



Bedfordshire
county council

School Development Planning

Achieving the best for our children and
young people



Dear Colleague,

It gives me great pleasure to introduce this revised document, the Bedfordshire Guide to School Development Planning.

This document has been developed by a group of Bedfordshire's headteachers and local authority officers.

The aim of the document is to support schools in developing rigorous self-evaluation, which translates into an effective school development plan, which identifies the strategies to secure future improvement. It provides practical guidance on developing values, aims and vision and drawing up a strategy and action plans to meet these aspirations.

I am sure that headteachers, staff and governors will find this document useful.

The proformas within the document are available electronically from the Bedfordshire schools' website www.schools.bedfordshire.gov.uk

Best wishes,

Peter Wylie

Interim Assistant Director (Learning)

A School Development Plan is:

A document which sets out the strategies the school will adopt to secure and sustain school improvement. It brings together, in one purposeful, practical and coherent plan, national, local and school priorities, reflecting the aims and values of the school.

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Introduction

What is a School Development Plan?

A document which sets out the strategies the school will adopt to secure and sustain school improvement. It brings together, in one purposeful, practical and coherent plan, national, local and school priorities, reflecting the aims and values of the school.

It should link directly to the issues identified by the school's self-evaluation and by any external evaluation such as Ofsted. These issues will be listed in the 'Key priorities for development' question in each part of the SEF* and summarised in Section 1 of the SEF* 'The main priorities in your improvement/development plan'.

The TDA has published a comprehensive framework on School Improvement Planning, which includes a wide range of useful tools for supporting each stage of the planning process. This is available at www.tda.gov.uk. Links to the TDA framework are identified in italics throughout this document.

*Ofsted's Self-Evaluation Form www.ofsted.gov.uk

What is School Self-evaluation?

It is a reflective, systematic and analytical process which focusses on pupils learning experience (the quality of provision) and its impact on their achievement. It provides an accurate assessment of how well the school is performing and what it needs to do next, and leads naturally into the school's development plan through the identification of school improvement priorities.

All members of the school community, as well as other stakeholders beyond the school, have an important contribution to make to school self-evaluation. School professionals will conduct most of the review processes but the experiences and views of other groups, particularly those of pupils, parents and governors, form essential elements of effective self-evaluation.



Key points about School Self-evaluation

- it involves collecting, analysing and interpreting a wide range of evidence through such activities as data analysis, sampling of pupils work, lesson observations, interviews and surveys;
- it should be used to celebrate success as well as identifying priorities for development;
- the process needs rigour and challenge if the evidence is to be worthwhile;
- the school's strategy needs to be simple but effective, and integrated into its routine management systems and cycles;
- it should not be undertaken solely for the purpose of inspection or completing the SEF but it does provide the basis for ongoing dialogue with the School Improvement Partner;
- the school must listen and respond to the views of its stakeholders;
- the school's summary of its self-evaluation on the SEF should be updated at least annually;
- it should focus strongly on the evaluation of the impact of the school's actions on learners;
- self-evaluation must lead to action – it is not an end in itself;
- effective school development plans depend on robust school self-evaluation.

Appendix 1 provides further guidance on school self-evaluation. Appendix 5 provides an overview showing how school self-evaluation activities could be mapped across a year.

Section 1 An overview of the process

It is helpful to consider school development planning in three layers:

<p>Long term</p> <p>Developing values, aims and vision</p>	<p>The Governing Body’s vision for the school and the resulting aims together provide long term aspirations. Schools are being increasingly encouraged to include external agencies and the wider community in establishing their vision statement and aims.</p>
<p>Medium Term</p> <p>Developing a strategic overview</p>	<p>The strategic or medium term plan is a grid which covers the improvements that have been identified as necessary over the next two/three years. These priorities are identified in each section of the SEF* and are summarised in Section 1** of the SEF.</p>
<p>Short term</p> <p>Writing annual action plans</p>	<p>The short term plan demonstrates in detail how the current priorities identified in the medium term plan will be actioned, monitored and evaluated.</p>

* in the ‘Key priorities for development’ question that is found in each section of the SEF

**in SEF Section 1 ‘The main priorities in your improvement/development plan’

What is contained in a School Development Plan?

School Development Plans (also known as School Improvement Plans or Single School Plan) take many shapes and sizes. There is no one “correct” format but there are certain features which should be included. School Development Plans are not static and should be produced in a format that enables regular updating.

<p>Ideally a School Development Plan will contain:</p> <ul style="list-style-type: none"> • brief, contextual information (e.g. a review of last year’s plan including impact; Ofsted key issues; national and local priorities of relevance to the school; relevant sections of SIP reports; summary of significant school data)
<ul style="list-style-type: none"> • a statement of the school’s values, aims and vision, which has been revisited annually; (long term)
<ul style="list-style-type: none"> • a strategic plan, which shows proposed developments for the next two/three years; (medium term)
<ul style="list-style-type: none"> • focussed action plans for each current priority. (short term)

The current action plans should be accompanied by:

- a programme of Continuing Professional Development (CPD) for the school workforce;
- a governor development plan;
- a summary of costings which link with funding streams.

Optional appendices may include:

- background information on regular policy review procedures, monitoring programmes and self-evaluation cycles, resource renewal;
- subject or departmental development plans;
- plans to manage structural change such as large fluctuations in pupil numbers, building work, amalgamation, federation;
- staffing plans including succession planning, premises plans, travel plans.

The core of the document will be the Action Plans for the current year's priorities.

