
Activity 2.1: Step 1

Data collection

Item of spend	£ actual	£ per pupil

Activity 2.1: Step 2

Comparison of spend

Ideas for changes emerging from discussion

Activity 2.1: Step 3

Intervention for change

Details of change

Targets or success criteria

How will the outcomes of change be monitored?

How will the outcomes of change be evaluated?

How will good practice be disseminated to other colleagues?

Activity 2.2: Step 1

List the criteria used by the school to identify pupils with learning difficulties and pupils who are very able. Try to further develop these criteria in association with other colleagues in the school.

Existing and new criteria

Existing criteria used to identify pupils with learning difficulties

New criteria used to identify pupils with learning difficulties

Existing and new criteria

Existing criteria used to identify very able pupils

New criteria used to identify very able pupils

Create benchmarking for pupils with learning difficulties

Type of difficulty	Benchmark 1	Benchmark 2	Benchmark 3

Create benchmarking for very able pupils

Type of ability	Benchmark 1	Benchmark 2	Benchmark 3

Activity 2.2: Step 3

Audit present provision for pupils with learning difficulties against your benchmarks

Type of difficulty	Benchmark 1	Benchmark 2	Benchmark 3

Audit present provision for very able pupils against your benchmarks

Type of ability	Benchmark 1	Benchmark 2	Benchmark 3

Activity 2.2: Step 4

Action planning and resource implications

Pupils with learning difficulties			
Type of difficulty	Action and resources to achieve Benchmark 1	Action and resources to achieve Benchmark 2	Action and resources to achieve Benchmark 3

Action planning and resource implications

Very able pupils			
Type of ability	Action and resources to achieve Benchmark 1	Action and resources to achieve Benchmark 2	Action and resources to achieve Benchmark 3

Activity 2.3: Step 1

Brainstorm activity

To enrich the lives of
pupils through citizenship
education by

-
-
-
-
-
-
-
-
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-
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-
-
-

Activity 2.3: Step 2

Having explored a shared vision through the expression of agreed statements, consider possible actions which have emerged from your brainstorm activity and consider current resource availability to support these actions. In addition, list possible resources you could obtain or create to further support these actions, e.g. visits, videos, audio tapes, display materials.

Resource audit

Possible action	Current resource availability	Additional resources which could be obtained or created

Activity 2.4: Step 1

Either working individually or as a team, collect information concerning a range of funding sources (the 'Useful contacts' section of this book will help). Try to obtain all the available details concerned with bidding, such as required format, likely success criteria and required date of submission. Audit the school development plan and establish the priorities which would benefit from the proceeds of a successful bid. For example, would the funding enable you to provide additional services for the school, enhance the curriculum or increase the positive profile of the school? Match the target of the bid to the most likely source(s) of funding. In undertaking this work, bidders should be aware that time will be required to see the bid to a successful conclusion.

Range of funding sources investigated

Funding sources investigated	Key features
•	
•	
•	
•	
•	
•	
•	

Results of audit of the school development plan

School development plan priorities selected as possible bid targets

-
-
-
-
-

Match of development priorities and outputs with funding sources

Priority	Funding source
•	
•	
•	
•	
•	

Activity 2.4: Step 2

It is essential in any bid that outputs are clear and achievable and that there is unequivocal evidence of how the outputs will be measured, monitored and evaluated. These outputs, will, of course, be the same outputs identified as development priorities in the school development plan (see Step 1). The bidders should now carefully plan this part of the bid. In addition, details of implementation will need to be considered at this stage. For example, who will do what and when?

Outputs to be achieved

<p>What are the outputs to be achieved?</p> <ul style="list-style-type: none">••••••

Protocols for the monitoring and evaluation of the achievement of outputs

How will each of the outputs be measured, monitored and evaluated?

-

-

-

-

-

-

Activity 2.4: Step 3

Following completion of the bid it may be submitted to the actual funding source or to an experienced bidder in your own school or an experienced bidder in a partner external organisation. In either case, the bid will be evaluated and deemed successful, partly successful or unsuccessful. The bidders need to consider their action carefully prior to submission of the bid to a real funding source and ensure that full support for any changes required within the school as a result of a successful or partly successful bid have been agreed in advance.

Timetable of events should success be achieved

Timetable of events should the bid be wholly or partially successful

-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

Activity 3.1: Step 1

An audit of the linking of budgets to educational objectives within the school.

