

Prepare and engage



- Diagnostic
- Stakeholder map
- Think, feel, say, do
- Plan the plan



Prepare and engage

– module overview



Create a planning process based on a shared vision of where you are now, what you want to accomplish and a clear idea of how the framework can help.

Have you thought about the following?

- Does your current improvement planning process achieve what you would like it to achieve? Do your colleagues and other stakeholders agree?
.....
- Does it engage the whole school workforce, parents, governors, pupils, partner agencies and the wider community? Can you demonstrate that these people have been actively involved?
.....
- Does the process provide opportunities to develop leadership potential, support ongoing professional development and enable succession planning?
.....
- Do you have a clear planning timeline?
.....
- Did last year's plan meet its intended objectives? Did activities deliver successful outcomes?
.....

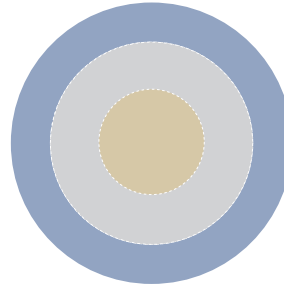
How can this inform your SEF?

- Demonstrate how the views of the whole school workforce, learners, parents/carers, other stakeholders and the community:
 - are gathered in an inclusive and impartial way
 - inform the school vision and appropriate strategies, and
 - support community cohesion......
- Identify priorities for school improvement plan
.....



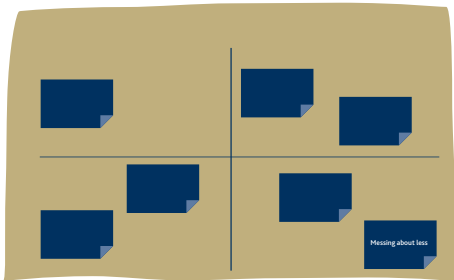
Diagnostic

Challenge thinking about your school improvement planning process



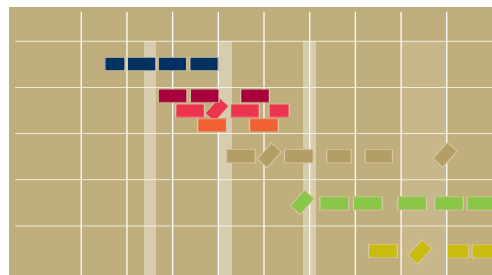
Stakeholder map

Identify who should be involved in the planning process



Think, feel, say, do

Establish and agree a vision that will drive improvement planning



Plan the plan

Develop a planning timeline

Prepare and engage – diagnostic

Aim: to challenge thinking about your school improvement planning process

Time: five to 15 minutes

Group size: one to eight participants

Resources needed: photocopies of the diagnostic template and your previous improvement plan

About this tool

This tool is designed to stimulate and challenge thinking about your current improvement planning process. It can help you identify the most appropriate starting point within the framework and help engage the wider planning team.

How to use this tool

The tool comprises a series of questions about the improvement planning process. You can use the questions provided or substitute your own. For each question, there is a line representing a continuum between two extremes. Put two Xs on the line: the first indicating where you were when you last prepared an improvement plan and the second representing where you hope to be when you prepare the next one. The distance between the two points provides an indication of the amount of work that may be needed in each area and, therefore, the level of priority you may wish to assign it.

Tip

The more people you ask to complete the diagnostic, the richer the results. If you are sending the tool out to multiple stakeholders, give them a clear deadline for its return.



Outputs

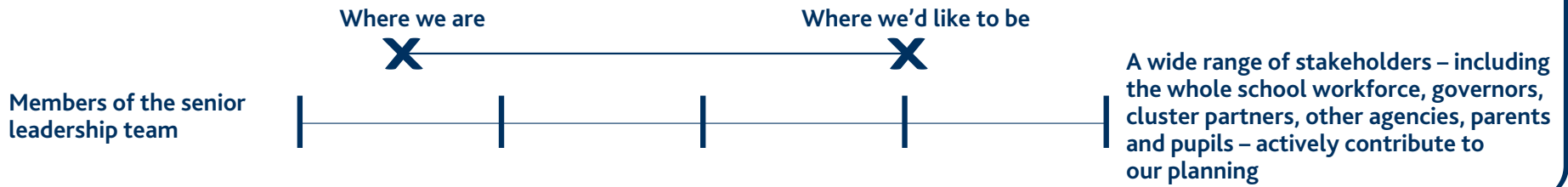
When combined with a review of the module overview pages, this can help decide how the framework can best support your planning process. Completing this tool will provide a benchmark against which you can measure the effectiveness of future improvement planning processes.

