

# EVERY SCHOOL A GOOD SCHOOL – A POLICY FOR SCHOOL IMPROVEMENT

## IMPLEMENTATION PLAN PROGRESS REPORT 2010/11

ACTION	TIMESCALE	LEAD DE DIRECTORATE	PROGRESS TO 30 JUNE 2011
<b>PRIORITY AREA 1 – LEADERSHIP AND ETHOS</b>			
<p>1. Set out clearly in legislation the duties of school governors and of the Principal in relation to school improvement.</p>	<p>New Education Bill passed into law by the end of 2009, in time for the establishment of ESA.</p>	<p>Equality &amp; All-Ireland and Curriculum, Qualifications &amp; Standards</p>	<p>Boards of Governors are responsible for the effective management of their schools and a range of duties are set out in existing education legislation. A new duty on boards of governors to promote the raising of standards was included in the Education Bill. However, the Bill has not been approved by Assembly.</p> <p>The role and responsibilities of governors in relation to school improvement are set out in:</p> <ul style="list-style-type: none"> <li>• <i>Every School a Good School – a policy for school improvement</i>; and</li> <li>• <i>Every School a Good School – The Governors Role</i>, published on the DE website on 1 December 2010.</li> </ul>
<p>2. Through ELBs, work closely with governors to analyse training and support needs and to provide training and other services to meet these needs.</p>	<p>Independent research commissioned on school governance.</p>	<p>Planning &amp; Performance Management</p>	<p>DE commissioned a research project on school governance. The report, <i>School Governors: The Guardians of Our Schools</i>, was published in November 2010. DE has drawn up an action plan to take forward follow-up action on proposals relating to governor support and training with the ELBs.</p>

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3. Introduce coaching and mentoring arrangements for all newly appointed principals.	Arrangements in place via ESA for all principals appointed after September 2010.	Workforce Development	The Regional Training Unit (RTU) commenced the implementation of a coaching and mentoring programme for 1 <sup>st</sup> time principals during the 2010/11 academic year. The programme consists of 3 strands – schools that have entered the Formal Intervention Process (FIP); newly appointed heads; and new participants in the Professional Qualification for Headship (PQH) (i.e. trainee head teachers). Coverage may not extend to all 1st time principals because of the potential resource consequential. Mentors were assigned to support principals of 3 schools that have entered the FIP.
4. Prepare a new guide for governors setting out guidance on their role and signposting resources to help governors perform their role more effectively.	New Guide prepared and made available on-line by end 2010.	Planning & Performance Management	The guide, <i>Every School a Good School – The Governor's Role</i> , was published on the DE website on 1 <sup>st</sup> December 2010.
5. Conduct a formal review of existing leadership programmes including, in particular, PQH.	DE to have completed review by April 2011.	Workforce Development	RTU has undertaken a review of PQH and launched a revised PQH programme in 2010/11.  During the 2009/10 academic year the ETI commenced a survey of the nature and quality of the different provisions for leadership development (PQH and the various Masters level programmes offered by higher education institutions here), and the extent to which they

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			are fit for purpose. The ETI's findings are expected to be finalised and submitted to DE in September 2011. Following receipt of the ETI findings, draft terms of reference for a Formal Review will be drawn up.
6. Ensure that new leadership programmes have a particular focus on getting the best out of people.	ESA to factor people management into new leadership programmes from April 2010.	Workforce Development	People management is a common theme throughout all RTU training. All RTU leadership development programmes are underpinned by the National Standards for Headteachers. The Standards include "developing self and working with others", which encompasses developing the ability to challenge, influence and motivate others to attain high goals.
7. Develop leadership and management training for persons other than principals.	ESA to have training programme in place by April 2011.	Workforce Development	RTU's leadership and organisational development framework includes training for emergent middle leaders, aspirant leaders, vice principals and for leadership teams in all education phases.
8. Enable effective principals to contribute to improved performance across the wider education system.	DE to have completed review of existing leadership programmes by April 2011.	Workforce Development	Following receipt of the ETI findings on the nature and the quality of the different provisions for leadership development, draft terms of reference for a formal review of existing leadership programmes will be drawn up.

