

Hempsted Church of England Primary School



Two Year Strategic Plan 2023-2025

Contents

Page 3 : Our School Vision

Page 4 : Introduction by the Chair of Governors

Page 5 : Welcome letter from the Head Teacher

Page 6 : Curriculum Statement

Page 7: Our four key goals 2023-2025

Page 8 : Where do we want to be by 2025?

Page 10 : Setting the milestone for each goal

Page 11 : School Development Priorities 2023-2024

Page 22 Annexe 1: Key supplementary action plans that support this plan

Hempsted C of E Primary School Christian Vision

Growing together in God's Love

We will aspire to achieve our unique God given potential by 'living life to the full' (John 10:10). We will share an inspiring education underpinned by the strong Christian values of our community.

"I can do all things through God who strengthens me." Philippians 4:13:

Our Mission Statement

We will achieve our vision together by:

- Enabling our children to be happy, creative and successful learners who strive to be their best; truly celebrating everyone's unique abilities.*
- Providing a broad, structured and challenging curriculum, reflecting our Christian beliefs, so that each child can flourish; spiritually, morally, socially, culturally and academically.*
- Being an inclusive school where everyone can feel safe, hopeful and happy.*
- Fostering self-esteem, dignity and respect, founded in our deeply Christian values.*
- Placing our church school at the heart of our community. Being welcoming and working in partnership to nurture our families, 'Friends', the church and wider community.*
- Developing our knowledge and understanding of the Bible and the Christian faith; the faith of others and the cultural values of the world.*
- Structuring our Collective Worship with the children to understand our Christian values and live them in our daily lives.*

...the child grew and became strong; Jesus was filled with wisdom, and the grace of God was on him. Luke 2:40

Introduction from the Chair of Governors



The aim of our School Development Plan (SDP) is to ensure that our Church of England School has a clear strategic direction for the future; that a robust plan is in place to achieve our vision and rise to the challenge of continuous improvement.

The school's strategy provides a strong framework for the Governing Body to review priorities, prioritise challenges, establish accountability and monitor progress, focusing on significant strategic educational issues and our embedded Christian ethos.

The Governing body and I are justifiably proud of the work undertaken by and achievements of the pupils, staff and church team in our school; we want to support, retain and improve on these standards

Usually, we work on a 3-year cycle, but due to the recent government white paper and a changing educational landscape, this strategic plan is for 2 years. The aim of this strategy is to provide:

- clarity on the school's development priorities for all its staff and stakeholders.
- a rigorous monitoring and self-evaluation mechanism for Governors and the Leadership Team.
- a framework to direct the allocation of resources; the nature and pace of change.

This Strategic Plan is influenced by our continued ambition to be an outstanding school under the new OFSTED framework and to build upon our good rating under the new SIAMS schedule. The Governors' and senior leaders' vision for maintaining our outstanding status is firmly rooted in our Christian foundation of providing each child in our school with an inspirational education, enabling them to 'live life to the full' and to achieve their unique God given potential.

The Governing Body will be involved in the self- evaluation cycle used to monitor this plan, through committee work, governor visits to school and further development of individual roles throughout the year to add strength to the governing body.

'God is our refuge and strength, an ever-present help' (Psalm 46:1)

Ben Nash
Chair of Governors

Letter from the Head Teacher

Thank you for taking the time to read this strategy. It sets out our aims, on a rolling two-year plan, that we are all working towards.

Hempsted Church of England Primary School is a successful, popular and happy school. We know this because our parents, pupils, staff and external partners tell us.



Our last OFSTED was in March 2023. We received a 'Good' rating and the report was full of praise. In particular, the opening to the report: *"Pupils enjoy learning at this friendly, safe and welcoming school. Leaders have created a nurturing environment for pupils and families."* Children succeed at this school. For the past two years, children have attained above the national average and, most importantly, have made academic progress which puts the school in the top 20% of the country. So, a safe and welcoming school where pupils make better than expected progress is a great starting point for any school development plan. However, we are never complacent and our experienced and dedicated staff, challenged and supported by our Governing Body, will always seek to improve the outcomes for our pupils.