An example of the 'Contents' page from a school development plan:

Section 1 Where are we now?	Pages 3-9	Review of previous year Revised school vision Test results for current year Analysis of CVA for current year
Section 2 Where do we want to be?	Pages 10-13	Targets for next year: Objectives carried forward from last year Pupil targets for each key stage Strategic overview for next three years Rationale for Priorities for next year
Section 3 How do we get there?	Pages 14-40	Priority action plans Whole School Management Plan (includes ECM) Subject Leader Action Plans Governors' Committee Action Plans CPD plan for next year Budget links

Step 1: Informing the new cycle

1a. Preparation and engagement

The first step in the process should be about establishing who to engage within and beyond the school and how to involve them. The school should review its values, aims and vision and decide what the team wants to achieve before starting.

A decision will also need to be made as to the starting time of the cycle, for example, whether to begin the process in order to align the development plan with the financial or academic year, or to combine these approaches into an overlapping plan.

TDA Module 1 and 2: Prepare and Engage, Identify Objectives

1b. School self-evaluation

The school must make an honest analysis of its strengths and weaknesses based on evidence. School self-evaluation should be thoroughly integrated into the school's normal management cycles and should involve all stakeholders. Analysis of data is a pivotal part of the self-evaluation process and the data discussion with the school's improvement partner will support the identification of standards and achievement priorities.

The outcomes of these analyses and the evidence on which they are based should be summarised in the SEF, including the clear recognition of the school's strengths and priorities for development. The SEF is a record of the school's self-evaluation; it is not the evaluation process itself.

TDA Module 2: Identify Objectives

1c. Review and reprioritising of medium term overview

The governors' vision will help shape the medium term plan that will indicate in outline the steps which need to be undertaken over, say, a two or three year period to turn aspirations into improvements. This should be reviewed and reprioritised annually, taking into account the outcomes of current self evaluation and integrating new initiatives.

TDA Module 3: Develop and Prioritise Solutions

Step 2: Setting priorities, action planning and performance management

2a. Setting priorities

The Governing Body and headteacher will select the priorities for the coming year from the medium term overview. These should be manageable in number and be pivotal in promoting school improvement.

TDA Module 3: Develop and Prioritise Solutions

2b Action planning

This is the professional task of the headteacher and senior staff. Plans should be realistically costed and actions sensibly paced.

TDA Module 4: Deliver



Improving provision

2c Performance management

There should be strong links between the objectives chosen by governors for the headteacher's performance management and the school's priorities. Similarly, school priorities should be reflected in the performance management objectives of other staff.

TDA Module 3: Develop and Prioritise Solutions

Step 3: Implementation and monitoring

3a. Implementation

Implementing the actions identified is the everyday work of the school staff. Energies should be focussed on the most important things that need to be done to secure improvements.

TDA Module 4: Deliver

3b. Monitoring and refinement

Monitoring involves:-

- checking on whether the tasks are being undertaken as planned and are on track in respect to the anticipated timelines;
- collecting evidence about the impact the initiatives are having using the success criteria as the focus;
- refining action plans and processes in the light of these analyses.

TDA Module 6: Demonstrating Impact

Step 4: Evaluation

4. Evaluation

Evaluation involves analysis of the evidence collected by monitoring activities and making judgements about the extent to which:

- targets have been achieved, using the agreed success criteria as the basis of the judgement;
- actions are making a difference to teaching, learning and pupil outcomes;
- further work is needed to consolidate improvement;
- a different set of actions is required.

These evaluations will feed into the school's record of self-evaluation and will be used to update the Ofsted Self-evaluation Form (SEF).

TDA Module 6: Demonstrating Impact

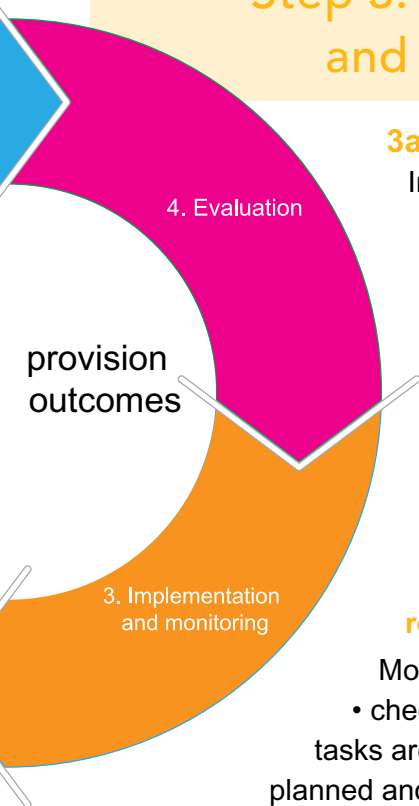
And so the cycle starts again with self-evaluation, revisiting the school's values, aims and vision, up-dating the medium term plans and selecting priorities for the next set of actions.

