

ECAD7003

Component 2

	~~Targed/target~~	~~Yr hwn yr wyf wedi'i wneud yn yr aseiniad hwn.~~ What I have done in this assignment...
~~Targed/Target 1~~	Much clearer focus to your study with adherence to the purpose of answering your research question evident throughout.	I have demonstrated that I understood the question in this assignment. I have worked through the assignment and continuously checked all the criteria.
~~Targed/Target 2~~	Relevant research and theory should be assimilated throughout your assignment to demonstrate competing perspectives and how they link with your study.	I have linked the literature review to question in this assignment. I think that in the last assignment I was unsure as to what I was trying to portray. I have also used more recent journal sources than the previous assignment.
~~Targed/Target 3~~	Proofread your work to ensure accurate sentencing and punctuation, particularly the use of the comma.	I have proof-read my work several times and have used the reader on the computer. This time I did not put commas where the speech corrector said, instead used my own knowledge of grammar.

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

Introduction

A vision is essential for schools to create a learning environment that is appropriate for all, and to ensure pupils become admiral members of the community they live in. This should be what a school would hope to achieve, together with growth and improvement for the future of the school and community. In order to achieve this a School Improvement Plan (SDP) is required, as such a plan would track the vision of the school with a clear focus.

For the purpose of anonymity my placement school will be identified as School X (BERA, 2018). School X's vision and focus according to their Strategic Equality Plan (SEP) was the aim for all pupils to feel confident to learn, this was done by providing a caring and happy environment, making a commitment to eliminating discrimination of any type (race, gender, transgender, religion, or belief, disability or sexual orientation). However, bullying was a key factor of the SDP. In this report I will critically discuss the implications of bullying, why bullying occurs and how my placement school dealt with this situation, and if using the SDP was useful in planning strategically to address this situation. Evaluating and reflecting on these findings will therefore inform my future teaching practice to make me the best teacher I can be.

In order to analyse the SDP, the contextual nature of the school should be understood, as this information effects the SDP significantly (Ryder et al., 2015, p. 339–352). Situated in the inner-city of Cardiff, School X is faced with challenges of supporting children of many multi-cultural and impoverished backgrounds (Welsh Assembly Government (WAG), 2019c), these include English as additional Language (EAL) of 30%, the average for Wales is 6.38% (WAG, 2019a) and those eligible free school meals (eFSM) of 22%, the Welsh average of 16,8% (WAG, 2019b) both being above average.

Literature Review

Schools are like businesses; it is essential to have a plan for them to flourish and prosper (Day et al. 2011). These plans in schools are set out in the form of a strategic framework (Ttofi and Farrington, 2011, p. 27–56). According to Anderson (2005, cited in Christenson, and Reschly, 2010) schools worldwide, such as in Canada and the USA, are seeing a necessity to have a plan to run efficient schools, the SDP is therefore a process that meets

the challenges that schools are faced with (Greenberg, 2010, p. 27-52). The SDP can ensure that schools stay focused on visions, through prioritising and identifying the needs of pupils and staff, and by monitoring effective teaching, evaluating previous planning and making the necessary improvements (Greenberg, 2010, p. 27-52). Leask and Terrell (2014) agree and states visions can be transformed into realities.

Conventionally, headteachers write the SDP, however, at School X the Head and Senior Leadership Team (SLT) create a whole school (team) approach to this plan (Bovill et al., 2011, p. 133-145). Similarly, Lumby (2012, p. 261-279) suggests that the whole school (team) approach is systematically more effective and enhances freedom through providing autonomy, as all stakeholders can have an input on the plan. However, Bush and Coleman (2008, cited in Carnie, 2017) argue that the success of the school may be compromised, especially if not properly managed. Leask and Terrell (2014) agree and tell us that when a school chooses the method of using a whole-school development system that the SDP should set out who is responsible for what and by when to ensure the system is completed.

In an ever increasingly competitive world caution should be taken to ensure the plan is an effective and tailored to meet the school, and communities' requirements. Through self-evaluation by the headteacher, SLT, teaching staff and pupil voice, School X looked at all aspects and created a School Evaluation Report (SER), the data flagged up in the SER was recorded in the SDP.

All stakeholders ensure that a holistic approach to commitment is made to enhance teaching and learning and improving pupil's outcomes. The information gathered is collated from pupil views, circle meetings, staff, pupil and parent questionnaires, feedback from governing body, headteacher session, and community and parents' forums (Ainscow et al. 2013).

