**The White Paper: Action Plan**

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|  | **Recruitment & Retention** | **The new curriculum body** | **School behaviour and attendance** | **Falling Behind / Levelling up** | **All schools will be part of a strong multi-academy trust** |
| Knowledge Check | How many teachers do you have at each pay scale level?  How have we planned for the proposed staff salary increases this year? | What impact has the recent curriculum review had on staff workload?  What impact will the proposed review have on staff workload? | How good is attendance at your school? What factors cause issues?  What shapes your view of the behaviour at your school? | What % of children are achieving ARE at Y6?  **or**  What is the average Eng Lang and Maths grade at your school compared to the national average? | Where are you on your academy journey? |
| Questions to ask | *Where is the funding for this year’s pay increases coming from?*  *How many of our teachers are UPS?*  *What is our retention strategy?* | *To what extent do staff already use pre-prepared resources?*  *How is staff morale following the curriculum review? How will they feel about more change?* | *Have we recently asked parents / pupils their views on behaviour? What do we know?*  *Do certain groups have more problems with attendance than others? What can we do about that?* | *What steps do we need to take to get to where we need to be?*  *How many additional children per year do we need to get across the threshold?*  *What are the budgetary implications?*  *What additional funding can be accessed by the school? What have we already explored?* | *As a maintained school, what MATs are in our area? What would we want from a MAT to make us joining them beneficial?*  *As an academy school, what are the trust’s plans for the future?* |
| Actions to take | *Create a retention strategy – what actions can the school take to ensure skilled school staff are not leaving us / the profession?* | *Using the information provided, carefully consider the right time to make any further adjustments to the curriculum.*  *How will governors ensure the curriculum meets pupil needs over the next 3/5 years?* | *Run a survey of parents / pupils to identify any issues around behaviour.*  *Ensure actions are taken following the outcome of the survey.* | *Review support and actions in place. What have we learnt from COVID-19 boosters? Can we use similar strategies?*  *Review which groups of children are not currently achieving ARE.* | *Ensure this features on the agenda at our next meeting.*  *Agree on our next steps.* |
| Other notes | *Do we replace like with like?*  *What skills / specialisms are hardest to find?* | *Do we need to adjust how we set up our “Link governor” roles in light of this?*  *What additional support / CPD opportunities can we provide staff to support their expertise?* | *Where / when do governors assess behavioural concerns? What do we know?* | *Assess achievement by groups, then offer targeted support. Be realistic and support the staff, while being ambitious for the pupils.* | *The role of the LGB – how does it differ from maintained school governing boards?* |