## Activity A Handout A-1

## Powers and duties of governing bodies

Mark each statement True or False. The information can be found in Handouts 5–12. However, direct reference to the relevant chapters in the 'Guide to the Law' is recommended.

| | **Policies** | **True** | **False** |
|---|---|---|---|
| 1. | Headteachers are responsible for deciding the policies for the school. | | |
| 2. | All schools must provide sex education. | | |
| 3. | Policies should be reviewed at regular intervals to ensure they are still relevant. | | |
| 4. | All schools must have a race equality policy. | | |
| 5. | Schools should develop policies without reference to any other organisation. | | |
| | **Finance** | | |
| 6. | The chair can approve the budget. | | |
| 7. | The budget for a school is mainly driven by the number of pupils in the school. | | |
| 8. | Two schools with the same number of pupils will receive the same budget. | | |
| 9. | Governors should rely on headteachers to achieve value for money. | | |
| 10. | The governing body is responsible for the sound management of all monies generated by a school. | | |
| | **Personnel** | | |
| 11. | The governing body decides the number of staff in a school. | | |
| 12. | The full governing body should lead on the selection of staff in the leadership team | | |
| 13. | Governors must be involved in the appointment of all staff. | | |
| 14. | Governing bodies do not have to make reasonable arrangements to support the employment of a disabled person. | | |
| 15. | The whole governing body must set objectives for the headteacher, as part of their responsibilities for performance management. | | |
| 16. | No member of staff can be dismissed unless the whole governing body agrees. | | |
| | **Targets and curriculum** | | |
| 17. | The governing body must set and publish targets for pupils' performance in national tests at Key Stages 1, 2, 3 and 4. | | |
| 18. | There is no need to publish results if 15 or fewer pupils took the national tests. | | |
| 19. | All children must be assessed at the end of the reception year, using the Foundation Stage Profile. | | |
| 20. | Governing bodies must establish a curriculum policy. | | |
| 21. | Citizenship education is compulsory in all schools. | | |

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## Activity A Cribsheet A

## Powers and duties of governing bodies

|  | Policies | True | False |
|---|---|---|---|
| 1. | Headteachers are responsible for deciding the policies for the school. |  | ✓ |
| 2. | All schools must provide sex education.<br>Primary schools must consider whether or not to provide.<br>Secondary schools must provide. |  | ✓ |
| 3. | Policies should be reviewed at regular intervals to ensure they are still relevant. | ✓ |  |
| 4. | All schools must have a race equality policy. | ✓ |  |
| 5. | Schools should develop policies without reference to any other organisation. |  | ✓ |
|  | **Finance** |  |  |
| 6. | The chair can approve the budget. |  | ✓ |
| 7. | The budget for a school is mainly driven by the number of pupils in the school. | ✓ |  |
| 8. | Two schools with the same number of pupils will receive the same budget.<br>False. The age profile is highly unlikely to be identical in two schools and other factors within the formula will vary from school to school. |  | ✓ |
| 9. | Governors should rely on headteachers to achieve value for money. |  | ✓ |
| 10. | The governing body is responsible for the sound management of all monies generated by a school. | ✓ |  |
|  | **Personnel** |  |  |
| 11. | The governing body decides the number of staff in a school. | ✓ |  |
| 12. | The full governing body should lead on the selection of staff in the leadership team | ✓ |  |
| 13. | Governors must be involved in the appointment of all staff. |  | ✓ |
| 14 | Governing bodies do not have to make reasonable arrangements to support the employment of a disabled person.<br>False. For prospective employees they must consider whether a reasonable adjustment could be made that would enable that person, if appointed, to work at the school. |  | ✓ |
| 15. | The whole governing body must set objectives for the headteacher, as part of their responsibilities for performance management.<br>False. Two or three governors should be appointed to do this. |  | ✓ |
| 16. | No member of staff can be dismissed unless the whole governing body agrees.<br>False. The headteacher would make the initial decision to dismiss; a committee of governors would hear any appeal. In a VA school a foundation governor would be involved with headteacher in making the initial decision. |  | ✓ |

| | **Targets and curriculum** | True | False |
|---|---|---|---|
| 17. | The governing body must set and publish targets for pupils' performance in national tests at Key Stages 1, 2, 3 and 4.<br>False. Targets have to be set and published for Key Stages 2, 3 and 4. | | ✓ |
| 18. | There is no need to publish results if 15 or fewer pupils took the national tests.<br>False. Only if 10 or less took the tests. | | ✓ |
| 19. | All children must be assessed at the end of the reception year, using the Foundation Stage Profile. | ✓ | |
| 20. | Governing bodies must establish a curriculum policy. | ✓ | |
| 21. | Citizenship education is compulsory in all schools.<br>False. Primary schools are free to choose. Secondary schools must provide and it will be assessed. | | ✓ |

## Activity B1  Corporate improvement planning

### • • • | Activity B1. Learning outcomes

To understand:

o the importance of involving key stakeholders in producing the strategic plan and

o how that can be managed in practice

department for
**education and skills**

20

**Resources**
- Slide 20
- Handout B1-1
- Cribsheet B1

**Key notes for trainers**
- Effective school leaders keep the school's values and vision at the forefront when they are developing their strategic plans.
- All new initiatives, whatever the source, are assessed in the light of what the school is trying to achieve.
- Now that we have the SEF all schools have a common framework to underpin self-evaluation activities. The outcomes of that should feed directly into the strategic plan.
- All key stakeholders, including the youngest pupil, will have their perspectives on what the school does well and what it could do better. Governors can ensure that all relevant views are heard when the plan is being drafted. Emphasise the importance of the pupil and parent perspective
- This activity can be done quite speedily if each group of governors is asked to start at a different point on the list.

