1: Develop a robust, evidence based model to evaluate wellbeing

This action was identified in order for the pastoral support team to move away from their existing system where various pastoral, behaviour and wellbeing information about learners was stored in multiple places using various systems. This meant that it was difficult to identify learners who might be suffering with more than one issue. The idea for this action was to store all pastoral, behaviour and wellbeing information about learners in one place which meant that if, for example a learner's behaviour in classes was deteriorating it would be easy for the pastoral guidance worker (PGW) or head of year to identify if there was anything else happening in that learners life, that the school was aware of, that could be causing this change in behaviour.

Action 2: Reinforce protocols and procedures to support pupil attendance

This action was captured to ensure that all teachers and support staff were regularly briefed on the school attendance policy and procedures to ensure a consistence approach across the school and to allow the pastoral support team to act quickly if a learner's attendance level was deteriorating without a known reason.

Action 3: Continue to refine pastoral support team provision

This action identified the need for an additional PGW in order to achieve the aim of having a PGW for every year group from year 7-11 and one for sixth form.

Action 4: Review and evaluate the impact and efficacy of the behaviour and ethos policy

This relates to the behaviour and ethos policy that was rolled out in 2017, which attempted to move the school towards the use of more restorative discussions to tackle poor behaviour and provided a clear roadmap of consequences if a learner's behaviour did not improve. The action is to periodically review the implementation and effectiveness of this policy and ensure that consistency is maintained across the school.

Action 5: Further develop parental engagement systems and programmes

This final action was aimed at improving on what the school offered parents in terms of support and information. The action did not provide much detail in terms of what was expected but the pastoral support team were tasked with identifying suitable initiatives to increase the level of engagement and support offered to parents.

Reflection and Evaluation

It has now been over two years since the school's current SDP was produced. As discussed earlier, Welsh Government (2014b) suggest that the SDP should be a 'live document' that is regularly refreshed. Therefore, school X could consider re-writing the objectives and actions more regularly than once every three years. However, the school does provide annual updates on progress against SDP actions and the author recognises the counter argument for regularly re-writing actions and targets, in that this can lead to longer term targets never being properly measured.

For the wellbeing related actions, the school has now developed and is using a single spreadsheet based system to capture and store all pastoral, wellbeing and behaviour information about those learners who require additional assistance from the pastoral support team (Action 1). This tool details all relevant aspects of a learners activities in the school and records any interventions completed by teachers or the pastoral support team. Every learner is reviewed by the pastoral team each half term and red / amber / green colour coding is used to track whether pupils' situation is stable (amber), improving (green) or getting worse (red). Whilst a spreadsheet can be useful software for developing this kind of tool, the school may want to consider moving to a more robust software solution, such as a database, in the future.

The attendance management policy is regularly briefed to all staff at the bi-weekly staff briefing (Action 2). All form teachers are provided with detailed breakdowns of their form attendance and are provided with resources that can be used in form time to discuss attendance with individuals or the whole form.

Since the creation of the SDP the pastoral support team has increased in size and is now structured so that it is managed by a dedicated team leader and has PGWs for all year groups up to year 11 and one PGW for sixth form (Action 3). The size of the team has increased gradually since 2012 when there were just two PGWs to the current structure where there are six PGWs and a team leader.

From my experience as a PGCE student teacher at the school, it appears that the behaviour and ethos policy is well understood by all staff and is used consistently (Action 4). When the behaviour and ethos policy was being developed and when it was rolled out there was a 'behaviour and ethos working group' that met regularly. This group included members of the senior leadership team, heads of year and PGWs. However, since the roll-out this group has not met to review the policy. Whilst it appears that the processes and procedures are well embedded at the school it may be useful to reconvene the working group to periodically review the effectiveness of this policy.

The pastoral team have achieved a lot in the last two years in terms of increasing the level of support offered to parents (Action 5). Parent workshops are now regularly offered which cover topics such as online safety, drug and alcohol abuse and risk taking behaviour. These have been well received by parents and have successfully attracted parents who have historically been less engaged. The pastoral team are also in regular telephone contact with parents of learners who may be struggling at school and teachers (and student teachers) are also encouraged to make calls home to parents to inform them of any concerns, or report good work. An extra year 7 parents evening has been introduced into the Autumn Term so that parents can meet the form teacher and subject teachers early in the school year. Finally, a very recent initiative is the completion of a parent survey where parents were able to provide feedback on what information they wanted from the school. The results of this survey are currently under review.

Conclusion

This report has reviewed the SDP that is in operation in school X. In particular, the priority area of wellbeing has been examined. The evidence suggests that the school is making good progress on the majority of actions identified under the wellbeing banner although there are some minor areas identified where the school could consider further improvements as detailed here:

- Consider refreshing the SDP actions more regularly than the current three year cycle.
- Consider implementing a more robust software platform for the wellbeing tracker.

