

THE PROCESS

1. ARTICULATE YOUR VISION, VALUES AND CORE PURPOSE
2. GATHER YOUR EVIDENCE TO SEE WHERE YOU ARE (SEE NEXT PAGE FOR ESSENTIALS)
3. DRAW YOUR INFERENCES FROM THE EVIDENCE
4. MAKE YOUR JUDGEMENTS BY BEST MATCHING YOUR INFERENCES AGAINST THE OFSTED GRADE DESCRIPTORS
5. TAKE INTO ACCOUNT ANY UNFINISHED RESPONSES TO YOUR LAST OFSTED INSPECTION
6. IDENTIFY YOUR PRIORITIES / AREAS FOR ACTION (FEWER THAN 7)
7. DETERMINE YOUR KEY DELIVERABLES (NO MORE THAN 3) RELATED TO EACH PRIORITY / AREA FOR ACTION
8. SPECIFY YOUR KEY ACTIONS WITHIN EACH PRIORITY / AREA FOR ACTION – DELEGATE THEIR DETAILED ACTION PLANS AND DELIVERY
9. INCLUDE SUCCESS CRITERIA (SMART TARGETS) WITHIN EACH ACTION PLAN
10. IDENTIFY RISKS TO THE ACHIEVEMENT OF THE KEY DELIVERABLES AND PROPOSE ANY ADDITIONAL ACTIONS TO MITIGATE THEM
11. IMPLEMENTS ACTIONS
12. GATHER EVIDENCE (SEE NEXT PAGE) TO MONITOR AND EVALUATE PROGRESS OF ALL ACTION PLANS
13. HOLD STAFF TO ACCOUNT FOR MEETING THE SUCCESS CRITERIA / TARGETS FOR WHICH THEY ARE RESPONSIBLE



EVIDENCE

With a focus on **CONTEXT**

- Attainment / levels of development on entry
- Socio-econometrics
- Pupil stability
- Staff stability
- NoR over time
- Awards
- Status changes

With a focus on **ACHIEVEMENT**

At whole school, key stage, gender, FSM, SEN, LAC, AoE, Ethnicity, subject levels:

- Analysis of attainment /over time / compared with national and targeted
- Analysis of progress (levels, points per year)/ over time / compared with national and targeted

Supported with

- Parent views via questionnaire
- Pupil views via questionnaire and other feedback

With a focus on **LEARNING AND TEACHING**

At whole school, key stage and subject levels:

- See above and
- Pupil work scrutinies for assessment, marking and feedback, pitch and progress over time
- Teacher planning scrutinies for links to assessments, pitch and progress over time
- Lesson observation notes and grades with reference to pupil progress towards targets

Supported with

- Parent views via questionnaire
- Pupil views via questionnaire and other feedback

With a focus **BEHAVIOUR, SAFETY AND ATTENDANCE**

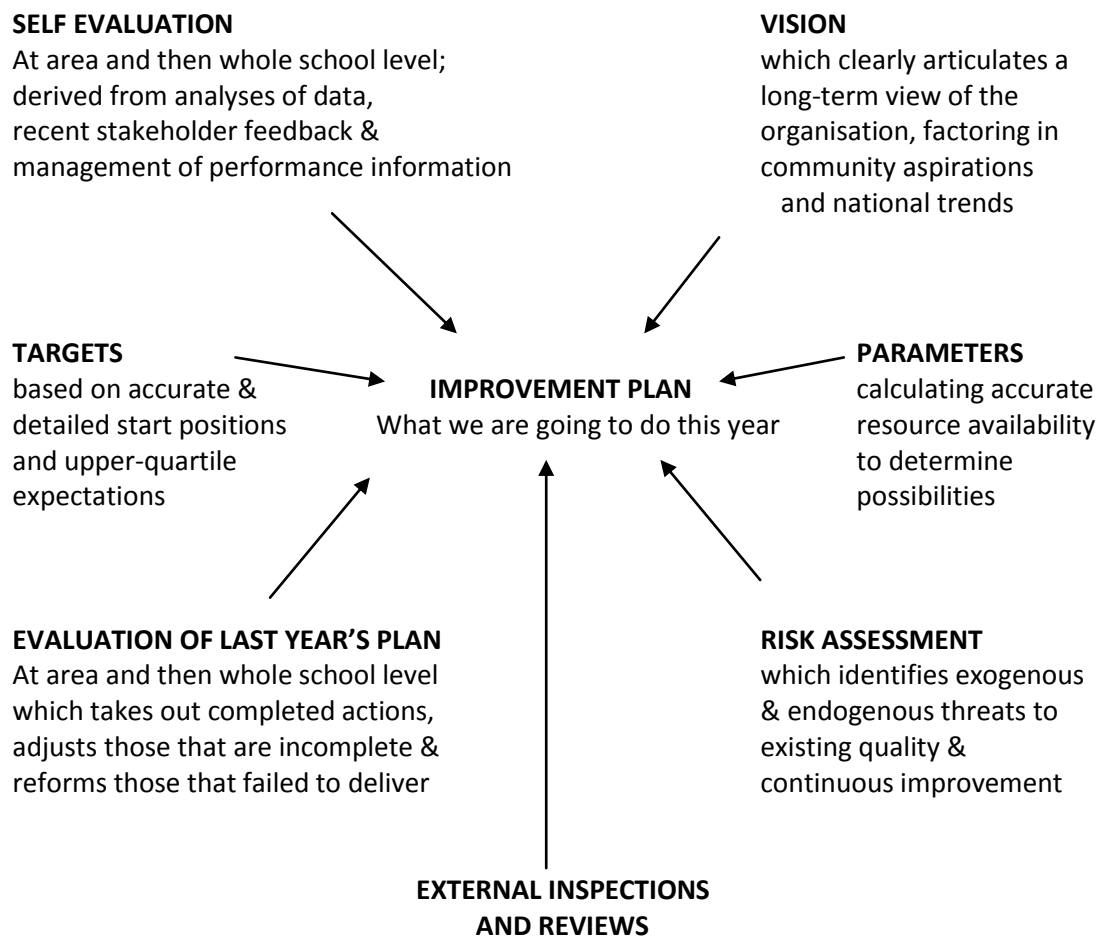
- Parent views via questionnaire
- Pupil views via questionnaire and other feedback
- Analyses of attendance data - overall, by group / over time / compared with national
- Analyses of exclusions (fixed term / permanent) - overall, by group / over time / compared with national

With a focus on **OTHER ASPECTS**

- VfM calculations
- Comparative spend patterns
- Vision for the school 5 years hence
- Wider parent views via questionnaire
- Wider pupil views via questionnaire and other feedback
- Reports (not OfSTED) and reviews
- Staff views via questionnaire



AN ANNUAL SCHOOL IMPROVEMENT PLAN INFORMED BY THE FUTURE AS WELL AS THE PAST



Performance management through the year assures the success of the improvement plan

