



# Sheet Primary School

## 5 Year Strategic Plan

2024 - 2029

### **Introduction**

The Governing Body of Sheet Primary School has produced a five-year strategic plan that sets out our strategic priorities and describes the important milestones we need to achieve along the way. This includes our ethos, values, vision, strategic priorities, safeguarding, financial management and quality of education that underpins everything we do. Progress will be monitored regularly to ensure continuous improvement is made.

### **Our Ethos, Values and Vision**

#### **School Ethos**

At Sheet Primary School, our ethos is centred around children's (and adults) happiness and well-being. We intend to provide an environment within which all the children and adults in our school will be safe and comfortable, feel secure, happy and motivated and fulfil their potential. Children will receive the best education possible, appropriate to their individual needs.

#### **School Values**

Positivity - Effort - Courage - Kindness - Respect

#### **School Vision**

Our vision is a caring community where all children feel safe, respected and encouraged to develop their fullest potential

### **Underpinned by safeguarding, financial management and quality of education**

#### **Safeguarding**

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all our pupils. The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school.

Safeguarding and promoting the welfare of children is everyone's responsibility and, in our school, it is essential for keeping children safe.

At Sheet Primary School it means having:

- whole-school policies and procedures
- staff and volunteers confident in identifying and raising concerns
- leadership confident in responding to and referring concerns and working with other agencies to protect children and
- the promotion of welfare and wellbeing of our children, staff and school community

### **Financial Management**

Good financial management is critical for the efficient and effective administration of the school and its resources and the Governing Body regards this as being of the utmost importance. All financial dealings are to be conducted;

- in a framework of openness thereby allowing proper scrutiny and evaluation and
- with absolute integrity and regard for the good reputation of the school

### **Strategic Priorities**

Our strategic plan is underpinned by four strategic priorities being;

1. Buildings and grounds
2. Effective Governor and leadership
3. Financial Stability whilst ensuring quality education for all -
4. Mental health and well-being for all

## Sheet Primary School: Review 2024.5 Strategic Plan

### Buildings and Grounds:

This priority aligns with the school improvement plan by enhancing the learning environment, which is crucial for pupil engagement and well-being. The recent OFSTED comments highlighted the importance of a safe and stimulating school environment, which directly correlates with the proposed actions for improving the school's physical infrastructure. By addressing the condition of the buildings and grounds, we aim to provide a more conducive learning space that supports the school's vision of a caring community where all pupils feel safe and respected.

<b>Year</b>	2024/25		
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Complete whole school community wish list vote and present to FOSS</li> <li>-Complete re-surfacing of hall parquet flooring</li> <li>-Complete hallway change to lino flooring</li> <li>- Ensure smooth transition to a new catering company following removal of this service by HCC and monitor the quality of food provision</li> </ul>	<ul style="list-style-type: none"> <li>Whole school community list vote completed and presented to both governors and FOSS</li> <li>July 2025</li> <li>April 2025</li> <li>On-going as new catering planned for 2025/6 now</li> </ul>	<ul style="list-style-type: none"> <li>COMPLETE</li> <li>COMPLETE</li> <li>TAKE FORWARD</li> </ul>
<b>Actions</b>	2025/26		
	<ul style="list-style-type: none"> <li>- Ensure smooth transition to a new catering company following removal of this service by HCC and monitor the quality of food provision</li> <li>-Ensure that all kitchen staff have necessary COSHH information and training</li> </ul>	<ul style="list-style-type: none"> <li>Complete Jun 2026</li> <li>Checks complete June 2026</li> <li>Complete April 2026</li> </ul>	<ul style="list-style-type: none"> <li>COMPLETE</li> </ul>

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Year	2024/25		
	-Ensure we have a maintenance contract set up fit for purpose		
<b>Actions</b>	2026/27		
<b>Actions</b>	2027/28		
<b>Actions</b>	2028/29		
<b>Success Criteria</b>	- Catering services transition smoothly with positive feedback from pupils and parents Kitchen H&S expectations are correct -Hallways new and cleaned for effective use - Hall flooring project is completed	Complete  Complete Complete Complete	COMPLETED

### Impact

The completion of the hall flooring has enhanced safety and aesthetics, creating a more inviting space for school assemblies and events. The transition to a new catering company will carry on in the following year due to County tendering process. There has been improvement in the menu offer and quality of food this term which has been a welcome change. Uptake for school meals is around 55-60%, with other caterers it was nearer 65-70%.

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### Effective Governance

This priority aligns with the school improvement plan by ensuring that the governing body has the necessary skills, knowledge, and experience to support the strategic direction of Sheet Primary School. The Ofsted inspection comments highlighted the importance of effective leadership and management, which includes the role of governors in driving improvement. By mentoring new governors and enhancing their ability to triangulate information, the school can ensure that governance is robust and that it supports the continuous development of the school, particularly in areas such as curriculum refinement and provision for pupils with PP and SEND.

<b>Year</b>	2024/25		
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Identify skills gaps in current governors</li> <li>- Develop a training programme for existing governors</li> <li>- Mentor new governors through a buddy system</li> <li>- Carry out a review of the Governing Body</li> </ul>	<p>Governors involved in skills gaps, training required and mentoring new governors.</p> <p>Review of governing body completed June 2025</p>	All COMPLETE
<b>Year</b>	2025/26		
	<ul style="list-style-type: none"> <li>- Ensure governing body membership is full</li> <li>- Carry out recruitment as and when necessary</li> </ul>	Governors involved in recruitment drive leaflets	COMPLETE
<b>Actions</b>	2026/27		
<b>Actions</b>	2027/28		
<b>Actions</b>	2028/29		

### Impact

The focus the first year was on identifying the skills and knowledge gaps within the governing body and establishing a comprehensive training programme. This foundational work completed has ensured that new governors are effectively mentored and integrated into the governance structure and

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all actions from the Governing Body review are completed leading to increased confidence and engagement in their roles. In 2025/26 this focus was on retaining and placing quality governors and ensuring all mentoring and training was completed.