- Consider reconvening the behaviour and ethos working group to review the effectiveness of the policy and identify any potential improvements.

Through the completion of this report I have gained an improved understanding of how strategic planning should be carried out. In January I accepted a job as an NQT at school X starting in September so the detailed understanding that I now have of the school's SDP will be invaluable to me as I start my career as a teacher.

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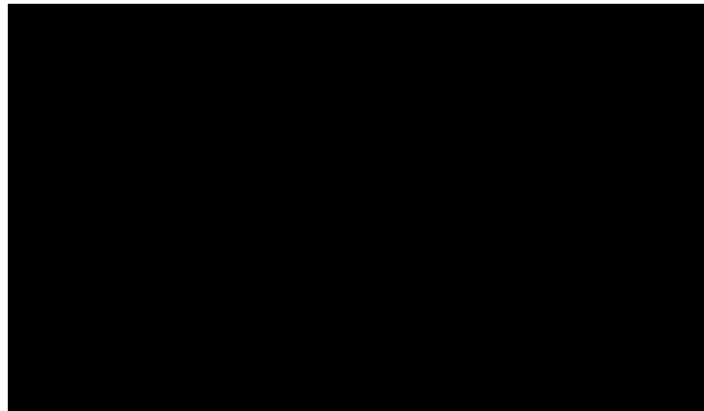
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Appendix – School X school evaluation and development plan



School Evaluation and Development Plan 2018 – 2021

This document is based on the Welsh Government regulations 155/2014

Timeline	Date	Staff Members and GB
Planning	09/19	HD, MDS, SLT, GB
Reviewing		HD, MDS, SLT, GB (Full)
Reviewing	See Governors' Schedule	HD, MDS, SLT, GB

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Contextual Information		
Current National Category		A
Strategic Overview 2019 - 2020		
Workforce Planning: number of fte TEACHERS	93.29	
Workforce Planning: number of fte SUPPORT STAFF	55.70	
Grant Finance 2019 - 2019		
Source of Funding	Purpose	Sum
RCSIG	- Professional networks - Intervention programmes - Tracking	£117,756
Pupil Development Grant LAC PDG	Breaking the link between disadvantage and educational attainment	£93,150 £8000
Pioneer Schools	Curriculum reform	£15,000
MELIA	Devolved funding to provide support for minority ethnic learners	£68,100

2019-2020	Y7	Y8	Y9	Y10	Y11	Total
Eligible for Free School Meals	33	38	31	25	27	154
Looked After Children	2	2	2		1	7
English as an Additional Language						
'A' on the language acquisition model	2	2	2	2		8
'B' on the language acquisition model	2	7	4	3	8	24
'C' on the language acquisition model	8	3	8	13	11	44
'D' on the language acquisition model	17	15	29	40	30	131
'E' on the language acquisition model	60	30	17	25	15	147
Number of latecomers to Welsh						
Special Educational Needs						
School Action	29	10	23	18	14	94
School Action Plus	10	4	5	2	8	29
Statement	4	3	5	6	4	22

Progress since the last Inspection				
Date of Last Inspection: February 2018	Inspection area:	Judgement:	Subsequent Monitoring:	
	Standards	Excellent	None	
	Wellbeing and attitudes to learning	Excellent		
	Teaching and learning experiences	Excellent		
	Care, support and guidance	Excellent		
	Leadership and management	Excellent		
RECOMMENDATION				
Recommendation	Excellent progress	Good progress	Adequate progress	Unsatisfactory progress
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Definition	Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.
Ensure that all teachers use consistently effective questioning techniques to challenge pupils' thinking and deepen their understanding				

School and Governing Body evaluation 2018/2019						
Priority: Standards						
Evaluation:						
Maintain the school's relative position in relation to WG KPIs (BMQ1 position in key performance indicators including Capped 9; Literacy APS; Numeracy APS; Science APS; A*-A) - performance against modelled outcomes is very strong and this is further supported by AWCDs, ALPS and FFT analysis						
	L2+ (inc Lit)	Capped 9	5A*-A	Literacy	Numeracy	Science
% Achieving	77.3	412.7	38.7	46.0	44.4	47.1
% Modelled	65.4	385.1	23.2	43.4	41.1	42.4
Difference	+12.0	+27.6	+15.4	+2.6	+3.3	+4.7
All Wales Core Data Sets ALPS REPORTS 2019 FFT 2019 - Continue to focus on improving outcomes for all groups of learners including FSM, EAL and ALN - the progress of groups of learners is a particular area of strength (see FFT value-added analysis); FFT analysis confirms that we need to continue to focus on the performance of higher attainers and minority ethnic learners FFT 2019 - Performance at key stage 5 is excellent with an ALPS Provider Quality Indicator score of 2 and a three year T score of 3 ALPS REPORTS 2019						

