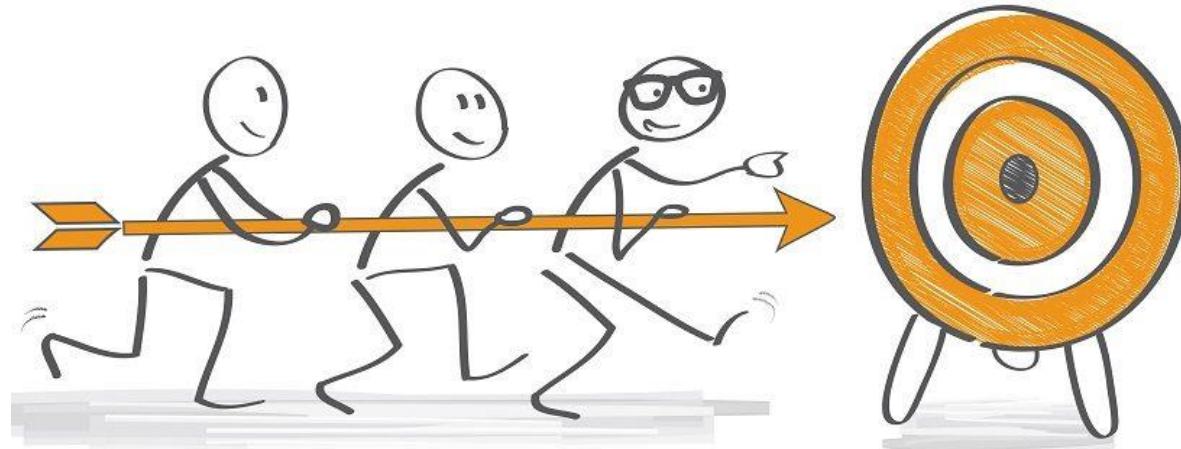




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SCHOOL DEVELOPMENT PLAN



CREATING A LEARNING LOVE
ERASMUS + STRATEGIC
PARTNERSHIP PROJECT

FOREWORD

Schools are about the future. The purpose of a school is to work collaboratively with families and other stakeholders to prepare pupils for what comes after school by helping develop their character and equip them with the knowledge and skills which will help them to be fulfilled and productive.

According to the official regulations each school to have in place a School Development Plan (SDP). The SDP sets out the school's priorities for areas of development over a three or four year period. This plan should be influenced by a sound understanding of the school and the community it serves and be ambitious for the future.

Schools should seek to ensure continual improvement in all aspects of what they do and the School Development Plan is a strategic plan for that improvement. It should not be seen as a rigid 'road map', instead it is a 'living document' setting out the school's intentions and identifying the actions that can help it achieve the priorities, the resources it will require, and the outcomes it hopes to achieve.

WRITERS

Ceip Ma Luisa Canas, Pedro Munoz, Spain

Maria Del Pilar Rodriguez Buendia

Caroline Puerto Moreno

Melody Munoz

Adnan Menderes Ortaokulu, Kütahya Türkiye

Fatma Benli

İsa Reşber

Halime Yılmaz

Kindergarten "Latinka" Shumen, Bulgaria

Svetla Dimitrova Popova

Yana Blagoeva Zhecheva

Lohkva Lasteaed Lohkva, Estonia

Anneli MÖSTMESS

Elina Karu

Kristiina Pedaksaar

JUDG Detska Radost, Skopje, The Republic of North Macedonia

Ljiljana Krstevska

Biljana Loteaska

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INTRODUCTION

The School Improvement Plan or School Development Plan (SDP) is the central document in which school staff map out their strategic plans for the development of their school. Based around the school's established values, it sets out the actions and resources needed to achieve priority objectives. It prepares with all the stakeholders. Also it includes some analyses of the school such as SWOT.

All other key plans, such as staff appraisal objectives tie back to the SDP. Every school's SDP will look different, but the most important thing about an SDP is that it's developed based on evidence of where the school is at, and what it can realistically achieve in order to best support its students. It is also a living document that's reviewed and updated in an ongoing cycle.