## Activity B1 Handout B1-1

## Corporate improvement planning

In your group, make a list of all the ways in which:

- the head
- teachers and support staff
- governors
- diocesan authorities
- pupils
- parents
- the LA

could be involved in producing a School Improvement Plan. (You may be asked to start part through this list, to ensure that between you all stakeholders are covered.)

## Activity B1 Cribsheet B1

## Corporate improvement planning

Many different strategies are adopted by schools to engage key groups in the development planning process. Questionnaires, surveys, suggestion boxes, and students' councils all play a part. Completing the Ofsted Self-Evaluation Form (SEF) is an essential pre-cursor to producing the plan. Many of the activities below will generate evidence for the SEF and issues for the school improvement plan.

The following table summarises some ways in which stakeholders can contribute to the School Improvement Plan.

| Stakeholder | Possible methods |
|---|---|
| The head | Collating ideas for discussion by other stakeholders.<br>Setting out key issues such as those arising from performance management reviews, conversations with colleagues, issues from the last Ofsted report and/or other local inspections and issues from PANDA reports.<br>Collating ideas from stakeholder groups for further discussion. |
| Teachers and support staff | Producing departmental plans.<br>Suggestion box.<br>Working parties on specific issues. |
| Governors | Discussion of ideas submitted by the head and other staff in managerial posts.<br>Examination of proposals by specialist committees.<br>Participation in staff working parties.<br>Governor visits to individual departments.<br>Working on sections of the SEF in committees |
| Diocesan authorities (where relevant) | Reference to the school's ethos statement.<br>Advice from Diocesan Education Officers.<br>Input from parish/parishes served by the school. |
| Pupils | Conduct surveys and/or respond to surveys from staff.<br>Suggestion boxes.<br>School council input. |
| Parents | Meetings to identify concerns and issues.<br>Draft plan available to parents to comment on.<br>PTA consulted.<br>Surveys |
| The LA | Circulate and publicise LA's Education Development Plan/CYPP.<br>Head and Chair of Governors meeting with LA link officers to exchange ideas. N.B. School Improvement Partners will be phased in from Autumn 2005. |

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# Activity B2

## Video-based activity on corporate improvement planning

### Activity B2. Learning outcomes

To understand:
- different perspectives on the process of creating the strategic plan

education and skills

**Resources**
- Slide 21
- Trainer's brief B2
- Video scenario 1: The Big Picture
- Cribsheets for B1 and B3

**Key notes for trainers**
- The trainer's brief describes the activity.

## Trainers Brief B2

## Video-based activity on corporate development planning

**The story**

Hilary Simpson is the new headteacher at Abbotts Green School. She believes that the school could be judged to be 'failing' and wants to revise the School Improvement Plan in a way that involves all those with an interest. The chair of governors, Stephen Fisher, has been in place for five years. He feels somewhat threatened by Hilary and challenges her perception of the school. He believes that things are fine as they are and that everyone has enough to do without spending hours working on the School Improvement Plan.

Stephen discusses his concerns with Cheryl MacDonald, a parent governor. She's feeling very positive about the possibility of governors playing a more active role.

**Group Activity**

1  Why is it important that Hilary and Stephen resolve their differences on this issue?

2  How could the following people contribute to the formation of the School Development Plan:
   - Hilary
   - teachers
   - support staff
   - governors
   - diocesan authorities (where relevant)
   - pupils
   - parents
   - the LA.

Each group should start at a different point on the list to ensure that all points are covered.

**Debrief**

The head and chair are key people in the production of the plan.  If they don't agree on the need for the review and the manner in which to conduct it, they could damage working relations within the governing body and between the governing body and the staff.

The School Improvement Plan focuses the work of the staff and governors. It should be reviewed at least annually. When a new head is appointed it is important to review the overall mission and vision for the school. It's also useful to explore underlying values and to agree those that are important to all stakeholders.

The cribsheets for activities B1 and B3 provide some ideas on how stakeholders can be involved in the production of the SDP. If your LA has a model for school improvement planning it could be highlighted here together with the EDP/CYPP.

# Activity B3

## Dealing with the fait accompli

● ● ● | **Activity B3. Learning outcomes**

To have explored:
- possible responses to the strategic plan being produced as a fait accompli

department for
**education and skills**

22

**Resources**
- Slide 22
- Handout B3-1

**Key points for trainers**
- The activity is described on Handout B3-1
- The governing body has a significant role to play in deciding what the school should be trying to achieve.
- The governing body includes people with experience and skills. These should all be brought to bear when planning the future development of the school.
- Progress will be limited if all the people who have a part to play are not involved, informed and committed
- If there isn't a clear, workable plan for improvement, time can be wasted on inappropriate, unproductive activities
- It needn't mean more meetings. Discussions can occur during governors' meetings. Governors may be able to participate in discussions with staff. Drafts could be circulated for comment
- These particular governors could ask for time to consider the plan that has been presented and either feed back comments with a deadline or have a one-off meeting of those able to attend.
- They should discuss alternative ways of working in the future, perhaps identifying the timescale.