### Financial Stability

This priority aligns with the school improvement priorities by ensuring that the necessary resources are available to support high-quality teaching and learning, particularly for pupils with additional needs such as those with SEND and those eligible for Pupil Premium. The OFSTED September 2024 handbook comments highlight the importance of effective leadership and management, which includes financial oversight to maintain a balanced budget. By focusing on financial stability, the school can ensure that it continues to provide a safe and supportive environment for all pupils while enhancing the quality of education.

<b>Year</b>	2024/25		
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Implement SENCo role under Headteacher</li> <li>- Review and adjust PPA time with Headteacher</li> <li>- Analyse class staffing based on pupil premium numbers</li> <li>- Develop a leadership structure that supports financial oversight</li> <li>- Create a balanced budget plan</li> <li>-Ensure good relationship with FOSS for funding of school projects</li> </ul>	SENCo role currently Headteacher Complete July 2025 Complete 2025 Nearly Complete on-going	ALL AREAS COMPLETE NEW SENCo starting Sep 2025
<b>Year</b>	2025/6		
<b>Actions</b>	SENCo role and training qualification completed for SENCo	New SENCo position well established Course finished end of Autumn term	

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Year	2024/25		
	SENCo is to make specific improvements to provision for self regulation and support for teachers and LSA's with the use of school wide widgets  Outturn demonstrate a surplus	Lots of positive changes made  Complete £26k	
<b>Actions</b>	2026/27		
<b>Actions</b>	2027/28		
<b>Actions</b>	2028/29		

### Impact

Strategic financial planning has enabled the school to strengthen provision while maintaining a healthy financial position, resulting in a year-end surplus of £26,000. Careful budget management has ensured that resources are directed towards priorities that have the greatest impact on pupils and staff.

The recruitment of a new SENCo has significantly improved support for pupils with SEND and strengthened the school's inclusive practice. The SENCo has introduced calm spaces, regulation resources, and the use of Widget and Class Dojo to improve communication and accessibility within classrooms. These developments have supported pupils' engagement, emotional regulation, and participation in learning. Staff report feeling well supported and more confident in meeting a range of additional needs.

Staffing decisions have been informed by analysis of pupil premium and SEND needs, ensuring that resources are targeted effectively towards the most vulnerable pupils. Adjustments to PPA arrangements have maintained high-quality teaching and learning while supporting staff wellbeing and workload.

In addition, FOSS funding has been maximised and used carefully to enhance learning opportunities and provide valuable resources for pupils. Collectively, these financial decisions have strengthened inclusion, improved support for vulnerable learners, and ensured that school resources are used efficiently in line with the school's vision of a caring and supportive community.

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### Mental Health and Well-being

This priority aligns closely with the school's improvement plan, particularly the need to continue embedding a consistent approach to mental health and healthy digital habits for the whole community. The recent OFSTED inspection highlighted the importance of fostering a positive culture around mental health and well-being, which is reflected in the school's vision of creating a caring community where pupils feel safe and respected. The focus on courage and kindness as values will enhance this initiative, ensuring that pupils understand and appreciate the significance of mental health.

<b>Year</b>	2024/25		
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop and implement My Happy Mind curriculum in all classes</li> <li>- Train staff on mental health awareness</li> <li>- School council encompass mental health among pupils</li> </ul>	<p>All classes complete a MHM session once per week</p> <p>COMPLETE school council assembly to whole school July 2025</p>	
<b>Actions</b>	2026/27		
	<ul style="list-style-type: none"> <li>-Hold a Mental Health week</li> <li>-I am Me week about differences</li> <li>-Develop EARA meetings and connection to school</li> <li>-Embed and develop smart phone free publications/awareness</li> </ul>	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p>	
<b>Actions</b>	2027/28		
<b>Actions</b>	2028/29		

### Impact

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The school's commitment to promoting positive mental health and healthy digital habits has created a culture where wellbeing is valued, openly discussed, and understood as an essential part of learning and personal development. The successful implementation of the My Happy Mind curriculum has established a strong foundation for mental health awareness across all year groups, helping pupils to develop resilience, self-awareness, and positive relationships.

Whole-staff training in Zones of Regulation has ensured a consistent approach to supporting emotional literacy and self-regulation. Practical resources, including calm boxes and the dark tent, have enabled pupils, particularly those with additional needs, to recognise and manage their emotions effectively, contributing to the calm and purposeful learning environment recognised by Ofsted.

Targeted POPYRUS workshops for junior pupils have strengthened understanding of mental health, online safety, and responsible mobile phone use. Pupils have developed greater awareness of the impact that digital habits can have on wellbeing and are better equipped to make informed choices about their online activity and seek support when needed.

'I Am Me' Week further strengthened pupils' understanding of diversity and inclusion through learning about differences such as ADHD, autism, and individual characteristics, promoting empathy and acceptance. The pupil-led work of the EARA team has enhanced awareness of equality and children's rights through assemblies and displays, reinforcing the school's inclusive ethos and fostering respect and understanding throughout the community.

Parental engagement has also increased through communication about Zones of Regulation, supporting a shared approach between home and school. As a result, pupils demonstrate greater emotional awareness, positive digital behaviours, respect for others, and confidence in seeking support when needed.