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<b>PRIORITY AREA 2 – HIGH QUALITY TEACHING AND LEARNING</b>			
1. Extend, for at least the next five years, the provision that has allowed schools to take up to 5 school development days to be used for self-evaluation and continuing professional development in the pursuit of improvement and raising standards.	DE to issue circular confirming arrangements by the end of the 2009/10 financial year.	Curriculum, Qualifications & Standards	Circular 2010/05 issued on 1 <sup>st</sup> June 2010 and sets out the arrangements for schools to take up to 5 additional school development days in each of the school years from 2010/11 to 2014/15 (inclusive) for the purposes of whole-school development activities planned during the normal hours of the school day.
2. Bring forward proposals for teacher education in a consultation document produced jointly with the Department for Employment and Learning (DEL).	Teacher Education Review proposals to be published for consultation by summer 2009.	Workforce Development	The consultation on the Teacher Education Review policy framework document: <i>Teacher Education in a Climate of Change – The way Forward</i> ended in November 2010. An action plan for the delivery of key changes flowing from the consultation exercise is currently being developed.
3. Work with the General Teaching Council, Teacher Representatives and ESA to develop effective arrangements which ensure that the teaching workforce continues to be of the highest quality.	DE to have a workforce development plan in place by 2010.	Workforce Development	DE is developing an action plan to deliver <i>Teacher Education in a Climate of Change – The Way Forward</i> and is also taking forward a strategic review of the workforce. DE established a Strategic Planning and Policy Forum in February 2011, which includes representatives from DE, education organisations and trade unions.
4. Issue guidance to school leaders on the importance of ensuring that every teacher has agreed a plan to facilitate	DE to issue guidance by the end of 2009.	Workforce Development	The Performance Review and Staff Development (PRSD) Scheme already provides for the annual review of the

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her or his professional development; that the plan is implemented; and that professional development needs are reviewed on at least an annual basis.			professional development of teachers and places a duty on the Boards of Governors to reflect the training and development needs in the school development plan and ensure that opportunities for this development are made available to teachers. The Education (School Development Plans) Regulations (NI) 2010 require School Development Plans to include a summary and evaluation of the school's strategy for providing for the professional development of staff.
5. Ensure that the professional development model of ESA is based on improvement, raising standards, disseminating good practice and effectively building expertise.	i. DE to have completed review of existing leadership programmes by April 2011.	Workforce Development	Ref Item 1 – see Action 5 (under Leadership and Ethos) above.
	ii. Arrangements in place via ESA for all principals appointed after September 2010.	Workforce Development	Ref item ii – see Action 3 (under Leadership and Ethos) above.
	iii. ESA to have leadership and management training programme in place for persons other than principals by April 2011.	Workforce Development	Ref item iii – see Action 7 (under Leadership and Ethos) above.

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<b>PRIORITY AREA 3– TACKLING THE BARRIERS TO LEARNING</b>			
1. Bring forward revised policies on special educational needs and inclusion, newcomer children, Traveller and Roma children and alternative education provision that are based on whole school recognition of the diversity of pupils within their populations with schools accepting responsibility for the educational outcomes of all their pupils.	Revised policies to be completed with implementation underway as follows:		
	i. Newcomer pupils - policy issued April 2009.	Access, Inclusion & Well-Being	Policy launched 1 April 2009.
	ii. The Taskforce on Traveller Education are to produce input to an action plan by 2010.	Access, Inclusion & Well-Being	The Taskforce forwarded a report to the Minister in August 2011.
	iii. Special Education Needs and Inclusion - Consultation to issue in 2009/10.	Access, Inclusion & Well-Being	<p>Consultation on the policy proposals ran from 10<sup>th</sup> August 2009 to 31<sup>st</sup> January 2010 (the consultation period was extended twice). The many responses have been analysed and a summary report drafted. Work is underway on detailing policy options for consideration by the Minister. It is expected that a summary of consultations responses will issue, along with an indication of the broad direction of travel, in autumn 2011.</p> <p>A capacity building programme for mainstream schools is underway, which has included a series of conferences and the production of a SEN resource file. Pilot programmes, one on 'Level A' Educational Assessment and one in Early Years Settings, have received business</p>