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## Handout B3-1

## Dealing with the fait accompli

The chair of the governing body makes the following statement at a full Governing Body meeting:

*'The headteacher and I have agreed upon the contents of the School Improvement Plan for the next three years. I will hand out copies for you to see and approve.'*

How would governors react to this statement? There are always various shades of opinion within a governing body and often things are left unsaid and decisions made without discussion or democratic consent.

In pairs consider one of the three views, A, B, or C. What points would you make to support your argument? What questions might you want to ask of colleagues holding the other views? **5 minutes**

Join with two or more pairs who have considered the other views. Share your different perspectives. Try to reach consensus on one thing that this governing body could do to move forward. **15 minutes**

### VIEW A

You are fully supportive of this action and feel it is the headteacher's duty and responsibility to write this plan, after all, s/he is the one who knows all about education. You also feel it is perfectly in order for the chair to accept what the headteacher says and agree with the plan. Furthermore, you cannot understand why other governors are 'looking for work'.

### VIEW B

You are fairly sure that the governing body has to demonstrate that it has been actively involved in formulating the School Improvement Plan. You therefore wish to clarify the situation, and if correct, want to discuss ways in which the whole governing body can be involved.

### VIEW C

You are fed up with things being arranged beforehand by the headteacher and chair of the governors, and then being presented for governing body approval without any real discussion. You feel you were not consulted recently as to your role in the run-up to the Inspection and have never been consulted about the plan. You want the roles of management and governance to be clarified.

Cumbria Governor Support Services

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# Activity B4 Auditing the context for the plan

## Activity B4. Learning outcomes

To understand:

o how to use the STEEPE analysis to audit the context for school improvement planning

23

**Resources**
- Slide 23
- Handout B4-1
- DfES New Relationship with Schools: Next Steps

**Key notes for trainers**
- This is probably best done in singe phase groups or it could be managed fairly speedily in a whole group discussion
- Make the point that we live in a constantly changing world and it is important for school leaders to be proactive and dynamic.
- Using governornet, scanning the TES, reading LA newsletters and attending training courses are some of the ways they can give abreast of current issues
- School leaders have to assess new initiatives in the light of whether they will help them progress towards the school's vision or not. Sometimes, where there is the option not to take up a new initiative, headteachers and governing bodies have to make that decision.

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**Handout B4-1**

## External factors that might impact on a school

When producing a strategic plan for the school it is important to consider all the factors that might have a positive or negative effect. One way of auditing these factors is to do a STEEPE analysis. This groups factors under the following headings:

**S**ocial

**T**echnological

**E**ducational

**E**conomic

**P**olitical

**E**nvironmental

Overleaf you will find a list.

**In groups:**

- Identify those factors that are most important for your schools.
- Are there any that you have not heard about?
- Can you think of others to add to the list?

**S**ocial

- widening gap between the 'haves' and the 'have-nots'
- increasing concern for a more equal, multi-cultural society
- the social 'mix' of the community served by the school
- looked after children
- security issues
- new housing

**T**echnological

- National Grid for Learning
- constant development of ICT
- opportunities available for training staff

**E**ducational

- 14-19 curriculum reform
- national and local learning targets
- inclusion agenda
- LA Education Development Plan/CYPP
- New Ofsted Framework and Self Evaluation Form

**E**conomic

- Government funding strategy
- LA Fair Funding Scheme
- local fundraising strategies

**P**olitical

- Local elections
- New Relationship with Schools
- best value
- Excellence Clusters
- class-size regulations
- Extended schools
- National Workload Agreement

**E**nvironmental

- sustainable development
- image that the school presents

## Activity B5

## Identifying a school's strengths, weaknesses, opportunities and threats

● ● ●  │ **Activity B5. Learning outcomes**

To understand:

o how to use the SWOT analysis to summarise a school's strengths, weaknesses, opportunities and threats

● ● ●  │ # SWOT Case Studies

List on a flipchart all the

| Strengths | Weaknesses |
|---|---|
| Opportunities | Threats |

that should be taken into account in the School Improvement Plan, for the school whose profile you have been given.

- **Resources**
- Slides 24 and 25
- Handouts B5-1; B5-2; B5-3; B5-4
- Cribsheets B5-1; B5-2: B5-3: B5-4

**Key notes for trainers**

- Activities B5 and B6 are now explicitly linked. They may provide resources for a discrete course on strategic planning. A weakness from each of the SWOTs is the focus for the SIP extract in B6.
- If using this activity you will need to explain that creating the SEF will be the usual way of summarising strengths and weaknesses. However when a school is inspected that process will also identify strengths and weaknesses.
- The SWOT analysis is a simple tool which can be used with groups of people, focusing on different aspects of the school for example a curriculum area, a department, the school as a whole and so on.
- Point out that strengths and weaknesses are things which are happening now which are either positive or negative. Opportunities and threats haven't happened yet but if they do they could have either a positive or negative impact.
- Different stakeholders may have different perspectives on what's working well and what needs improvement.
- Four profiles are provided so governors can work on the phase most appropriate to them. When managing the de-brief you need to remember that each governor will only be familiar with the profile they've focused on. Supporting groups during the task will be important so you may want to do this activity when there are two trainers.
- When you've spent time with each group you could give them the cribsheet to compare and contrast their findings.
- You could invite general feedback by using questions such as those listed below:
  -Were there any issues that you weren't sure which box they belonged in?
  -If no one raises it you could ask how they viewed the percentage of children with special educational needs in the primary example. Be prepared for the possibility that some may say 'that's a threat or a weakness'. This provides a good opportunity to relate the activity to the school's core values and vision.