SCHOOL DEVELOPMENT PLAN

The SDP is a strategic plan for improvement. It should bring together, in a clear and simple way, the school's priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve.

How to Write an Effective School Development plan

When you come to write your SDP, there are several resources you can draw on. First, refer to your school' previous strategic plan which will provide the foundation of your key aims. Second, return to last year's plan to assess what you've achieved and how your priorities might have changed. Third, what still needs to be addressed as part of your next plan.

Next, remember you'll need to back up each of your objectives with evidence showing why you've identified each focus area, and what your actions will achieve. For this, you'll need to first carry out a school self-evaluation (SSE) which will help you judge your schools past performance, strengths and areas for improvement. Your SDP should then align with each of the points in your SSE report.

Step 1: Write a school self-evaluation (SSE) report

The first (and arguably most important) step in creating an effective SDP is to really understand your school's performance in depth, including the attainment gaps between different student groups and the factors that cause them. You should look at both summative and internal assessment data in order to build a full picture of how students have been doing this year compared to previous years.

In combination with your past performance data, you can also look at data from other sources, such as:

- Assessment report by the education authorities
- School context and demographic information (e.g. numbers of Pupil and Disadvantaged students)
- Findings from any surveys to students

Step 2: Challenge your data

Look critically at your performance data before writing up your SSE report. Ask questions like “Why did these trends happen?” and “Are they typical of our school?” These will help to make sure your judgments are not based on any bias or previous assumptions.

The best way to make informed judgments about your school’s performance is to benchmark against schools like you nationally and in your LA (local authority).

- What happened last year, and in the last 3 years in your school
- Whether it was typical for your school
- Why it happened
- Why it’s typical of your school
- How to address the problems and consolidate the successes
- You can take two approaches to help answer these questions:

1. The Socratic approach – Think about your data from various angles to uncover any hidden assumptions you might have before taking action

2. Ask “why” 5 times – This single, repetitive question is a really useful way to dig deeper into the context behind your results and again, challenge your assumptions

Indicators of effective performance

Child-Centred Provision

Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.

- A clear commitment exists to promoting equality of opportunity, high quality learning and a concern for individual pupils and a respect for diversity.
- A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.
- Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.
- The highest standards of pastoral care and child protection are in place.
- A commitment exists through being a healthy school to supporting healthy children, who are better able to learn and develop

High quality teaching and learning

- Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.

- Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
- Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
- Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.
- Teachers reflect on their own work and the outcomes of individual pupils.
- Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

Effective leadership

An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.

- Local Authorizes understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
- School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.
- Teachers are given the opportunity to share in the leadership of the school.
- The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management; attendance management; and working relationships.
- School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.

A school connected to its local community

Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves.

- The school and its teachers are held in respect by parents and the local community who in turn actively support the work of the school.
- The school uses its involvement in particular programmes (for example Extended Schools or Specialist Schools) effectively in meeting the needs of the community and nearby schools.
- Good relationships and clear channels of communication are in place between the school and the education agencies that support it.
- The school works closely with other relevant statutory and voluntary agencies whose work impacts on education, especially Health, Social Services, the Public Library Service and, where appropriate, local Neighbourhood Renewal groups.

School development plans can include many objectives. However these objectives should use when prepare SDP.

- Securing the best possible outcomes for each pupil
- Ensuring the best possible learning and teaching opportunities for each pupil
- Providing the best possible advice, care, support and guidance for each pupil
- Engaging creatively with the communities our pupils come from

Template School Development Plan

Note: This is provided for guidance purposes; schools can choose to present their action plan in alternative formats if they wish.

School Name:	Date:
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Priority Areas for Development Identified by Self-evaluation:

Where are we now? (with reference to priority areas for development noted above and informed by evidence)

Outcomes	Targets	Timescale	Actions	Time/Staff	Staff/Lead	Success Criteria