

## HJS 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><b>HPP target:</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?  <b>Impact statement:</b></p>			
2	<p>HPP target:  <b>Curriculum consistency</b>            To embed consistency of planning, implementation and assessment of PSHE (HISN) and RE (HJS)</p>	<ul style="list-style-type: none"> <li>- A new SACRE syllabus has been released by the LA therefore the current curriculum needs reviewing.</li> <li>- The current RE structure does not follow our current teaching and learning procedures.</li> <li>- There has been a high staff turnover with RE therefore our pupils have not received consistent teaching.</li> </ul>	
<p><b>Impact statement:</b></p>			
3	<p><b>Maths</b>            To move to a 'hybrid model' of maths which begins to encompass the NCETM spines and Curriculum Prioritisation materials</p>	<ul style="list-style-type: none"> <li>- To support children's automaticity of additive and multiplicative facts</li> <li>- To continue to build the 5 big ideas (coherence, fluency, variation, mathematical thinking, representation and structure) into every lesson which supports Teaching for Mastery</li> <li>- CPD to be focused on the NCETM's materials which will support the new curriculum</li> </ul>	

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<b>Impact statement:</b>			
<b>4</b>	<p><b>High Expectations for Teaching</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>- Due to the higher than normal staff turnover at HJS, 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 HJS to promote consistent practise.</li> <li>- CPD must be personalised so that it is purposeful for all staff involved.</li> </ul>	
<b>Impact statement:</b>			
<b>Embedding</b>			
	<p><b>Unicef / Lifting limits</b></p>	<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> <li>- Staff to plan and deliver assemblies based on UNICEF articles.</li> </ul>	
	<p><b>GDS Writing</b></p>	<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</li> </ul>	

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		in the summer term.	
<b>Sustain</b>			
	<b>Foundation Assessments</b>	<ul style="list-style-type: none"> <li>- To ensure assessments are in place and being used consistently and informing planning. This will be evidenced during the monitoring cycle and book looks.</li> </ul>	
	<b>Love of Reading</b>  Costs: Additional books - £1,000	<ul style="list-style-type: none"> <li>- To ensure that pupils develop a love of reading at HJS and increase their 'reading mileage' and fluency.</li> <li>- To ensure teachers are reading daily to their classes.</li> <li>- To have a collection of high-quality, age appropriate texts as 'class readers' for each year group.</li> <li>- To have recommended reads, provided by pupils, to support the 'love of reading' within the classroom.</li> <li>- To ensure the class libraries are inviting for all pupils.</li> </ul>	

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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 25	Spring 26	Summer 26
1	<p><b>HPP target:</b> Quality first teaching for all children and an inclusive understanding of our children and families</p>	<ul style="list-style-type: none"> <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 during an assembly to attend training sessions (eg Eve - maths, Sian/Becky - phonics and reading, Rachel - writing) and share strong practice</li> <li>● Providing additional strategies/provision for children at lunch time</li> <li>● Impact of words</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring walks</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>● Providing additional strategies/provision for children at lunch time</li> <li>● Staff meeting with a focus on SEND expectations and planning.</li> <li>● SEND team to SEND out SEND questionnaire to staff</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring walks</li> <li>● Providing additional strategies/provision for children at lunch time</li> <li>● Staff meeting with a focus on SEND expectations and planning.</li> </ul>

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		<p>awareness</p> <ul style="list-style-type: none"> <li>● LSAs and teachers to observe strong practice of inclusivity</li> <li>● Monitoring walks</li> </ul>	<ul style="list-style-type: none"> <li>● SEND team to disseminate information around Attachment Awareness silver award</li> </ul>	
2	<p><b>Curriculum consistency</b> To embed consistency of planning, implementation and assessment of PSHE (HISN) and RE (HJS)</p> <p>Costs-</p> <p>RE Resources - £2,000</p>	<ul style="list-style-type: none"> <li>● Use SACRE to map out the curriculum for KS2 so they are progressive and in manageable blocks.</li> <li>● Attend training to identify agreed curriculum coverage.</li> <li>● Present findings from course and reading to SLT.</li> <li>● Identify any underlying themes within the SACRE guidance.</li> <li>● Liaise with the RE lead at HISN to ensure coverage and progression.</li> <li>● Create a 'RE' hub of teachers to disseminate information and support with CPD.</li> <li>● Review current planning in place and identify any</li> </ul>	<ul style="list-style-type: none"> <li>● Research and develop assessment opportunities within RE which falls in line with current practises with foundation subjects at HJS.</li> <li>● Audit the current resources in preparation for following academic year.</li> <li>● Provide staff CPD around 'best practice' in RE.</li> <li>● Complete book monitoring to assess quality of teaching and learning.</li> <li>● Complete a staff survey to identify possible CPD for staff during summer term.</li> </ul>	<ul style="list-style-type: none"> <li>● SLT to complete monitoring of subjects including learning walks.</li> </ul>

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		<p>usable resources and update cover sheets.</p> <ul style="list-style-type: none"> <li>● Create a template for RE lessons so there is consistency (add to teaching and learning policy).</li> </ul>		
3	<p><b>Maths</b> To move to a 'hybrid model' of maths which begins to encompass the NCETM spines and Curriculum Prioritisation materials</p>	<ul style="list-style-type: none"> <li>● To share NCETM materials with the 'maths team' and show a lesson in the hybrid model (A1)</li> <li>● Show NCETM video of materials in practise to the maths team</li> <li>● Touch base with maths team to reflect on shared materials (A2)</li> <li>● Through MER cycle, ensure the 5 big ideas and the CPA approach are being consistently used by all staff (potential CPD opportunity needed for new staff and ECTs)</li> <li>● Continue to attend the Maths Hub TRGs and</li> </ul>	<ul style="list-style-type: none"> <li>● Staff inset to share NCETM materials with staff</li> <li>● 1:1 CPD with maths team on how to adapt planning to hybrid model</li> <li>● Teachers invited - if needed - to watch EC teach the hybrid model so they can see it in practise</li> <li>● MER cycle used to review planning which will now incorporate the NCETM materials</li> <li>● Book monitoring</li> <li>● Learning walk</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to monitor and support the hybrid model being planned and implemented into classrooms</li> <li>● CPD targeted as required</li> <li>● Staff survey</li> </ul>

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		<p>implement learning and research from PMS training</p> <ul style="list-style-type: none"> <li>● Share vocabulary overview and expectations in both lessons and books through a staff inset</li> </ul>		
4	<p><b>High Expectations for Teaching</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>● Review and update the current induction sheet.</li> <li>● New members of staff to observe strong examples of behaviour management in classrooms.</li> <li>● Release new staff members, using the Rosenshine document to facilitate professional dialogue, to observe strong English and Maths lessons.</li> <li>● Complete learning walks, in the first few weeks, with feedback and next steps identified.</li> </ul>	<ul style="list-style-type: none"> <li>● Conduct observations within year groups and discuss strong practice using the Rosenshine template.</li> <li>● Arrange group meetings with core subject leaders to discuss key questions.</li> <li>● Leaders will streamline staff meetings and personalise CPD to ensure they are purposeful.</li> </ul>	

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		<ul style="list-style-type: none"><li>● Use 'Blue Sky' to identify short-term targets which will then be observed and monitored by SLT.</li><li>● New staff to observe strong practice within year groups and deliver the same lesson.</li><li>● Review meeting for all new staff before October half term to identify next steps.</li><li>● Update the 'induction pack' available to staff.</li></ul>		
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