



Vision and leadership - Improvement guides Guiding change

A school is good to the extent that...

Leaders plan and sequence innovative activities in consultation with others, and in line with improvement planning processes in order to manage the process of change.

Leaders engage departments and teams effectively in the annual planning cycle.

Leaders respond to national and local initiatives, in most cases using review and analysis as a basis for action. Leaders understand their role in managing change and take account of risks.

Leaders create effective consultative groups and teams to shape and lead developments. They organise programmes which allow staff time to consider proposed changes.

A school is excellent to the extent that...

Leaders at all levels encourage staff and young people to engage consistently in rigorous self-evaluation to identify areas for improvement. Leaders encourage them to be innovative in their approach to change while focusing on outcomes for all learners.

Leaders involve the whole school community in planning for continuous improvement. They encourage individual staff and staff teams to plan for putting ideas into action. They consistently stress the importance of working together for maximum impact on learners.

Leaders know their school well. They plan for national and local initiatives within the context of their school and ensure coherence with the school's vision. They manage the pace of change and avoid innovation fatigue amongst staff. They understand that change management means people engaging with new ideas and practices. They win hearts and minds as to the value of change.

Leaders consult widely on ways of effecting change. They create time for staff to consider the options and come to an agreement on the best way forward for the school. They encourage staff to debate and think creatively. They challenge them in their thinking. They bring about a shared awareness of the reasons for change and a commitment to making it work in the interests of learners. They encourage individual staff and staff teams to lead areas of development and make the changes their own.



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Leaders monitor innovations to ensure efficiency and effectiveness.

Leaders monitor the work of individuals and teams in leading change. They offer support and ensure developments happen on time and are of high quality. Most importantly, they ensure that changes have a positive impact on all learners.