

## School Improvement Planning

This short guide provides key points to consider when writing your School Improvement Plan (SIP). It's not an exhaustive list but offers helpful pointers to discuss with your senior leaders.

SIPs are an important tool for addressing school needs and should be created after a thorough review of school performance, focusing on pupil outcomes.

An effective SIP highlights weaknesses, outlines solutions, and makes use of existing skills within the school. SIPs should be reviewed and updated regularly throughout the year.

Our examples are flexible and can be adapted to fit your school's needs. Throughout the next academic year, we'll be adding short self-evaluation activities to your dashboard for you to complete with your school leaders.

These meaningful exercises are essential for school leadership and can be used as evidence for initiatives you're implementing. Each activity is flexible and can be adapted to meet the specific needs of your school.

### General points to consider:

1	Your SIP should address particular issues identified in school, refer to specific evidence and outline the intended impact of your actions
2	<p>Your areas of action will generally come from your school self-evaluation form (SEF)</p> <p>If you do not have a SEF, it is important that you consider some key questions to ask yourself in order to effectively identify where improvement is needed within the school:</p> <ul style="list-style-type: none"> <li>• Does EAL provision support pupil progress?</li> <li>• Do the examination courses we follow allow pupils to show their strengths?</li> <li>• Do our assessment tools give us the data we need?</li> <li>• Does assessment support progress?</li> <li>• Do we have enough enrichment, engagement opportunities for pupils?</li> <li>• Do we support pupils for transition – between Key Stages? Post examinations? To their next school?</li> <li>• Are we using evidence to support progress in T+L?</li> </ul>
3	Don't try to reinvent the wheel – use professional documents/ organisations to support you eg Teacher Standards DfE <a href="http://www.gov.uk">www.gov.uk</a> , Teaching and Learning Toolkit EEF <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a>
4	Be realistic for your context and make your targets SMART – specific, measurable, achievable, relevant, time-bound. Make decisions based on your school's vision and values.

5	In order to make the SIP effective, keep it short and focussed. Set clear time frames for your target outcomes
6	Know your inspection body and their formats for requesting school information – present internal documents in a fashion which will transfer easily to inspection body headings as this will save time/work. Our suggested template headings are generic but check they match your inspection body's format
7	Your SIP needs to be representative of your whole school so you must decide who will generate the document so that all voices are included in target setting
8	Make sure that you share the SIP with all members of your school community, especially the governing body. Refer to it often, use it as a 'to do' list or it will be forgotten in the day-to-day 'busyness' of school life
9	Have a particular point in the school year where the SIP is reviewed and updated -take comments via 'teacher voice'
10	In an international setting, your targets may make reference to your local context – ownership or host country for example. You may need translation of key points into the languages of your host community so that support and admin staff are fully included. If your senior school is part of a wider establishment, make sure your SIP is written in conjunction with other sections – certain areas may well need whole school action/targets

## Guidance notes for template:

Complete the first section of the improvement plan with your school's mission statement, school values and vision for the next three years. You may need to amend this section according to your school needs and time scales.

Once you have completed this you will need to complete the next table which identifies your key school focus areas. We have used headings at the moment based on UK inspection criteria so it is important that you amend these to suit your inspection body if required.

### Outcomes for Pupils

#### Curriculum

#### Behaviour and Wellbeing

#### Leadership

Within each of our general headings we have outlined areas which might be of concern for you with particular actions, ideas for success criteria and timescales. Explanatory notes are intended to help you tailor for your needs.

**Please be aware that we have added many examples to support varying needs and that we do not intend to suggest that all of these can be undertaken in the same academic year.**

It is important to decide your own time frame for the whole SIP and for the targets in the first year. Three to five years is often the time span chosen by leadership teams for a whole SIP. This allows time for implementing change and evaluating impact. For each academic year, your success criteria should be based on achieving various steps by various times - often decisions about potential projects in the first stages, implementation in the second phase and evaluation/decisions about next steps in the third.

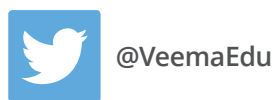
Here is a short list of do's and don't's to consider when creating your school improvement plan.

Do's	Don't's
Make sure your SIP refers to your school's vision and values	Make your SIP too general
Make SMART targets to ensure success. Keep the number of targets to a minimum for each section. Three is a manageable number to focus on	Have too many targets
Identify who is responsible for what and make sure time scales are clear and manageable	Overwhelm people with tasks and expectations
Consider all resource and funding implications of any targets	Set targets without having secured the resources and funding in place to make them achievable
Make it clear how success will be measured and how each target will be evaluated	Fail to follow up.

## Glossary

Assessment AoL	<b>Assessment of learning</b> evidence of student learning to assess achievement against outcomes and standards. Also referred to as 'summative assessment', it usually occurs at defined key points during teaching
AfL	<b>Assessment for learning</b> evidence about students' knowledge, understanding, and skills to inform their teaching. Also referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.
AaL	<b>Assessment as learning</b> occurs when learners are their own assessors. Learners monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.
CPD	Continued Professional Development
EAL	English as an Additional Language
Further Education	Further education (FE) includes any study after secondary education that's not part of higher education
Higher Education	Higher education (HE) includes any study after secondary education that is taken as part of an undergraduate or graduate degree.
HoD	Head of Department
HoF	Head of Faculty

HoY	Head of Year
KS	<p>Key stage - The national curriculum in England and Wales is made up of different year groups that make up five key stages.</p> <p>Nursery and Reception Years (3-5 years old). More commonly known as the Early Years Foundations Stage (EYFS)</p> <p>Key Stage 1: Years 1 to 2 (5-7 years old)</p> <p>Key Stage 2: Years 3 to 6 (7-11 years old)</p> <p>Key Stage 3: Years 7 to 9 (11-14 years old)</p> <p>Key Stage 4: Years 10 to 11 (14-16 years old)</p> <p>Key Stage 5: Years 12 to 13 (16-18 years old). More commonly referred to as College or Sixth Form.</p>
MIS	Management Information System - single digital platforms designed to efficiently manage school life and drive improvement.
SEF	Self-evaluation form
Pupil voice	Gathering views from pupils usually in written form - can be answers to specific questions or free comment
SEND	Special educational needs
SIP	School Improvement Plan
SLT	Senior Leadership Team
SoW	Scheme of Work
SMART	Specific, Measurable, Achievable, Relevant, Time-bound
Teacher voice	Gathering views from staff usually in written form - can be answers to specific questions or free comment
Value added	The additional learning, experience or development achieved beyond the 'average' by a school



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