Evaluating the development plan

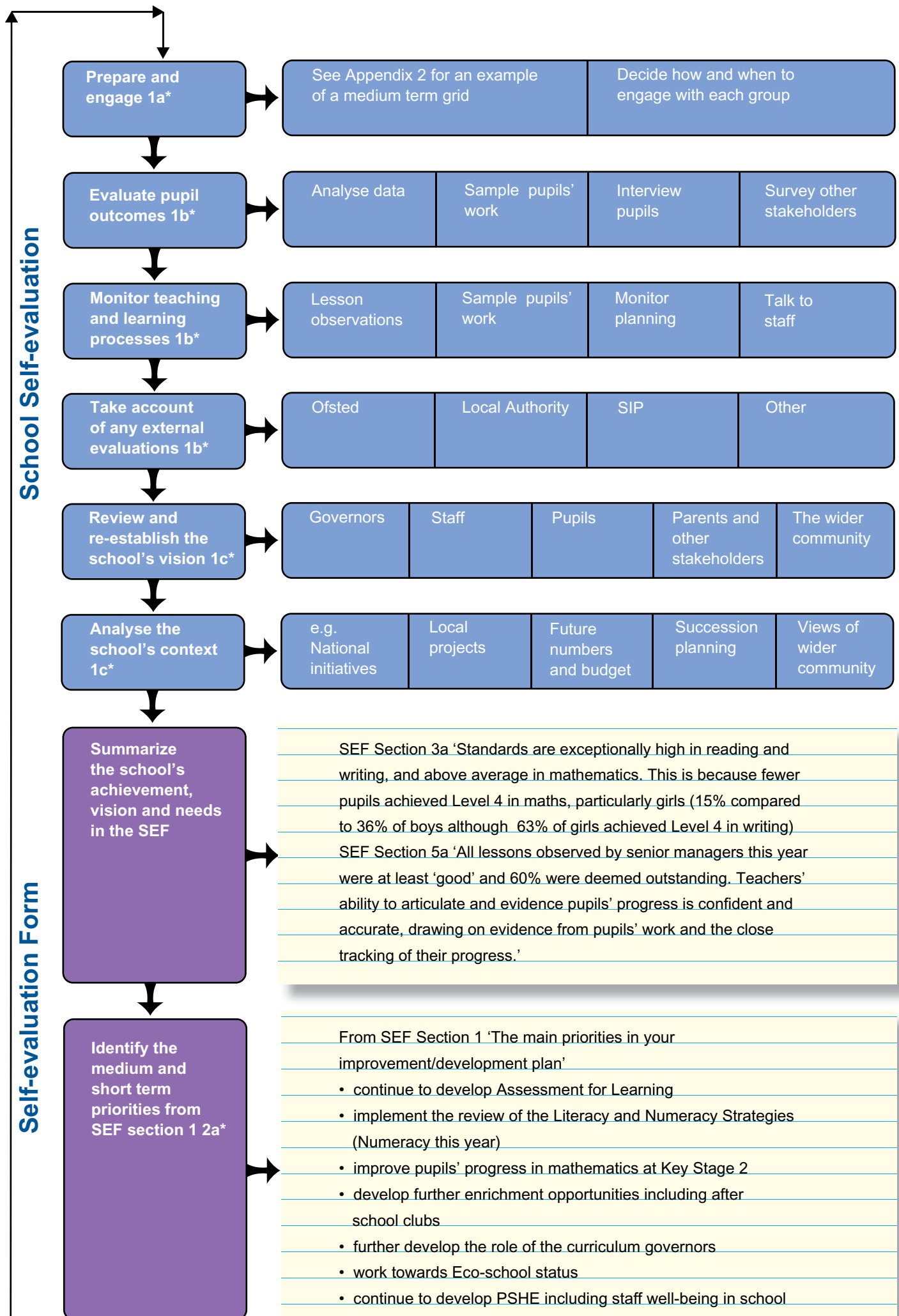
The test of an effective development plan is that it works i.e. it ensures improvement in those areas that matter most to pupils.

Does your plan:

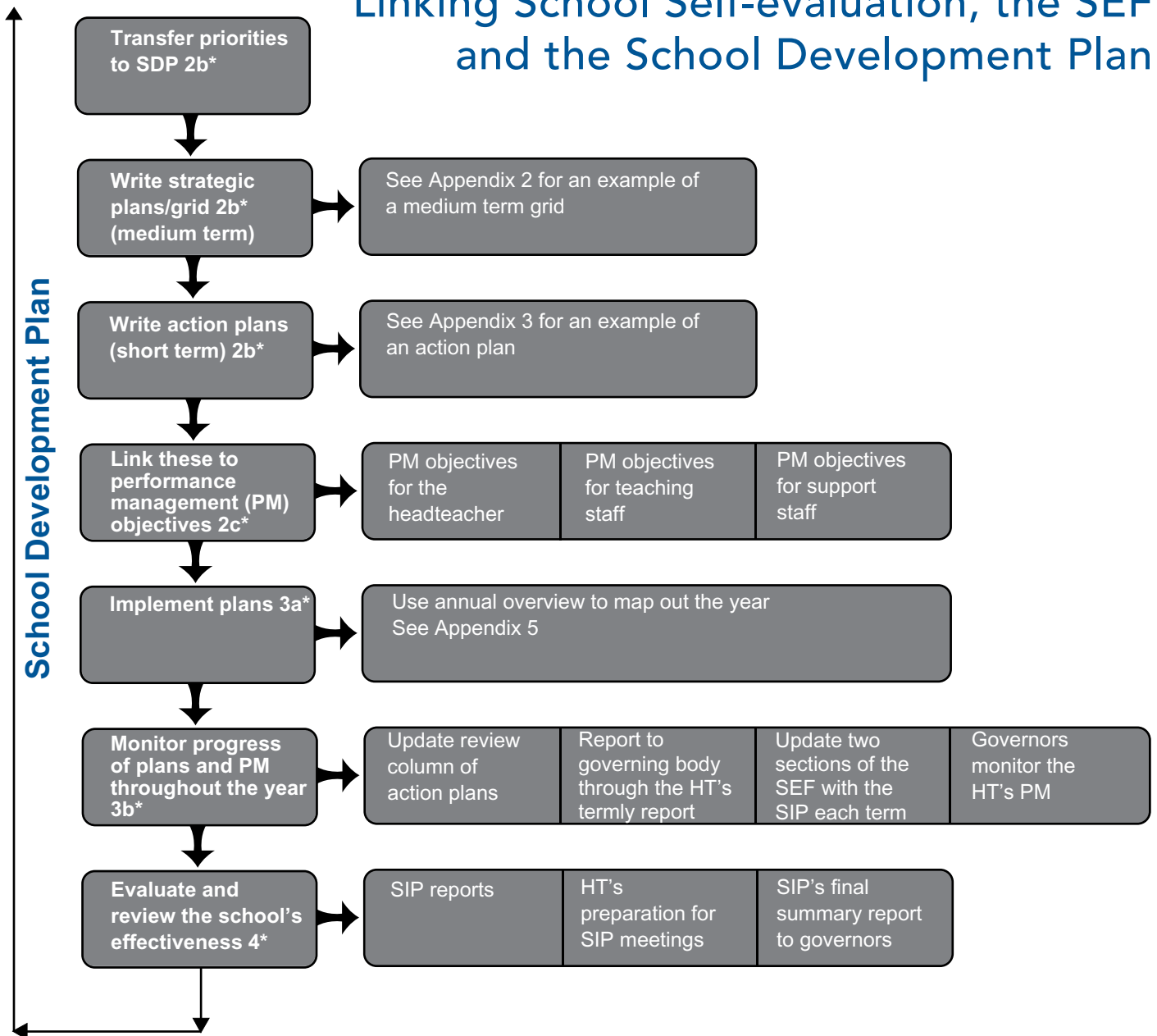
- reflect agreed aims and values?
- communicate clearly your vision and aspirations for the future?
- state your current priorities and how these will be achieved?
- focus on standards and quality of educational provision?
- address the needs of all groups of pupils in the school?
- provide a manageable and useful tool for evaluating progress?
- enable the school to set focussed performance management objectives for the headteacher and teaching staff?