The OFSTED report gave two areas for improvement which we agreed with, and these are unpicked in this document.

We are also proud of our most recent SIAMS inspection report; it rated us as a good school, and we were delighted that the inspector said the impact of our Collective Worship on the school community was outstanding. This is a result of the effective partnership that we have with our church and the drive of staff, children and governors to make this happen. The 'Bishops visitor' reinforced the excellent work; saying 'What an inspiring and uplifting morning... at Hempsted school'

We have a long-standing history of success in sport and we were the first Gloucestershire primary school to receive the Gold mark for our provision.

We have a strong pastoral care offer; in partnership with our church we embed effective working with parents as critical to the success of our pupils. We want our parents to feel hopeful, welcome and confident in approaching the school for help.

Normally, our long term plan would cover 3 years. However, the current educational climate is volatile, and school budgets are under enormous strain. Hempsted is certainly not immune from this. Although the timescales have been removed, the government is still pursuing a plan of academisation, and we are considering what this might mean to our school. Therefore, this plan covers the next 2 years – there is no room for complacency here and our staff and governors will always strive for improvement.

We appreciate everyone's input into making this school a success and thank you for your support.

Yours sincerely,

Mr Waller

Head Teacher

Hempsted Church of England Primary School: Curriculum Statement

At Hempsted Church of England Primary School, the curriculum and all areas of our community life are shaped by the school's Christian vision statement and associated values. We aspire to live our God-given potential by 'living life to the full.' (John 10:10) We aim to deliver a curriculum that prepares our children for the next stage of their education and adulthood. Our curriculum seeks to widen horizons, remove any barriers to ambition and create confident, tolerant, open-minded citizens. Through teaching and learning, our broad, structured and challenging curriculum reflects our Christian beliefs, so that each child can flourish: spiritually, morally, socially, culturally and academically. The design of our curriculum is driven by our children:

- acquiring **knowledge and skills**
- becoming **resilient problem solvers**
- becoming **effective communicators**
- becoming **positive** British and global **citizens**
- celebrating **spirituality and faith**

<p>Knowledge and skills</p> <ul style="list-style-type: none"> • the planned curriculum • development of vocabulary • enriching experiences
<p>Resilient Problem Solvers</p> <ul style="list-style-type: none"> • appropriate challenge • safe risk-taking environment • developing behaviours for learning • enquiry and exploration
<p>Effective Communicators</p> <ul style="list-style-type: none"> • exploring life's big questions • listening to each other • articulating thoughts confidently and appropriately
<p>Positive Citizens</p> <ul style="list-style-type: none"> • understanding and living the British values of democracy, law, liberty, mutual respect and tolerance of those of different faiths and beliefs • having positive links with the local community • enjoying a range of trips and visitors to school
<p>Faith</p> <ul style="list-style-type: none"> • planning opportunities for spiritual development into the curriculum and in all areas of school life • providing opportunities to inspire and encourage pupils to have high aspirations, ambition and the confidence to dream big, recognising themselves as a unique child of God.

We believe that all children should have the same opportunities, regardless of their starting points. We are committed to providing a caring and enabling environment where our pupils can benefit from our creative curriculum and Christian ethos.

Our four key goals 2023-2025

We will focus on four key goals, which are aligned to our Christian vision:

Outstanding Quality of Education

The school's curriculum intent and implementation will be embedded securely and consistently across the school. Pupils will consistently achieve their God-given potential, particularly the most disadvantaged. Pupils with SEND will achieve exceptionally well.

Outstanding Behaviour, Attitudes and Wellbeing

Pupils will consistently have highly positive attitudes and commitment to their education. They will be highly motivated and persistent in the face of difficulties. Our Christian values will ensure pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils, and live life to the full.

Outstanding Personal Development

The school will continue to offer a broad range of extra-curricular opportunities to all pupils, but will seek to build in greater coherence to these opportunities so that they have greater impact, including improving the cultural, moral and spiritual capital of pupils.

Outstanding Leadership and Management

The planned curriculum will truly reflect the school's vision, and curriculum intent through effective leadership at all levels. This will be delivered within a framework of excellent financial management, and with careful consideration given to how the school approaches academisation.