In practice

A Church of England primary school in Brotton, North Yorkshire used the diagnostic. "It made us think about what a good school improvement plan should look like," said the headteacher.

In Hartlepool, locality managers adapted the questions to reflect local needs.

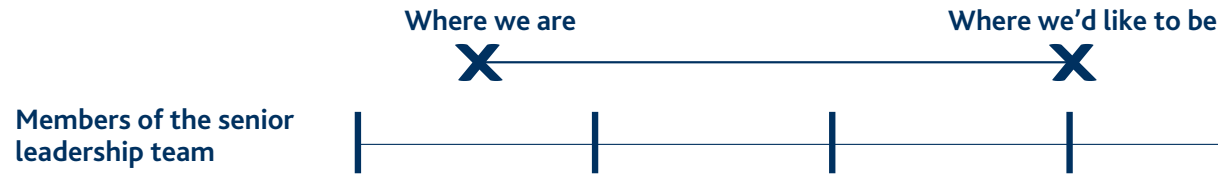
1. Who is involved in the process of developing your school improvement plan?



Diagnostic

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EXAMPLE



A wide range of stakeholders – including the whole school workforce, governors, cluster partners, other agencies, parents and pupils – actively contribute to our planning

1. Who is involved in the process of developing your school improvement plan?



A wide range of stakeholders – including the whole school workforce, governors, cluster partners, other agencies, parents and pupils – actively contribute to our planning

2. Who takes the lead in your planning process?



Leadership is distributed at all levels of the school workforce throughout the process to create ownership, opportunities for developing leadership potential and capacity for continuous improvement

3. What is the scope of your school improvement plan?



It addresses all potential opportunities and barriers to learning in the pupils' environment, both inside and beyond the classroom

4. How is the well-being of all pupils integrated into the plan?

Well-being is primarily addressed in a separate plan



The well-being of every child underpin plan objectives

5. Does the plan support personalised learning?

The plan addresses primarily whole school learning priorities



The plan is closely integrated with personalised learning priorities

6. What type of objectives are set?

Objectives are primarily descriptive



Clear outcomes and success indicators are identified and planned for each intervention/activity

7. To what extent are successful outcomes evidenced?

Attainment at the school level is the sole measure



Improvement in attainment and wider measures of success, including personal development and well-being are evidenced

8. Is there a feedback process that informs future plans?

There is an annual review



There is a continuous cycle of self-evaluation and improvement

Prepare and engage – stakeholder map

Aim: to identify who should be involved in the planning process

Time: 40 to 60 minutes

Group size: five to 12 participants

Resources needed: flip chart, Post-its and markers

About this tool

This tool will help you identify the extent to which different stakeholders should be involved in the planning process.

How to use this tool

Starting with your immediate team, map out the stakeholders with whom you are already working – or with whom you would like to work – as part of the planning process.

Mark a boundary line around those stakeholders who will be actively involved in the planning process, another line around those who will provide input through consultation to the process, and a final line around those who may need to be informed of your plans. You may also want to look at which stakeholder groups cross different boundary lines. This will help you identify how stakeholders are interrelated and where they may be able to represent or broker links with other partners.

Tip

Using the Responsible, Accounted, Consulted, Informed (RACI) process will help to clarify the roles and responsibilities of those involved in your improvement planning process.