and outcomes



Linking School Self-evaluation, the SEF and the School Development Plan



Further guidance on completing the SEF can be found on the Ofsted website www.ofsted.gov.uk

The following documents are particularly helpful:

- New Relationship with Schools: Improving Performance through School Self-evaluation 2006 Reference number 1290-2005;
- Writing a SEF that Works 2005; Reference number 3950;
- Improving performance through school self-evaluation and improvement planning 2006 Reference number HMI 2646;
- Best practice in self-evaluation 2006; Reference number HMI 2533.

*the numbers after each statement (e.g. 1a) refer to the steps on the School Improvement Cycle on the previous pages.

Section 2: Developing values, aims and vision

Long term planning

Central to the whole school improvement process are:

- the values and aims of the school; and
- the governing body's vision for the school.

Together these encompass all that the school plans and achieves, and inform the strategic direction of the school. They are the essential reference point when deciding upon change and in determining priorities and actions.

Values



Core **values** will underpin the work of the school and inform the governors' vision for the school. Schools need to be clear about the values that they wish to emphasise. They will come about as a result of discussions with staff, governors and parents/carers and other stakeholders. Most groups produce very similar lists of values as they are not dependent on race, culture, class or religion. A set of universal positive values will emerge which may include: honesty, peace, humility, freedom, co-operation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.

Aims

The **aims** of a school will be aspirational and outline concisely what everyone in the school community should achieve. They will also set out what you want children to achieve, do and understand by the time that they leave the school.

Aim: With the co-operation and support of parents, teachers, support staff and governors, we aim to raise our children into calm, happy, focussed individuals who respect their world and are empowered to develop and nurture their inherent creativity.

Vision

Your vision statement will:

- spell out what is important to you as a school;
- describe what is unique about your school;
- explain what you intend for the pupils in your school;
- involve as many stakeholders as possible.

The **vision** for the school is a longer-term setting of direction to achieve the very best for all learners in the schools community. The vision will be inspirational, relevant and appropriate to where the school is and where it wants to be. It will inform what learning should look like and it will help in determining the provision needed to raise achievement. The vision will always encompass the values and aims of the school.

One school's approach to determining its values, aims, vision and priorities

Each April the governing body and senior staff join together for their annual 'Vision and Priorities Awayday'. This is held on a Saturday at a venue away from school. An external facilitator is usually employed whose role is to take colleagues through a series of processes that culminates in an agreed list of priorities for the school and the governing body for the next year.

The processes include:

1. Revisiting and refining the school's values, aims, aspirations and vision; in each case, governors and staff check that these are still relevant and look for evidence that the values, aims and vision genuinely underpin the work of the school; the views of parents/carers, pupils and other local stakeholders are fed in at this point;
2. Assessing the progress the school has made against the current year's priorities; action plans are scrutinised and decisions made about what needs to be carried forward;
3. Taking account of what is 'over the horizon' – i.e. what future national and local initiatives could affect the school's development and must be considered when planning the next 2-3 years;
4. Reviewing the school's current priorities based on a range of evidence e.g. pupil progress and achievement data, Ofsted inspection, discussion with the School Improvement Partner;
5. Agreeing the key priorities for the forthcoming 12 months and others for the next 2-3 years; all of the information gathered through the previous four processes is collated and then prioritised by the group through a series of practical exercises that ensures that everyone has contributed;
6. Action planning for the priority areas; governors and staff work in mixed groups to begin the action planning against each priority; at the conclusion of the session, the headteacher has the first draft of the action plans for the forthcoming year.

To ensure that the work of the school is built upon agreed values and aims, and is informed by a clear vision for the future, the following points are important:

- values, aims and vision for the school must be arrived at by negotiation, and discussion; they must be appropriate to the setting and the phase of learning;
- they should be constantly referred to and regularly reviewed; they should be understood and modelled by everyone in the school community;
- they should be expressed in a shared vocabulary so they are accessible to and understood by everyone.

In summary the values, aims and vision for the school are at the centre of school improvement. They act as a reference point when considering how to respond to internal and external influences and to each stage in the school improvement cycle.