Strategic Priority	What we already do well	2023-2024	2024-2025
<p>Outstanding quality of education</p> <p>“The school’s curriculum intent and implementation will be embedded securely and consistently across the school. Pupils will consistently achieve their God-given potential, particularly the most disadvantaged. Pupils with SEND will achieve exceptionally well”</p> <p><u>From OFSTED 2023:</u> In a few subjects, the curriculum does not make clear the important knowledge that pupils should learn and revisit. This means that pupils do not gain the depth of understanding in these subjects as well as they could. Leaders must ensure that, in all subjects, they identify essential knowledge components and check how well pupils know and remember at each stage of their learning.</p>	<p>Intent & progression for all subjects is written. Teaching is at least good in all areas. The teaching staff is experienced and balanced. We have high expectations of all pupils. The curriculum is broad and ambitious and inclusive. Beyond literacy and numeracy, the curriculum for History, Geography and Science are well structured, sequenced and assessed.</p> <p>Pupils with SEND are supported with My Plans etc, adapted teaching methods and interventions delivered to close gaps in learning. We have chosen our SSP and are beginning to embed it.</p>	<ol style="list-style-type: none"> 1. In Art, DT, Music, MFL and PSHE components will be well-defined and carefully sequenced. Subject leaders will quality-assure their subjects. All subject leaders will be able to articulate the intent, implementation and impact of their subject. 2. CPD will be delivered that focuses on the importance of quick and effective assessment that enable timely and specific intervention. Class teachers and subject leaders will look at ways to support and challenge pupils across all subjects through adaptive teaching strategies. 3. The school will explore and implement methods/provision to support the needs of pupils in KS1 with SEMH and C&I needs. 4. We will create a clear pathway for writing development, ensuring there is a clear skills progression alongside carefully selected opportunities for writing. The school will continue to monitor progression of higher level skills in writing for KS2 pupils and put a plan in place to address this. 5. Standards in KS1 Maths will be in line with those in reading and writing. 6. All leaders will have a clear understanding of the priorities in EYFS and how they will address the needs of our children. Actions may include visiting schools where provision is identified as strong in our priority areas. 	<p>Subject monitoring will take a focused look at how our ‘big ideas’ flow through the design of our curriculum. Amendments may reflect improvements that are needed, new intakes, national or local developments.</p> <p>Monitoring will also focus on the effectiveness of adaptive teaching, and CPD delivered where necessary. Children who achieve writing GD at KS1 will achieve GD in KS2.</p> <p>Leaders will have evaluated the impact of developments made in EYFS, in particular the gap between boys/girls, and the GLD in writing. They will use this to adapt/amend the provision, seeking further advice where needed.</p>

<p><u>EYFS improvement from OFSTED 2023:</u> Leaders do not provide children in the early years with enough opportunities to consolidate their early writing skills. This limits the progress that children make. Leaders should ensure that they provide purposeful and regular opportunities for children to practise their writing and mark making.</p>			
<p>Outstanding behaviour, attitudes and wellbeing “Pupils will consistently have highly positive attitudes and commitment to their education. They will be highly motivated and persistent in the face of difficulties. Our Christian values will ensure pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils, and live life to the full.”</p>	<p>We have a strong values-led curriculum. SIAMs rated us outstanding on the impact of Collective Worship. Behaviour is very good, and the level of suspensions and exclusions is low. Children demonstrate good levels of respect to each other and to staff. We have a very good pastoral support system and this is forever evolving. We have developed open and honest relationships with some hard-to-reach families. Attendance is good; prepandemic 96.9%; 94.7% post-pandemic; .Prior to Term 6 2023, it was 95.1%</p>	<ol style="list-style-type: none"> 1. The school will continue to explore feasibility options to provide a 'Wellbeing Nest'. If feasible, a project plan will be created and submitted to Governors. 2. Revisit CPD on metacognition to develop resilience in pupils. 3. SLT to create two opportunities for pupils to voice any concerns around behaviour. Results to be analysed, shared with Governors, and any issues acted upon. Governors will comment on behaviour and attitudes in their reports. 4. We will explore the practice of 'Restorative Justice' as a tool to enhance our current behaviour system. 	<p>The school will be aware of any continuing attendance issues and have a plan to respond. Developing resilience will continue to be a feature of subject monitoring to ensure that pupils are challenged and that they have strategies to respond to challenges. SLT and Governors will continue to monitor 'behaviour'. The 'Wellbeing Nest', if approved, will be in use as a space for mental health interventions, parish children and family worker use and as a space to meet with families.</p>
<p>Outstanding personal development</p>	<p>The school offers a fantastic range of extra-curricular clubs for the pupils. All pupils are part of Team Hempsted and are</p>	<p>1. The SLT and Governors will have a detailed understanding of the breadth and participation in extra-curricular clubs on offer. Staff will be encouraged to offer an extra-curricular club during the year which</p>	<p>Governors to monitor if pupils can articulate the British Values. Governors to monitor if pupils are satisfied with the extra-curricular offer,</p>