Outputs

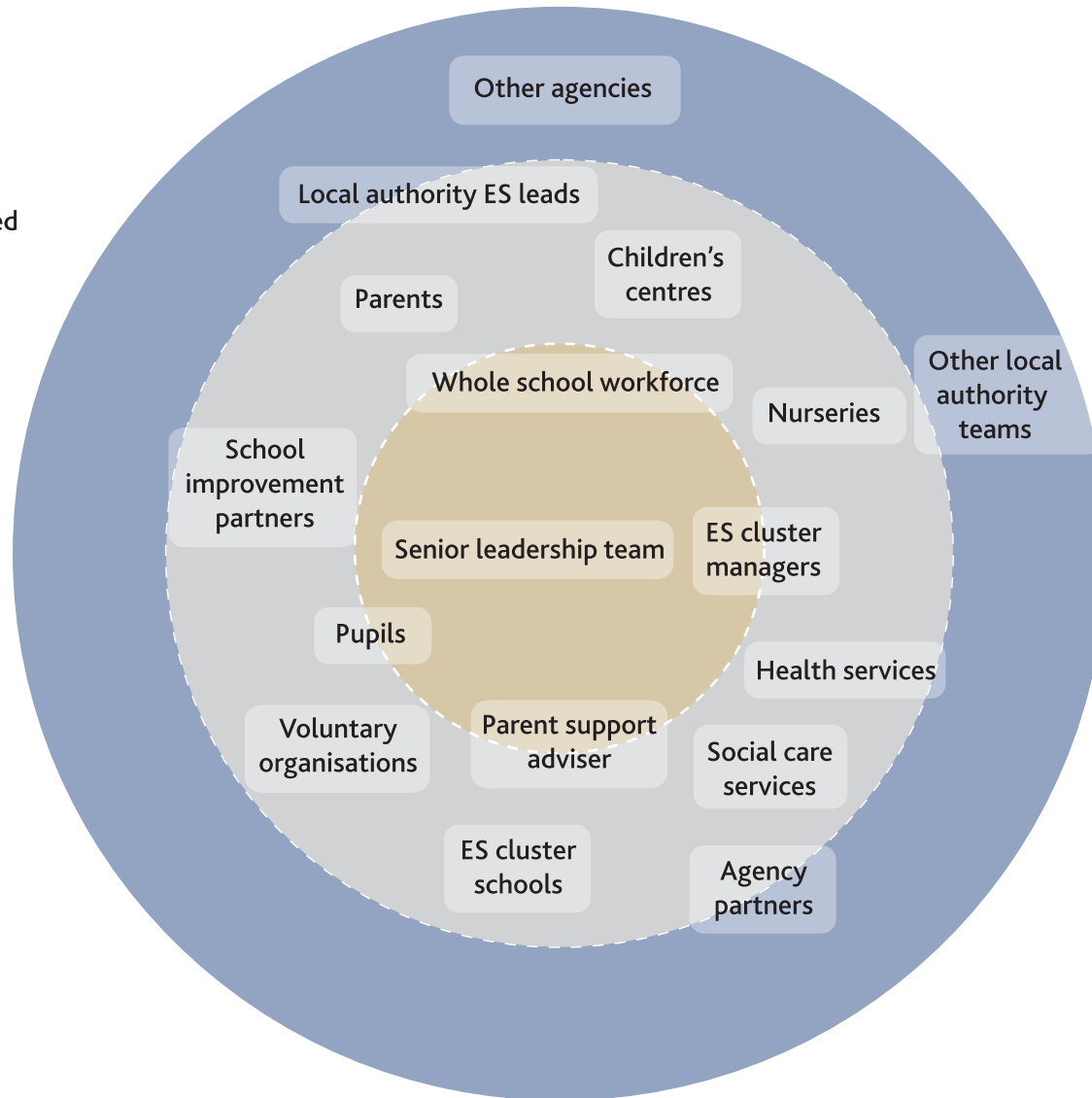
This tool will help you to compile a list of all the stakeholders you need to involve in the planning process. The underlying discussion will help to build a consensus of how each can contribute.

You can use the list to determine the stage at which stakeholders should become involved and which tools will best capture their input. See the Plan the Plan tool.

In practice

A new headteacher in a community school in Oldham used the Stakeholder Map at a cluster level to ascertain the usefulness of new partnerships between cluster schools and outside agencies.