Section 3: Developing a strategic overview

Medium term planning

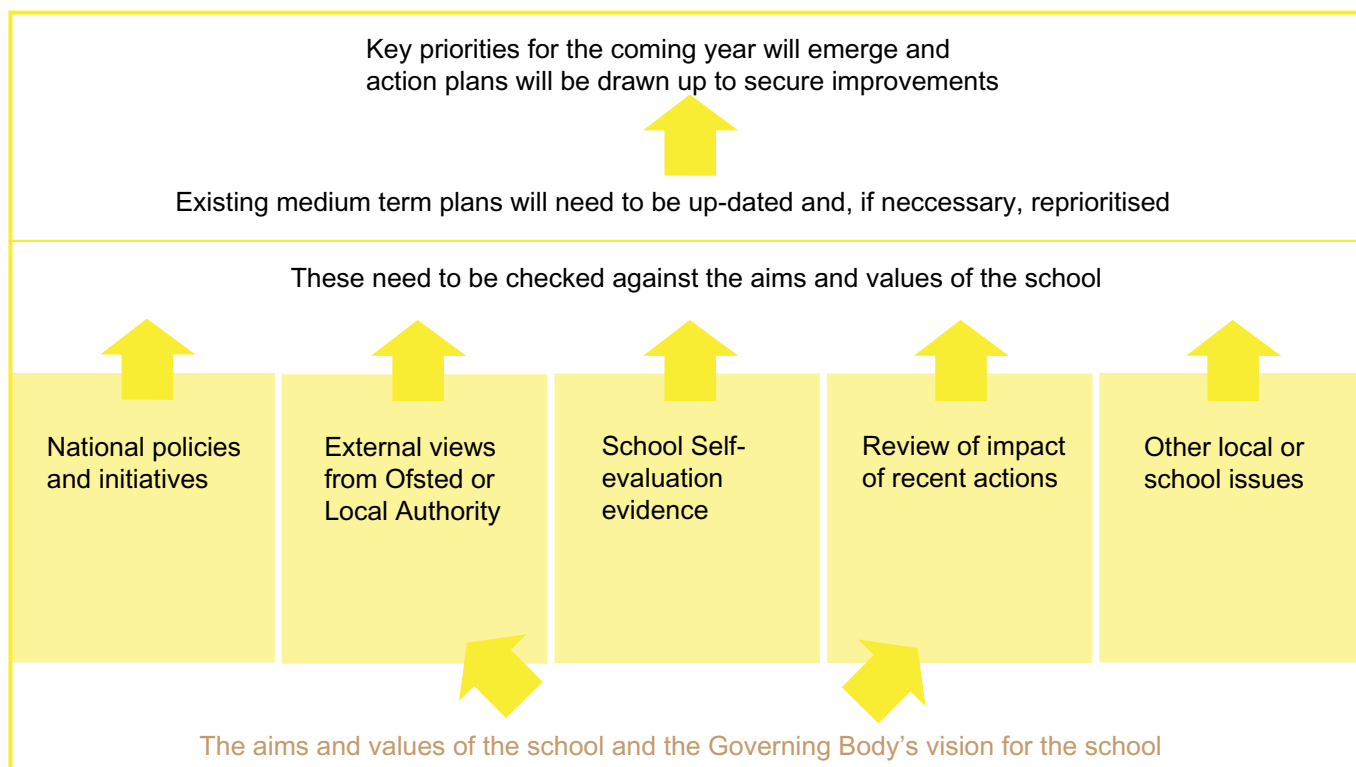
The Governing Body's vision for the school's strategic direction, and the values and aims which the school has developed to reflect this vision, provide the foundation stones for this process.

School self-evaluation will be central in generating priorities, but must be considered alongside:

- new national policies and initiatives;
- external evaluations of the school e.g. from the Local Authority, Ofsted*, SIP visits;
- review of the impact of recent actions;
- any local initiatives or other local factors such as large building programmes.

*Please note that Ofsted no longer requires a separate post-Ofsted action plan following a Section 5 inspection. Development issues should be incorporated into the overall SDP.

Identifying priority areas to inform a medium term plan



Priorities for improvement for the next few years will emerge and need to be tested against the school's values and aims:

- decide which of these developments are: i) essential; ii) important; or iii) desirable;
- integrate new areas for development into the existing medium term plan;
- re-prioritise the whole plan if necessary in order to maximise impact and ensure timescales are manageable.

The following proforma will support you in identifying and mapping medium term priorities. It provides a means to record the agreed priorities for the next three years for each section of the SEF.

Medium-term (strategic) planning format

Medium term priorities	Year 1	Year 2	Year 3
Views of stakeholders	e.g. extending the role of pupil voice	e.g. extending ways of consulting and communicating with parents; developing focus groups to evaluate the work of Year 1	e.g. considering and developing lines of communication with services that work with the school; evaluating the work of Year 2
Standards and achievement			
Learners' personal development (including ECM)			
Quality of provision: <ul style="list-style-type: none"> • Teaching and learning • Curriculum • Care, guidance and support 			
Leadership and management			
Environment			

Section 4: Writing annual action plans

Short term planning

This section will help you to draw up action plans for current priorities derived from your medium-term plan. A sample action planning format is provided on the next page. Each section has been given a letter which corresponds to the following guidance:

- a. Use a separate Action Plan proforma for each priority area and identify it with a simple title that reflects the Self-evaluation Form (SEF) Section.
- b. Identify one or more clear targets that the school should have achieved by the end of the action plan, and list these in the target box. If the priority area has several targets you may wish to use a separate proforma for each target. E.g. if your priority is to raise achievement of more able pupils in KS2 you may wish to draw up separate action plans for English, mathematics and science.
- c. Decide what outcomes you will need to see in order to know that your targets have been achieved and list these in the success criteria box. It is essential to make these success criteria measurable whenever possible.
- d. List the actions that are required to reach your target in time order and write these in the 'Tasks' column.
- e. Identify the personnel who will take the lead in any task and who else will be involved.
- f. Agree any resources and CPD that you will need to complete the tasks. Identify what the action will cost in time, external input, supply cover and purchases. Identify the sources of funding.
- g. Outline the timescale required with clear start and completion dates.
- h. Identify who will check that the actions are taking place as planned and who will collect evidence of their effect. Identify how and when this will be done and write this clearly in the 'Monitoring' column.
- i. At regular intervals you will want to review the progress of the plan and decide whether or not adjustments are required. This can be recorded in the 'Review' column and notes dated.
- j. Decide when you will want to evaluate the impact of your plan. This is done by gathering evidence to see whether or not your success criteria have been met and your target achieved. The evaluation section is best placed at the foot of the plan rather than in a column because you are measuring progress against the success criteria and not the individual tasks in the grid. Identify the key people to be involved in evaluation, including the role of the Governing Body.