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			case approval and further pilot projects are being developed (including on literacy, sensory processing and numeracy).
	iv. Alternative Education Provision (AEP) – Consultation to issue in 2010/11.	Access, Inclusion & Well-Being	Proposals on education otherwise than at school will be issued for consultation in Autumn 2011.
2. Continue to support work through the developing pupils' emotional health and well-being programme and the counselling provision in schools in order to build pupils' resilience to the challenges in their lives and improve their readiness to learn.	On-going.	Access, Inclusion & Well-Being	Access to counselling support, which is independent of the school, has been available to all pupils of post primary age since January 2011. An audit tool for use by schools on their approach to promoting the emotional health and well being of the school community is in development. An updated suite of diary inserts, leaflets and posters materials on emotional health themes is in preparation for issue to schools in September 2010.
3. As part of wider work to develop qualifications that meet the needs of our young people, ensure that there is scope to recognise and reward progress for those pupils who, because of the barriers they face, may not achieve at GCSE grades A* - C.	On-going.	Curriculum, Qualifications & Standards	A 2 year project will commence in September 2011, which will involve DE working with special schools and special units within mainstream schools to design appropriate learning programmes using regulated qualifications at Entry Level and Level 1.
4. Update and re-issue guidance to schools on self-evaluation and self-assessment.	DE to update and re-issue guidance by end 2009.	ETI	See comment at Area 5 action 2ii below on <i>Together Towards Improvement</i> .

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<p>5. Clarify the expectation of outcomes in literacy and numeracy at each Key Stage and the assessment arrangements to support these to enable schools to plan and track progress more effectively.</p>	<p>DE to consult on and confirm new assessment arrangements for literacy and numeracy to support the revised curriculum by the end of the 2009-10 financial year.</p>	<p>Curriculum, Qualifications &amp; Standards</p>	<p>Following consultation, the Department is working to introduce new assessment arrangements for literacy and numeracy, and also ICT, at Key Stages 1, 2 and 3. Pupils will be assessed in the cross-curricular skills of Communication, Using Maths and Using ICT with reference to Levels to Progression (LoPs). The LoPs set out, in the form of “can do” statements, a continuum of skills that we expect pupils to be able to demonstrate if they are to build the communication, numeracy and ICT skills needed to function effectively in life and in the world of work.</p> <p>The Department has agreed “expected levels” (the levels which we expect most children and young people to be able to reach) in all three cross-curricular skills, along with a clear expectation that individual pupils should progress <u>at least one level</u> between each Key Stage.</p> <p>To allow time for the necessary support and training for schools, the new LoPs in Communication and Using Maths will be introduced from the 2012/13 school year, and the LoPs in Using ICT in 2013/14. In the meantime, the existing, transitional, assessment arrangements and levels, which relate to Communication and Using Maths, will</p>

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			apply.
6. Introduce a contextual value-added (CVA) measure to be used alongside other performance data in assessing the performance of schools.	Contextual value-added measure to be in place to coincide with new assessment arrangements from 2010.	Curriculum, Qualifications & Standards	<p>The Department is continuing to consider the most appropriate ways of reporting on the performance of schools and some background research on CVA measures has been undertaken.</p> <p>ETI reports provide qualitative and contextual information on the performance of individual schools and the system as a whole. In addition, the revised assessment arrangements include an expectation that pupils will progress by at least one level between each key stage and will therefore provide a measure of 'value-added'.</p>
<b>PRIORITY AREA 4 – SELF-EVALUATION AND THE USE OF PERFORMANCE AND OTHER INFORMATION</b>			
1. Introduce the e-schools system which will allow schools to make better use of information and, particularly, which benchmarks aspects of performance and context against schools of a similar type.	Contract signed and system in place by September 2009.	Curriculum, Qualifications & Standards	The contract was signed in March 2008, followed by a development phase. Full-scale data collection from SIMS commenced October 2009, with non-exam reports issued to schools in January 2010 and exam-based reports in June 2010. The final acceptance stage (3 months) of the contract commenced on 1 June 2010. Advanced data analysis tools will be developed during the 5-year period of the contract.

