

## HISN School Development Plan 25-26

HPP Vision	HPP Mission Statement
<p><b>“A partnership where all children have the opportunity to reach excellence”</b></p> 	<p><b>To enhance the prospects of all children by providing an inspiring curriculum and engaging teaching across our partnership from Nursery to Year 6. Our children are challenged and supported to be the best they can be.</b></p>
<p><b>Hampton Junior School priorities</b></p>	

No.	Priority	Context - Why is this a priority for the school?	Ofsted Area and Rag rating
1.	<p>HPP target: <b>SEND</b> Quality first teaching for all children and an inclusive understanding of our children and families</p>	<ul style="list-style-type: none"> <li>- Phraseology around children with additional needs can be a self-fulfilling prophecy and can result in low expectations and poor outcomes.</li> <li>- Labels and categorising can lead to provision that is additional or different whereas the emphasis should be on demanding higher expectations of teaching for those children who need it the most. We will consider how to strengthen the core teaching and learning that ensures high quality teaching itself is the intervention.</li> </ul>	

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		<ul style="list-style-type: none"> <li>- All staff to talk positively and inclusively when discussing pupils with additional needs.</li> <li>- There has been an increase in the number of pupils with additional needs and therefore we need further CPD to support staff in catering for all pupils within the classroom setting and the wider school environment.</li> <li>- There are more constraints in resources across the partnership.</li> </ul>	
<p>Where are we now? What needs to happen next? What has been the impact for pupils and staff?</p> <p><b>Impact statement:</b></p>			
2	<p>HPP target: <b><u>Curriculum consistency</u></b> To embed consistency of planning, implementation and assessment of PSHE to include rights respecting and lifting limits and ensure the pupils are reflected within the curriculum.</p>	<ul style="list-style-type: none"> <li>- Current assessment procedures are not consistent across all subjects.</li> <li>- Ensure the planning is progressive and of a high quality standard.</li> <li>- Raise the profile of these subjects that have been identified.</li> <li>- Improve staff's subject knowledge around these curriculum areas.</li> <li>- Empower the middle leaders within the subject.</li> <li>- Allocate enough curriculum time for PSHE to be taught weekly for a minimum of half an hour.</li> <li>- To incorporate the rights respecting initiative into one lesson every half term.</li> </ul>	
<p><b>Impact statement:</b></p>			
3	<p><b><u>Reading:</u></b> To increase the percentage of GDS readers by 5% by</p>	<p>Greater depth readers</p> <ul style="list-style-type: none"> <li>- Books - ensuring HA pupils are motivated to read and</li> </ul>	

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	<p>the end of KS1.</p> <p>Increase phonics screening results to meet the national average.</p>	<p>continue to have a love of reading</p> <ul style="list-style-type: none"> <li>- Texts are high quality and motivating for pupils to read.</li> <li>- Ensure texts are age appropriate</li> <li>- Higher level comprehension questions</li> <li>- High quality texts specific for each year group to challenge GD readers e.g. chapter books</li> <li>- Curriculum opportunities for GD readers?</li> </ul> <p>Phonics screener</p> <ul style="list-style-type: none"> <li>- Explore what other schools are doing to ensure children pass the phonics screener</li> <li>- Liaise with Liz Armour to get advice on how to support cuspy children to pass phonics screener</li> <li>- Explore 'Little Wandle' to identify what the scheme offers compared to Soundwrite.</li> </ul>	
<p><b>Impact statement:</b></p>			
<p><b>4</b></p>	<p><b><u>High expectations for Teaching</u></b></p> <p>Consistency of the relevant policies (behaviour, teaching and learning and marking and feedback) for all staff.</p>	<ul style="list-style-type: none"> <li>- Due to the high staff turnover at HISN and members of staff who are new to the profession, we must maintain high standards to ensure our pupils receive an outstanding education.</li> <li>- Training must be provided to all new staff to ensure they are familiar with all policies in place at HISN to promote consistent practice.</li> <li>- CPD must be personalised so that it is purposeful for all staff involved</li> <li>- To use a coaching and mentoring approach to developing</li> </ul>	

