

2010 No.

EDUCATION

**The Education (School Development Plans) Regulations
(Northern Ireland) 2010**

Made - - - -

May 2010

Coming into operation- -

1st August 2010

The Department, in exercise of the powers conferred on it by Articles 13(3) and 90(3) of the Education (Northern Ireland) Order 1998(a), makes the following Regulations:

Citation and commencement

1. These Regulations may be cited as the Education (School Development Plans) Regulations (Northern Ireland) 2010 and shall come into operation on 1st August 2010.

Revocation

2.—(1) Subject to paragraph (2), the Education (School Development Plans) Regulations (Northern Ireland) 2005 (b) are revoked.

(2) The Education (School Development Planning) Regulations (Northern Ireland) 2005 shall continue to apply to school development plans prepared or last revised before 1st August 2010.

Application

3. These Regulations apply to school development plans prepared or revised by the Board of Governors of a grant-aided school, in pursuance of the requirements of the scheme of management for the school under Article 13(1) of the Education (Northern Ireland) Order 1998, after 1st August 2010.

Matters to be addressed in school development plans

4. The matters to be dealt with in a school development plan are set out in the Schedule.

The period for which a school development plan is to have effect

5. Subject to regulation 7, a school development plan prepared or revised in accordance with these Regulations shall have effect for a period of 3 years beginning with the date on which the preparation or the last revision of the plan was completed by the Board of Governors.

(a) S.I 1998/1759 (N.I. 13) to which there are amendments not relevant to these Regulations
(b) S.R. 2005 No. 303

Publication of a school development plan

6. A school development plan shall be published by—
- (a) a copy of the plan being provided for each member of the Board of Governors of the school, the principal of the school and each member of the teaching and non-teaching staff of the school;
 - (b) a copy of the plan being provided to the Board for the area in which the school is situated and (in the case of Catholic maintained schools) the Council for Catholic Maintained Schools; and
 - (c) a copy of the plan being made available on request at all reasonable times, free of charge, by any person.

Monitoring, review and revision of school development plan

7.—(1) The Board of Governors of a grant-aided school shall monitor and review the progress made during each school year against the school development plan and revise it as they consider necessary.

(2) Without prejudice to paragraph (1), the Board of Governors of a grant-aided school shall revise the school’s development plan –

- (a) no later than 3 years beginning with the date on which the preparation or last revision of the plan was completed by it; and
- (b) following an inspection of a school under Article 102 of the 1986 Order, no later than 6 months from the date on which the report of such an inspection is published by the Department.

Sealed with the Official Seal of the Department of Education on ***
(L.S.)

Name
A senior officer of the
Department of Education

MATTERS TO BE ADDRESSED IN SCHOOL DEVELOPMENT PLANS

1. An evaluation of the ethos of the school.
- 2.—(1) A summary and evaluation of the strategies in place for—
 - (a) learning, teaching, assessment, and the raising of standards of attainment, in particular in communication and using mathematics;
 - (b) promoting sustainable development through the school’s teaching and learning, leadership and management and engagement with its community;
 - (c) promoting the health and well-being, attendance, good behaviour and discipline of pupils;
 - (d) managing attendance and promoting the health and well-being of staff; and
 - (e) enhancing learning and teaching, continuing professional development and school leadership and management through the effective use of Information & Communication Technologies (ICT).

(2) In this paragraph, ‘sustainable development’ means ‘development which meets the needs of the present without compromising the ability of future generations to meet their own needs.’**(a)**
3. An assessment, including through the use of performance and other data, of—
 - (a) the nature, quality and effectiveness of the school’s—
 - (i) provision to address the educational, emotional, social, or other individual needs of pupils;
 - (ii) provision of high quality teaching and learning experiences and the resulting standards achieved by all pupils, including, in the case of schools other than nursery schools, standards of attainment in communication and using mathematics;
 - (iii) arrangements and provision to promote the professional development, attendance, health and well-being of staff;
 - (iv) links with the parents of pupils at the school and its local community, including the business community, other schools and voluntary and statutory bodies.
 - (b) The school’s current financial position.
 - (c) The effectiveness of the school’s use of its financial resources and the planned use of its projected resources in support of actions to bring about improvement in standards.
 - (d) The extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.
4. An assessment of the challenges and opportunities facing the school.
5. The arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.
6. Identification of the areas for development shall include—
 - (a) the school’s key targets for the period of the plan, based on the Department’s priorities for education, in order of priority;

(a) *Our Common Future (The Brundtland Report) – Report of the 1987 World Commission on Environment and Development, as quoted in Sustainable Development Strategy for Northern Ireland: First Steps Towards Sustainability.*

- (b) planned outcomes, including planned outcomes in learning, teaching and raising standards of attainment, which, in the case of schools other than nursery schools, must include targets for raising standards of attainment in communication and using mathematics;
- (c) the actions to be taken to achieve the outcomes mentioned at sub-paragraph (b) and final dates for completion;
- (d) the financial and other resources available to the school to be used in support of the actions identified at sub-paragraph (c) to achieve the outcomes identified at sub-paragraph (b); and

7. The arrangements for the Board of Governors, in consultation with the principal, to monitor, review and evaluate progress made against the school development plan.

EXPLANATORY NOTE

(This note is not part of the Order)

These Regulations, which are made under Article 13(3) of the Education (Northern Ireland) Order 1998, relate to school development planning in grant-aided schools.

Regulation 2 revokes the Education (School Development Planning) Regulations (Northern Ireland) 2005, subject to savings in relation to development plans made or last revised before 1st August 2010.

Regulation 4 and the Schedule set out the matters to be dealt with in a school development plan.

Regulation 5 requires that, subject to regulation 7, the school development plan should cover a period of three years.

Regulation 6 sets out the arrangements for the publication of a school development plan.

Regulation 7 requires Boards of Governors to annually monitor and review progress made against the school development plan. It also requires a school development plan to be revised after three years or no later than 6 months following the date of publication of a report of an inspection of a school carried out under Article 102 of the Education and Libraries (Northern Ireland) Order 1986.