<p>“The school will continue to offer a broad range of extra-curricular opportunities to all pupils, but will seek to build in greater coherence to these opportunities so that they have greater impact, including improving the cultural, moral and spiritual capital of pupils.”</p> <p>OFSTED 2023: Make sure children can articulate the British Values.</p>	<p>encouraged to participate in a range of activities. We utilise local opportunities to enhance our provision. We have an excellent relationship with our church, and parents recognise that our distinctive Christian character has positive influence on their child.</p>	<p>will enhance our offer further. The school will look to address any gaps, in particular utilising local offers through sports premium funding.</p> <ol style="list-style-type: none"> 2. Pupils will be further involved with leading and evaluating collective worship. 3. There will be opportunities planned in, such as theme weeks, where pupils can work with a wider range of staff, pupils and visitors. 4. We will make explicit links between our curriculum and British Values. This will also include giving pupils a greater understanding about ‘why’ things happen a certain way eg why we hold school council elections, have school rules etc 	<p>and whether there is anything else that they would like to see offered.</p> <p>We will create an overview of where British Values are explicitly (and discreetly) taught across the school year.</p>
<p>Outstanding leadership and management</p> <p>“The planned curriculum will truly reflect the school’s vision, and curriculum intent through effective leadership at all levels. This will be delivered within a framework of excellent financial management, and with careful consideration given to how the school approaches academisation.”</p> <p>In 2023, the school has entered into a deficit budget.</p>	<p>The school has a stable staffing structure which has built up a good level of respect over time. The SLT has a positive relationship with the Governing Body, and as such, enjoys a good level of appropriate challenge and support. Staff have a professional approach to their work and are open to new ideas and challenge. Safeguarding is secure and effective.</p>	<ol style="list-style-type: none"> 1. Governors will consider if a new committee/meeting schedule is needed. Governors will have a monitoring schedule in place ensures they are fully aware of the school fulfilling statutory duties eg SEND, safeguarding. 2. Monitoring by SLT/governors will seek to identify how well our curriculum meets the intent statements and ‘drivers’. CPD for subject leaders around monitoring the impact of their subjects. 3. SLT & Governors will keep themselves informed of developments around academisation. 4. Take advice from GCC deficit recovery team to create a financial plan to return the school to a balanced financial position. 	<p>CPD on the aspects of ‘great teaching’ will continue.</p> <p>A subject leader monitoring schedule that places subjects on a monitoring cycle will be in place.</p> <p>Governor monitoring will continue to measure/challenge how well teaching and learning reflects the intent and ‘drivers’ of the planned curriculum.</p> <p>Pupil/staff surveys now part of annual evaluation cycle.</p> <p>Governors/staff/parents to be kept informed of the school’s ongoing position with regard to academisation.</p> <p>Budget plan will show that the school maintains a balanced financial position.</p> <p>Consideration given to how school can further self-generate income.</p>

The following pages contain the action plans for the academic year from September 2023 to August 2024. These detail our planned actions for this year that will enable us to achieve the goals set out in the first section of this document.