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		staff to ensure delivery of lessons are consistent and high quality	
<b>Impact statement:</b>			
<b>Embedding</b>			
	<b>Unicef</b>	<ul style="list-style-type: none"> <li>- To ensure each year group completes a termly lesson focused on UNICEF rights and respecting.</li> <li>- Whole assemblies to link directly with UNICEF and Lifting Limits.</li> </ul>	
	<b>Lifting limits</b>	<ul style="list-style-type: none"> <li>- To ensure each year group completes a half term of lessons focused on lifting limits.</li> <li>- Whole assemblies to link directly with Lifting Limits.</li> </ul>	
	<b>Approach to writing and oracy strategy</b>	<ul style="list-style-type: none"> <li>- To ensure there is a clear purpose and audience for each unit of writing.</li> <li>- To ensure that 'teacher notes' provide staff with information to maintain high-quality models of writing.</li> <li>- To ensure termly moderation occurs with a focus on GDS in the summer term.</li> </ul>	
	<b>EYFS environment</b>	<ul style="list-style-type: none"> <li>- Audit of resources</li> <li>- Continue to develop the outside learning environment to ensure we continue to offer a high quality curriculum</li> <li>- Continue to develop the classroom environment to</li> </ul>	

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		ensure it meets the needs of the cohort	
	<b>30 hours in Nursery offer</b>	<ul style="list-style-type: none"> <li>- Ensuring the high quality offer remains when the new teacher takes over</li> <li>- Consider expansion to 26 x 30 hour spaces</li> </ul>	
	<b>Mastering Number</b>	<ul style="list-style-type: none"> <li>- To monitor Mastering number sessions termly to ensure they are taught consistently across each year group.</li> <li>- Training for new staff (online - GC).</li> <li>- Raising the profile of Mastering Number to ensure it is taught daily.</li> </ul>	
<b>Sustain</b>			

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No	Priority	<u>Actions needed to ensure success</u>		
		The success criteria will be evaluated prior to the FGB in the given term and any which will not be met will be highlighted and explanation given in the ELT report to governors.		
		Autumn 24	Spring 25	Summer 25
1	<p>HPP target: SEND Quality first teaching for all children and an inclusive understanding of our children and families</p> <p>Cost - Thrive training - £1,660 Cover for Thrive training - £700</p>	<ul style="list-style-type: none"> <li>● Inset time. Delivered by Lisa, Gemma and Chloe</li> <li>● Training for staff. Teachers who are inclusive plan lessons with those who struggle the most in mind. Children with additional needs are at the forefront of their decision making.</li> <li>● LSAs to be released every other week during an assembly to attend training sessions (eg Georgia - maths, Liz - phonics, Lucille - Thrive) and to share strong practice</li> <li>● Additional strategies/provision for</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring walks completed</li> <li>● LSAs to be released at least once a term during an assembly to attend training sessions (LSAs to complete questionnaire to determine areas for training) and to share strong practice</li> <li>● Additional strategies/provision for children at lunch time provided</li> <li>● Staff meeting with a focus on SEND expectations and planning.</li> <li>● Staff complete SEND</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring walks completed</li> <li>● Additional strategies/provision for children at lunch time provided</li> <li>● Staff meeting with a focus on SEND expectations and planning.</li> </ul>

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		<p>children at lunch time provided</p> <ul style="list-style-type: none"> <li>● Impact of words awareness</li> <li>● Monitoring walks</li> <li>● LSAs and teachers to observe strong practice of inclusivity</li> </ul>	<p>questionnaire for CPD needs</p> <ul style="list-style-type: none"> <li>● SEND team to disseminate information around Attachment Awareness silver award</li> </ul>	
2	<p>HPP target: <b>Curriculum consistency</b> To embed consistency of planning, implementation and assessment of PSHE to include rights respecting and lifting limits</p>	<ul style="list-style-type: none"> <li>● INSET time delivered by Sarah with time for teachers to plan PSHE lessons.</li> <li>● Curriculum leader to have subject release time early on to prepare for INSET.</li> <li>● Subject leader to share expectations of PSHE slides and lesson structure during a staff meeting/INSET.</li> <li>● Overview of the PSHE curriculum for each term and each Year group. This will be reviewed and amended to incorporate the rights respecting and lifting</li> </ul>	<ul style="list-style-type: none"> <li>● Overview of the PSHE curriculum for each term and each Year group. This will be reviewed and amended to incorporate the rights respecting and lifting limits initiatives.</li> <li>● Monitoring of lessons/book look and pupil voice.</li> <li>● Staff meeting with a focus on PSHE expectations and planning.</li> <li>● Staff survey - audit of resources and to identify strengths and CPD needed</li> </ul>	<ul style="list-style-type: none"> <li>● Overview of the PSHE curriculum for each term and each Year group. This will be reviewed and amended to incorporate the rights respecting and lifting limits initiatives.</li> <li>● Monitoring of lessons/book look and pupil voice.</li> <li>● Staff meeting with a focus on PSHE expectations and planning.</li> <li>● Staff INSET to update curriculum overview for PSHE.</li> </ul>

