

School Development Planning

How can governors make an effective contribution?

1. Core purpose of the SDP

To manage change in order to improve outcomes for all pupils in terms of:

- ✓ Pupils' attainment
- ✓ The quality of pupils' learning and their progress
- ✓ Pupils' well-being
- ✓ Pupils' behaviour
- ✓ Pupils' attendance
- ✓ The extent of pupils' spiritual, moral, social and cultural development



2. Additional emphases promoted by OFSTED 2009

Effectiveness:

- ✓ Of the school's engagement with parents/carers
- ✓ Of partnerships in promoting learning and well being
- ✓ With which the school promotes equal opportunities and tackles discrimination
- ✓ Of safeguarding procedures
- ✓ With which the school promotes community cohesion.
- ✓ Of the quality of information, advice and guidance (IAG) on offer to help pupils overcome any barriers to learning and to help them to progress

3. Just a reminder: well-being

Pupil well-being embraces the Every Child Matters (ECM) agenda-the extent to which pupils

1. Achieve and enjoy their learning
2. Feel safe
3. Adopt healthy life styles
4. Contribute to school and the wider community
5. Develop skills which contribute to their future economic well-being

Can you identify ECM outcomes in your SDP?



4. The effective SDP...

- ✓ ... identifies the school's weaknesses based on evidence
- ✓ ...sets priorities for development in terms of 'urgent' then 'important'
- ✓ ...shows how these weaknesses will be addressed
- ✓ ...focuses throughout on outcomes for all pupils including their well-being
- ✓ ...keeps the school's vision in mind

5. How can governors contribute?

By:

- ✓ Understanding what constitutes an effective SDP
- ✓ Ensuring that the data triggers the process
- ✓ Identifying and agreeing priorities
- ✓ Checking external requirements are met
- ✓ Collaborating in writing the SDP
- ✓ Monitoring progress on a regular basis
- ✓ Challenging, questioning and evaluating outcomes
- ✓ Making judgments about overall progress
- ✓ Remembering the SDP belongs to the governors.

6. Questions, questions....

TASK

Do you contribute in any of these ways?

What else do you do in your school?

What gets in the way of making a contribution?



7. What goes into the SDP?

- ✓ An evaluation of last year's plan: the extent to which targets were met and lessons were learned
- ✓ Key priority plans for the immediate future-these are about key developments to address identified weaknesses
- ✓ Maintenance or enhancement plans for all areas of the school's work (including a plan for governor development)
- ✓ Long term plans in outline

8. Within the plan, you need to be clear about:

1. Outcomes to be achieved (in terms of pupils' attainment, progress and well-being, including spiritual, moral, social and cultural development)
2. Success criteria - the detail
3. Who does what, how and when
4. Who monitors progress
5. Who evaluates success (not the same as no.4)
6. Resources needed (including time)/funding source
7. Progress deadlines and completion times

9. The essence of the SDP:

'At the heart of any SDP are outcome targets for pupils'

TASK

Outcomes or processes? What are these?

- ✓ **Raise attainment in boys' writing**
- ✓ **Improve the quality of teaching**
- ✓ **Adopt a new reading scheme**
- ✓ **Build a new library**
- ✓ **Raise attendance rates to match local authority average**
- ✓ **Increase time available for PE**
- ✓ **Promote enjoyment in dance across the school**



10. The drivers of the SDP: 'The SDP is driven by data...'

- ✓ Priorities for development are derived primarily from school performance data including those data provided by external agencies such as OFSTED, the local authority, FFT etc
- ✓ Data analysis is the starting point for the SDP
- ✓ The SDP helps to realise the school's vision

11. The SDP and the SEF

- ✓ THE SEF will identify the school's strengths and weaknesses
- ✓ The SDP will show *how* the school will build on strengths and address weaknesses
- ✓ The focus of the SEF is on outcomes for pupils
- ✓ This focus will be reflected in the SDP

12. Do's and Don'ts

- ✓ Do find ways of making a contribution
- ✓ Do insist on visiting the SDP in committee and in the full GB meeting
- ✓ Do keep a focus on the pupils
- ✓ Do make sure the SDP and the SEF are linked
- ✓ Do read any draft documents and raise questions
- ✓ Don't be a rubber stamp for the SDP
- ✓ Don't think everybody else knows what is going on; ask!
- ✓ Don't be rushed-you can't read it at a meeting
- ✓ Don't lose sight of the purpose of the SDP
- ✓ Don't surrender ownership