



School Improvement Planning Framework – an introduction

Developed by schools for schools to:

- improve Every Child Matters outcomes
- raise standards of achievement for all
- maximise and demonstrate impact



National College
for Leadership of Schools
and Children's Services



developing people, improving young lives

What is it?

The School Improvement Planning Framework is a suite of tools and techniques designed to help schools take their planning, strategic thinking and implementation to the next level. More than 200 schools were directly involved in developing this powerful approach to school improvement planning. Drawing on the TDA's experience in supporting schools to manage change and the National College's expertise in leadership development, the framework has been refined and improved by incorporating the learning of many of the thousands of schools already using it.

The framework gives school leaders a new way to focus on improving learning by rooting the planning process in the fundamentals – the learning needs of pupils.

At the heart of the framework is a practical needs-analysis process so schools can deliberately design provision to achieve the maximum positive impact.

A focus on teaching children and young people "in a way that meets their needs" is central to the Government's vision for a 21st century schools system. The framework's participative processes and consultation tools support the new Ofsted inspection framework, which considers the "extent [to which] schools gather, analyse and take into account the views of parents, pupils, staff, governors and effectively work in partnership with other providers to promote outcomes for pupils".



"Schools are all at different stages in terms of their school improvement processes. The framework can be used to structure school improvement if schools are at an early stage, or offer a range of ideas and resources to revisit and improve current practice. Because it is so flexible and easy to use, it is invaluable in supporting school leaders."

Wendy Boulter, General Inspector, School Improvement Service, Herefordshire

A new approach to planning

The framework sets out a planning process in three stages. It is designed to enhance existing improvement activities and can be used wherever the school may be in its planning cycle.

Flexible

Use the tools that suit your priorities.

Practical

Straight-forward, structured activities.

Quick wins

Identify immediate improvements.

Inclusive

Designed to be used with different groups.

High value

Outputs support self-evaluation directly.

“The school is using the framework to develop personalised, integrated services that put the child and family at the centre of what we offer.”

Lynda Valentine, Headteacher, Jesse Boot Primary School, Nottingham

Prepare and engage: 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.

Inside the classroom: set objectives for improving teaching and learning that consider standards of achievement and pupil well-being.

Learning potential: reach a common understanding of the factors that affect pupils' learning potential and identify ways to help all pupils achieve their full potential.

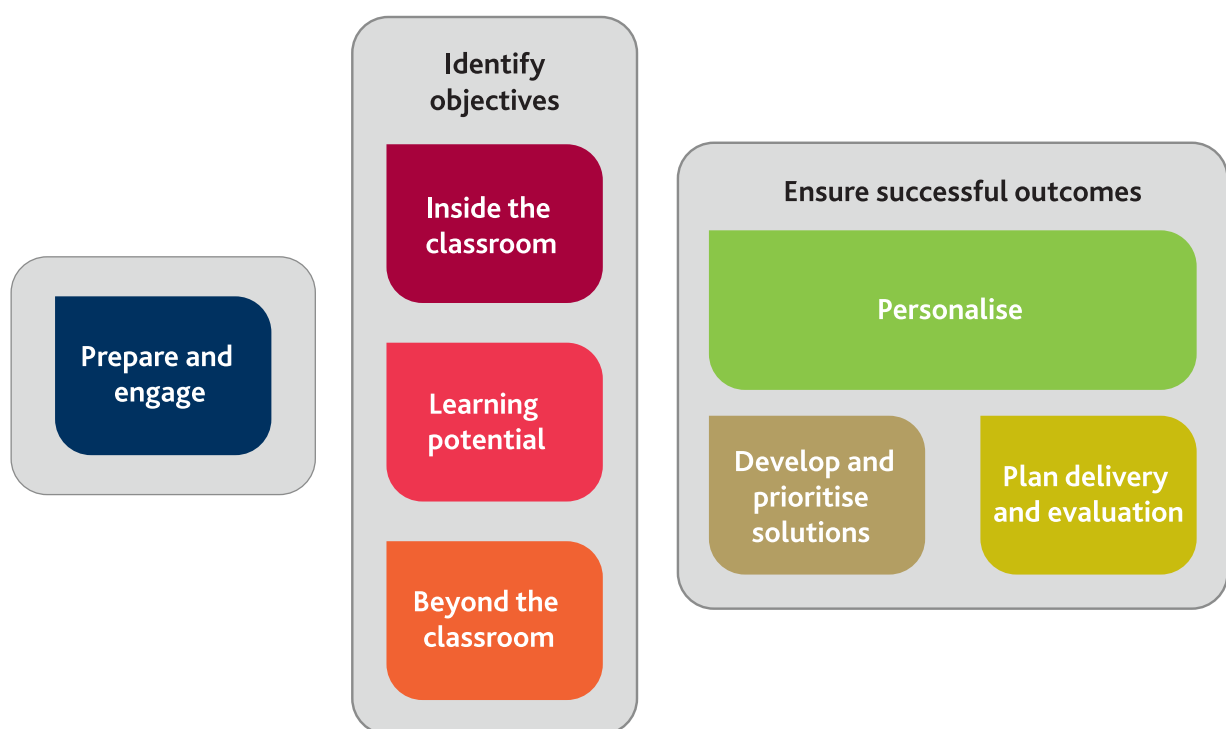
Beyond the classroom: identify ways to improve the well-being of all pupils in the school and community through extended services and other provision.