Consider existing practice

Helpful practice	Existing practice
<p>The school development plan shows how the use of resources is linked to the achievement of goals</p> <p>The school development plan states the identified educational priorities in sufficient detail to provide a basis for constructing budget plans for the next financial year</p> <p>The school development plan states intended expenditure on continuing commitments</p> <p>Linkage between development planning and budgets allows projection forward based on past experience</p> <p>Linkage is helped because the same group of individuals is responsible for planning and for budgeting</p> <p>Existing and new budget commitments are reviewed each year to avoid incrementalism</p> <p>The budget is monitored and evaluated against the achievement of objectives stated in the development plan</p>	

Activity 3.1: Step 2

Begin to explore programme budgeting as a means to effect greater linkage of budgets to educational objectives by selecting an objective from the school development plan and carefully costing it.

State the chosen objective

Break down the objective into its component parts, e.g. books, ICT requirement

-
-
-
-
-

Carefully cost each of the component parts

-
-
-
-
-

Activity 3.1: Step 3

For your chosen objective with its known resource cost, establish protocols to evaluate whether your objective has been achieved wholly, partially or not at all. In this way an estimation of the value for money of the spend can be achieved. Consider ways to feedback any findings you make to the planning/budgeting team.

Complete the table

Chosen objective
Cost
Suggested monitoring mechanism
Outcomes of evaluation
Comment on value for money obtained
Mechanism for feedback to colleagues

Activity 3.2: Step 1

Audit of day to day resource management

Element	Strength and why?	Weakness and why?
<p>Is the school able to cover all the requirements of Curriculum 2000?</p> <p>Are there opportunities for professional development in line with the school's development plan?</p> <p>Are responsibilities and teaching loads distributed appropriately?</p> <p>Does the use of non-teaching staff enable teachers to operate more effectively?</p> <p>Is administrative and secretarial support used efficiently?</p> <p>Does the school conduct audits of its staffing requirements?</p> <p>Are there sufficient effective resources to enhance teaching and learning?</p> <p>Are materials sufficiently accessible to enable pupils to undertake independent as well as collaborative work?</p>		

(continued)

(Step 1 continued)

Element	Strength and why?	Weakness and why?
<p>Are there appropriate and accessible library resources?</p> <p>Are there appropriate and accessible ICT resources?</p> <p>Is there an inventory of all available resources and monitoring of their use?</p> <p>Are resources supplemented by good use of external sources such as museums and the local environment?</p> <p>Is careful consideration given to priorities for spending in the light of development planning?</p> <p>Are pupils encouraged to use resources?</p> <p>Is there equality of access to different groups?</p> <p>Are resources used safely?</p> <p>Is there wasteful duplication of resources in different areas?</p>		

(continued)

(Step 1 continued)

Element	Strength and why?	Weakness and why?
<p>Is accommodation appropriate to the curriculum?</p> <p>Is accommodation adequately maintained?</p> <p>Is display used to enrich the learning environment?</p> <p>Are opportunities for independent work easily available to pupils?</p> <p>Is undue time spent moving between rooms?</p> <p>What use is made of accommodation at lunchtime and outside school hours?</p> <p>Is there access to specialist services such as health and safety advice and the school psychological service?</p> <p>Are links with parents and the community developed and supportive?</p> <p>Are old resources which are not required presenting a storage problem?</p>		

(continued)

(Step 1 continued)

Element	Strength and why?	Weakness and why?
<p>Can sheets and textbooks easily be transported from one room to another?</p> <p>Is security of resources a concern?</p> <p>Who keeps a record of spending?</p> <p>What mechanisms are there for evaluating the cost-effectiveness of spend? Could economies be made?</p> <p>Are there mechanisms of stock control?</p> <p>Is time being used effectively?</p> <p>Is provision of resources equitable for all pupils within the school?</p> <p>Is effective use made of ICT?</p> <p>Are specific grants used effectively for designed purpose(s)?</p> <p>Is there effective induction and mentoring of new members of staff?</p>		

(continued)

(Step 1 continued)

Element	Strength and why?	Weakness and why?
<p>Are risks properly assessed? Is there proper regard to health and safety?</p> <p>Are there mechanisms which allow evaluation of the match between commercial materials and the demands of the classroom?</p> <p>Are there mechanisms to ensure that teachers are made aware of resources on offer commercially?</p> <p>Is there a replacement strategy for old stock?</p> <p>Are reprographic facilities adequate?</p> <p>Other issues?</p>		

Activity 3.2: Step 2

Suggest ways to improve the weaknesses identified

Weakness	Improvement statement

Activity 3.2: Step 3

Having agreed on possible courses of action, now place these in a list of priorities

Statement	Low priority	High priority	Urgent

Activity 3.3: Step 1

Prepare targets for the development and improvement of your subject or area of responsibility so as to state the expected level of performance and success criteria.