During my investigation the process showed that the SDP had focused significantly on a bullying issue. This was because at the end of the school year the pupils completed a generic questionnaire, to gain pupil voice. These questionnaires identified that there was a potential bullying problem. If this was the case, I wanted to know why this was happening? What was being done to combat and raise awareness of the situation? Was the SDP being used as an effective tool to improve the pupils' opinions of bullying?

As educators it is important to understand a problem in order to solve or plan to avoid one. Through the system of the SER and looking at the context of the school, one question could be "Is there bullying as a result of pupils' which leads to the question could bullying occur because pupils are impoverished and require support from the state, for example receiving eFSM. The Bevan Foundation (2010) states there is stigma around children being poor and

receiving eFSM is an indicator known by pupils that a pupil is poor. As a teacher it is important to understanding the sociometric status that pupils face (Cowie et al. 2018).

In the last report regarding eFSM dated 2013, the Welsh Assembly Governments (WAG, 2013) statistics showed that only 73.85% accepted the entitlement, further stating that they believed due to the stigma attached not all pupils would accept the eFSM for fear of being bullied. Which is a shame because according to WAG (2013) 61.9% of children who did have a healthy meal gained good grades at GCSE, whereas 28% of children who were entitled but did not accept, did not achieve any GCSE's. As a teacher I would also need to be aware of 'The Well-being of Future Generations (Wales) Act (2015)' as this according to Donaldson (2018) and Davies (2016, p. 41-56) state there are public bodies that should be aware of the impact that poverty and diversity has on a pupils' education, with an expectation to work with the communities and schools to eradicate these problems.

Through research I have also discovered that adverse child experiences (ACES) could be a factor in understanding why bullying occurs (Burke-Harris, 2018). ACES can be as a result of poverty and the problems children face at home. According to Roisman et al. (2010, p. 295-311; Wang et al, 2013, p. 296-302), by understanding the problems pupils face at home and how it effects their behaviour can alleviate the problems that arise. Perry and Francis (2010, cited in Grigg, 2014) agree and suggest that the behaviour that arises from ACES can affect a pupil's ability to focus, which contributes to anger issues resulting in lashing out and potential bullying.

Unfortunately, there is a vicious circle occurring, children living in poverty are at risk of poor attainment, poor health and low skills leading to low aspirations which leads to unemployment and then a life living in poverty. According to The Bevan Foundation (2010) tackling child poverty in Wales is difficult because the UK Government do not provide Wales with enough money for education. However, in Australia, Bentley and Cazaly (2015) state that the quickest way to lift pupils out of poverty is through improving pupil's outcomes. According to The Bevan Foundation (2010) and Bentley and Cazaly (2015), research suggests that pupils attending schools with affluent parents, who support the school financially, gain better attainment outcomes. Save the Children (2016) state that having a good education plays a key role in lifting children out of poverty. UNESCO (2019) agrees and states that education is key to promote the well-being of pupils and further states that international studies reveal, if we combat the issue of bullying in our schools, attainment should be raised. Critically, Mitchell (2016) suggests, bullying is not only the reason that some groups continue to underachieve, but further suggests that continuing budget cuts are

a factor. However, to close the attainment gap children should be giving a fair start in life (Rigby and Thomas, 2010). Poverty leads to social disadvantage, according to Grigg (2014) unless more is done to close the gap socially, the attainment gap will only get wider.

Developing an action point

The school discovered that bullying was not occurring. However, the question had been proposed in the SDP, and therefore was required to act. If there had been what did the school propose to do about it? The emphasis of bullying was built into Literacy, Expressive Art and Digital Competency lessons. School X had also created a whole school approach system to conquer the various matters that were flagged up by the SER. This was in the form of task groups under the name 'The Senydd'. The task groups were split into categories of what the task was to achieve (see appendix 2 for copy of task groups). Through teamwork the school can meet the needs of all the children and complete the school development plan. Ainscow et al. (2013) suggest that teams are hugely advantageous as it maximises creative talents to reach maximum results.

In this report I have concentrated on Area 2 – Wellbeing and attitudes to learning (see appendix 1b). The data gathered pupils' opinion of their education and how it was to evolve. 'Team Wellbeing', arranged bullying workshops through an external agency. An example experienced on PTE 1, was that pupils from year one witnessed puppets with behavioural issues, what bullying looked like and how to cope with these factors. After this support of what bullying looks like, Team Wellbeing decided to create another questionnaire for the pupils. To which they discovered that there was not a bullying problem in school.