2023-2024: School Action Plan for Improving the Quality of Education						
School Strategic Plan Goals	<u>Outstanding Quality of Education</u> The school's curriculum intent and implementation will be embedded securely and consistently across the school. Pupils will consistently achieve their God-given potential, particularly the most disadvantaged. Pupils with SEND will achieve exceptionally well.				Leader	RW
					Budget 2023-24	
Date / Timescale	Priority Actions (What and How)	Staff Involved	Resources (time / money)	Monitoring (SLT / SL / Governor?)	Desired Outcome (Impact)	
Autumn Term	1. In Art, DT, Music, MFL and PSHE components will be well-defined and carefully sequenced. <ul style="list-style-type: none"> SLT to meet with subject leads (SL) to establish current position and define next steps. SLs to check that the curriculum makes clear the important knowledge, checking that it is well-sequenced. SLs to explore if there is any commercially available material that can help with this. 	SLT & SLs	Time + potential new schemes £800	SLT & Govs	All subjects have clear intent, essential knowledge is identified, and assessment is clearly planned and useful in identifying next steps.	
October INSET	<ul style="list-style-type: none"> PSHE SL to unpick which SCARF resources are used, which aren't. PSHE SL to meet with SLT to ensure that curriculum meets the needs of Hempsted children. 	NH/JD/RW		Govs	The curriculum is delivering our vision, and improving outcomes.	

Spring Term Summer Term	<ul style="list-style-type: none"> PSHE SL & RW to see if concrete links can be made between PSHE and British Values (also see 'Behaviour & Attitudes' section) Assessment points carefully planned to check how well pupils retain knowledge. SLs, SLT & Governors to monitor that curriculum delivery links back to curriculum intent. SLs to provide brief report to governors on progress and next steps. 	SL		Govs	
Autumn term	<p>2. We will provide CPD on effective assessment and adaptive teaching</p> <p>CPD delivered "How do you know the pupils are doing well?" to identify the use of summative and formative assessment (before, within and after lessons)</p> <p>SLs to explore/trial the suggestions in the GSP scaffolding ideas document.</p>	SLT SLs		SLT to do learning walks to look for various types of support	Pupils are appropriately challenged in all lessons through effective adaptive teaching.
Spring term	SLs/teachers/teaching assistants to become familiar with scaffolding / adaptive teaching ideas, utilising a range of techniques based on AfL and building into day to day practise.	All teaching staff.		SLT to do pupil conference or book look	Pupils can identify if they have succeeded in a lesson or whether they need further support.
	<p>3. We will explore & implement provision to support pupils with SEMH need in KS1 (this will be based on advice received from advisory teaching services during Summer 23)</p>	All	None	SLT to do regular learning walks including	The needs of SEMH pupils are met, without undervaluing the curriculum. The Y1 & 2 classes are calm and transitions are smooth.

INSET day 1	<ul style="list-style-type: none"> Rearrange rooms & resources to enable the Rainbow Rm to be stripped back to tables and chairs to create a low arousal environment. Create a timetable for small group work, and establish responsibilities for planning & delivering learning. Explore successes & barriers – what is working well? Involve teachers and TAs in making necessary amendments. Keep governors informed on the impact of this delivery on budget and resources. 	SENCO		discussion with staff and pupils.	
Autumn 1		SENCO/ TAs			
Ongoing		RW			
	<p>4. We will continue a focus on writing progression skills, especially at Greater Depth</p> <p>The will be a separate ‘Writing’ action plan for this, which will ensure that there is clear progression in writing skills, alongside a plan to create carefully selected writing opportunities. Writing in EYFS will be addressed in the EYFS action plan.</p>	JB		SLT & Govs	Attainment in writing will be at least in line with national, and not differ significantly from reading and maths. School’s internal assessments will show strong progress.
Term 1 and ongoing	<p>5. We will raise standards in maths at KS1 (a more detailed plan will be attached)</p> <p>Maths lead to analyse why standards in maths at end of KS1 tend to be lower than reading and writing, and create an action plan to raise standards in KS1 maths.</p>	JD			Standards in KS1 maths will be in line with standards in reading and writing.
	<p>6. There will be purposeful and regular opportunities for children to practise their writing and mark making.</p>	PQ / SLT			

