NLE School Improvement 3 Day Offer – Stepped Guidance on Framing the Offer within an Effective Implementation Model

2019/20 SI Offer

Set the Scene - the climate & environment you are working within

Set the Scene – the climate & environment you are working with

- Post matching confirmation set up call to set the scene WITHIN 2 weeks
- Do your research - access the information already accessible; Ofsted, School website, data bases etc
- Be aware of those with responsibility for school improvement for the school (MAT, LA, Diocese, Opportunity Area lead members ...) Ensure you are connected.
- Confirm leadership involvement from the school (Principal/ Head/ Head of School/ CEO etc)
- Set 'safe ways of working ' - Nolan principles
- Explain the 'offer', expected outcomes and time scales
- ASK ... if the setting has additional information they think would be helpful pre-reading to support the "IDENTIFICATION OF THE POTENTIAL FOCUS AREAS ..."
- You are seeking to identify a tight area of focus for improvement that is amenable to change
- 'Seek to identify a clear priority that is amenable to change. Don't start with a solution and look for a problem!' Implementation Guidance 'Explore.'

YOUR KEY DOCUMENTS:

- NLE Grant Funding
- SI Funding Criteria
- 5 W top tips
- Matched confirmation letter
- RAF template
- NLE briefing pack
- EEF Implementation guidance – 'Staged Approach'

Explore - 'Lift the lid' ... identify barriers

Explore – Lift the lid . . . identify barriers

- Explore the current 'agreed to share' - school evidence together with the leaders
- Unpick what works well & why?
- Clarify if the school leaders wish to share / show/ current 'barriers' to school improvement
- Explore what has already been used/ initiated - Does this need unpicking on 'fidelity?' will this need reframing?
- Match your finding to the current programme offer & evidence informed offers.
- Sense check on your funding criteria and national programmes list/ eligibility - to match?
- Cross reference 'leadership' needs with NPQ leadership context & behaviours
- Revisit the expectations
- Be clear ... WHAT NEEDS TO CHANGE? Be clear on school capacity.

YOUR KEY DOCUMENTS:

- Funding Criteria
- RAF T2 & T3 Summary School data to complete
- DfE School Improvement support offers
- EEF guidance Reports
- School Improvement Checklist
- NPQs overview

Audit - Diagnosis - Prepare for Implementation

School undertake audits – frame 'problem . . .'

- Signpost to necessary audit tools to further diagnose - under the designated category headings
- If unclear, check within your funding criteria headings or with your TSC rep who may clarify with the DfE for you
- IDENTIFY PROBLEM
- Are there less effective practices that can be stopped?
- BE CLEAR ON the challenges on leaders, teachers & pupils
- Set a school task (model together?) - to identify the EXPECTED SHORT & LONG TERM OUTCOMES
- Where subject specific needs are guided by the most recent Ofsted - check DfE programme eligibility and local offers to signpost as the potential 'activities to address the issue'
- Where a programme cannot address the issue identified the NLE should recommend a cost-effective, proven offer - 'well evidenced'
- Potentially use 1 & 5 of an Implementation Plan to set the Problem (WHAT?) and the Expected Outcomes.
- Carefully reflect, plan and prepare to implement change.

YOUR KEY DOCUMENTS:

- Funding criteria
- National programmes eligibility/ reach – audit tools
- EEF guidance reports – linking research
- Implementation Plan
- RAF T2 & T3 'Expected Outcomes' sections to complete

Frame – the processes needed to deliver & sustain improvement

Frame the processes needed to deliver. If appropriate initiate delivery.

- Set the Implementation teams
- Cross reference evidenced informed approaches
- Reframe any necessary policies & practices
- People manage change
- Set resources requirements within financial expectations
- ENSURE THE ABOVE SETS the 'active ingredients' and cross checks; Upfront training - Availability of educational support materials/ resources- Activities & behaviours needed - Non-negotiables- Monitoring- Coaching- On-going evaluation & reframing.
- Ensure clarity on delivery ...
  - fidelity
  - reach
  - acceptability
  - What will it look like?
- How will it manifest itself in the day-to-day work of all within the school?
- Set the 'Problem' and 'Outcomes' within T1 Implementation plan (1&5)
- T2 & T3 - Set the RAF to align with the 'Recommended Actions' cross referencing with the active ingredients
- T2 & T3 - set the RAF Expected outcomes - SUBMIT IN TIMEFRAMES

YOUR KEY DOCUMENTS:

- Implementation Plan/ Logic Model – leave as a future tool
- T 2 & T3 RAF to complete & submit
- Implementation descriptions/ activities

DAY 1 → **DAY 2** → **DAY 3**