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2. Require ESA to develop and deliver a training programme for governors, principals and teachers in the effective use of data, including benchmarking and the new value-added measure.	ESA to have developed a training programme and begun delivery by the end of 2010.	Curriculum, Qualifications & Standards	The Boards and CCEA prepared a coherent support plan for 2010/11, which included support for schools in the effective use of data to bring about school improvement and raising of literacy and numeracy standards.
3. Review the current requirements for School Development Planning and produce revised guidance material on self-evaluation and school development planning.	DE to complete review and produce revised guidance by early 2010.	Curriculum, Qualifications & Standards	The Department published revised school development planning regulations and guidance in January 2011. The aim is to ensure the focus of the SDP is on raising standards, especially in literacy and numeracy, ensuring planning for improvement is linked closely to the effective use of resources, and providing flexibility for schools to determine their own priorities for improvement.
<b>PRIORITY AREA 5 – SUPPORT AND INTERVENTION</b>			
1. Require ESA to identify high quality support to schools, particularly in relation to training and resources that help governors, principals and teachers to take forward improvement.	Targets to be set from ESA's first operational plan for the 2010-11 financial year.	Curriculum, Qualifications & Standards with part input from Planning & Performance Management and Workforce Directorate as appropriate	In 2010/11, the Department provided funding to the Boards and CCEA for a coherent plan, focused on support for schools in the key areas of school improvement, curriculum and assessment, literacy and numeracy and the promotion of STEM subjects (science, technology, engineering and mathematics), to bring about the raising of standards.

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<p>2. Ensure that the inspection process is rigorous, consistent and transparent and focuses on the characteristics of a successful school because it will be on the basis of inspection findings that interventions will be determined.</p>	<p>i. review and publish the performance indicators as outlined in Together Towards Improvement in line with ESaGS.</p>	<p>ETI</p>	<p>Revised <i>Together Towards Improvement</i> toolkits for pre-school, primary, post-primary and special schools were published on the ETI website on 1 September 2010.</p>
	<p>ii. Consult with schools on any revisions to models of inspection as a result of ESaGS.</p>	<p>ETI</p>	<p>No current revisions to inspection models were undertaken in 2010/11. In 2012/13, there may be changes as the ETI begins to embed a more proportionate and risk based approach to inspection. Consultation will continue to form part of any significant changes to the inspection process.</p>
	<p>iii. Develop further the involvement of Associate Assessors in the work of the ETI.</p>	<p>ETI</p>	<p>An initial review is being conducted in 2011/2012, with a view to ongoing development of the programme in 2012/13.</p>
<p>3. Ensure, in the rare situation where there is evidence of poor quality education in a school, that the procedures for intervention are set out clearly and applied fairly and consistently.</p>	<p>DE to communicate procedures to all schools immediately following issue of Every School a Good School and monitor their application on an on-going basis to ensure fairness and consistency.</p>	<p>Curriculum, Qualifications &amp; Standards</p>	<p>The Department has continued to implement <i>Every School a Good school – a policy for school improvement</i>. DE routinely follows up on all school inspection reports, either by recognising and celebrating outstanding and very good provision, or requiring schools to take action to address any areas for improvement identified by the Education &amp; Training Inspectorate (ETI).</p> <p>In doing so, the Department has continued to</p>

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			<p>implement the Formal Intervention Process, whereby any school evaluated by the ETI as inadequate or unsatisfactory receives a focused programme of support from their Education &amp; Library Board, supported by the relevant sectoral support body where appropriate, to address the areas for improvement identified by ETI. ETI will continue to monitor the progress of schools and will carry out a follow-up inspection within 12-18 months. The focus throughout this process is on ensuring that pupils receive the highest possible quality of teaching and learning so that they can achieve to their full potential. To end June 2011, 28 schools have entered the FIP; 10 schools have had follow-up inspections: 7 have exited, having been found to have made sufficient improvement, and a further 3 are expected to exit in August 2011 (another school exited the FIP upon closure).</p> <p>The Department continues to monitor the procedures and to consider any improvements that can be made.</p>
4. Ensure that the quality of ESA's support services to schools will also be subject to inspection.	New Education Bill containing this provision passed into law by the end of 2009, in time for the	Equality & All-Ireland and Planning & Performance Management	<p>Provision was included in Education Bill. However, the Bill has yet to be approved by the Assembly.</p> <p>Article 102 of the 1986 Education Order, as</p>