**Handout B5-1**

## SWOT Case Studies: Happy Days Nursery School

There are 72 children on roll, 35 girls and 37 boys. 27% are known to be eligible for free school meals. 14 children are on the special educational needs register and 5 have statements of special educational need.

Children make good progress in all aspects of **personal, social and emotional development**. They are keen to come to the nursery and the majority of children behave well and are happy, confident, independent learners. They are good at sharing, taking turns, and are polite to one another.

In **physical development**, children exercise their bodies well. They make good use of the space available. The large equipment outside is limited and this leads to a lack of challenge for some children. However there are plans to extend and develop the external environment, including creating a multi-cultural garden.

In **creative development**, singing and dancing are popular with the children and they make good progress. They experiment freely with musical instruments. They have opportunities for imaginative play, for example in the shop and the home corner. However staff do not always make the most of opportunities to join in the children's play to further extend their ideas.

In **communication, language and literacy**, children's speaking and listening skills are well developed and they have an obvious interest in books. Children make good progress in **maths**, particularly in counting, using numbers and practical calculations. They need more opportunities to extend their **knowledge and understanding of the world**.

**Information and communication technology** is identified as an area for development because of a lack of staff expertise. A recently-elected parent governor has considerable skills in this area.

Provision for **children with special educational needs** is a strength of the school. Their needs are carefully assessed and activities are planned to help them learn. They are taught well and provided with sensitive and appropriate support by staff and children.

The contribution made by the nursery nurses is a real strength. They are fully involved in the teaching process. The overall quality of teaching is enhanced by the high quality of relationships between all adults and children.

Comprehensive systems are in place to assess how well children are doing, but they are not yet secure enough to give a consistently clear picture of what children have achieved and what they need to learn next.

The role of the co-ordinators is not yet fully developed. They are not regularly monitoring teaching and learning in their areas of responsibility, nor are they drawing up action plans to support their area of learning.

The headteacher provides strong and purposeful leadership. The governing body is keen and committed and is well aware of the school's strengths. However it is not yet clear about what the school does less well and what it needs to do to improve. It is keen to find out exactly what will be involved in managing the school's budget and hopes that there will be training to help members to deal with this new responsibility.

The school works hard to maintain a strong partnership with parents.

## Activity B5 Cribsheet B5-1

## Happy Days Nursery School

| Strengths | Weaknesses |
|---|---|
| <ul><li>progress in personal, social and emotional education</li><li>children keen to come to school, happy, confident, working well together</li><li>use made of space</li><li>creative development</li><li>communication, language and literacy</li><li>maths</li><li>provision for children with special educational needs</li><li>contribution of nursery nurses</li><li>high quality of relationships between all adults and children</li><li>comprehensive systems to assess children's progress</li><li>effective leadership by headteacher</li><li>keen and committed governing body</li><li>strong partnership with parents</li></ul> | <ul><li>limited large equipment outside</li><li>staff not always extending children, challenging and stretching them</li><li>children's knowledge and understanding of the world</li><li>ICT - staff expertise</li><li>assessment and target setting</li><li>role of co-ordinators</li><li>governing body's lack of awareness of areas for development</li></ul><br>N.B. The weaknesses present opportunities to do thing better in the future |
| Opportunities | Threats |
| <ul><li>plans to extend the outside play area and to create a multi-cultural garden</li><li>new governor with ICT expertise</li></ul> | <ul><li>anxiety about financial management could divert governors and the senior management team from their 'core' work</li></ul> |

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**Activity B5 Handout B5-2**

**SWOT Case Studies: High Hopes Primary School**

The school has 245 children on roll. 24% of children have special educational needs, higher than in most schools. Attendance is above average. There is a very strong, caring ethos.

Pupils under five make good progress and the attainment of children in Key Stage 1 is good. Performance in Key Stage 2, particularly in Maths and Science is poor. The girls significantly outperform the boys in English at both key stages. Teachers' use of data to assess progress and set challenging targets for pupil progress is in need of improvement.

The poor behaviour of a sizeable minority of children in Years 5 and 6 is having a detrimental effect on the attainment of pupils. Lunchtimes and playtimes are particularly problematic. Although the lunch break is quite long there are no extra-curricular activities and limited facilities for play in the playground. Some parents are expressing the view that they might need to move their children to another school.

There is a thriving Parent –Teacher Association and funds have been raised to create an ICT suite. Parent workshops have been organised but attendance was disappointing. The last inspection found that the prospectus did not contain all the statutory information required.

The head has a very clear vision of how the school should develop. The governors are very supportive. They are not involved in producing the School Improvement Plan or monitoring and evaluating outcomes.

The senior management team has recently expanded and responsibilities are not yet clearly defined. Staff development has not been seen as a priority and this is a particular issue for the learning support staff and midday supervisors, who feel that they need more guidance.

