

**Welsh Assembly Government  
Department for Children, Education,  
Lifelong Learning and Skills**



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Welsh Assembly Government

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**The School Effectiveness Framework  
A Framework for Action**

**David Hopkins**

*Being a relentless focus on improving the learning outcomes of  
every student in every school across the whole system*

## Great Policies

- Foundation Phase
- Flying Start
- The Information Management Strategy (IMS)
- RAISE
- Unlocking the Potential
- 14-19 Pathways
- Pedagogy
- Pupil Participation Standards
- And more.....



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# Michael Fullan Workshops

- All children can learn
- **A small number of key priorities**
- **Keep it simple**
- **Resolute leadership/stay on message**
- Collective capacity
- Strategies with precision
- **Intelligent accountability**
- School leadership as driver
- Parent and community ties
- **Professional capacity**
- Student-centred learning climate
- Instruction focus/system



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## What do we want to achieve?

- better learning outcomes and wellbeing for all children and young people regardless of their socio economic background;
- reducing the variation in learning outcomes within and between classrooms, schools and local authorities



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## What are we going to focus on?

- improved literacy levels
- improved numeracy levels
- reducing the impact of poverty on educational attainment



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# What mechanisms do we have to support this?

Six key enablers will support the national priorities:

- robust use of data
- strengthening teaching and learning
- strengthening distributed leadership within schools and local authorities
- development of Professional Learning Communities within, between and across schools;
- clear lines of accountability for schools, governors, local authorities and WAG;
- capacity building at school, local and national level and the development of system leaders.



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# What have we done so far?

## Robust use of data

- core data sets for primary and secondary schools and currently working on a similar set for special schools.
- families of schools
- close alignment between Estyn's common inspection framework and the SEF.
- created a developmental tool to enable schools to map out their school improvement journey particularly in relation to leadership and management.



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# What have we done so far?

## Strengthening teaching and learning and distributed leadership

- completed the review of professional standards, performance management and CPD.
- will run a range of pilots from September to include:
  - New approach to NPQH
  - CPD Framework
  - Focus for induction and EPD
  - New approaches to performance management



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# What have we done so far?

## Professional Learning Communities

- piloting professional learning communities across Wales. Involving 850 schools and local authorities
- clear focus on improving learner outcomes linked to the three inter-related priorities
- by end of March 2011 – all consortia involved in PLC work, all local authorities in PLC work and all schools running PLCs within, between and across schools.
- will be launching supporting resource material which has been developed by teachers for teachers.



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# What have we done so far?

## Professional Learning Communities

### Schools have been developing PLCs to

- improve assessment of learning
- implement maths skills across a number of small schools
- improve transition
- raise consistency of approach to spelling strategies
- personalise learning
- raise standards in Welsh oral work; improved literacy skills (spelling, reading and writing)



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# What have we done so far?

## Clarifying accountability for schools, governors, local authorities and WAG

- Needs to be a hard edge to the system wide reform process in Wales.
- Governors play a crucial role in supporting and challenging their schools



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# What have we done so far?

## Building capacity at school, local and national level

- developing teams of system leaders drawn from head teachers and school improvement advisers to drive forward educational reform.
- working through consortia, system leaders will support and challenge schools, promote and facilitate professional learning communities, and identify and share the very best practice in school improvement and performance management.
- delivering system leadership training to local authorities



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## Role of Governors

- robust use of data
- strengthening teaching and learning
- strengthening distributed leadership within schools and local authorities
- development of Professional Learning Communities within, between and across schools;
- clear lines of accountability for schools, governors, local authorities and WAG;
- capacity building at school, local and national level and the development of system leaders.



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