

Guidance for writing a 'Story of Improvement'

Identifying priorities and improvement planning

Focus on:

1. The key issues and priorities for improvement
2. Evidence (both quantitative and qualitative) to substantiate identified priorities
3. Expected 'outcomes' linked with associated success criteria to measure improvement and impact

Points of reference

- *reviewed and analysed an appropriate range of qualitative and quantitative evidence (attainment, progress, engagement, quality of teaching, impact of teaching on learning outcomes) and show how the evidence informed the issues, priorities and support*
- *identified the priorities for improvement with clear success criteria which relate to school-wide improvement*
- *planned a support programme, with the full commitment of the SLT, that will engage colleagues*

Leading the improvement plan

Focus on:

1. Overview of key actions
2. Strategies used to engage staff (eg coaching, collaboration, feedback and review)
3. How feedback and evaluation led to adaptations and adjustments, if appropriate

Points of reference

- *secured from the SLT and colleagues in the school high expectations, a strong commitment and any additional resources*
- *worked effectively with colleagues (eg coaching, engaging staff them in collaborative planning and teaching, analysing pupil's learning, progress and attainment)*
- *carried out a planned timeline with ongoing collaborative reviews of progress and impact against expected outcomes using the agreed success criteria*
- *organised regular feedback to colleagues with action taken to address any emerging issues*

Analysing the impact (on quality and standards in the school)

Focus on:

1. Impact on the quality of provision
2. Impact on pupils' enjoyment of learning
3. Impact on pupils' progress and attainment
4. Extent to which expected outcomes were met against agreed success criteria

Please include evidence of external validation, if available.

Points of reference

- *impact against starting point, showing the extent to which expected outcomes were met against success criteria*
- *impact on the planning and teaching, and practitioners' subject knowledge and pedagogical practices*
- *impact on the school's collection and analysis of assessment information and the school's improvement planning process*

Reflecting on your personal and professional learning

Focus on:

1. Strengths you brought to school developments
2. What worked particularly well and why it was successful
3. Things you might have done differently and the reasons for this
4. Personal and professional learning gained from this aspect of school improvement (eg how you plan to apply this learning to future developments and the advice you might give to others)

Points of reference

- *balanced and well-reasoned evaluation of the successes and quality of work described in the previous sections, identifying strengths and any weaknesses or points for development*
- *points of action for future work and possibly for the work of others in similar contexts*
- *analysis of own learning and understanding of pedagogy*
- *identification of own professional development needs and how these will be addressed*