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## Activity B5 Cribsheet B5-2

## High Hopes Primary School

| Strengths | Weaknesses |
|---|---|
| • high attendance<br>• positive ethos<br>• Foundation Stage pupils do well.<br>• Key Stage 1 results good<br>• thriving PTA<br>• fundraising<br>• new ICT suite<br>• head has clear vision<br>• governors supportive<br>• expanded SMT | • use of data to improve pupil progress<br>• KS2 performance especially Maths and Science<br>• boys' attainment in English<br>• behaviour in Years 5 and 6<br>• lack of play facilities<br>• parents' workshops not well attended<br>• prospectus does not meet statutory requirements<br>• governors not fulfilling their key roles of bringing a strategic view and ensuring accountability<br>• roles of SMT not clearly defined<br>• staff development particularly for learning support staff and midday supervisors<br><br>N.B. The weaknesses present opportunities to do thing better in the future |
| Opportunities | Threats |
| • new ICT suite | • possibility that parents will move their children to other schools because of poor behaviour<br>• school's reputation might be damaged by the behaviour issue |

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## Activity B5 Handout B5-3

## SWOT Case Studies: Phoenix Secondary School

The school has 845 students on roll and caters for Years 7–13. The percentage of children with special educational needs is in line with national averages. The attendance rate is in line with the national average.

The rate for permanent exclusions is low and the rate for fixed-term exclusions is reducing. A new positive behaviour policy has been introduced with a greater emphasis on rewards than sanctions. The student council has played a key role in producing the policy.

The quality of teaching at Key Stage 3 is variable.

At Key Stage 3 students do well in English compared to national averages but less well when compared to similar schools. Performance in Maths and Science is below average against both those benchmarks. The trend in Science has been downward for the past three years.

At Key Stage 4 the results are slightly above national averages and in line with those of similar schools. Progress between key stages is good. There have been significant improvements in Modern Foreign Languages.

The level of resources in Art, Design and Technology is poor. Some requirements of the Health & Safety policy are not being applied in the Technology faculty.

The school has recently been awarded 'Investors in People' status and there is a strong commitment to staff development.

The governing body has established committees but their remit is insufficiently defined. This results in a lack of rigour in the evaluation of the school's performance. Some governors feel that their skills are not being fully utilised.

A number of parents feel that they are not receiving sufficient information about their children's progress and that the school does not set enough homework.

The Council's budget for education has been cut for the last three years and the school has used up all of its reserves to maintain staffing levels.

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**Actvity B5 Cribsheet B5-3**

## Phoenix Secondary School

| Strengths | Weaknesses |
|---|---|
| • exclusions rate reducing<br>• behaviour policy showing positive results<br>• effective student council<br>• good progress between key stages 3 and 4<br>• significant improvements in Modern Foreign Languages<br>• IIP status | • KS3 not comparing well with similar schools<br>• quality of teaching at KS3<br>• Maths and Science weak at KS3<br>• downward trend in Science<br>• low level of resources in Art, Design and Technology<br>• Health & Safety policy not rigorously applied in technology<br>• organisation of governing body<br>• individual governors demotivated<br>• parental perceptions/home - school communication<br><br>N.B. The weaknesses present opportunities to do thing better in the future |
| Opportunities | Threats |
| • governors keen to be more fully involved<br>• student council could be encouraged to develop its role | • accidents resulting from inadequate risk assessment and management<br>• school budget share might fall again and might result in redundancies |

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**Activity B5 Handout B5-4**

## SWOT Case Studies: Vanguard Special School

The school caters for children aged 5–11 with emotional and behavioural difficulties. The pupils come from a wide area and this has had a negative impact on home - school relations including parental representation on the governing body. It is a contributory factor to the limited range of extra-curricular activities. Attendance is good and the rate of exclusions is low.

There are effective links with mainstream schools and a high proportion of children experience integration for part of each week. The school supports integration and inclusion by an effective outreach strategy.

All pupils follow the National Curriculum and progress is good in English and Maths. Standards in Science and ICT are poor. Quality of teaching is mainly good except in Science, where it is satisfactory. Teachers have high expectations and pupils are actively engaged in agreeing targets for their individual education plans. However the needs of children with the most complex needs are not met consistently.

Although there have been improvements in curriculum planning, the lack of a systematic approach is impeding progress between key stages.

The level of learning support staff is low but they are deployed very effectively increasing the possibility of one-to-one and small group work.

The school is reviewing its mission and vision prior to producing a strategic plan for development. Governors are becoming more involved in this process though they do not have a clear understanding of their roles. Several governors are willing to use their skills for the benefit of the school but need to agree a focus.

The themes for school development are not prioritised and the school has no formal procedures for testing out the cost-effectiveness of the developments it undertakes.

The administration of the process of annual reviews is not systematic. This results in relevant professionals receiving insufficient notice of the dates of meetings.

The school has good links with the local football club and there is a well-established mentoring scheme.

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## Activity B5 Cribsheet B5-4

## Vanguard Special School

| Strengths | Weaknesses |
|---|---|
| • good attendance<br>• low exclusions rate<br>• effective links with mainstream<br>• integration of pupils<br>• effective outreach strategy<br>• good progress in English and Maths<br>• quality of teaching<br>• high expectations<br>• pupil-centred target setting<br>• effective deployment of support staff<br>• mentoring scheme | • home – school relations<br>• parental involvement in the governing body<br>• limited range of extra-curricular activities<br>• standards in Science and ICT<br>• quality of provision for children with the most complex needs<br>• quality of teaching in Science<br>• curriculum planning<br>• low level of support staff<br>• governors unsure about their role<br>• financial planning<br>• administration of annual reviews<br><br>N.B. The weaknesses present opportunities to do thing better in the future |
| Opportunities | Threats |
| • willingness of governors to use their skills to support the work of the school. | • possibility of legal challenge arising from poor organisation of review process |

