Ensure successful outcomes: plan delivery and evaluation

- Fan plan
- Swim lane plan
- Ensuring successful outcomes assessment
Plan delivery and evaluation
– module overview

Create a practical and achievable plan for implementing and evaluating the agreed school improvement objectives.

Have you thought about the following?

• Do you have an easy and updatable way to share your plans and the ways in which stakeholders can help improve your school?
• Do you have a way to check that your activities are being delivered according to plan?
• Do you have a way to show that your planned activities are delivering the intended outcomes and impact? Do they provide value for money?

How can this inform your SEF?

• Demonstrate how your improvement plan:
  - will improve the overall effectiveness of the school and meet needs of all learners, parents/carers and the community
  - has involved your pupils, parents/carers, workforce, partner agencies and the community in improving provision and contributing to community cohesion, and
  - is based on a clear process of considering how to help all learners achieve their potential and contribute to their well-being.
• Demonstrate how implemented actions meet stated objectives and affect pupils’ learning and well-being by planning for and collecting relevant evidence
• Demonstrate capacity to improve
Ensuring successful outcomes

**assessment**

Ensure that your priority activities deliver successful outcomes and can be clearly communicated.

**Fan plan**
Establish a strategic fit for proposed actions and form the basis of the implementation plan.

**Swim lane plan**
Develop an updatable timeline for delivery of your plan highlighting all milestones, interfaces, decision points and deliverables.
Plan delivery and evaluation
– fan plan

**Aim:** to establish a strategic fit for proposed actions and form the basis of the implementation plan

**Time:** 30 to 60 minutes

**Group size:** five to 12 participants

**Resources needed:** large sheet of paper, flip chart or whiteboard, Post-its and markers

**About this tool**

Any proposed development, such as the introduction of a new provision or a material change to a school’s teaching and curriculum offer, must be considered in the context of the longer-term vision of the school and its partners. A Fan Plan is one way of enabling the team to articulate how proposals will contribute to that vision. It can be used to communicate with stakeholders and as the basis for implementation planning.

**How to use this tool**

Bring together everyone who has been involved in setting planning priorities with those who will be involved in driving the plan forward.

Identify the key areas of your plan, for example, the curriculum, workforce development and extended services. Each area will become one ‘slice’ of your Fan Plan. Lay out the slices as shown in the diagram opposite. Depending on the number of slices, the plan may look more like a semi-circle or even a circle than a fan.

Next, ask the participants to look at each slice in turn. They must come up with statements that encapsulate what that area is like today and how they would like it to be at the end of the period covered by the plan. Write these statements at the end of each slice.

Ask the participants to describe how to make that vision a reality. These ideas should be written on Post-its and placed on the relevant slice. This will allow you to assess the school’s overall priorities in the light of available resources, identify interim aims and set milestones. Focus on establishing a clear overall vision rather than getting bogged down in too much detail.

**Tip**

You may find that the number of immediate tasks allocated to the first year (or month, depending on your time scale) is unmanageable. If so, use the Prioritisation Matrix to prioritise tasks.

**Outputs**

Once the overall picture has emerged, you can use it to engage key stakeholders – such as the whole school team, community and, in particular, governors – and encourage involvement in the overall strategy. The final outputs will form the basis of your implementation plan.

**In practice**

School leaders in a high school in Warrington worked through the Fan Plan using an interactive whiteboard. The resulting circular fan plan formed the basis for establishing and then communicating milestones to staff, governors and Ofsted.
A single statement encapsulating what the school will be like in three years
A single statement encapsulating what the school is like now
Plan delivery and evaluation  
– swim lane plan

**Aim:** to develop an updatable timeline for the delivery of your plan, highlighting all milestones, interfaces, decision points and deliverables

**Time:** 30 minutes to two hours

**Group size:** five to 12 participants

**Resources needed:** large sheet of paper, different coloured Post-its and markers

**About this tool**
This tool will help you identify the activities needed to deliver key areas of your plan, their interdependencies, the resource requirements and how these will affect timescales for delivery. It will provide a visual and easily updatable timeline. Involving stakeholders in planning a range of ‘work streams’ will help to create a more robust plan and encourage a sense of ownership.