Following the evaluation, you will need to decide what further action is required, if any. Remember to celebrate success! Once the action plans have been completed for each priority for the year it is important to:

- cost the whole plan; and
- complete a timeline to ensure that activities are spaced appropriately throughout the year.

Sample action planning format

A	Priority: Reference the SEF section e.g. Achievement and Standards	Priority Lead: e.g. English Subject Leader
B	Target: What do we need to achieve? e.g. an increase in standards of English especially higher levels in writing at KS2	
C	<p>Success Criteria:</p> <p>What specific outcomes will we look for to enable us to measure our success against our original target?</p> <ul style="list-style-type: none"> • They should comprise 'SMART' targets – i.e. qualitative and/or quantitative outcome measures by which to assess progress. • Avoid success criteria that relate to 'process' targets e.g. completion of the ICT suite; the success criteria should focus instead on outcomes i.e. what are the intended outcomes for pupils and their achievement of the new ICT suite? • They should also include completion dates and any significant 'milestones' that will indicate progress. • These success criteria are the focus of any evaluation and need to be borne in mind when collecting evidence through monitoring activities. 	
D	Tasks	I
	<p>What will we need to do to achieve the targets?</p> <p>List the actions in time order giving them each a number for easy reference.</p> <p>Be precise and avoid generalised tasks.</p>	<p>Review</p> <p>Provide brief notes here to record the progress being made and its impact.</p> <p>Date all entries</p> <p>Record any adjustments that are made to original targets, actions and/or timescales.</p>
	E	H
	<p>Personnel</p> <p>Who will lead the work?</p> <p>Who else will be involved?</p>	<p>Monitoring Process</p> <p>Who will check that planned actions are taking place?</p> <p>When and how will they do this?</p> <p>How will the evidence be recorded and stored?</p>
	F	G
	<p>Resources</p> <p>What will it cost in:</p> <ul style="list-style-type: none"> • time? • external fees? • supply cover? • materials and resources? • CPD? <p>Identify the funding source.</p>	<p>Timescale</p> <p>When will the action start?</p> <p>When will it be completed?</p>
J	<p>Evaluation processes:</p> <p>Have the success criteria been met and the target achieved?</p> <p>What evidence will be required to evaluate impact?</p> <p>Who will be involved in the evaluation?</p> <p>When and how will this take place? Effective evaluation usually involves analysis of data, scrutiny of pupils' work, surveys and observations.</p> <p>How will outcomes and findings be discussed and shared with a wider audience?</p> <p>How will further action be taken?</p>	

Appendices



Appendix 1: School Self-evaluation – Further Guidance

1. Why is school self-evaluation essential?	<p>The fundamental purpose of self-evaluation is to ensure that areas for development are tackled rigorously in order to improve the quality of provision that pupils receive and the standards they achieve.</p> <p>Schools must be able to analyse and evaluate their own strengths and weaknesses if they are to provide the highest possible quality of provision and outcomes. Effective planning for improvement can only take place from an accurate evaluation of current performance.</p> <p>Self-evaluation also provides information for stakeholders including parents and governors, and for external agencies such as the local authority and Ofsted. Self-evaluation is at the heart of the Ofsted inspection framework.</p> <p>Effective school self-evaluation identifies those aspects of the school’s work that are working well and which should be celebrated, and those that could be improved. It leads naturally into school development planning by identifying priorities for improvement and enabling the school to consider its capacity to deal with these in a systematic way.</p>
2. Who should undertake the evaluation?	<p>The headteacher is responsible for ensuring that the work of the school is evaluated but all members of the school community should contribute. Some will have greater levels of involvement than others:</p> <ul style="list-style-type: none">• the headteacher will evaluate the overall effectiveness of the school;• senior leaders will evaluate specific areas of the school’s work;• subject and middle leaders will evaluate quality and standards in their areas of responsibility;• teachers will evaluate the work of their groups and classes;• pupils and parents will help the school to evaluate such areas as the quality of provision and ECM outcomes including personal development;• governors will monitor the overall performance of the school through the work of their committees, and through personal visits to the school. They have a key role to play through their involvement in the SEF. Further detailed guidance is available in the publication <i>Governing Bodies and the School SEF</i> which can be obtained from your Governor Services.