Priority: Wellbeing**Evaluation:**

- Develop a robust, evidence based model to evaluate 'wellbeing' (measure and define beyond A and E) - under development
- Reinforce protocols and procedures to support pupil attendance - review and evaluate current model (95.3%+) - attendance for the year is 94.5%, 0.3% short of modelled and 0.8% short of school target. Importantly we are in line with the family and above LA.
- Refine Newid provision so that it continues to support all learners, including those with complex needs, and enables them to effect positive change - provision in this area of the school continues to evolve and strengthen; the PGW team is managed by a Senior PGW who reports directly to the Assistant Headteacher (Wellbeing) and Deputy Headteacher (Safeguarding); each year group (7-11) has a designated PGW who follows the cohort through the school and they work alongside their respective Learning Leader; Learning Leaders are also supported by Assistant Learning Leaders; in the Sixth Form the PGW works as part of the Sixth Form Team (Key Stage Manager, Learning Leaders X2, Assistant Learning Leaders X2, Assistant Headteacher); this team is also supported by the ALN team, the Pupil Welfare Officer and the Educational Welfare Officer. PGWs are a key point of contact for parents and external agencies who support our learners. This level of provision marks a step change in the level of wrap around care we provide to learners, particularly those with complex needs, but represents excellent value in terms of pupil wellbeing and outcomes.
- Review new Behaviour and Ethos policy and procedure - in September 2018 we introduced a new policy and accompanying procedures which marked a significant cultural shift in terms of community wide attitudes and engagement. Adopting the 'five pillars' of Pivotal practice presented some challenges to pupils and, in particular, staff. However, a focus on effective yard/corridor/classroom management has paid dividends, particularly when the principle of calm, consistent adult behaviour is applied. When necessary, restorative follow up in the form of 'call backs', has shifted the focus from punitive punishment to actually addressing the issue of the behaviour itself. Very good progress has been made on this community wide priority.

Priority: Teaching and Learning**Evaluation:**

- Evaluate the iLearn curriculum; ensure that we have a curriculum which delivers Donaldson's 'four purposes' and is suitable for all learners - as a result of successful monitoring, evaluation and review, the school has continued to expand its curriculum reform programme; all key stage 3 pupils experience our integrated iLearn model of delivery through the six learning areas. Our current Y10 pupils are the first cohort of learners to experience the 'new' curriculum from Y7 to Y9 (GCSE PPG data will be available at the beginning of December). However, the curriculum has continued to evolve with refinements and amendments being made year on year; in most learning areas, schemes/programmes of delivery have been revised.
- Develop an assessment model (+ Pioneer Schools) which supports the delivery of the new curriculum (including the 'four purposes') - progress in this area has been excellent: at KS3 123 data has been refined in line with WG guidance, delivered via whole school inset and through learning area meetings so that staff understand the ethos underpinning this area of assessment; this has provided clarity in relation to both attitude to

learning and pupil progress (formative assessment - national and school priority); reporting and parents' evenings processes and procedures have been reviewed and amended to better support assessment at KS3 - the dialogue with parents and pupils clearly focuses on progress (AoLE) and next steps - there is explicit coherence between these two points of feedback. The increased focus on formative assessment is underpinned by school based research (2 year project on assessment).

- [LA info on Assessment and Reporting Nov 2019](#)
- Embed and extend the DCF - under the direction of the Digital Literacy Coordinator, the DCF has been mapped at both school level and individual learning area level (all staff have access to this resource through the staff site); digital leads in each learning area are responsible for populating the evidence drop box with resources that support the DCF strand/sub element for each learning area as detailed in the map. Progress was hampered by very significant network issues (restrictions on bandwidth); this problem has now been addressed. Following the departure of the DLC, the decision was taken to appoint Digital Literacy Leads in each learning areas with a view to accelerating progress in this area during 2019-20.
- <https://sites.google.com/...>
- <https://sites.google.com/...x2authuser=0>
- Extend the use of Welsh in activities across the school community and aim to achieve the Bronze Siarter Iaith Award - under development

Priority: Care, support and guidance**Evaluation:**

- Tracking, monitoring and the provision of learning support
- develop bespoke tracking system for iLearn (Progression steps and 4Ps) - 123s (see reference above) track attitude and progress - we are adhering to the principle that achievement outcomes should not be used to produce a summative assessment - not tracking against an end product; significant progress has been made in this area, outlined in the document below:
- [LA info on Assessment and Reporting Nov 2019](#)
- develop bespoke wellbeing tracking system (not exclusively attendance and behaviour - how do the different elements mesh?) - 'Tracking Wellbeing Intervention and Support' monitors support for pupils in their respective year groups; this is the first time a bespoke tracking system on this scale has been developed at school level and the ability to reference and cross-check specific interventions is particularly useful for pastoral team members and senior staff who have ready access to live information:

- [Tracking Wellbeing Intervention and Support 2019/20](#)
- **Further develop parental engagement systems and programmes** - a combination of the application of new technology (SchoolComms/EventBrite) and bespoke engagement sessions has enabled the school to communicate more directly with parents than ever before; this work includes engagement with prospective parents from our feeder primary schools and has enabled us to build meaningful relationships which strengthen our understanding of pupils' and parents' needs; the work of the School Advisory Board continues to evolve and parental representation is key to the continued success of this forum.
- **Personal development** - ensure iLearn supports holistic education at learning area level; continue to develop pse provision which compliments and builds on learning area provision - evidence from learning area self-evaluation, lesson observations and reviews of learners work identifies that iLearn schemes/programmes better support the holistic development of pupils because it is underpinned by the four purposes; in many instances, pse provision compliments this work but a wider review is underway which should bring even greater cohesion to this area of learning experience.
- **Safeguarding** - continue to refine a system which ensures that all children are safe; develop the 'culture of safety' across the school and wider community - the extension of the pastoral support system (including Newid), termly whole staff training and the adoption of myconcern has further strengthened our ability to keep children safe; multi-agency links continue to develop; information sharing between providers has improved.

Priority: Leadership and Management

Evaluation:

- **Further develop a professional learning model which enables teachers to demonstrate sustained highly-effective practice** [Approach to Developing Professional Expertise](#) is at the heart of a school wide approach to professional learning which focuses on identifying and sharing excellent practice in order to improve the consistency of pupils' classroom experience; the activities undertaken in each DPE cycle form part of a cohesive system of evaluation, reflection, research and improvement planning. This has been an area of strength in the school for a number of years but the importance of the migration from a compliance model to an open and honest climate where collaboration and support are the drivers cannot be understated.
- The embedding of a research culture at the school, together with international evidence about the importance of research, led to a major investment (£100k+) in a research team from September 2017. The research team has been focused on supporting pedagogical developments in iLearn at school level, but has also contributed to the work of the wider educational community at both local and national level.
- Athrofa - we are a lead school working with five other providers and UWTSd supporting 27 students as they work towards their PGCE
- **Restructure leadership and TLR model to better reflect and support the current developmental school priorities** - 2 additional senior leaders have been seconded onto the leadership team to provide resilience in key areas (attendance/transition/stakeholder engagement).
- **Reimagine the improving quality programme so that it reflects and supports the core work of the school as a learning community** [Approach to Developing Professional Expertise](#)

Three Year School Development Priorities 2018 – 2021

Development Priority Areas	2018-2021
Standards	• Maintain the school's relative position in relation to key performance indicators including Capped 9, Literacy APS, Numeracy APS, Science APS, A*-A) • Continue to focus on maintaining positive progress (value-added) for all groups of learners including FSM, EAL and ALN
Wellbeing and attitudes to learning	• Develop a robust, evidence based model to evaluate wellbeing (measure and define beyond A and E) • Reinforce protocols and procedures to support pupil attendance (95%+) • Continue to refine Newid provision so that it continues to support all learners, including those with complex needs, and enables them to effect positive change • Review and evaluate the impact and efficacy of Behaviour and Ethos policy and procedure
Teaching and learning experiences	• Evaluate the iLearn curriculum, ensure that we have a curriculum which delivers Donaldson's 'four purposes' and is suitable for all learners • Develop an assessment model (+ Pioneer Schools) which supports the delivery of the new curriculum (including the 'four purposes') • Embed and extend the DCF • Extend the use of Welsh in activities across the school community and aim to achieve the Bronze Starter Iaith Award • Identify how the collaborative learning culture ii improved learning experiences for pupils; continue to develop a professional learning model which recognises the importance of research based practice; accelerate our partnership work with other schools and education providers
Care, support and guidance	• Tracking, monitoring and the provision of learning support - develop bespoke tracking system for iLearn (Progression steps and 4Ps); develop bespoke wellbeing tracking system (not exclusively attendance and behaviour) • Further develop parental engagement systems and programmes • Personal development - ensure iLearn supports holistic education at learning area level; continue to develop pse provision which compliments and builds on learning area provision • Safeguarding - continue to refine a system which ensures that all children are safe, develop the 'culture of safety' across the school and wider community
Leadership and management	• Further develop a professional learning model which enables teachers to demonstrate sustained highly-effective practice • Restructure leadership and TLR model to reflect and support the current developmental school priorities • Review and evaluate the improving quality programme to establish the extent to which it supports the core work of the school as a learning community