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	establishment of ESA.		amended by Article 33 of the 1996 Education Order, ensures that the quality of the Boards' Curriculum Advisory & Support Services (CASS) is subject to inspection by ETI.
5. Require the school and ESA to take action to remedy weaknesses identified by ETI.	To be monitored on an on-going basis if the need arises.	Curriculum, Qualifications & Standards	<p>Following the publication of the school improvement policy, the Department introduced procedures to follow-up on all published school inspection reports. Schools are required to put in place an action plan to address any areas for improvement identified by ETI and will receive support from their Education &amp; Library Board, supported by the relevant sectoral support body where appropriate. ETI will continue to monitor the progress of schools and will carry out a follow-up inspection within 18-24 months.</p> <p>In cases where provision is found to be inadequate or unsatisfactory, the school will enter the Formal Intervention Process (see 3 above).</p>
<b>PRIORITY AREA 6 – LINKS WITH PUPILS, PARENTS AND COMMUNITIES</b>			
1. Bring forward new arrangements for reporting of pupils' progress to their parents particularly at end of each Key Stage.	Regulations governing reporting to parents consulted on and implemented by summer 2009.	Curriculum, Qualifications & Standards	<p>Following consultation, DE introduced regulations from 1 October 2009, which set out the requirements for reporting by schools to parents on:</p> <ul style="list-style-type: none"> <li>• the information to be provided annually;</li> <li>• additional information to be provided at the end of Key Stages 1 (Year 4), 2 (Year 7)</li> </ul>

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			<p>and 3 (Year 10); and</p> <ul style="list-style-type: none"> <li>• additional information to be provided at the end of Key Stage 2; at the end of Key Stage 4 (Year 12) and at the end of Year 14 (6<sup>th</sup> Form).</li> </ul> <p>Feedback from the consultation indicated that further work was necessary to explain the scope of the formative record of progress and achievement. Subsequently, the regulations made in 2009 did not include aspects relating to annual reporting arrangements and pupil record keeping, pending definitions/clarification on some of the terms.</p> <p>DE commissioned and received advice on this from CCEA. Following consideration of this advice, and taking account of the feedback from the 2009 consultation, the Department proposes to introduce a revised set of regulations, which will cover in more detail how schools keep and transfer information on the progress and achievements of pupils and how this is made available to parents. A further consultation will therefore be required before revised regulations are introduced from the 2012/13 school year.</p>

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2. Provide a resource to support school councils and to encourage all schools to set up councils or other forums to ensure that pupils have a voice in decisions on the running of the school.	Resource for schools councils to be commissioned and completed by end 2010.	Families & Communities	DE is in process of drafting a Circular to issue to schools. The Circular will include guidance on the establishment of school councils and will be informed by work carried out by NICCY in relation to school councils. In the meantime, NICCY's <i>Democra</i> guidance is available on DE website for schools interested in establishing a School Council.
3. Through the Extended Schools Programme, continue to ensure that those schools serving the most disadvantaged communities receive additional support to provide activities outside of normal school hours that reflect and respond to the needs of their pupils and the local community.	Extended Schools Programme in place and building on successes on an on-going basis.	Families & Communities	Extended Schools resources of £10m were allocated to support over 450 schools serving the most socially disadvantaged young people to enable the provision of extended services designed to help meet the specific needs of pupils, their families and the wider community. ETI's <i>Evaluation of Extended Schools July 2010</i> , based on evidence of effective practice, reported that the ES programme was leading to significant improvements in the educational outcomes and the personal well-being of pupils. A DE school circular, issued to all Extended Schools in November 2010, provided good practice guidance and reinforced the overarching focus of the programme on improving educational outcomes and reducing barriers to learning.
4. Review the Full Service Extended School pilot and use the findings to publish a strategy for future	Review completed and published by end 2010.	Families & Communities	A strategic way forward for the Full Service pilot at Boys' and Girls' Model Schools was agreed following the independent evaluation of

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development of this concept.			the Full Service Extended Schools programme in June 2008. A second programme, the Full Service Community Network (FSCN), has been running since April 2009 and an independent evaluation was completed in January 2011. Due to the emerging successes identified through the evaluations funding has been extended beyond 31 March 2011. The recommendations made in each of the evaluations have been considered by both Project Boards in taking forward further development of both programmes.
5. Identify and disseminate good practice with a particular focus on community use of schools to help schools in building stronger links with their parents and local communities.	Group established to consider by summer 2009, with report back by end 2009-10 financial year.	Families & Communities	The Minister is currently considering the Working Group's recommendations in light of progress on establishing ESA and the pressure on the education budget.