Please fill in the section below during June / July 2024

Summary of 2023/24	
Taking into account the success of this plan, the school’s vision, the SEF and the 2 year strategic plan, list thoughts/suggestions for the next action plan (2024/25)	

2023-2024: School Action Plan for Improving Behaviour, Attitudes and Wellbeing

School Strategic Plan Goals	<u>Outstanding Behaviour, Attitudes and Wellbeing</u>					Leader	RW
	Pupils will consistently have highly positive attitudes and commitment to their education. They will be highly motivated and persistent in the face of difficulties. Our Christian values will ensure pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils, and live life to the full.					Budget 2023/24	
Date / Timescale	Priority Actions (What and How)	Staff Involved	Resources (time / money)	Monitoring (SLT / SL / Governor?)	Desired Outcome (Impact)		
Autumn / Spring Term	<p>1. An even better 'wellbeing offer'</p> <ul style="list-style-type: none"> • Source funding for a "Wellbeing nest" (S106 or Lottery grants?) • If funding approved, establish a governor project team to support the HT. FGB to delegate the project team enable swift decision making whilst getting value for money. • Develop a project timeline 	RW FGB Project team	£30,000	Govs	The school will have improved space to deliver a wider range of therapy approaches and other intervention groups. This will lead to improved outcomes for vulnerable children.		

Ongoing	2. Build resilience in pupil's learning There will be a continued focus on metacognition and learning in our CPD. This will focus on how children know how well they are doing, and what they need to do to improve.	JD/RW		Govs	Pupils will have a range of strategies that will support them in their learning such as high quality feedback from teachers, a supportive learning environment and peer to peer support.		
	3. We will ensure that low-level disruptive behaviour doesn't go unaddressed. <ul style="list-style-type: none"> • Carry out a pupil conference to establish pupil's views on low level disruption. Define what low level disruption is, and create a numerical baseline score. • Review the findings and talk them through with teachers and children. • Learning walks to obtain an additional viewpoint. • Ask governors to comment on disruption during their visits. • Talk to classes, put in remedies to reduce / remove low level disruption. • Carry out a further pupil conference to see if there's been an improvement against the baseline. 	RW		SLT / Govs			
RW				RW / KS			
Govs				RW			
RW				RW			

Summary of 2023/24	
--------------------	--

Taking into account the success of this plan, the school's vision, the SEF and the 2 year strategic plan, list thoughts/suggestions for the next action plan (2023/24)	
--	--

2023-2024: School Action Plan for Improving Personal Development

School Strategic Plan Goals	<u>Outstanding Personal Development</u>				Leader	RW
	The school will continue to offer a broad range of extra-curricular opportunities to all pupils, but will seek to build in greater coherence to these opportunities so that they have greater impact, including improving the cultural, moral and spiritual capital of pupils.				Budget 2023/24	
Date / Timescale	Priority Actions (What and How)	Staff Involved	Resources (time / money)	Monitoring (SLT / SL / Governor?)	Desired Outcome (Impact)	
<i>Autumn Term</i>	1. Broad range of extra-curricular opportunities <ul style="list-style-type: none"> Provide an analysis of the number of clubs available across the school. Identify any patterns for groups eg pupil premium, boys/girls, Encourage staff, or seek alternative providers to deliver new clubs etc Create a document that clearly states the 'extra-curricular' menu of experiences that pupils should expect in each year group and across the school (eg specific trips, visitors, responsibilities etc) 	JBa & RW All staff RW		Govs Govs	There will an even greater EC offer than 2022-23, including for KS1 pupils, and disadvantaged pupils.	