- Informed
- Consulted
- Actively involved



Prepare and engage – think, feel, say, do

Aim: to establish and agree a vision that will drive improvement planning

Time: 10 to 60 minutes

Group size: five to 12 participants

Resources needed: large sheet of paper or flip chart, Post-its and markers

© Find a demonstration of this tool on the DVD

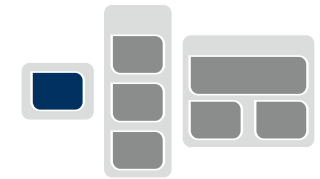
About this tool

This tool will help you gather input from a variety of stakeholders and develop a better understanding of their priorities. It offers a quick and easy means of identifying a strategic vision at the start of the planning process and engaging stakeholders, including the whole school workforce, parents, pupils, governors and members of the community.

How to use this tool

Invite stakeholders – possibly identified through the Stakeholder Map – to participate. Ask members of each stakeholder group to think about how they would like the school to be in three years' time. Using Post-it notes, ask stakeholders to write down answers to the questions: "In three years' time, what do we want to think/feel/say/do?" Use one Post-it per idea. The Post-its should be labelled T, F, S and D respectively and stuck on to either a large sheet of paper or a separate flip chart for each category. It may be helpful to explore the reasons for discrepancies and commonalities of response from different stakeholder groups. The feedback should be shared with the planning team and used to inform the remainder of the planning process.

Another way to do this is for the planning team (or those participating) to envisage where they think



different stakeholders might like the school to be in three years' time. In this case, it is helpful to split the team into groups of at least two and assign one stakeholder category to each group. Once a group has completed the exercise for one stakeholder category, it should move on to the next and so on until each group has considered every category of stakeholder.

Tip

Pupils (especially younger ones) may find it difficult to distinguish between 'think' and 'feel'. If so, try bringing these two aspects of the exercise together under a single heading.

Outputs

These can help to create a vision for your improvement plan. You may wish to retain the raw outputs from this exercise to provide evidence of consultation and to inform school self-evaluation.

In practice

A large primary school in Salford used Think, Feel, Say, Do to address the need, identified by Ofsted, to improve the involvement of governors in the planning process. "Everyone was able to participate," said the headteacher.

Year 7 pupils

Think

T
I might stay until
6th form. There are
so many
opportunities

Feel

F
I have made
more friends

F
I enjoy school

Say

S
I can't believe I got
that mark

S
I love my school

Do

D
Working harder and
getting better
results

D
Messing about less

Prepare and engage

– plan the plan

Aim: to develop a planning timeline

Time: 40 to 60 minutes

Group size: two to five participants

Resources needed: large sheet of paper, different coloured Post-its and markers

About this tool

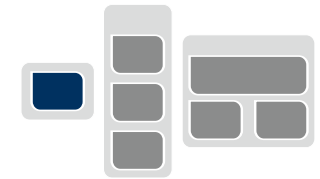
This tool will help you identify who should be involved in the planning process and determine their roles and responsibilities. It will include those who are actively involved in the planning process as well as those who can provide input to the process and help deliver agreed actions.

How to use this tool

Write down the key stages in the planning process. In the illustration shown opposite, the process has been divided into five stages that correspond to the structure of this framework. Adopting this approach will help you make the best use of the framework in the future.

Alongside each heading, plot key activities either pictorially or in a simple table. Add the names of the people responsible for each activity. The timing of each activity will depend both on their availability and, in some cases, other activities. Make sure you leave enough time for activities to be reviewed. Identify key milestones – the events, deliverables or decision points that need to occur at specific points along the timeline. Milestones should be written on Post-its rotated to make a diamond shape.

At this stage, it is not realistic to try to develop a detailed timeline for the whole planning process.



Instead, aim to take a high-level view of the key activities and plan to revisit the timeline regularly as you progress.

