

School Improvement planning: Primary

Welcome to the Veema support for writing and maintaining your school improvement plan (SIP). The notes below which accompany our template examples are intended to give you an outline which you can follow, in part, or in their entirety to establish, or to continue to promote, a vision for your school; to assess your needs and outline your actions as you seek to improve outcomes for your pupils.

School improvement plans are one component of the larger conversation successful schools engage in to meet the diverse and multiple needs of all areas of school effectiveness. The school improvement plan can only be written after the school has evaluated its performance and, most importantly, thoroughly analysed the outcomes which pupils have achieved.

Effective SIPs identify weaknesses and the way in which they will be addressed and seek to exploit under-used skills and abilities. They are cyclical in nature and require ongoing review and evaluation throughout the year. Our examples are not exhaustive, but we hope they will provide a basis which can be adapted for your unique school context.

Further bespoke support is of course available from Veema Education – please contact us at cpd@veema.co.uk

General points to consider:

1	Your SIP should address issues identified in school, refer to specific evidence and outline the intended impact of your actions.
2	Your areas of action will generally come from your school self-evaluation form (SEF) 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: <ul style="list-style-type: none">• Does our assessment strategy provide us with the data we need to make informed decisions?• Does our curriculum create enough opportunities for enrichment and engagement for our pupils?• Have we used an evidence-based approach to teaching and learning and how is this impacting our decision making?• What provision is in place for our vulnerable groups and is it effective?• What professional development needs to be in place to secure success in our target areas?
3	Don't try to reinvent the wheel – use professional documents/ organisations to support you eg Teacher Standards DfE www.gov.uk , Teaching and Learning Toolkit EEF www.educationendowmentfoundation.org.uk

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 and 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	Make sure your success criteria is clear and achievable and those involved are aware of what is expected of them
11	Adopt an evidence based approach so that your monitoring and evaluation is relevant and improves outcomes.

Guidance notes for template

Complete the first section of the improvement plan with your school’s mission statement and values and vision for the next three years. You may need to amend this section according to your school needs and individual 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**
- **Summary**

Under each focus area you will need to provide consider the following key areas:

Objectives	<ul style="list-style-type: none"> Clearly identify, using an evidence based approach, key areas for improvement within your school. Make them small and achievable.
SEF	<ul style="list-style-type: none"> Use the SEF to help make informed decisions around the objectives and how they should be met.
Actions	<ul style="list-style-type: none"> Be clear about what needs to happen for the target to be met. Make sure the school community is included in this decision making and everyone involved knows the expectations.
Cost	<ul style="list-style-type: none"> Carefully consider any budgetary implications for your targets and whether or not they will impact other school priorities.
Owner	<ul style="list-style-type: none"> Make sure those involved are made aware of exactly what they need to do and the expected outcomes. Be clear on timeframes and points for review. Be mindful of the additional work targets may have on individuals and their well being.
Success criteria: Term 1	<ul style="list-style-type: none"> Term 1 success criteria should involve an initial audit and investigation into the issue you are addressing. Be mindful not to try and do too much too soon, long term sustainable change takes careful planning and preparation. See EEF Putting evidence to work (2019).
Success criteria: Term 2	<ul style="list-style-type: none"> Term 2 success criteria should focus on the delivery stage of your targets and make sure that the resources and training required to make the objective achievable are in place. These need to be carefully considered and planned in advance to ensure long term success.
Success criteria: Term 3	<ul style="list-style-type: none"> Term 3 success criteria should centre around the impact the actions are having on your initial targets. Pupil outcomes should be demonstrating that the actions included in the SIP are positively changing provision.
Evidence and impact	<ul style="list-style-type: none"> In order to embed change and ensure the desired outcome is sustained you must gather evidence at agreed points and use this to adapt any targets according to what the data is telling you. Use evidence effectively to identify strengths and weaknesses in our approach.

Here is a short list of do's and don'ts to consider when creating your school improvement plan.

Do	Don't's
Make sure your SIP refers to your schools vision and values	Create targets based on gut feelings without evidence to demonstrate the need for improvement
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.
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	Forget to follow up, to monitor success criteria and evaluate the impact to provide next steps and adaptations.

Glossary

EAL	English as an Additional Language
KS	Key stage - The national curriculum in England and Wales is made up of different year groups that make up five key stages.
SEF	Self evaluation form
SEND	Special educational needs
SIP	School Improvement Plan
SLT	Senior Leadership Team
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

Bibliography

- Arnold,.M. (2017.) [Effective school improvement plan](#). OneEducation
- The Key. (2021). [Planning and supporting school improvement](#). The Key
- EEF. (2022). [Moving forwards, making a difference: A planning guide for schools 2022-23](#).
- EEF. (2019) [Putting evidence to work](#)
- Fernandez, K. (2011). Evaluating School Improvement Plans and their Affect on Academic Performance. Educational Policy 25(2):338-367
- Kilminster,. M. (2021). [How to write an effective school development plan](#). Arbor