Target setting

Area for development	Expected level of performance (target)	Timescale	Success criteria

Activity 3.3: Step 2

Agree targets and expected levels of performance and consider associated resource implications.

Resource implications

Target for development	Resources needed	Are these resources present in school?	What are the management issues?	Where can the resources be obtained? At what cost?

Activity 3.3: Step 4

Make a summative statement to show how the proposed expenditure on resources to meet the expected level of performance with regard to your development targets reflects the principles of best value.

Statement to show application of the principles of best value

Statement

Activity 3.4: Step 1

Create a list of all current teaching assistant activities and activities which could potentially profit from the deployment of a classroom assistant.

Listing of classroom assistant deployment

Activity/possible activity	Staff/pupils involved	Achieved/expected outcomes

Activity 3.4: Step 2

For each of the activities listed in Step 1, assess strengths and weaknesses with respect to their effectiveness in underpinning teaching and learning. Try to base your judgements on actual evidence. If evidence to inform your judgements is not available, then this itself may be considered a weakness which needs to be addressed in Step 3.

Strengths and weaknesses identified

Activity	Outcomes required	Strengths	Weaknesses	Evidence source

Activity 3.4: Step 3

Construct a policy and working procedures for the effective use of classroom assistants drawing on good practice from your strengths and addressing weaknesses identified. Take this opportunity to re-read the 'context' section of this Activity again, as it may also inform your policy and procedure construction.

Policy and working practice construction

Policy and working practice

Activity 4.1: Step 1

Complete the table

Statement	Agree	Disagree	Don't know	Comments/Explanation
<p>Teachers make good use of:</p> <ul style="list-style-type: none"> • CD-ROM • Internet • E-mail • Word-processing <p>All subject areas make good use of ICT</p> <p>The deployment of ICT in the school is equitable</p> <p>There is full compliance with the National Curriculum</p> <p>Girls are keen to use ICT</p> <p>Boys are keen to use ICT</p> <p>All ICT resources are available for use</p> <p>All ICT resources are used</p> <p>All staff are competent in the use of ICT</p> <p>There is sufficient technical support within the school</p>				

(continued)

(Step 1 continued)

Statement	Agree	Disagree	Don't know	Comments/Explanation
Time using ICT is productive for all pupils				
We monitor learning gains as a result of ICT				
ICT spend offers value for money				
The accommodation for ICT is helpful for teaching and learning				
We agree with the government on the importance of ICT in education				
We have an ICT policy within the school				
We have an ICT development plan within the school				
The school has sufficient computers				
ICT is used well to reduce administrative burdens within the school				
ICT is used well in record keeping				
ICT is used well in financial management within the school				

(continued)

(Step 1 continued)

Statement	Agree	Disagree	Don't know	Comments/Explanation
<p>Training in ICT is readily available within the school</p> <p>ICT updating is available within the school</p> <p>ICT is used to access data for benchmarking and target setting</p> <p>The school uses the facilities of the NGfL (see 'Useful contacts' section)</p> <p>Teachers' planning reflects clear intention in the use of ICT to enhance learning in IT or in the subject in which it is used</p> <p>Classroom assistants share teachers' intentions in the use of ICT and provide good support</p>				

Activity 4.1: Step 2

Extend Step 1 by using a brainstorming technique. Select issues for possible improvement emerging from Step 1 and add your suggested solutions.

Suggest improvements based on the completion of Step 1

Area for improvement	We could improve the management of this by

Activity 4.1: Step 3

Choose emerging important issues from Steps 1 and 2 to try to answer the following questions as a basis for a short report to be presented to decision-makers within the school.

Answer the following questions as the basis for a report

Is the use of ICT within the school enabling all pupils to learn as much as they can?

How could we find out more evidence to confirm or refute our concerns?

Do we compare ourselves with others?

What does the evidence show?

What targets should we set for any improvement?

What do we do next?

