

SSE and DEIS action planning for improvement

SSE process	SSE 6-step process	DEIS action planning requirements	SSE and DEIS action planning requirements: common to both	DEIS requirements not currently required for SSE	To fully meet the SSE requirements, DEIS schools will:
A.	SSE focus: (Dimension A: Teaching and Learning Themes) the quality of learner outcomes; the quality of learners' experience; the quality of teachers' practice	DEIS focus: attendance, retention, progressions, literacy, numeracy, examination attainment, partnership with parents, partnership with community	Literacy; numeracy; attainment or outcomes; [learning experiences and teachers' practice relate closely to improving attendance, retention and progression]	Focus on partnerships with parents and community; specific focus on attendance, retention, progression and examination attainment (PP) [learning experiences and teachers' practice relate closely to improving attendance, retention and progression]	Over time, extend the focus of action planning to include: learning experiences across subjects/curriculum areas; teachers' practice across subjects/curriculum areas (see Cir 39/2012 Primary and 40/2012 PP)
B	1. Gather evidence	Gather hard/numeric data on attendance, retention, progression, literacy and numeracy, exam attainment, partnerships with parents and school community. Process to be informed by structured process of consultation with learners and to include views of parents	Gather hard/numeric data on literacy, numeracy and outcomes. Gather soft/qualitative evidence through consultation with learners and parents	Gather evidence and learners' and parents' views on attendance, retention, progression, partnership and examination attainment (PP)	Analyse evidence with reference to SSE teaching and learning framework and evaluation criteria in SSE Guidelines (where relevant)
	2. Analyse data	Analyse hard/numeric evidence and learners' and parents' views related to attendance, retention, progression, literacy, numeracy, exam attainment, partnerships	Analyse hard/numeric evidence and learners' and parents' views related to literacy, numeracy and attainment/outcomes	Analyse evidence related to attendance, retention, progression, partnership and examination attainment (PP)	Analyse evidence (hard/numeric and qualitative e.g. Attitudes and dispositions of students/pupils and parents) related to literacy, numeracy, learning experiences and teachers' practice, with reference to teaching and learning framework and evaluation criteria in SSE Guidelines

SSE process		DEIS action planning requirements	SSE and DEIS action planning requirements: common to both	DEIS requirements not currently required for SSE	To fully meet the SSE requirements, DEIS schools will:
	3. Draw conclusions	Identify strengths and areas for improvement, with reference to locally agreed criteria	Identify strengths and areas for improvement		Identify strengths and areas for improvement with reference to teaching and learning framework and evaluation criteria in SSE Guidelines
	4. SSE report	Planning process at individual school and school cluster level, to be informed by a structured process of consultation with learners and parents	Keeping record of planning process, including evidence gathered, conclusions drawn (as in SDP/SSE Guidelines)	Keeping records of planning process in areas of attendance, retention, progression, partnership, examination attainment (PP)	Prepare SSE report, including legislative checklist for internal school use (including BOM) Prepare and provide summary SSE report, including legislative checklist, for parents and school community
	5. Improvement plan	Develop individual school and cluster action plans with focus on teaching and learning and including views of parents and learners. School plans to be based on assessment of current situation, involving self-evaluation and information from inspection. Progress report on action plans	Develop three-year improvement plans for literacy and numeracy (and one other area), based on self-evaluation and including views of parents and learners. Targets to be based on prioritised areas for development with reference to teaching and learning framework. Regular review of progress	Develop action plans in the areas of attendance, retention, progression, partnership, examination attainment(PP)	Develop and provide summary action plan for parents and school community
	6. Implement and monitor improvement plans	All staff members required to take account of agreed targets for improvement in short-term and long-term planning. Regular reviews required	Implementation of agreed strategies across all classes/subject departments leading to changes in teachers' practice student/pupil learning experiences and improvements in outcomes for pupils/students. Regular review required	Inclusion of areas of attendance, retention, progression, partnership and examination attainment in implementation and review of action plans for improvement	Maintain an ongoing focus on aspects of teaching and learning with reference to the teaching and learning framework and evaluation criteria in SSE Guidelines