The SDP also sets out what the teachers would be responsible for, through a series of literacy lessons, writing poems and a persuasive text to persuade a bully not to bully, describing a poster orally, and write a descriptive piece of writing. The school recognised the use of P4C to discuss bullying. According to Lipman (2010, cited in Murris, 2016, p. 63–78; Vansielegheem and Kennedy, 2011, p. 171-183), through a philosophy discipline, knowledge could be drawn from children' as curiosity can draw on creative thinking. Goddard et al. (2013) disagrees with using philosophy discipline unless the teacher has received the appropriate training, as it could do more harm than good. Furthermore, Cross et al (2011, p. 105–129) suggest that in comparison schools in Australia have observed positive outcomes from using a whole school approach to bullying, including providing curriculum work to build on the children's social skills together with peer promoting initiatives. School X has a qualified practitioner of children's psychology, who has conducted training for the staff.

School improvement should be an approach to measure the gap in education and set an action plan of what is to be done to achieve closing it (Jones, 2017). According to Brighthouse and Woods (1999 cited in Hope, 2018, p. 84–100) when targets are set, even if they are achieved, this does not necessarily create permanent overall change. The approach of School X is showing an understanding of this through 'The Senydd', aiming at making that overall change.

It is also important to note what information is gathered by SLT for the SER to be put into the SDP, is pupils' attainment and through the evaluation of data analysis. This data includes quantitative data, such as attainment results, tracking information on learners' progress, school banding information, National School Categorisation System, PISA results and wider contextual factors, e.g. socio-economic, linguistic, enrolment trends, facilities at school (Beach and Lindahl, 2004, p. 2-32). It also involves qualitative data which includes inspection reports relating to the school, information relating to learners' well-being and could also include information collected from pupils, parents, staff and outside organisations that the school is involved with in the wider community. Enabling the development of school's inclusive philosophy by all stakeholders can improve the focus on teaching, learning practices and outcomes (Huber and Conway, 2015, p. 57–70). Furthermore, Ainscow et al. (2013) suggest this provides a supportive and positive environment for pupils to achieve a high standard of education. This works in partnership with 'The Senydd' groups to make a change holistically for School X.

Reflection and evaluation

On reflection of the evidence, I found there was no bullying occurring at School X, but for some schools with a high number of eFSM or pupils with ACES this could very well be the case (Burke-Harris, 2018; Cowie et al. 2018; Grigg, 2014). I have learnt that although it is important to gain pupils voice or indeed the voice of any stakeholders involved in the running of a school, it is also important that the questions posed are purposeful (Ottesen and Stephens, 2018). The realisation that questionnaires can cause misinterpretation of data was a challenge for School X (Dewberry et al. 2013, p. 286-293) and the pupils' opinions from the generic questionnaire, posed a controversial situation. The situation presented, did not actually turn out to be a problem as after a series of activities and learning studies, the pupils were able to make an informed judgement regarding the subject of bullying and the overall impact led to a more intense use of P4C, where teachers realised the benefits of these discussions for pupils. I will take this forward in my teaching career. There was also a greater improvement of creative writing through the series of literacy lessons provided. The

impact of these systems also led to the creation of a buddying system on the playground, which promotes the wellbeing of pupils' relationships, whilst developing a knowledge for the pupils to be able to know what to do if they were ever to witness or be a victim of bullying.

My evaluation of the system that School X used is somewhat limited, due to my limited experience, and this was my first analysis of an SDP. However, when critically evaluating the task groups in depth, it was clear to see there were strengths in the system, such as increased pupil voice and spending time in the community, which presents a real authentic situation that is invaluable to promote and enhance the pupils learning (Aspfors, J. and Bondas ,2013; Thompson and Smith, 2011). It was also supported by a lead for the group, who feeds back to the head, this showed that the school was promoting ownership and leadership. This participation, leadership and ownership according to Estyn (2016) builds positive relationships and promotes leadership for our citizens of the future. However, there were also weaknesses, for example children were placed into one task group for the entire time, some children could miss out on aspects of the learning areas or experiences of the different task groups. The meetings were only once a month which is not a lot of time to make a difference. For some of the workshops, what has been done or created was unique and therefore could not be done again, therefore some pupils miss these opportunities.

