

School improvement plan (SIP) template based on the 2019 Ofsted framework

Use and adapt our template to help you write your SIP. The example statements come from Ofsted's 2022 [School Inspection Handbook](#).

How to use this template

- › Targets have been separated into the 4 key Ofsted judgements: quality of education, personal development, behaviour and attitudes, and leadership and management
- › SEF REFERENCE: Use this column to record where you'll find references to the target in your self-evaluation. Use our [self-evaluation form checklist and template](#) to help you evaluate your school against the 2019 Ofsted framework, or use your own SEF
- › Examples and explanations are **highlighted in yellow**. Adapt or delete these

SCHOOL CONTEXT

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Number of pupils on roll	24	Number of pupils eligible for pupil premium	2	Number of pupils with an education, health and care (EHC) plan	2
Percentage of pupils on track to meet expected standard/attainment targets		Percentage of pupils on track to exceed expected standard/attainment targets		Number of pupils currently not on track to meet expected standard/attainment targets	
Percentage of pupils with English as an additional language (EAL)	0%	Most recent Ofsted grade	Good 2019	Staff turnover for the previous year	1
Overall absence	1.31%	Persistent absence	0		
SIAMS inspection	Oct 2023	Living up to our foundation as a church school.			
Key Ofsted actions from last report Dec 2019	<p>Leaders should ensure that all staff who teach in early years and key stage 1 have sufficient specialist knowledge of early reading.</p> <p>Some subjects, such as art and ICT, are less well developed than others. Leaders need to develop these subjects further so that all the curriculum areas are planned and delivered to the same high standard.</p> <p>Governors need to explore more strategies to support staff so that a healthy level of workload can be maintained.</p>				
Key areas to improve	<p>However, some staff in early years and key stage 1 do not have sufficient specialist knowledge of the teaching of early reading.</p> <p>continue to develop the curriculum in other subjects, such as art and information and communication technology (ICT)</p>				
Key staffing areas of issue	<p>All staff on contracts to be reviewed 31st August annually, dependent on budget.</p> <p>No temporary posts or use of agency supply.</p>				

SCHOOL CONTEXT

Budget information	Surplus forecast for all 3 years PE funding to spend in-year, capital funding to spend in-year
Key performance indicators for the next 3 years	Attendance – maintain above national average Pupil to teacher ratio – maintain a ratio below national average Finance – maintain a surplus budget in-year

SIAMS objectives 2024 - 25

Routinely plan opportunities to explore spirituality.	Incorporate into the RE curriculum.
Explore and articulate spiritual and ethical issues at depth.	Provide opportunities across the curriculum, linked to courageous advocacy, opportunities to explore spiritual and ethical issues.
Facilitate spiritual flourishing.	Provide time and opportunities to explore what spirituality means to our pupils.

QUALITY OF EDUCATION

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TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
Develop pupils' fluency and comprehension in reading	Give explicit opportunities to develop these skills in Guided Reading. 1:1 reading Reading fluency sessions	Improvement in pupils' ability to read aloud confidently. Improvement in pupils' Accelerated Reader quiz accuracy. Improvement in pupils' Star Reader scores	Whole school	End of school year 2025	To be included in normal lesson times.	
Provide early opportunities to teach and practice transcription	Timetable discrete handwriting sessions for Reception and KS1. Provide a range of writing materials and opportunities.	Improvement in transcription skills by the end of KS1	EY/KS1 teaching staff English subject lead	End of school year 2025	To be included in Phonics or English lessons. Purchase of individual writing packs for pupils. £50	
Consider when to introduce complex writing tasks.	Using a mastery approach to build up writing knowledge and skills, ensuring that foundation skills are securely embedded and can be used in a range of contexts.	Improvement in pupils' confidence in writing independently. Improvement in outcomes at end of key stages.	All teaching staff. English subject lead	End of school year 2025	Teacher and TA support in English lessons.	

PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
To develop a team of skilled and knowledgeable subject leaders.	<p>Provide time to develop a subject leader file.</p> <p>Provide time for subject leaders to feedback in staff meetings.</p> <p>Arrange governor monitoring visits to allow subject leaders to discuss their subject development.</p> <p>Allow access to appropriate CPD and visits to other settings.</p>	<p>Staff will develop their skills and knowledge.</p> <p>School will develop a resource of internal expertise.</p> <p>Staff will be able to confidently deliver an effective curriculum.</p> <p>Staff will feel motivated and valued.</p>	Whole school and governors.	End of school year 2025	<p>Time for staff to gather information to compile a subject leader file.</p> <p>Time for subject leaders to engage in governor monitoring visits.</p> <p>Cost of appropriate CPD or supply cover to release staff from school.</p>	

PERSONAL DEVELOPMENT

<p>The curriculum gives learners opportunities to develop their characters.</p>	<p>Pupils are given work that is suitably challenging. Pupils are encouraged to be resilient and show perseverance. Pupils' confidence is built by appropriate support and intervention. Pupils' confidence is developed by the use of appropriate feedback. Christian and British values are used to encourage pupils to become thoughtful and responsible citizens.</p>	<p>Pupils are challenged by and engaged with their work. Pupils develop resilience and work towards working more independently. Support and interventions are effective and have a positive impact on the pupils' performance. Pupils are able to use feedback to make improvements to their own work.</p>	<p>Whole school</p>	<p>End of the school year 2025</p>	<p>Staff time to give effective support and feedback.</p>	
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PERSONAL DEVELOPMENT

<p>Create a curriculum and school environment which prepares our learners for life.</p>	<p>Pupils are encouraged to develop the skills of resilience, respect and courage.</p> <p>Pupils are encouraged to contribute positively to the school and wider community.</p> <p>Pupils are given opportunities to celebrate and appreciate diversity in all its forms.</p>	<p>Pupils will have been given opportunities to take calculated risks.</p> <p>Pupils are given a range of experiences outside of their usual range.</p> <p>Pupils will be praised and rewarded for showing respect to people and property.</p> <p>Through use of Christian and British values, pupils will learn to respect and celebrate all forms of diversity.</p>	<p>Whole school</p>	<p>End of school year 2025.</p>	<p>Use of values should be threaded through school life.</p> <p>Cost of external visits to provide adventurous or cultural experiences.</p>	
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BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
Our pupils' attitudes to their education are positive. They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.	Lesson observations Improvement of pupils' work and books	Evidence of pupils taking their learning seriously, showing pride in their work, being motivated and able to show resilience Evidence of consistently good presentation, pride in their work and feedback from staff continuing to enable this	Whole school	Ongoing	Time.	

BEHAVIOUR AND ATTITUDES

<p>Staff are to challenge and manage low-level disruption, building a whole-school ethos of low tolerance.</p>	<p>Include management of behaviour and attitudes in performance management process. Discuss behaviour and attitudes at staff meetings. Use CPOMS to record persistently poor behaviour.</p>	<p>Improvement in behaviour around school. Better engagement in lessons due to reduction in low-level disruption. CPOMS records updated as appropriate.</p>	<p>Whole school</p>	<p>Ongoing</p>	<p>N/A</p>	
<p>Staff to promote a whole-school culture of high expectations, including attendance and punctuality.</p>	<p>Staff to model the desired behaviour and attitude. Consistent use of rewards and sanctions across the school.</p>	<p>Staff are promoting high expectations through their own behaviour. Pupils are receiving rewards and sanctions as appropriate.</p>	<p>Whole school</p>	<p>Ongoing</p>	<p>N/A</p>	

LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
Our staff consistently report high levels of support for wellbeing issues	Offer pastoral support to all staff.	Impact on staff performance Impact on staff retention	Headteacher and governors	ongoing	Support services provided through staff absence insurance	
Headteacher will complete the NPQH programme.	Headteacher will attend webinars and conferences and submit a final assessment to complete the programme.	Headteacher will have developed their knowledge and understanding of the role. Headteacher will be able to implement those skills and knowledge across the school.	Headteacher	September 2024	Time for the Headteacher to attend the conferences and complete the assessment.	
Headteacher will review the SEF and SIP to reflect current needs of the school.	Headteacher and governors to carry out a self-evaluation and put together a school improvement plan based on the outcomes.	There will be a current SEF and SIP reflecting the needs of the school.	Headteacher and governors	July 2024	Time for the Headteacher to carry out the SEF and write the SIP.	