Tip

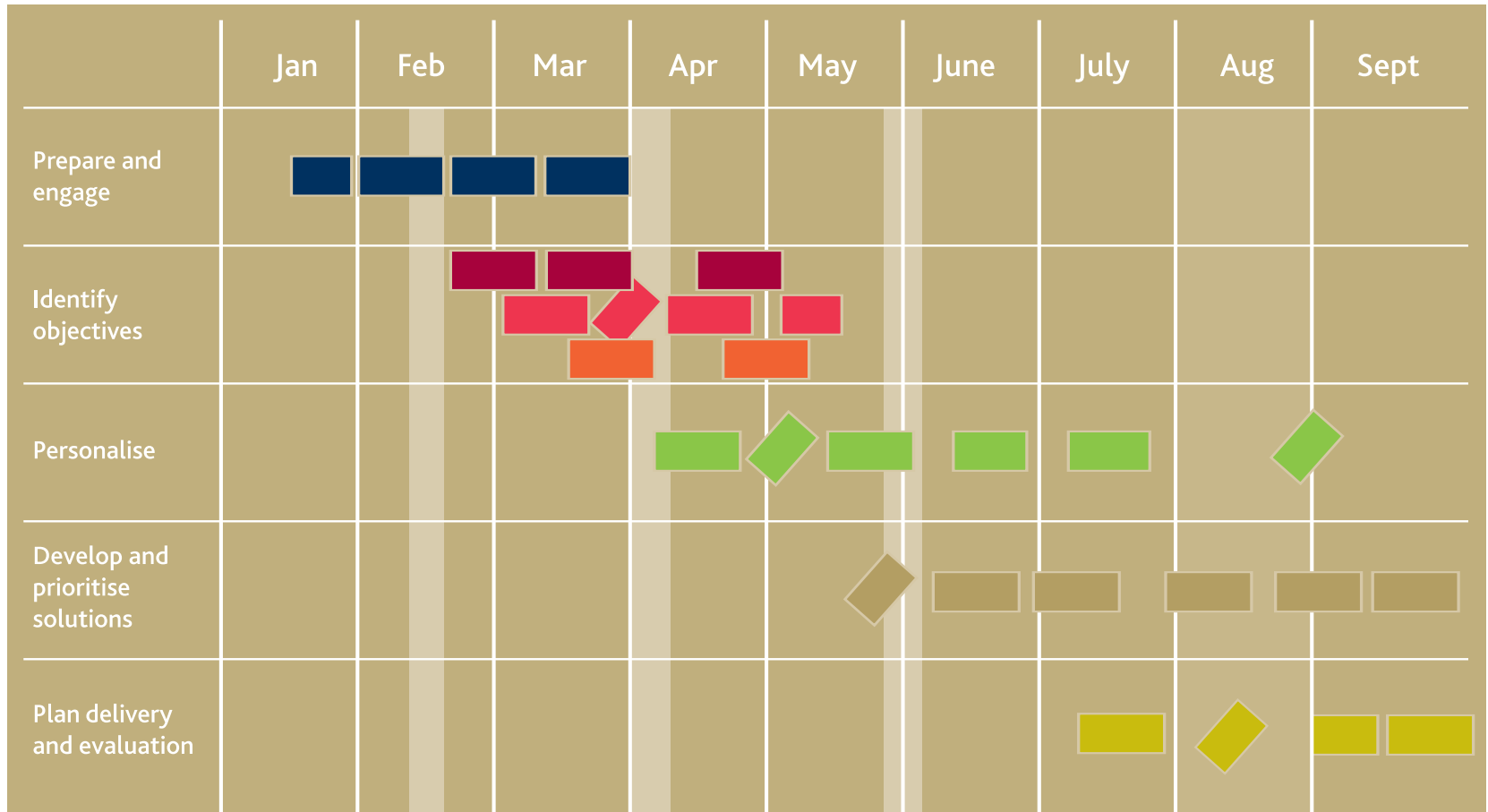
Continuing professional development (CPD) leaders might like to consider CPD activities as part of this exercise to ensure they are aligned to the overall plan.


Outputs


An improvement planning timeline will help you schedule the planning process and engage other participants. At the end of the process, you can also use the timeline to help you compare your intended progress with what actually happened. This information can then inform the next cycle.

In practice

A cluster of schools in Oldham used Plan the Plan to scope the cluster planning process. "It gave us a way to learn from each other's approaches and identify ways to engage stakeholders jointly," said one of the headteachers.



 = Key activities

 = Milestones