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# B6 Evaluating school improvement plans

## ●●○ | Activity B6. Learning outcomes

To understand:

○ how the SWOT leads to the school improvement plan

○ how to evaluate a school improvement plan

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**Resources**
- Slide 26
- Handouts: B6-1; B6-2; B6-3; B6-4; B6-5; B6-6
- Cribsheet B6-1; B6-2; B6-3; B6-4

**Key notes for trainers**

- Four plan extracts are provided so governors can work on the phase most appropriate to them.
- Each plan addresses a weakness identified in the previous SWOT activity.
- Handout B6 is a reminder of the characteristics of effective plans.
- When managing the de-brief you need to remember that each governor will only be familiar with the plan they've focused on. Supporting groups during the task will be important so you may want to do this activity when there are two trainers.
- When you've spent time with each group you could give them the cribsheet to compare and contrast their findings.
- These plans would be much enhanced if the monitoring and evaluation columns were separate. The monitoring column should say who is going to do what to check whether the plan is progressing e.g. lesson observation, work scrutiny, surveys and so on. The evaluation column should state who is going to consider the evidence base and make judgements about the outcomes and longer term impact.
- B6-5 can be used with each plan, to record findings.

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# Handout B6-1 Happy Days Nursery School: extract from School Improvement Plan

**Ensure a consistently good learning environment**

| Key goal / target | Action | Led by | Timing | Success criteria | Resources | Monitored and evaluated by |
|---|---|---|---|---|---|---|
| Agreed criteria underpin judgements | Work with whole school team to develop learning environment quality indicators | Asst Head | | Weekly, termly and annual planning is secure and shows continuity between internal and external learning activities<br><br>Outdoor learning fully integrated with learning in the classroom | Staff meeting time<br><br>Taped discussion with children | Head<br>Governing body<br>LA Early Years Adviser |
| Ensure the external environment promotes learning | Use indicators to audit quality of outdoor learning environment followed by purchase of additional large equipment | Asst Head | Jan '05 | Evidence of:<br><br>greater use of outdoor environment for curriculum work<br><br>extensive opportunities for adventurous, exploratory and energetic play<br><br>children encouraged to make decisions and choosing between activities<br><br>children engaged in problem solving activities e.g. finding out to set up and use the large equipment themselves<br><br>observations of children's response to activities being used to plan the next learning targets<br><br>children enjoying playing together and showing a growing awareness of others in their play | £1500 | Head<br>Governing body<br>Pupils and parents |
| Ensure the environment of the classroom promotes learning | INSET on the importance of the learning environment, 'climate' and display techniques | Head | Sept '05 | Consistent evidence of:<br><br>high quality environment in the classroom<br><br>well-planned and well-organised environment that promotes children's independence<br><br>continuous reduction in negative interactions<br><br>high quality displays of pupils' work offering interactive activities | Consultant 1 day £400 | LA Early Years adviser<br>Governing body |

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# Activity B6 Handout B6-2 High Hopes Primary School: extract from School Improvement Plan

**Use data to develop target setting and increase rate of pupil progress. (Value added score 100+)**

| Key goal / target | Action | Led by | Timing | Success criteria | Resources | Monitored and evaluated by |
|---|---|---|---|---|---|---|
| Improve data available to staff | Link NFER reading and maths tests with National Curriculum Tests and optional test information<br><br>Provide staff with class progress charts twice a year | Asst Head / Assessment Co-ordinator | Start by Sept '05 then ongoing | Evidence from classroom observation and planning meetings that teachers are using data to inform planning and delivery | Data entry by admin staff and analysis by AHT and coordinator | Head Governors' curriculum committee |
| Develop data interpretation skills of staff and enable them to link assessment to target setting | Organise and implement 3 x 2 hour INSET sessions to enable staff to develop their interpretive skills and decide on learning targets for pupils<br><br>Follow up with regular interpretation sessions prior to pupil review meetings | Asst Head / Assessment Co-ordinator | Start by Sept '05 then ongoing | Programme for INSET<br><br>Evaluation of INSET<br><br>Evidence through classroom observation and planning meetings that teachers use data to plan appropriate work for pupils and establish appropriate individual targets for sharing with pupils and parents during review meeting | Consultant for INSET £600 | Head Governors' curriculum committee |
| Introduce target setting system for individuals, groups and classes which involves pupils in monitoring own progress | Devise and implement INSET to introduce target setting system, which will involve pupils | Asst Head / Assessment Co-ordinator | Jan '05 then ongoing | Positive evaluation of INSET<br><br>Pupils understand their targets, plot their progress and are keen to have them 'signed off'<br><br>Scatter graphs identify increased rates of progress at half-yearly intervals.<br><br>Better than average value added score | Consultant 1 day £400 | Head Governors' curriculum committee |