Activity 4.2: Step 1

Rank order the following statements to reflect their use in your own school. Place the most commonly used methods at the top of your list.

Statements	Your rank order
• Homework is used to reinforce what has been learned in school.	
• Homework is used to extend what has been learned in school.	
• Homework clubs are used.	
• There is help with key skills such as literacy, numeracy and ICT.	
• Organised sports, games and other outdoor activities are provided.	
• Organised music, drama, dance and arts events are provided.	
• There are residential meetings and events.	
• Organised support for revision or coursework activities is offered.	
• There are voluntary activities in the school or the community.	
• Opportunities to pursue specific interests such as ICT or languages are provided.	
• Mentoring by adults or other pupils is offered.	
• Accelerated learning clubs and children's university events are used.	
• Community activities are used.	
• Football club sponsorship of study clubs and centres is available.	
• Any others?	

Activity 4.2: Step 2

Following rank ordering two questions emerge:

- How effective and efficient is what we are doing in supporting learning (i.e. quality of service)?
- What are we not doing which we could do to support learning?

Step 2 involves an investigation of current practice as a means to encourage possible improvement activities and involves the collection of information from other teachers and from pupils themselves. The investigation may also involve parents should the school deem this to be appropriate. Investigation may be undertaken by designing a series of interview questions or a series of questions to place on a questionnaire, or both. Additional details concerning the design and use of such data collection mechanisms can be obtained from *Doing Your Research Project* by J. Bell (1993). For both interview questions and questionnaires it is important to make sure that:

- the questions have been tried out first to make sure that the audience will understand them;
- they are not leading questions.

Questions designed to investigate the efficacy of current practice could include:

- The amount, timing and distribution of homework?
- Parental involvement in out of school learning?
- Use of peer learning?
- Uptake by various groups of any study support schemes?
- Perception of the relevance of homework?
- Learning out of school is recognised and valued?

Design the questions and use them within the school

Questions

Activity 4.2: Step 3

Step 3 requires an analysis of the responses to your investigation. Identify strengths and weaknesses emerging from the answers to your questions.

Question	Response obtained	Strength/Weakness
•		
•		
•		
•		
•		
•		
•		
•		
•		
•		
•		

Activity 4.2: Step 4

Step 4 involves the listing of proposed actions to address weaknesses emerging from your analysis in Step 3, and a consideration of the resource implications of carrying out such actions.

Proposed action(s)	Resource implications

Activity 4.2: Step 5

For one or more of the actions proposed in Step 4, design a plan to put the actions into operation. Include a mechanism for monitoring the progress of the actions following implementation and a means of balancing the success obtained against the resources consumed. Try to arrive at a means of commenting on the cost-effectiveness of the actions so as to demonstrate whether value for money has been obtained with respect to redirecting resources to further support learning out of school.

Complete the following and use it in due course to comment on the cost-effectiveness of your actions

Proposed action (s)
Success criteria or targets
Timescale
Staff involved
Monitoring mechanism
Success criteria or targets met
Resources consumed
Cost-effectiveness of action(s)

Activity 4.3: Step 1

Using the stages of the self-management cycle, translate the ideas offered into possible pupil activities.

Stages of the self-management cycle	Opportunities for pupil self-management activities
Environmental analysis	
Planning	
Directing	
Implementing	
Monitoring and evaluation	

Activity 4.3: Step 2

Reflect on your responses to Step 1 and use your ideas to identify existing pupil activities which fall within the self-management cycle. Consider potential activities which are not yet present in the school and add these to the table below. Be sure to comment on resource implications for both existing and potential pupil activities.

Existing activities falling within the self-management cycle	Resource implications
Potential activities falling within the self-management cycle	Resource implications

Activity 4.3: Step 4

On the basis of your answers to the questions in Step 3, prepare a report for decision-makers in your school to put forward your views and evidence concerning the potential of independent learning within the school and comment on present and potential value for money to be obtained.

Draft a report

Activity 4.4: Step 1

Reflect on the awareness of risk and health and safety issues within the school by listing your recollections of opportunities taken to discuss risk and health and safety issues with colleagues and commenting on the action taken as a result of such discussion.

