

# You Can... **Implement a School Improvement Plan**

*Core improvement requires management and development if it is to have a significant impact on learners and the learning environment. There may be seasonal conditions to be aware of or financial implications. Take into consideration who will be responsible for key actions, that the school is on board and that you have the resources (financial, time and physical) to implement your plan. If this is in place you have improved your chances of long-term impact.*

## **Thinking points**

- Governors are central to how improvement is identified and managed through the School Improvement Plan. Although there is no legal requirement, the Guide to the Law for School Governors states that 'A good governing body will ensure that the school has in place an effective process for reviewing performance, identifying priorities, taking action and monitoring progress.'
- School Improvement Plans are increasingly linked to school financial management. The DCSF Financial Management Standard in Schools ((FMSiS), see page 17 and [www.standards.dcsf.gov.uk/vfm/leadership/siplanning](http://www.standards.dcsf.gov.uk/vfm/leadership/siplanning)) discretely ties finances to school development. It is an important strategy that allows school leaders to map school improvement priorities meaningfully against known available funds.

## **Tips, ideas and activities**

- The School Improvement Plan (SIP) has a natural cycle of implementation, action and evaluation. Typically it will run for one year, covering 15 months of development:
  - April to June – School Leadership Team (SLT) and governors discuss areas for development.
  - June to July – present key areas for development to governing body and staff body.
  - September – complete action plans for the coming year to present to the curriculum committee.
  - October to May – core period for action.
  - June to July – evaluate key areas for improvement, overlapping the development period for the next academic year.
- A School Improvement Plan should have no more than six focus areas of which:
  - One should relate to standards within a core curriculum.
  - One should focus on a foundation subject (ideally two foundation subjects should be reviewed each year which would allow for all foundation subjects to be highlighted over a four-year rolling programme).
  - One should reflect an area of development that is part of the vision plan.
- All plans should be written in an agreed format with an agreed font and writing style. They should not be descriptive. See page 62 for a suggested format.
- Plans should clearly lay out milestones and action that needs to be taken in order for the overall objective to be met. An action plan should aim to be no more than two or three pages in length.
- Action plans can roll over. If the work has taken longer than that should be recorded and the action plan adapted accordingly.