## High Hopes Primary School: extract from School Improvement Plan ctd

| Key goal / target | Action | Led by | Timing | Success criteria | Resources | Monitored and evaluated by |
|---|---|---|---|---|---|---|
| Improve procedures for reporting to parents | Survey parents to check how our current system for parents' evenings and current format for reporting could be improved<br><br>Discuss results with staff, governors and PTA before developing and implementing revised procedures | Asst Head / Assessment Co-ordinator Parent governors | Oct. 2005 complete by Dec 2005 | Evidence that feedback from parents has been analysed, discussed by staff and governors, and influenced new procedures<br><br>Parents understand how their children are doing and how to support their learning | Non-contact time Data entry by admin staff and analysis by Asst Head / Assessment Co-ordinator and Parent governors | Head Governing body PTA / parents |
| Improve governors' use of data in monitoring and evaluating pupil progress and attainment | Devise and implement 1 x 2 hour INSET<br><br>Trial different formats for reporting on pupil progress to governors | Asst Head / Assessment Co-ordinator / Governor Development Officer<br><br>Head / Asst Head / Assessment Co-ordinator | | Evidence from head's report to governors and minutes of governors' meetings show that governors are asking challenging questions about pupil progress as well as recognising and celebrating effort and success | LA fee for governor training | Head Governing body LA Link adviser |

Based on the DfEE Guidance 'Fresh Start Schools: Raising Attainment Plan'

# Activity B6 Handout B6-3 Phoenix Secondary School: extract from School Improvement Plan

**Ensure consistently good teaching at KS3**

| Key goal / target | Action | Led by | Timing | Success criteria | Resources | Monitored and evaluated by |
|---|---|---|---|---|---|---|
| Establish effective strategies for ensuring that improvements in the quality of teaching and learning are maintained | Monitor teaching and learning through a programme of classroom observation and feedback to staff | DH Curriculum | Sept '05 | 100% lessons in KS4 satisfactory or better and 60% good or better | SMT time for monitoring and feedback | HT/DH Link adviser Governors' Curriculum Committee |
| | Implement middle management INSET for monitoring teaching and learning, including paired monitoring with LA adviser | INSET coordinator | Sept '05 to July '06 | Evidence from CPD records, subject planning meetings and lesson observation records that all middle managers are trained and are undertaking lesson observations effectively. Teachers monitored subsequently achieve consistently higher standards. Teacher assessment and GCSE results show improved pupil progress and attainment. | 5 days adviser time £2000 | |
| Use a wider range of teaching and learning strategies | Implement whole school programme of training / coaching to widen the range of teaching and learning strategies used appropriately at KS3 | INSET coordinator | Jan '05-April '06 | Faculty heads identify impact of INSET. Students perceive noticeable improvement in the range and quality of strategies used to promote their learning | Consultant 1 day £400 | Faculty heads HT School Council Governing Body |

## Activity B6 Handout B6-3 Phoenix Secondary School: extract from School Improvement Plan ctd

| Key goal / target | Action | Led by | Timing | Success criteria | Resources | Monitored and evaluated by |
|---|---|---|---|---|---|---|
| Address individual needs | Identify strong practitioners who could coach colleagues | DH Curriculum | Nov '05 and ongoing | Evidence from lesson observations that coaching programme is resulting in more effective teaching and learning e.g. pupils' rate of progress increased on average by 0.5 NC levels per year in core subjects | Non-contact time | SMT Link adviser Governors' Curriculum Committee |
| | Identify appropriate INSET for individuals | Team leaders and INSET coordinator | | Records of visits show recommendations for future practice, later evident in lesson observations. | | |
| | Arrange visits to Leading Edge Schools where appropriate | INSET coordinator | | | | |
| Ensure high expectations and appropriate challenges | Two INSET days devoted to raising staff expectations of their students | INSET coordinator | Sept '05 and Jan '06 | Evidence from classroom observations, student attitude questionnaires and pastoral / assessment records that expectations have been raised and students are more motivated | Consultant 2 days £800 | Faculty heads HT School Council Governing Body |
| | | | | Rate of students' progress in lessons improves | | |

Based on the DfEE Guidance 'Fresh Start Schools: Raising Attainment Plan'

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# Activity B6 Handout B6-4 Vanguard Special School: extract from School Improvement Plan

**To ensure that the needs of pupils with the most complex needs are met consistently, across all classes**

| Key goal / target | Action | Led by | Timing | Success criteria | Resources | Monitored and evaluated by |
|---|---|---|---|---|---|---|
| Produce database of learning difficulties and disabilities of pupils | Audit primary and secondary special educational needs of all pupils | Deputy head | Sept 2005 | Database accessible to all staff<br>Analysis identifies number of children within each category of need | Non-contact time | Head |
| Facilitate multi-agency approach to identifying needs and developing provision | Facilitate multi-agency discussions on communication and learning needs of target group of pupils | Head | Half-termly | Appropriate agencies represented at meetings<br>School holds detailed knowledge of how to respond to the needs of all pupils<br>IEPs informed by feedback from meetings<br>Needs identified in statements are met | Non-contact time for staff | Governing body |
| Share good practice | Plan opportunities for cross class work to share skills<br><br>Provide INSET for staff led by staff | Deputy head | Sept 2005 | Strengths and training needs of each team member identified<br>Schedule of observations implemented<br>Team members scheduled into staff meeting agendas to update colleagues | Non-contact time for staff | Head<br>Governing body |
| Staff access appropriate external training | Use analyses of training needs from performance management reviews to plan attendance at training and visits to other establishments | INSET coordinator | Sept 2005 | Training identified and attended<br>Information from learning / training / visits cascaded to staff team<br>Positive evaluations re value for money of training received. | INSET budget | Head |

Originally inspired by Bardwell School, Oxfordshire, and modified.