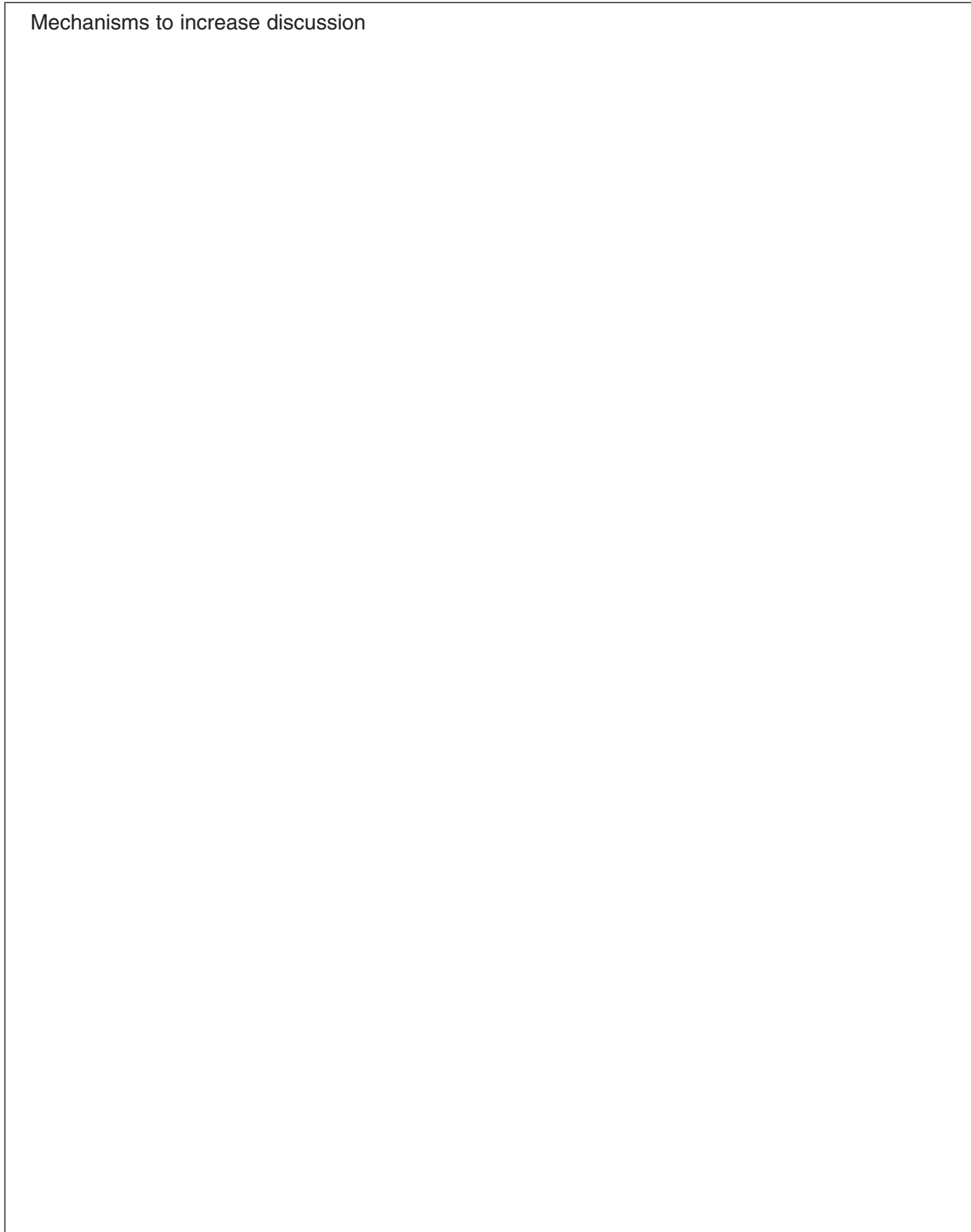
Opportunities taken to discuss risk and health and safety issues with colleagues	Action resulting from discussion

Activity 4.4: Step 2

How might opportunities to discuss risk and health and safety issues be increased within your school?

Please add your comments to the box

Mechanisms to increase discussion



Activity 4.4: Step 3

Take this opportunity to brainstorm risk and health and safety issues and create a priority list for attention based upon degree of frequency of risk (high, medium, low) and degree of severity of risk (high, medium, low).

Brainstorm activity

Issue	Degree of frequency	Degree of severity	Suggested action

Activity 4.4: Step 4

Based on the above reflection and analysis, prepare a staff development session on risk and health and safety issues for delivery to colleagues. This could take the form of fictitious case studies which invite response and suggested action from participants, followed by action planning within their own professional context.