**How to use this tool**

First, identify your work streams – the areas of your implementation plan. Work streams may reflect stakeholder responsibilities or key functions. For example, you could choose to have a work stream for each activity or group of activities relating to teaching and learning, workforce development or extended services.

The tool consists of a grid: ‘swim lanes’ representing each work stream run horizontally and a timeline, reflecting the duration of the project, runs across the top. The timeline should be divided into columns representing appropriate blocks of time, such as weeks, months or school terms.

Populate the grid by identifying key milestones – the events, deliverables or decision points that need to occur at specific points along the timeline. These will include impact indicators identified by the Bullseye tool. The milestones should be written on Post-its, rotated to make a diamond shape, and placed on the grid.

Next, write down on rectangular Post-its the activities that must be carried out to meet the planned milestones. By placing these in the appropriate position along the horizontal work stream, you can show when each activity needs to start and finish. If the start or finish of one activity is dependent on another, draw a line between them.

**Tip**
Use a different colour of Post-it for each work stream so that, as these are moved around, individual work streams remain clearly defined. Update the plan as needed by moving Post-its around or altering the timeline.

**Outputs**
At the end of the process, you will have a visual plan that can be used to communicate key activities to stakeholders and other interested parties.

**In practice**
A cluster of schools in Birmingham used the Swim Lane Plan with partner agencies. A Sure Start representative involved in planning a paediatric clinic commented: “This is the first time with this cluster that we’ve had a real plan. It is not just a paper exercise but something I can take away and act on.”
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- **①** = Key activities
- **②** = Milestones
Plan delivery and evaluation
– ensuring successful outcomes assessment

**Aim:** to ensure that your priority activities deliver successful outcomes and can be clearly communicated

**Resources needed:** completed school improvement plan

**About this tool**
This tool will help ensure that your final plan clearly communicates the rationale for your primary activities in order to deliver planned outcomes successfully.

**How to use this tool**
Consider the following elements when finalising your plan:

- Are your objectives clear and understood by all who will be involved in delivering them?
  One way to do this is to update the Solutions Matrix adding all of your agreed or SMART objectives. List only the solutions that you will be implementing and tick the objectives that each will deliver, based on the outputs from the Identify Objectives and Personalise modules.

- Will all those tasked with delivering these activities understand whom they need to focus on?
  One way to do this is to describe the target audience for each activity based on the outputs from the Identify Objectives and Personalise modules.

- Is it clear what evidence will be needed to indicate that objectives were met and planned outcomes were achieved? Once implemented, will you be able to cross-reference evidence to outcomes to objectives in order to demonstrate how the activities have influenced outcomes for your pupils?
  One way to do this is to include in your plan or summary plan a list of the agreed outcomes and success indicators that you and/or your providers may need to collect or be aware of (Bullseye, page 84). Include only those success indicators that you feel you will be able to evidence and the person delivering the activity needs to know about.

**Tip**
You may want to revisit the Diagnostic tool to assess the extent to which your planning process and your final plan met your initial goals.

**Outputs**
When summarised, the outputs from this assessment can help to, for example:
- communicate to your governors, LA, school improvement partners and other key stakeholders the rationale behind your key priority activities and the impact these are designed to have on pupils, school, community, etc
- inform providers of requirements
- coordinate resources across your cluster
- inform and evidence the Children and Young People’s Plan in consultation with your local children’s trust, and
- track and analyse evidence and communicate the realised successful outcomes.

**In practice**
A cluster of schools in Birmingham used the tool to design an extended services commissioning report for its external providers. This formed the basis of its cluster improvement plan and enabled communication of key activities to its LA and partner agencies.
Everybody involved in delivering an activity:

☑ understands the objective,
☑ understands the target audience, and
☑ understands the evidence they need to collect in order to demonstrate success.