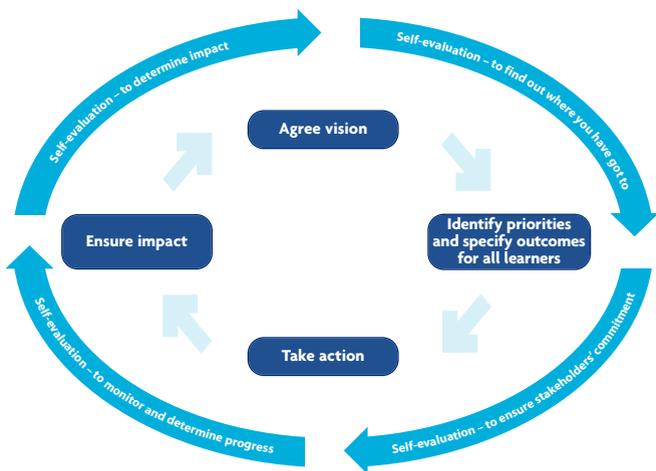


## Planning for excellence involves four key collegiate activities.

1. Agreeing the vision through exploring the values for your school or centre.
2. Identifying your priorities and specifying the key outcomes which you aim to achieve for all learners.
3. Taking action to implement your vision for all learners.
4. Ensuring the impact of the action you have taken.

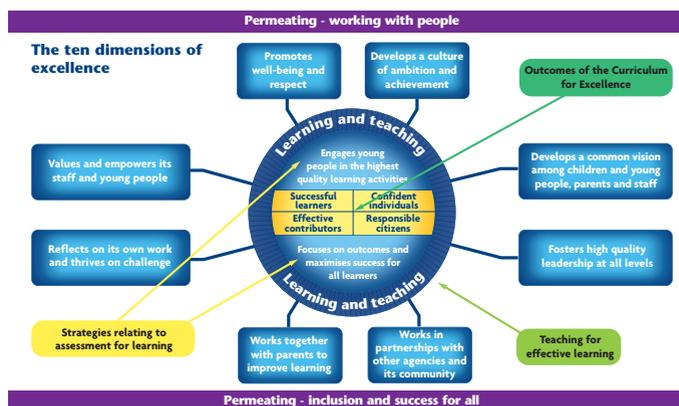


The dimensions of excellence in Parts 1 and 2 give you some idea of your destination, and the journey from good to excellent.

You can use the indicators in Part 3 to find out how far along the road your school or centre is at present.

Part 4 helps you plan your journey.

Part 5, the digital website resource, gives examples of the journeys other schools and centres have taken.



The outcomes for learners of *The Journey to Excellence* are the outcomes of the *Curriculum for Excellence*.

The two key dimensions are:

- Engages young people in the highest quality learning activities
- Focuses on outcomes and maximises success for all learners

The strategies relating to *Assessment is for Learning* underpin these dimensions.

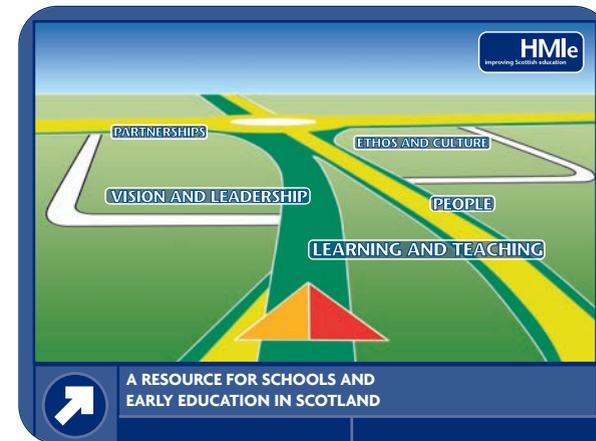
[www.hmie.gov.uk](http://www.hmie.gov.uk)

HM Inspectorate of Education  
Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

Tel: 01506 600 200  
Fax: 01506 600 337  
Email: [enquiries@hmie.gsi.gov.uk](mailto:enquiries@hmie.gsi.gov.uk)

© Crown copyright 2007

Published by HMIE Communication Unit  
Denholm House, Almondvale Business Park,  
Almondvale Way, Livingston, EH54 6GA  
RR Donnelley B52423 08-07



## HOW GOOD IS OUR SCHOOL? THE JOURNEY TO EXCELLENCE

- Part 1:** Aiming for Excellence
- Part 2:** Exploring Excellence
- Part 3:** How good is our school?  
The Child at the Centre
- Part 4:** Planning for Excellence
- Part 5:** Journeys to Excellence

# THE JOURNEY TO EXCELLENCE



## CAPACITY FOR IMPROVEMENT

Self-evaluation is forward looking. It is about change and improvement, whether gradual or transformational, and is based on professional reflection, challenge and support.

It involves taking considered decisions about actions which result in clear benefits for children and young people. It is a reflective professional process through which schools and early

education centres get to know themselves well and identify the best way forward for their learners. It will, therefore, promote well-considered innovation.

We know from HMIE inspections, from UK and international research, and from what people in early education centres and schools have told us that the ten dimensions of excellence are

the key drivers for improving learning.

Each of the dimensions is associated with at least one of the key areas on the right hand side of the framework of quality indicators in *How good is our school?* and *The Child at the Centre*. These are the key processes which result in positive outcomes for children and young people and contribute to meeting the full range of their needs.