A staff development session

Ideas for staff development

Activity 5.1: Step 1

The following list represents a hypothetical model of staff development procedures within a school leading to raised standards and attainment. In reality, the steps involved may assist or impede the transmission of teacher learning to classroom impact for pupils.

- development planning;
- direction to or application for professional development;
- decision-making regarding choice of development and attendance;
- quality of professional development attended;
- degree of motivation of attendee(s);
- teacher learning;
- school dissemination mechanisms are helpful;
- school organisation and culture are supportive to staff interaction;
- support for further in-house development is provided;
- new activity undertaken as a result of the development;
- monitoring and evaluation of classroom impact;
- raised standards and attainment of pupils.

Reflect on this list to complete the following part of Step 1.

Draw a flow diagram to show the steps from planning to classroom impact for pupils in your own school.

Try to identify areas which represent barriers to the transmission of teacher learning to pupil learning.

Flow diagram

Barriers to impact identified

Activity 5.1: Step 2

Record two case studies from your own experience within your school. One should show an example where any barriers were overcome and impact was achieved and the other case study should show where little was gained and impact did not occur. In both, try to highlight the reasons for success and the reasons for any failure. The case studies will be used to undertake a cost-effectiveness analysis.

Case study 1 Barriers overcome and impact achieved

Case study 1 – Success

Case study 2 Barriers not overcome and impact not achieved

Case study 2 – Failure

Activity 5.1: Step 3

Using the two case studies you have constructed, further illustrate your analysis by undertaking a cost-effectiveness analysis of each.

Analysis of Case study 1

Case study 1
Professional development undertaken
Targets or success criteria
Resources consumed
Targets or success criteria met
Cost-effectiveness

Analysis of Case study 2

Case study 2
Professional development undertaken
Targets or success criteria
Resources consumed
Targets or success criteria met
Cost-effectiveness

Activity 5.2: Step 1

A reflection on staff professional development needs in relation to agreed performance objectives within the school

Agreed objective(s)	Professional development needs

Activity 5.2: Step 2

Choice of method to provide the professional development

Professional development need

Choice of possible method (add more if required), for example:

- internal coaching or mentoring
- external consultant
- observation of other teachers
- visits to other schools
- training to use new resources
- access to information
- attendance at a course
- action research
- time to reflect and take stock

