KEY TERMS

* **OBJECTIVES** – Defines the overall goals or desired outcomes.
* **SEF** – Stands for Self-Evaluation Form; helpful for referencing assessments or evaluations to determine if objectives are being met.
* **ACTIONS** – Specifies the key steps or activities required to achieve the objectives.
* **LEAD** – Identifies the person/s responsible for overseeing each action.
* **SUCCESS CRITERIA** – Outlines the standards or benchmarks used to measure success.
* **Evidence & Impact** – Records the measurable outcomes and the impact related to achieving the objectives.

School Improvement Plan Template

**[INSERT NAME OF SCHOOL HERE]**

 **2024/25**

**[HEADSHIP TEAM—Add Details]**

**XXX**

**XXX**

**XXX**

**XXX**

|  |  |
| --- | --- |
| **Mission Statement**  | Add your school’s statement here |
| **School Values**  | Add your school’s values and vision here |

Vision for the next 3 Years

|  |  |
| --- | --- |
|  1. | Outstanding levels of achievement and progress for all pupils   |
| 2. | Lessons and experiences that always engage, challenge, develop and inspire all pupils  |
|  3. | A safe, supportive and caring school that understands the whole child and prepares them for life |
|  4.  | An environment where everyone in our school is valued and supported to excel |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Outcome for Pupils** | **Curriculum** | **Behaviour, Safeguarding & Wellbeing** | **Leadership & Management** |
| **Vision** |    |  |  |  |
| **Focus for 2024/25** |  |  |  |  |
| **Focus for 2024/25** |  |  |  |  |
| **Focus for 2024/25** |  |  |  |  |

Outcomes for pupils

**Outstanding levels of achievement and progress for all pupils**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **OBJECTIVES** | **SEF** | **ACTIONS** | **LEAD** | **SUCCESS CRITERIA** | **SUCCESS CRITERIA****TERM 2**  | **SUCCESS CRITERIA****TERM 3** | **Evidence & Impact** |
|  |  |   |  |  |  |  |  |
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1. Decide the most appropriate ‘Lead’’ - a sufficient level of authority will be needed if new examination courses are being offered so maybe a member of the SLT is best for this example

1. Decide the 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.
2. If absolutes such as improved examination grades year on year are not relevant because of high pupil turnover, find other ways to evaluate - maybe judge progress by value-added instead.
3. Evidence and impact can be judged with quantitative data such as exam results but qualitative data from pupil and teacher voice might also give some interesting information.

1. Keep actions specific and manageable by starting with one year group or Key Stage. This helps to minimise impact on staff workload and the potential overwhelming of staff by school initiatives. The actions can be extrapolated to other areas of the school once success has been established

Curriculum

**Lessons and experiences that always engage, challenge, develop and inspire all pupils**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **OBJECTIVES** | **SEF** | **ACTIONS** | **LEAD** | **SUCCESS CRITERIA****TERM 1** | **SUCCESS CRITERIA****TERM 2** | **SUCCESS CRITERIA****TERM 3** | **Evidence & Impact** |
|  |  |  |  |   |  |  |  |
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1. . There are many available, national and international, often organised by subject area.

Behaviour, Safeguarding & Wellbeing

**A safe, supportive and caring school that understands the whole child and prepares them for life**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **OBJECTIVES** | **SEF** | **ACTIONS** | **LEAD** | **SUCCESS CRITERIA****TERM 1** | **SUCCESS CRITERIA****TERM 2** | **SUCCESS CRITERIA****TERM 3** | **Evidence & Impact** |
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7. The range of mental healthcare professionals may vary according to your local context. Be mindful of the need for any support to be sympathetic to the culture of your school and to be provided in the language most suited to your community.

8. You may judge best what is needed after conducting a pupil voice exercise - life skills can range from money management to ironing!

9. e.g., Eco-Schools <https://www.ecoschools.global>

Leadership & Management

**An environment where everyone in our school is valued and supported to excel**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **OBJECTIVES** | **SEF** | **ACTIONS** | **LEAD**  | **SUCCESS CRITERIA****TERM 1** | **SUCCESS CRITERIA****TERM 2** | **SUCCESS CRITERIA****TERM 3** | **Evidence & Impact** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |   |
|  |  |  |  |  |  |  |  |

10. Take care not to add to workload - use staff meeting time? Try to reduce other demands for a period of time e.g., cover or duties?