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		<p>limits initiatives.</p> <ul style="list-style-type: none"> <li>● Staff agree how much is recorded and then capture this in the teaching and learning policy.</li> <li>● Monitoring of lessons/book look and pupil voice (SD to carry this out).</li> </ul>	<ul style="list-style-type: none"> <li>● Staff INSET to update curriculum overview for PSHE.</li> </ul>	
3	<p><b><u>Reading:</u></b> To increase the percentage of GDS readers by 5% by the end of KS1.</p> <p>Increase phonics screening results to meet the national average.</p>	<p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>● KS1 teachers to identify cuspy children and name them. Children to be tracked and monitored and access an intervention specific to their needs.</li> <li>● KS1 cuspy pupils to be discussed in pupil progress.</li> <li>● Timetable created to ensure there is allocated time for designated adults to carry out interventions. Review at the end of each half term.</li> <li>● Seek guidance from Liz</li> </ul>	<ul style="list-style-type: none"> <li>● Interventions are captured and monitored on Edukey for pupils who are at risk of not meeting the expected standard by 1 or 2 marks.</li> <li>● KS1 cuspy pupils to be discussed in pupil progress.</li> <li>● Pupil voice with GD readers</li> <li>● Explore opportunities for Year 2 GD readers to work with HJS.</li> <li>● Monitor guided reading</li> <li>● Plan opportunities for GD pupils to be</li> </ul>	<ul style="list-style-type: none"> <li>● KS1 cuspy pupils to be discussed in pupil progress.</li> <li>● Monitor phonics check interventions</li> <li>●</li> </ul>

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		<p>Armour. <u>GD reading</u></p> <ul style="list-style-type: none"> <li>• Audit of reading books across EYFS and KS1.</li> <li>• Higher level comprehension questions created and shared with all staff</li> <li>• Cat to look at how to record guided reading and evidence this</li> <li>• Cat to monitor guided reading in Year 2</li> </ul>	<p>challenged</p> <ul style="list-style-type: none"> <li>• Parent meeting to share information about phonics check</li> </ul> <p>Buddy reading with HJS for Year 2</p>	
4	<p><b><u>High expectations for Teaching</u></b> Consistency of the relevant policies (behaviour, teaching and learning and marking and feedback) for all staff.</p>	<ul style="list-style-type: none"> <li>• HoS/AHT/KS1 weekly focus to drop in or monitor</li> <li>• Relevant policies are shared with staff during INSETs</li> <li>• To use a coaching and mentoring approach to developing staff to ensure delivery of lessons are consistent and high quality through the monitoring cycles and staff survey.</li> <li>• Induction programme lead - Rachel Wheeler</li> </ul>	<ul style="list-style-type: none"> <li>• Termly staff meeting to develop staff coaching and mentoring skills</li> <li>• Behaviour for learning - through monitoring cycle termly</li> <li>• Behaviour policy is reviewed and updated and then shared with staff</li> <li>• Gallery lessons used to develop best practice.</li> <li>• Book Monitoring completed by subject leads/SLT to ensure</li> </ul>	<ul style="list-style-type: none"> <li>• Termly staff meeting to develop staff coaching and mentoring skills</li> <li>• Behaviour for learning - through monitoring cycle termly.</li> <li>• Book Monitoring completed by subject leads/SLT to ensure consistency of marking and feedback policy.</li> <li>• Monitoring walks identify strong</li> </ul>

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		<ul style="list-style-type: none"> <li>● Staff meeting to identify areas where staff need CPD</li> <li>● Termly staff meeting to develop staff coaching and mentoring skills</li> <li>● Behaviour for learning - through monitoring cycle termly</li> <li>● Teaching and learning policy is reviewed and updated and then shared with staff.</li> <li>● Assemblies promote positive behaviour - linked to principles.</li> <li>● PMRs identify a teaching and learning target.</li> <li>● Monitoring walks identify strengths and strong practice to be shared.</li> </ul>	<p>consistency of marking and feedback policy.</p> <ul style="list-style-type: none"> <li>● PMR reviews identify if staff are on track to meet targets linked to teaching and learning</li> <li>● Monitoring walks identify strong practice to be shared.</li> </ul>	<p>practice to be shared.</p>
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