

# Cam Hopton School: Our Strategic Plan 2025-2030

## LIFE IN ALL ITS FULLNESS

Our deeply Christian vision begins with Jesus's describing himself 'I have come that they may have life and have it to the full' John 10:10.

As a school COMMUNITY we want to emulate this and experience – “**Life in all its Fullness**”, we are a FAMILY, of friends, neighbours, local and global communities. We all FLOURISH because of these RELATIONSHIPS. Our vision shapes decision-making, curriculum design, and community engagement, ensuring a holistic, INCLUSIVE and nurturing environment for ALL.

We listen to the Christian wisdom of Jesus' as the 'Good Shepherd' (Luke 15: 3-6), who cares for his sheep. The good shepherd shapes our values: he is **generous** to all his sheep and **persevered** in caring for them – the one as well as the ninety-nine. The sheep **trust** and **respect** him and listen to his voice. The Good Shepherd laid down his life for his flock in an act that brings **forgiveness** to all. In understanding His **creativity** in storytelling, we are inspired as a school to show these Christian values in our daily lives and *be the best that we can be*.

## Our Core Values

Respect

Trust

Perseverance

Generosity

Forgiveness

Creativity

## Strategic Plan Aims

The aim of this plan is to set out the school's strategy and development planning for the next five years 2025-2030. It is the overarching framework upon which the school's leaders will implement more detailed development plans for each year. The Strategy has to be flexible to take into consideration **change** both local and nationally and the **opportunities** which may occur. We recognise that external factors could have a limiting effect on the school and the Governing Body will keep all informed of those impacts if they should arise.

The Plan has been developed through discussions, and in consultation with staff, parents and children and is informed by: the school self-evaluation; parental questionnaire; year 6 leavers' survey; and external review (OfSTED Dec 2024, SIAMS May 2019).

**What do we know about our School?** - From our Governor visits, reports and partners' views, we know that:

**Cam Hopton is a Good school and aims to be even better** – as reflected in our School Self Evaluation (SEF) and stakeholder's views, summarised in the table over the page.

The picture is overwhelmingly positive, but of course always strives to improve. There are certain areas of risk which could potentially change things; which is why the Governing Body have put together this strategic vision.

## What do we Know about our School

### SEF – School Self Evaluation

Overall a Good school

- Share good practice
- Works with hub schools
- Communicates in multiple ways with parents
- Aims to give children opportunities for leadership
- Aims to further develop outside learning space e.g. forest school

### Local Authority (LA)

- Limited transactional interaction with LEA

### OFSTED

- Good school
- Reinforces our SEF and SDP

### SIAMS – Church School distinctiveness Inspection

- There has been a focus on embedding vision and values
- Governors aim to question impact regularly
- Aim to continually develop pupil input into collective worship

### Parents

- Happy safe school
- Value clear engagement/information
- Value clear communication
- Loyal to school
- Popular School
- Supportive - PTA is a real strength
- Green (eco) school
- 100% recommend school (Ofsted 2024)

### Teaching Staff

- Felt valued
- Supported by HT
- Inclusive school
- Lack of space - staff work space & quality space for interventions
- ICT – aim for reliability and access

### Support Staff

- Improving sense of value
- Can feel like separate team to teachers
- Developing opportunities for professional development

### Children (Y6)

- Happy
- Safe
- PRIDE
- Stretched in their learning
- 93% felt prepared for secondary school
- 43% used the word FUN
- Develop lunchtime activities & relationship with midday staff
- Stress in y6

### Midday Supervisors (MDSAs)

Are benefiting from:

- CPD on Emotion Coaching
- Engaging with children about how to play and use equipment respectfully
- Being more involved in key decision making e.g. behaviour policy
- A key member of staff to liaise with MDSA

## **What do we Know about our School?**

### **Potential RISKS over next five years?**

- Change of Head Teacher (HT)
- Lack of opportunities for internal promotion
- Funding squeezed further
- Local Authority (LA) becomes unable to support schools
- Children and schools Bill
- Breakfast Clubs
- Oversubscribed school
- Safety - vehicle access to school
- Fragile situation in wrap around and nursery care
- School readiness of children
- Demand for inclusion - more complex needs / accessibility

## Strategic Plan up to 2030 Improvement Priorities

**“Life in all its Fullness”** - Underpinned by our school vision and values Cam Hopton School’s seven Improvement Priorities set out our Governing Body’s strategic vision to take the school forward over the next five years up to 2030.