<p>3. What should be evaluated?</p>	<p>All aspects of the work of the school should be evaluated but particularly the quality of provision and standards achieved. Although a variety of self-evaluation frameworks are available to schools, the most comprehensive and commonly used is the Self-evaluation Form (SEF) published by Ofsted. This is a systematic and rigorous tool which mirrors the inspection schedule. It includes:</p> <ol style="list-style-type: none"> 1. The characteristics of the school; 2. Views of learners, parents/carers and other stakeholders; 3. Achievement and standards; 4. Learners' personal development and well-being; 5. Quality of provision - teaching and learning; the curriculum guidance and support; 6. Leadership and management; 7. The overall effectiveness and efficiency of the school.
<p>4. What strategies should be used?</p>	<p>Standards and achievement are best assessed through:</p> <ul style="list-style-type: none"> • analyses of performance data (including attendance data, and pupil progress tracking); • the effectiveness of target setting (as an expression of the expectations of pupils); • scrutiny of pupils' work; • discussion with pupils about their learning and progress. <p>Strategies to evaluate the quality of provision include:</p> <ul style="list-style-type: none"> • observations of learning and teaching (for performance management and as part of the school's quality assurance procedures); • scrutiny of pupils' work; • scrutiny of planning and other documents; • surveys (of parents, pupils, staff, governors, the local community) written and oral; • interviews with pupils and staff – formal and informal.
<p>5. When should evaluations take place?</p>	<p>Good quality self-evaluation can be time consuming and forward planning is essential to ensure that all aspects of the school's work are included.</p> <p>The timing of some activities e.g. surveys of pupils or parents, can be flexible but other aspects are best conducted at certain times of the year. For example, the evaluation of pupil performance should be carried out as soon as possible after data are available, and complemented by additional information e.g. from RAISEonline, when released in the autumn term.</p> <p>Much will depend on the school development planning cycle to which self-evaluation activity will be closely linked. Many schools map their evaluation activity across the year to ensure that nothing is missed, that activity is sensibly paced and that any supply cover is organised well in advance to ensure that these vital monitoring and evaluation activities take place.</p> <p>Appendix 5 provides an example of a self-evaluation plan that has been developed by leaders of successful schools. It shows a broad range of evaluative activities and their timing across the year that enables the school to distribute these tasks throughout the annual self-evaluation cycle.</p>

<p>6. What evidence should be kept?</p>	<p>Schools should maintain sufficient information to justify their self-evaluation judgments. This will help to inform staff, parents, governors and external assessors such as SIPs and Ofsted.</p> <p>They should also ensure that relevant staff and governors know who is responsible for collecting evidence and making judgements, and when and how this is done.</p> <p>It is important that the process of storing evidence is efficient and not overly bureaucratic. Some schools maintain evidence files for each section of the SEF while others prefer to organise relevant information in different ways. Whatever system the school chooses, it should avoid gaps and duplication, and enable easy and rapid access to relevant stakeholders.</p> <p>Evidence will be drawn from the range of strategies listed in Question 4 above What strategies should be used? and support all seven sections of the SEF.</p> <p>It is not possible or necessary to have empirical evidence to support every judgement. A small number of views/assertions are formulated from informal monitoring such as ad hoc conversations or discussions with different stakeholders. Knowledge gained from casual observations in and around the school is also a valuable element of evidence used to form judgments.</p> <p>Schools should also make full use of evidence obtained from external sources e.g. Local Authority assessment data publications, RAISEonline reports, Healthy Schools audits, EWO reports, SIP reports, Ofsted reports.</p>
<p>7. What outcomes should result from the school's self-evaluation?</p>	<p>Rigorous and systematic self-evaluation will, ultimately, lead to improved provision for pupils and higher achievement. It will enable the school to feel confident that it has an accurate appraisal of its strengths and weaknesses, and that it is acting effectively to address the latter.</p> <p>Self-evaluation judgements and the supporting evidence for them should be summarised in the SEF. This is an important tool which should be updated regularly (at least once a year) irrespective of when an Ofsted inspection is due. A succinct and well-evidenced SEF, closely linked to the school development plan, helps schools to determine priorities, pace development and ensure a coherent approach between the school's priorities and performance management objectives.</p>

Appendix 2: An example of a medium-term plan

Priority	Objective Year 1	Objective Year 2	Objective Year 3
Assessment for learning	<ul style="list-style-type: none"> improve practice in target setting 	<ul style="list-style-type: none"> implement a revised marking policy across the school 	<ul style="list-style-type: none"> introduce pupil conferencing to improve pupils' self-assessment
Core subject reviews	<ul style="list-style-type: none"> implement the review of the Numeracy Strategy 	<ul style="list-style-type: none"> implement the review of the Literacy Strategy 	<ul style="list-style-type: none"> review achievement and provision in science and ICT
Raising standards in mathematics at Key Stage 2	<ul style="list-style-type: none"> extended training for Key Stage 2 staff focus on mental and oral skills for all 	<ul style="list-style-type: none"> focus on calculation skills, particularly of lower attaining pupils 	<ul style="list-style-type: none"> focus on improving the achievement at the higher end of the ability range
Enrichment opportunities after school	<ul style="list-style-type: none"> investigate links with the Sports College that will increase after-school opportunities in sports 	<ul style="list-style-type: none"> provide a range of other opportunities e.g. arts, by enlisting the support of others in the local community 	<ul style="list-style-type: none"> with local schools, provide an enrichment programme for gifted and talented pupils
The role of governors	<ul style="list-style-type: none"> all new governors to attend induction training governors and staff to re-establish the school's vision, aims and values 	<ul style="list-style-type: none"> identify link governors for different areas of work and twin with staff link governors and staff to provide annual reports to the governing body 	<ul style="list-style-type: none"> train and appoint new committee chairs review arrangements for governor visits