Conclusions

In conclusion it is clear to see that the use of the SDP is necessary in the running of an efficient school. From the perspective of School X, I have learnt the whole (team) school approach to this was clearly an effective approach (Bovill et al., 2011, p. 133-145). Through the process of the SDP, it enabled the school to not only discover an opinion of bullying ethics from the children, but also inform the children to be able to become ethically informed citizens, and prepare the school for such incidents or raise awareness and avoid incidents (Donaldson, 2015).

As per the suggestion of Olweus (2013) the more reliable method used to combat issues in school is the use of questionnaires, as the information is private and confidential, so could potentially be a more reliable source of information (children will not copy peer responses). However, in the case of School X, the questionnaire is only reliable if the children can understand what is being asked. I will take this forward in future practice and ensure the questions that I ask children in questionnaires are appropriate.

Finally, through the research undertaken in the literature review it revealed that bullying is a serious problem that can dramatically affect the ability of students to progress academically and

socially (Burke-Harris, 2018). Moving forward in my practice I would ensure that a comprehensive intervention plan that involves all students, parents, and school staff is required to safeguard pupils in my care. I have gained an understanding of what some pupils may experience at home, and how they feel on entry to school every day. Through further professional practice I will plan the necessary strategies that are needed to run an inclusive classroom environment (Leask and Terrell, 2014).

Appendices

Appendix 1a

The School Development Plan (SDP)

Area 1 Standards and Progress Overall	1.3 1.3 1.3 1.3	- Further improve provision and teaching in FP outdoor areas leading to improved Outcomes and standards - Improve skills and standards in Welsh - Further progress working towards the towards Cymraeg Campus Bronze - Devise and embed a planning format that that puts the Four Core Purposes, the Six AoLEs and Pupil Voice at its heart
Area 2 Wellbeing and Attitudes to Learning	2.2 2.1	- Children have a secure understanding of what constitutes bullying behaviour - Create Yr Senedd ~~Room~~ comprising of pupil voice groups from Y2 - 6
Area 3 Teaching and Learning	3.3 3.1 3.1 3.2 3.2	- Devise and embed a new planning format that that puts the 4 Core Purposes, the Six AoLEs and Pupil Voice at its heart - All Foundation Phase staff demonstrate a sound understanding and delivery of FP pedagogy which meets the needs of all children and raises standards in all classes - Develop a consistent approach to teacher and pupil questioning - Develop the way in which Children's Rights are integrated into the timetable - To introduce and develop continuous and enhanced provision FP pedagogy into LKS2
Area 4 Care, Support and Guidance	4.1	New ALN requirements are met through staff being confident and effective in supporting pupils with ALN
Area 5 Leadership and Management	5.3	Develop a consistent approach to teacher and pupil questioning through the organisation of action research and triad working

Key Area – Standards & progress overall				
Areas Sub Section -				
Target – Children have a secure understanding of what constitutes bullying behaviour and accurately evaluate playground behaviour	Success Criteria - Children have a sound understanding of what constitutes bullying behaviour and when (if) it occurs - Children have a clear understanding of how to respond to any incidents of bullying against themselves or others - Bullying log shows that staff respond to bullying appropriately and consistently			
Actions	Personnel	Timescales	Resources	Finance
- SLT to include children's explanations/perception of bullying in school to L2L scrutiny session and produce summary report - All classes carry out a baseline to ascertain pupil perceptions of bullying - Raise awareness re the issues around children's perception of bullying derived from pupil questionnaires, baseline and L2L session - Staff to ensure regular circle time and/or P4C sessions with a focus on outcomes of the point above	- SLT - AJ to devise, class teachers to deliver - PV led via Senedd - Teaching staff (Info to be made available to	- Sept '19 - Sept '19 - Sept '19 - Ongoing from Nov '19	- Scrutiny time - INSET time - NC time - Resources for circle time / P4C	- None - None - None - None
- Organise events during anti bullying week 11-15 November 2019 (Organise workshop led by Bigfoot Company) - Repeat baseline survey & analyse results	- staff on Teachershare PR SP) - SP to investigate costs - Class teachers	- November 11-15 - June 2020	- Bigfoot Company workshops - Surveys	£510 + VAT - None
Monitoring and Evaluating Impact				
- Baseline assessment - Monitor provision of circle time/P4C (as above) via L2L - Whole school pupil questionnaire				