Autumn	<p>2. Increased pupil involvement in Collective Worship</p> <ul style="list-style-type: none"> Revisit the Collective Worship policy, considering how pupils can further contribute to the leading and evaluation of Collective Worship. SIAMs working party to address and develop this area. 	RW/AM/ LH and ECS govs		Govs	Pupils will play an important and tangible part in Collective Worship.
September /October January 24 February 24 Summer term	<p>3. Increase the social, moral, spiritual and cultural capital of our pupils</p> <ul style="list-style-type: none"> Staff meeting time to discuss a theme week for February 2024; consideration of priorities for children eg Stem, Fitness, performance CPD times to provide planning for theme week Theme week delivered. Pupils to provide feedback on what they liked or didn't. Ideas for the next one? Consider a theme week for Autumn 2024. 	All teachers	RW to identify a budget	Pupil voice Feedback to governors	The pupils will experience an extra element to their learning based on the theme identified.
	<p>4. Develop a greater understanding of British Values (Democracy, Rule of Law, Respect and Tolerance, Individual Liberty)</p> <ul style="list-style-type: none"> Deliver a KS2 assembly to give pupils an understanding of democracy, linking it through to School Council. Hold School Council elections. Work with PSHE subject leader to link PSHE curriculum coverage to British Values. Plan in further KS2 assemblies to cover other values. Consider how these can be adapted for KS1. 	RW RW/NH RW/KS1		Governors to ask KS2 children about their knowledge of British Values	Children will be able to articulate and [continue to live out] the British Values

Summary of 2023/24	
Taking into account the success of this plan, the school's vision, the SEF and the 2 year strategic plan, list thoughts/suggestions for the next action plan (2023/24)	

2023-2024: School Action Plan for Improving Leadership and Management						
School Strategic Plan Goals	<u>Outstanding Leadership and Management</u>				Leader	RW
	The planned curriculum will truly reflect the school's vision, and curriculum intent through effective leadership at all levels. This will be delivered within a framework of excellent financial management, and with careful consideration given to how the school approaches academisation.				Budget 2023/24	
Date / Timescale	Priority Actions (What and How)	Staff Involved	Resources (time / money)	Monitoring (SLT / SL / Governor?)	Desired Outcome (Impact)	
Autumn term	1. Governors will decide upon a satisfactory governance structure, that effectively monitors and challenges the work of the school. <ul style="list-style-type: none"> • Strategy group governors to consider comments from previous meetings. Gather thoughts and suggest a way forward. • FGB to debate and vote on whether to change or keep the current structure. 	Govs		FGB through monitoring of curriculum intent, staff wellbeing.	Governors will feel informed and enjoy their role. Pupil outcomes and staff wellbeing will be high.	

Term 1	<p>2. Monitoring by SLT/governors will seek to identify how well our curriculum meets the intent statements and ‘drivers’.</p> <ul style="list-style-type: none"> • SLs in reading, history, geography and science to give a position statement to SLT, revisiting subject intent and ‘big ideas’. • SLs in these subjects to establish next steps, which will include satisfying themselves if the implementation and impact of the subject can be clearly linked back to the subject intent. • Plan in book looks, learning walks etc • Can the overall Hempsted curriculum drivers be evidenced within these subjects curriculums? 	NC, SK,SP, NB	Some leadership needed (possibly from CPD time)	SLT & Govs	In reading, history, geography and science, the intent of our curriculum can be evidenced through the impact on pupil’s learning.
Term 3 & Term 5					
Ongoing	<p>3. The school will consider the pros and cons of academisation.</p> <ul style="list-style-type: none"> • Governors will continue to be open to if/when the school will become an academy 	Gov			
Autumn term and then ongoing	<p>4. Reduce the size of the project deficit in the school budget.</p> <ul style="list-style-type: none"> • Switch IT tech provider • Staff reminded on the need to save money on resources etc • The overtime budget to be reduced as close to zero as possible • Restructure staffing and provision for EHCP pupils in KS1 to obtain maximum gains • Half-year financial position to be discussed with GCC deficit recovery team • Further decisions to be based on any announcements by the DfE on extra money into school budgets. 	RW All All SLT SLT & gov Govs/GC C		FGB	The school will finish the financial year with a deficit budget less than projected.

Summary of 2023/24	
Taking into account the success of this plan, the school's vision, the SEF and the 2 year strategic plan, list thoughts/suggestions for the next action plan (2023/24)	