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**Handout B6-5**

## School Improvement Plan – content

Note the characteristics of effective SIPs evident in the extract.

| | Present | Not Present | Question/comment |
|---|---|---|---|
| Has a clear focus on raising standards of educational achievement | | | |
| Has SMART targets (specific, measurable, achievable, relevant and time-limited) | | | |
| Assigns lead responsibilities to individuals | | | |
| Includes training/support needs | | | |
| States the evidence that will demonstrate success | | | |
| Makes explicit links to the school's budget | | | |
| Makes clear how, when and by whom progress will be monitored and evaluated | | | |

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**Handout B6-6**

## Characteristics of effective school improvement plans

- state the agreed values, aims and objectives for the school and focus on raising standards of educational achievement
- reflect local and national trends and initiatives that might impact on the school e.g. rising/falling rolls and the priorities in the LA's Education Development Plan (EDP) /Children's and Young People's Plan (CYPP)
- are derived from rigorous self-evaluation (N.B SEF)
- are shared and understood by all concerned
- have SMART targets (specific, measurable, achievable, relevant and time-limited)
- have named people responsible for action
- have explicit links to the school budget
- identify training and support needs
- state the evidence that will demonstrate success
- make clear how, when and by whom progress will be monitored and evaluated
- drive the agendas for governing body meetings and the headteacher's objectives

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# Activity B6 Cribsheet B6-1

School Improvement Plan (Nursery) – content

|  | Present | Not Present | Question/comment |
|---|---|---|---|
| Has a clear focus on raising standards of educational achievement |  | ✓ | Not explicitly stated |
| Has SMART targets – specific, measurable, achievable, relevant, time-limited |  | ✓ | No timescale for overall target. The success criteria provide further detail about the targets<br>We don't know if the actions are achievable in the timescale as we don't know the specific context |
| Assigns lead responsibilities to individuals | ✓ |  | By role |
| Includes training / support needs | ✓ |  |  |
| Makes explicit links to the school's budget | ✓ |  |  |
| States the evidence that will demonstrate success |  | ✓ | Not explicitly although it could be gleaned from the success criteria |
| Makes clear how, when and by whom progress will be monitored and evaluated |  | ✓ | Only deals with 'by whom'<br>It is essential to distinguish between those who implement / monitor progress / gather evidence and those who evaluate the overall outcomes and impact. Governors should play a key role at the stage of evaluation. |

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# Activity B6 Cribsheet B6-2

School Improvement Plan (Primary) – content

|  | Present | Not Present | Question/comment |
|---|---|---|---|
| Has a clear focus on raising standards of educational achievement | ✓ |  |  |
| Has SMART targets - specific, measurable, achievable, relevant, time-limited |  | ✓ | No overall timescale.<br>Could be more specific which children, subjects, target grades. |
|  |  |  | Could be more relevant - use of LA data, comparisons with national averages etc |
|  |  |  | We don't know if the actions are achievable in the timescale as we don't know the specific context |
| Assigns lead responsibilities to individuals | ✓ |  | By role |
| Includes training / support needs | ✓ |  |  |
| Makes explicit links to the school's budget |  | ✓ | Partly, not consistently |
| States the evidence that will demonstrate success |  | ✓ | Not explicit but could be gleaned from the success criteria |
| Makes clear how, when and by whom progress will be monitored and evaluated |  | ✓ | Only deals with 'by whom'<br>It is essential to distinguish between those who implement / monitor progress / gather evidence and those who evaluate the overall outcomes and impact. Governors should play a key role at the stage of evaluation. |

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# Activity B6 Cribsheet B6-3

School Improvement Plan (Secondary) – content

|  | Present | Not Present | Question/comment |
|---|---|---|---|
| Has a clear focus on raising standards of educational achievement | ✓ |  | Several references to improving rate of pupil progress |
| Has SMART targets - specific, measurable, achievable, relevant, time-limited |  | ✓ | No overall timescale.<br>Targets not explicit but success criteria provide some detail<br>We don't know if the actions are achievable in the timescale as we don't know the specific context |
| Assigns lead responsibilities to individuals | ✓ |  | By role |
| Includes training / support needs | ✓ |  |  |
| Makes explicit links to the school's budget |  | ✓ | Partly, not consistently |
| States the evidence that will demonstrate success | ✓ |  | Noted in many of the success criteria |
| Makes clear how, when and by whom progress will be monitored and evaluated |  | ✓ | Only deals with 'by whom'<br>It is essential to distinguish between those who implement / monitor progress / gather evidence and those who evaluate the overall outcomes and impact. Governors should play a key role at the stage of evaluation. |

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# Activity B6 Cribsheet B6-4

School Improvement Plan (Special) – content

|  | Present | Not Present | Question/comment |
|---|---|---|---|
| Has a clear focus on raising standards of educational achievement |  | ✓ | Not explicitly stated |
| Has SMART targets - specific, measurable, achievable, relevant, time-limited |  | ✓ | Could be more specific - what needs, by when? We don't know if all the actions are achievable in the timescale as we don't know the specific context. |
| Assigns lead responsibilities to individuals | ✓ |  | By role |
| Includes training / support needs | ✓ |  |  |
| Makes explicit links to the school's budget |  | ✓ | No costs are noted |
| States the evidence that will demonstrate success |  | ✓ | Not explicit though success criteria provide clues |
| Makes clear how, when and by whom progress will be monitored and evaluated |  | ✓ | Only deals with 'by whom' It is essential to distinguish between those who implement / monitor progress / gather evidence and those who evaluate the overall outcomes and impact. Governors should play a key role at the stage of evaluation. |