**Standards and Quality Report 2013-14**

**Improvement Plan 2014-15**

**Briefing note for Head Teachers and Quality Improvement Officers**

**Rationale**

* The Standards and Quality Report and Improvement Plan (SQIP) should be a professional and evaluative document for use by staff and colleagues within the school or centre.
* A separate user-friendly summary document should be produced for parents.
* The S & Q report should be informed by intelligence gathered throughout the year through self-evaluation activities. It should be based on the five QIs (1.1, 2.1, 5.3, 5.1, 5.9) and should include a comment on leadership and impact of CPD under QI 5.9.

**Purpose**

* The S & Q is a high level document which should distil the key messages arising from evidence gathered through a number of self evaluation activities. The documents and audits which contain the detailed evidence should sit as separate documents.
* Evaluative language should be used in the S & Q report.
* Consultation should take place with all stakeholders – staff, pupils, parents, partners – in order to inform the improvement priorities.

**Standards and Quality Report**

* The S & Q will be a live electronic document updated throughout the session at appropriate points eg: after evaluations of attainment, achievement, learning and teaching, positive destinations, curriculum.
* Templates currently used for audits of 1.1, 2.1, 5.3 etc can be copied and pasted into the S & Q as appropriate.
* The SQIP will be captured as a record at a point in time. The date will be 30 September annually. The copy of 30 September each year will be stored in Establishment Records within Quality Improvement.
* The date of 30 September will allow schools to evaluate and report on **current** attainment data.
* The current attainment report has been revised accordingly to avoid unnecessary duplication.
* The S & Q should be used to support the self-evaluation documentation for HMI prior to inspection. This documentation will be completed jointly by the school and the QIO which would mean there would be no additional pre inspection report from the QIO.
* The S & Q should include an evaluation for each of the 5 QIs using the six point scale. These should be included in an appendix which can be lifted separately (and need not be in the public domain).

**Improvement Plan**

* The landscape version amalgamates the previous action page and task sheet.
* The strategic priorities (at top of page) will likely arise from next steps identified through self-evaluation and/or from CEC key strategic priorities.
* It is expected that schools/centres will identify between **3-5 priorities** annually. The subsequent S & Q should report on these priorities under the five QIs.
* Each priority is broken down into one or more **outcomes**, with expected **impact on learners**. Impact on learners should be expressed in measurable terms wherever possible.
* **Tasks** should be detailed for each outcome, and the **lead person/s** identified.
* **Resources** should include meeting time, documentation, budget requirements necessary for the task to be completed successfully.
* The **timescale** should be specific (avoid “ongoing”) and should be used as a reference for progress checks.
* Final column shows **Progress/evaluation of task**. The intention is to fill out this column as each task or part-task is overtaken. This is shown in the exemplar in italics to illustrate how this column may be completed task by task in the course of the year. This would then provide a commentary which could be used to report within the S & Q section the following year. NB: the impact on learners is articulated above and should define the tasks which are now being measured for progress. If all tasks are successfully completed, the desired impact should be achieved.

**Cluster Improvement Plan**

* The cluster plan uses the same template as the whole school/centre plan.
* No cluster S & Q is required as long as an audit of progress with the previous year’s action points is minuted. Some clusters, however, may choose to produce their own S & Q. This would not have to cover the 5 QIs, nor would it have to use the same template as the whole school S & Q.
* The priority in the exemplar is Cluster Curriculum Implementation. The tasks and timelines reflect information already issued to headteachers (curriculum implementation models, timelines). Clusters will amend this page as appropriate.
* Clusters may identify more than one priority for improvement. It is advised that 3 cluster priorities should be a maximum.

**Timeline and evaluation of SQIP**

* SQIPs will be captured on **30 September 2014** however this is a capture of a ‘moment in time’ and all schools are expected to have completed Standards & Quality and Improvement plans at least in draft form by the end of the session.
* Evaluation of SQIPs:
	+ A third of primary schools’ SQIPs will be sampled by the Quality Improvement Team
	+ All of the secondary schools’, special schools and early years schools/establishments’ SQIPs will be evaluated by the Quality Improvement Team/Special School Manager
	+ Feedback will be collated and shared as appropriate.