Personalise: assess the needs of individual pupils to develop personalised interventions and demonstrate their impact on the targeted pupils or cohorts.

Develop and prioritise solutions: generate and prioritise solutions to school improvement objectives and define indicators of success.

Plan delivery and evaluation: create a practical and achievable plan for implementing and evaluating the agreed school improvement objectives.

School Improvement Planning Framework: making Every Child Matters a reality



How are schools using it?

Thousands of schools are already using the framework in a range of ways that suit their priorities and contexts.

Improving integrated working

King's Wood School in Havering used the framework to consult pupils and to improve integrated working. The school has made a series of pupil-led changes and is saving time through better multi-agency working.

Improving self-evaluation

John O'Gaunt Community College in West Berkshire used the framework to design a personalised learning programme for year 9 pupils and to prioritise improvement initiatives. The school's 2007 Ofsted inspection report noted "self-evaluation is outstanding".

"These tools enabled us to gain a wealth of information that we could use for our self-evaluation form."

Susanne Fisher, Senior Assistant Headteacher,
John O'Gaunt Community College

Cluster provision of extended services

The Sparkhill cluster of schools in Birmingham used the framework to develop its vision for extended services and produce a practical delivery and evaluation plan.

"Using the framework has helped our cluster to make the links between a strong focus on standards and the wider field of extended services."

Pat Smart, Headteacher, Greet Primary School

Engaging parents, improving outcomes

St Peter's CoE Primary School in Redcar and Cleveland used the framework to develop ways to engage hard-to-reach families and improve its family learning offer. As a result, there has been improved attendance and behaviour and fewer exclusions.

"Using the framework has been really powerful – we've actually resolved some of the real issues that we had in the school."

John Stinson, Headteacher, St Peter's CoE
Primary School

Schools: for more information on training and support in using the framework, contact your LA.

How are LAs using it?

LAs around the country are encouraging schools to use the framework to enhance their existing planning processes. At the time of writing, 90 LAs have taken up the TDA's training offer and more than 45,000 copies have been ordered.

Wide application

The framework is being used by both LAs and schools.

The big picture

Helps delivery of multiple agendas.

Better LA planning

Schools are able to provide robust evidence.

Cumbria County Council is recommending the framework to all its schools, has trained many schools and is offering ongoing support for individual schools and clusters. Cumbria has also referenced the framework in its school improvement guidance.

"The response from the schools taking part was very positive, with large numbers of the delegates saying they would use the framework immediately."

Mervyn Hull, Lead School Improvement
Officer, Cumbria

Birmingham City Council is using the framework to engage schools in delivering extended services and as a driver for integrating children's services.

The majority of the city's schools have been trained in using the framework and a series of follow-up events for clusters is under way. Birmingham is also using the framework for consultation on its primary capital plan, to help deliver the 14-19 curriculum and as an internal planning aid.

"The big challenge for schools is to see the big picture and how they can make a difference – we see the framework as a very useful means for doing that."

Mary Higgins, Senior Adviser for School Workforce
Development, Birmingham

LAs: for more information on training and support, contact your TDA regional adviser.

Joining it all up



The framework helps school leaders focus on what really matters because they can't do it all. It helps them prioritise, see the opportunities presented by new initiatives and identify how these align with and support the long-term core aims of the school – with the ultimate aim of creating a coherent, practical and sustainable school improvement plan.

"One of the things that the framework does is it really promotes an inclusive and sustainable approach to school improvement planning and this approach is a way of growing tomorrow's leaders, growing leadership talent from within the schools."

Maggie Farrar, Strategic Director, Policy, Research and Development, National College for the Leadership of Schools and Children's Services

Order your copy

For more information on the School Improvement Planning Framework, case studies and to order your copy, go to www.tda.gov.uk/schoolimprovement or call 0845 6060 323 (quote reference TDA 0570/09.08/BEL)



The framework in action

Vision

School clusters in Birmingham are using the framework to develop extended services designed to improve pupil well-being and standards.

Consultation

A secondary school in Cumbria used the framework to engage with pupils, governors, school staff, parents and community groups. It has used this input as a basis for planning.

Decision making

A primary school in Gateshead used the framework to decide whether to refurbish its Victorian building or plan for a new build.

Partnership working

A secondary school in Kent is using the framework to plan more effectively with its multi-agency partners.

Prioritisation

A secondary school in West Berkshire used the framework to identify objectives with the highest impact.

Implementation

A primary school in Oldham used the framework to create a practical, realistic timeline for developing its extended services provision.

Deliver maximum impact

A secondary school in Oxfordshire put in place a personalised offer and targeted support for a cohort of pupils at risk of under-achieving.

Self-evaluation

Many schools say that the quality and quantity of evidence for self-evaluation is better and attribute an improved overall Ofsted assessment to using the framework.

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