Appendix 3: Example of a (part) completed action plan

<p>Priority 2 : Assessment for learning (SEF Section 5a Teaching and Learning; SEF Section 3 Achievement and Standards) Lead: Headteacher</p>					
<p>Target: To improve practice in assessment for learning and target setting</p>					
<p>Success Criteria:</p> <ul style="list-style-type: none"> pupils are clear about their progress and their learning goals teachers adopt an appropriate and workable approach for each age group but within the overall school approach the gap between standards achieved in reading and writing, and in mathematics will close parents will understand which target their child is currently working on staff will be more confident and effective in sharing objectives, outcomes, success criteria and targets with pupils 					
Tasks	Personnel	Resources	Timescale	Monitoring Process	Review inc date
1. Explore different approaches to target setting to find optimum approach for each age group	Subject leaders in literacy and numeracy	2 days leadership time for the subject leader (supply cover)	Complete by July	1. Staff meetings scheduled for each half term HT/SL to observe each class twice during autumn term	
2. Targets to focus particularly on mathematics	Subject leader (SL)	1 day supply cover for SL	Begin September	2. Termly monitoring of progress by class teachers, SL and deputy head using pupil tracking information	
3. Explain target setting to parents through newsletter and consultation evenings	All staff	Within existing resources	Complete December	3. Parents' survey in January	
4. Provide AFL training for staff	HT	Two CPD meetings	By end of September	4. Review planning (SLs); lesson observations as above	
5.					
<p>Evaluation processes:</p> <ul style="list-style-type: none"> termly sampling via pupil interviews to check they know their targets and are clear about their progress by literacy and numeracy subject leaders (December & March) parents' focus group to check their understanding (Spring term) led by deputy headteacher termly analysis of pupil tracking information by class teachers and literacy and numeracy subject leaders analysis of end of year test results (July) by deputy headteacher and headteacher work scrutiny by whole staff (November and March) 					

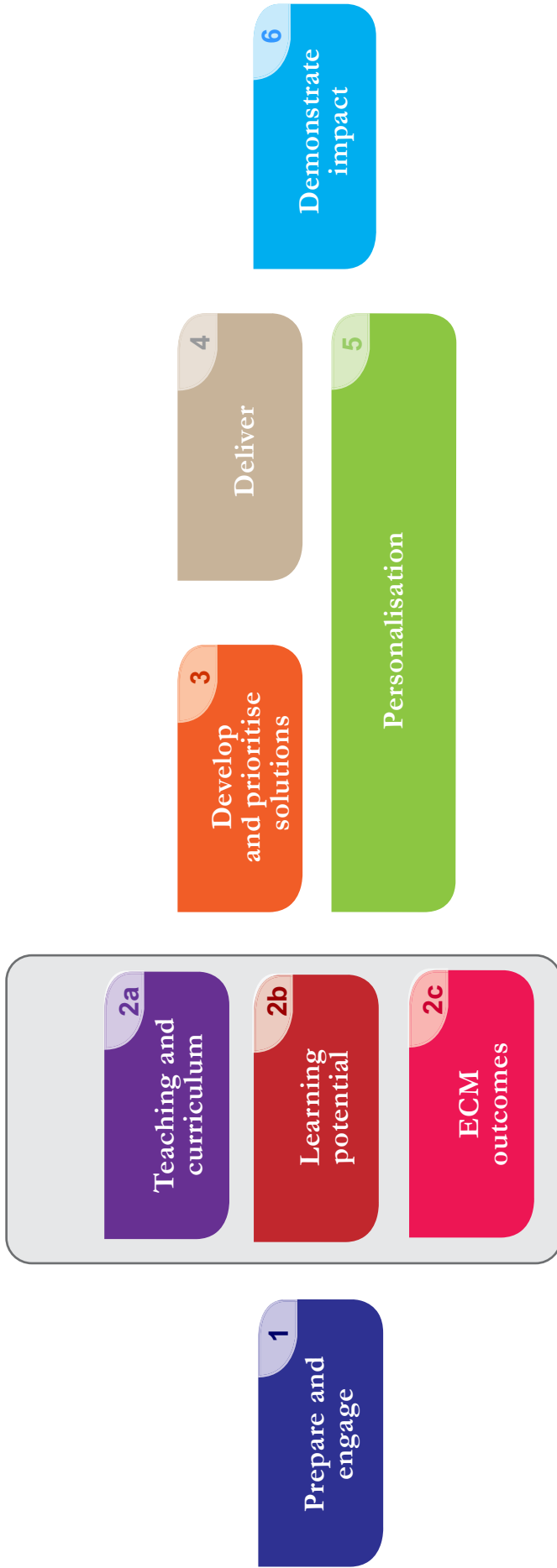
Appendix 4: Action planning template

Priority 2 :							Lead:
Target:							
Success Criteria:							
Tasks	Personnel	Resources	Timescale	Monitoring Process	Review inc date		
Evaluation processes:							

Appendix 5: An example of a School Self-evaluation Overview

	Issue/Activities	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
1.	Performance Management Meetings									K		
2.	Performance Management Observations									E		
3.	Subject Review and Subject Development Plan									Y		
4.	Work Scrutiny									T		
5.	Lesson Observations (Subject Leaders)				C					A		
6.	Lesson Observations (SLT)				H				E	G		
7.	Data Analysis				R				A	E		
8.	Target Setting				I				S	2		
9.	Homework Diary or Home/School books				S				T	+		
10.	Governor monitoring of SDP and performance				T				E	3		
11.	Governors Subject Reports				M				R			
12.	Meetings with pupils (SLT, Subject/ Middle Leaders)				A					Y		
13.	Surveys				S					E		
14.	Parents' Forum									A		
15.	Teachers' Planning									R		
16.	Monitoring Pupil Progress									4		
17.	Behaviour in Lessons											
18.	Intervention Group Monitoring											
19.	Attendance/ Punctuality											
20.	School Development Plan Monitoring											
21.	Self-evaluation Form (SEF)											
22.	School profile											
23.	Continuing Professional Development (CPD)											

Appendix 6: TDA School Improvement Planning Framework



The full TDA guidance, includes tools to support each stage of the school development process is available at www.tda.gov.uk

*“ With thanks to the outstanding Headteachers
of Bedfordshire for supporting this work.”*

Finding out more

If you would like further copies, a large-print copy or information about us and our services, please telephone or write to us at our address below.

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Customer Service Team

Freepost ANG 5499

Bedfordshire County Council

Bedford

MK42 9BR

For further information please call:

01234 718000



School Improvement Services

Bedfordshire County Council

Telephone: 01234 836148

Email: liz.pryor@bedscc.gov.uk