



School Improvement Planning.

How schools in the UK plan for continuous improvement.



Key areas.

- Achievement
- Teaching and Learning
- Behaviour and safety
- Leadership.



Achievement.

- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.
- A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.
- A school culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability.



Achievement.

- Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.
- There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.
- • A commitment exists to ensuring that all children follow an educational pathway which is appropriate for them in a school or through a collaborative arrangement with another school, further education college or other provider.



Achievement.

- The highest standards of pastoral care and child protection are in place.
- A commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop.



Teaching and Learning.

- An emphasis on literacy and numeracy exists across the curriculum.
- Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
- Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
- Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.



Teaching and Learning.

- Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.
- Teachers reflect on their own work and the outcomes of individual pupils.
- Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.



Behaviour and safety.

- Follow the Every Child matters guidance for schools.



Behaviour issues.

- Strengthening behaviour and safety across the school (so that the behaviour and safety in each year group, department or key stage is judged to be “good/outstanding” and the school can confidently demonstrate overall behaviour and safety as outstanding) through a focus on things like -
 - a. Improving the attitude to learning and behaviour, specifically the small number of students that can disrupt learning, reducing exclusions further
 - b. Ensure there is a clear behaviour management policy, with clear arrangements for rewards and praise, which is implemented consistently.
 - c. Ensure incidents of bullying remain rare and our response to incidents when they occur is judged as “outstanding”.
 - d. Improve the attendance of specific learner groups so that their attendance is similar to that of the cohort as a whole .



Leadership.

- An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.
- • Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the Principal in carrying forward the process of improvement.
- School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.



Leadership.

- Teachers are given the opportunity to share in the leadership of the school.
- The resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management; attendance management; and working relationships.
- School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.