Method of choice and reasons for this choice

Activity 5.2: Step 3

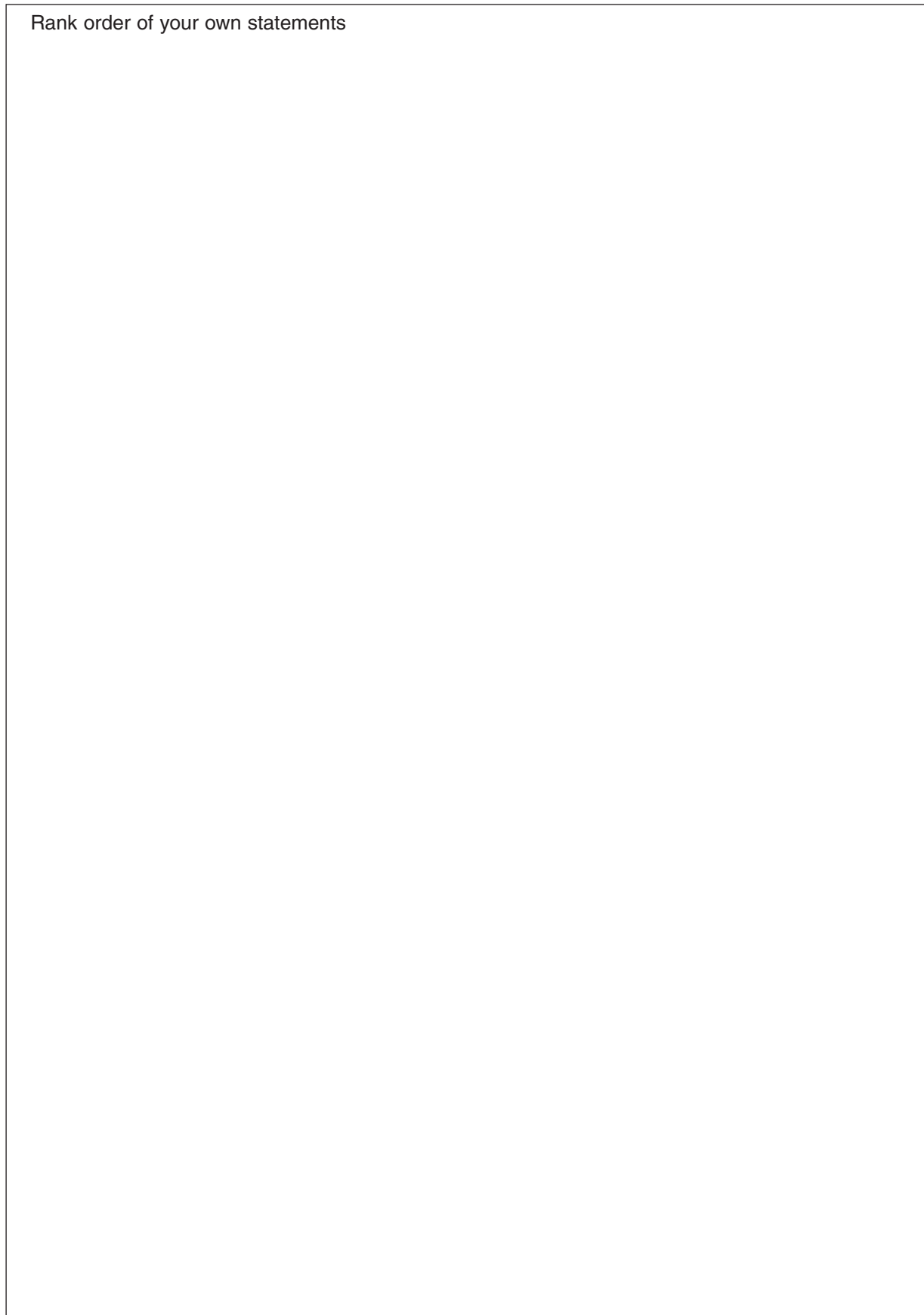
Compare development needs with other colleagues. Then, formulate the most effective, efficient and economic means for either groups or individuals. Prepare to share this analysis with decision-makers within the school. It is important to ensure wherever possible, that professional development is firmly linked to the achievement of the desired objective(s).

Complete the following as a basis for discussion with decision-makers

Method chosen
Group or individual activity
Link with objective(s)
Demonstration of economy
Demonstration of effectiveness
Demonstration of efficiency
Other comments

Complete a rank order of your own desired interventions

Rank order of your own statements



Activity 5.3: Step 2

Choose one or more desired interventions from the top of your list of statements and develop and cost an intervention plan.

Complete the plan

Intervention
Description
Processes involved
Resource implications
Cost
Comment regarding likely impact on raising pupil achievement

Activity 5.3: Step 3

This third step involves the construction of a memo to appropriate decision-makers within the school to illustrate how the principles of effectiveness, efficiency, economy and value for money apply to the intervention(s) you have developed.

Prepare a memo

Suggested intervention
Effectiveness
Efficiency
Economy
Value for money
Next action required

Activity 5.4: Step 1

Reflection on the use of performance data within the school

Apart from statutory data as described in the introduction to this Activity, what data on pupil performance is collected in the school?

Could data be collected in other areas of the curriculum, what examples would you suggest?

What would this data on performance be?

How would this data be collected?

Who would collect it?

Who would the data be shared with?

What comparisons between data could you make within the school?

Are there mechanisms to benchmark this data externally?

How would you define areas of strength and weakness?

If you were to judge areas of weakness and make intervention, how would you monitor and evaluate any improvements?

Would you set targets for improvement ?

Would you share targets with pupils?

Would you share targets with parents?

Activity 5.4: Step 2

Design an intervention with regard to a specific area of the curriculum so as to make your proposals clear to other colleagues. Use the proforma below or design one that is more suited to your needs.

Intervention proforma

Area of curriculum concerned
Data on performance to be collected
Method of collection
Timescale involved
Staff the information is to be shared with
Likely comparison of data sets to be made
Mechanisms of monitoring and evaluation following any intervention
Are targets to be set for improvement?
Are targets to be shared with pupils?
Are targets to be shared with parents?
Are targets to be shared with other teachers?
Additional comments

Activity 5.4: Step 3

Following feedback from colleagues, what changes would you make to your proposals? What is the potential and support for such a data information approach to improvement in the school as a whole?

Changes in the light of feedback

Changes required
