

Reflecting on your school improvement journey

Developing a school from where it is to good requires a different approach to moving from good to excellent.

The journey to excellence is more than 'doing more of the same' and different from enforcing consistent practice. It is about empowering all adults to use their energy and creativity together.

This activity can be done by the leadership team together, or separately, and then discussed. It could also be used with governors and/or the whole staff.

Using the chart below reflect on each bullet point to assess where your school is currently.

Colour green =confident (cracked it) Colour yellow =on the way (not yet consistent) Colour red =beginning (or need to start)

Securing and maintaining 'Good'	Moving towards 'Excellence'
Principles:	Principles:
We accept that the past is the past and we can learn from it	We believe that excellence is a practical aspiration. We can achieve exemplary outcomes but we never stop seeking further improvement
We know that if we keep 'doing the same' we may be, or continue to be 'good,' but we are unlikely to extend ourselves or our learners	We know that we are all learners and we learn all the time and we use this to focus where we might go next
All staff are part of the improvement process. We are all leaders at least some of the time.	The learners are part of the improvement process. They know what excellence looks like and strive for it.
All our individual thoughts, words and activities are important – they determine our effectiveness and influence others	We work for excellence as a team, sharing ambitions and evaluations so we move ahead together
Our willingness to reflect is the first step towards our goals	Our willingness to act on our reflection and evaluation is the path to our further success

Leading the journey to good:	Leading the journey to excellence:
We aim for a shared vision and expectations of what our learners <i>can</i> achieve	We recognise, share and celebrate excellent outcomes and the practices that generated them
We put common practices in place and ensure they are applied consistently but flexibly	We know that excellence doesn't come from doing 'more' good things. We encourage innovation and risk taking
We monitor and support each other to ensure minimum expectations are maintained. If practices work well we keep and refine them.	Not everything we do works or creates excellence. If it doesn't work we will learn from it and adapt
Enabling the team:	Enabling the team:
We know where we are starting from with our learners and where we need them to be	We know the successes of our learners – we need to be really ambitious about what else they might achieve
We make opportunities to share ideas, experiences and strategies to help each other	We value creativity, innovation and experimentation and evaluate the impact together
We model, share and celebrate successes with adults and learners	We maintain reflection on our own and each others' strengths and needs
We talk about challenges and barriers to learning to find ways of overcoming them together	We challenge each other supportively to see what we and our learners can achieve