### **Achievement:**

**Diagnosis:** Cam Hopton School desires to be a place where everyone is the best they can be.

**Guiding Policy:** To put plans in place to enable all to achieve their potential, maintaining high standards with high expectations for both staff and children

#### **Key Actions:**

- Celebrate the achievement of all pupils and staff.
- To continue to use pupil outcomes to inform teaching strategies and inclusive strategies.
- Identify more able pupils and give appropriate challenge: ‘Sometimes staff do not make sure that the work they design is challenging enough. This means that some pupils find their work too easy and do not achieve as well as they could. The school should develop a consistent pedagogy, which ensures that the work that is provided helps pupils learn to think deeply and apply their knowledge across the curriculum.’ Ofsted Dec 2024

### **Curriculum:**

**Diagnosis:** Cam Hopton continues to develop and maintain a stimulating, broad and balanced curriculum through which children achieve knowledge and understanding.

**Guiding Policy:** To ensure that the curriculum is structured in a way that is accessible by all children, and provides an appropriate level of challenge and engagement

#### **Key Actions:**

- To include in the school’s curriculum (consistent with the National Curriculum) expectations for independence, resilience, perseverance and creativity.
- To seek to develop within each child an understanding of how they learn and a resilience to be successful learners.

### **Staff Development:**

**Diagnosis:** Cam Hopton has a stable and experienced team, leaning towards the upper end of the pay scale. To sustain this strength, we must keep staff development active and ensure financial flexibility.

**Guiding Policy:** We will support a motivated and outward-looking team by deepening collaboration through the Edge hub, access to quality professional development and managing staffing costs with care.

**Key Actions:**

- Professional development: Use the Edge hub to bring in fresh thinking and peer learning opportunities. Offer staff access to external CPD which will offer them personal development for future benefit.
- Financial sustainability: Continue using flexible TA staffing to balance the high number of UP-scale teachers and monitor through ongoing financial planning.
- Leadership input: Consider how CPD and training can be aligned with whole-school priorities and personal development goals.

**Partnerships:**

**Diagnosis:** Cam Hopton School understands the benefits to staff and children, of working in partnership with other schools, and seeks to maximise the benefit this brings.

**Guiding Policy:** To ensure we maintain and develop partnerships with other schools and organisations.

**Key Actions**

- To ensure smooth and successful transitions between stages of a child's school life.
- To develop existing partnerships with other schools and explore opportunities for greater and more formal partnership arrangements.
- Work more closely with Hopton School House to ensure continuation of nursery and wrap around care.

**Well-being:**

**Diagnosis:** Cam Hopton understands the importance of personal well-being for staff and children

**Guiding Policy:** To extend and embed an approach to Personal Development that supports happy and resilient learners across the whole school community safely on and offline.

**Key Actions:**

- Equip our school community with skills to live well together in a spirit of forgiveness and generosity.
- Interpersonal and relationship skills that develop positive relationships and the skills to make and maintain them - including communication skills, professional conversations, friendship and teamwork skills.
- Self and emotional awareness - strategies that develop self-knowledge, self-acceptance and positive self-image.
- Emotional literacy - developing an understanding of all emotions and how to express and experience emotions in helpful and healthy ways.
- Thinking - developing an approach that encourages metacognition, mindfulness, growth mindset, optimistic thinking,
- The ability to be resilient in setting & achieving goals.

- As a Healthy School, champion physical activity and healthy living to involve the whole school community - parents, governors, staff & children - and the wider community in improving children's health, wellbeing and happiness helping them to get the most out of life.

## Environment

**Diagnosis:** Cam Hopton offers a safe and positive environment, but the physical site, digital tools, and care provision need proactive, long-term planning to stay resilient and inclusive.

**Guiding Policy:** We will take a forward-looking approach to the school's environment—physical, digital and wrap-around care—by planning ahead and aligning with key partners.

### Key Actions:

- Wrap-around care: Monitor incoming breakfast club regulations and explore a governance link with Hopton School House to align provision and avoid duplication.
- Site development: Create a 10-year vision for the physical school environment to guide maintenance, inclusion planning and future funding bids.
- Digital platforms: Audit current systems and develop a coordinated digital plan that supports communication, teaching and parent engagement.

## Finance

**To maintain a balanced financial profile for the school and ensure “value for money”**