Appendix 1b

Key Area – Standards & progress overall					
Areas Sub Section - Wellbeing 2.1					
Target – Create Yr Sennedd [REDACTED] comprising of pupil voice groups from Y2 – 6		Success Criteria - All pupils in years 2-6 to have a voice and to be actively involved in one of the [REDACTED] PV groups - PV groups set up - Groups have mission statement and agreed objectives/action plan - PV groups meeting on a regular basis - Cymraeg Campus Bronze award achieved - School of Sanctuary status awarded - Rights Respecting School Silver award achieved - Links made with local community			
Actions	Personnel	Timescales	Resources	Finance	
- SLT/Staff to decide frequency/time/day of meetings - Staff to choose/offer PV groups to include Eco, Cymraeg Campus, Behaviour/Playground, Rights Respecting, School of Sanctuary, Community - Programme introduced to pupils - Programme introduced to parents - Pupils choose groups - Groups draw up Mission statement - Groups agree objectives and draw up action plan - Groups meet regularly to work towards objectives - Groups elect Cadair to sit on Yr Sennedd [REDACTED] - Yr Sennedd to meet once a term with HT/DHT to discuss progress - Each group to report to governors and parents once a year	- PR to lead - PR to co-ordinate - PR - PR - Staff/pupils - PV groups - PV groups - PV groups - PV groups - HT/DHT - Cadair	- Sep 2019 - Oct 2019 - Oct 2019 - Oct 2019 - Oct 2019 - Oct 18th 2019 - Oct 18th '19 then 1 x month - Aut 2019 - Dec/Mar/Jul 1x year	- Inset - Inset - Assembly - Email - Excel docs - PV time - PV time - PV time - n/a - n/a - DHT time	None	
Cymraeg Campus PV group - Create Mission statement - Work with WEO to audit current provision against CC Bronze targets - Draw up action plan - Create display to inform school of progress towards targets	PV group	Oct 18th 2019 then once a month	n/a	None	
- Inform parents/governors of progress towards targets - Put school forward for CC Bronze assessment and support assessment process					
Rights Respecting Schools PV group - Create Mission statement - Audit current provision against Bronze action plan - Amend/Add to action plan - Inform school/parents/governors of progress towards targets - Support Silver assessment process	PV group	Oct 18th 2019 then once a month	n/a	None	
School of Sanctuary PV group - Create Mission statement - Work with ML to audit current provision against SoS criteria - Draw up action plan - Inform school/parents/governors of progress towards targets - Put school forward for SoS assessment	PV group	Oct 18th 2019 then once a month	n/a	None	
Behaviour/Play PV group - Use responses to 2019 pupil survey to: - Create Mission statement - Identify objectives and create action plan - Inform school/parents/governors of progress towards objectives	PV group	Oct 18th 2019 then once a month	n/a	None	
Community PV group - Create Mission statement based on understanding that schools need to create links with local community - Create Mission statement - Identify objectives and create action plan - Inform school/parents/governors of progress towards objectives	PV group	Oct 18th 2019 then once a month	n/a	None	
Monitoring and Evaluating Impact - Minutes of PV groups - Pupil survey - Assessments for CC Bronze/RRS Silver/SoS status - Sennedd meetings - L2L					

Appendix 2

The Senydd

The task groups were as follows:

- ~~Dregiau Dewi~~ – Increasing Welsh in school – Bronze award
- Rights Warriors – Raise awareness of UNCRC – Rights of the Child
- TST – Tech Safety Team – Raising awareness of internet safety
- Planet Savers – Raising awareness of global warming- reducing plastic use
- Team Wellbeing – Raising awareness of bullying – creating a buddy system.
- The Healthy Helpers – Raising awareness of helping our elders – visiting the elderly
- Active Travel Crew – Raising awareness of keeping fit and healthy – Bicycle crew
- Radnor Community Team – Raising awareness of being kind in our community.
- Radnor Improvement Team - Asking council for essentials for parks, and schools
- Fundraising Fellows – fundraising committee, for raising funds for good causes and charities.

These groups comprised of a mixture of children from Year 2 to Year 6. The agenda for the first meeting was to agree a mission statement, to elect a cabinet member, discuss/set targets and write an action plan. This assignment will concentrate on the task group 'Team Wellbeing' as this group dealt with the issues raised about bullying.

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