


## HJS School Development Plan 24-25

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 Infant School and Nursery priorities</b></p>	

No.	Priority	Context - Why is this a priority for the school?	Ofsted Area and Rag rating
1	<p><b>Unicef Rights Respecting School</b> To implement the principles and values of the rights respecting school agenda and ensure all stakeholders have an awareness of the impact of these articles.</p>	<ul style="list-style-type: none"> <li>- We want the children to feel empowered about their rights and responsibilities.</li> <li>- Allowing children to become ready for their next steps.</li> <li>- To enable all stakeholders to discuss challenging topics.</li> <li>- To provide a consistent framework across the school.</li> </ul>	

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		<ul style="list-style-type: none"> <li>- We have noticed the demographics of our school is evolving and we need to continue to support inclusivity.</li> </ul>	
<p>Where are we now? What needs to happen next? What has been the impact for pupils and staff? Impact statement:</p>			
<b>2</b>	<p><b>Greater depth writing</b> To have a 5% increase by the end of key stage 2 in greater depth writing to ensure it is above national average and shows an upwards trend over times.</p>	<ul style="list-style-type: none"> <li>- Key stage 2 outcome data shows a downward trend with our current greater depth standard of writing.</li> <li>- Expected standard has been identified as a strength.</li> <li>- Some staff need further support in developing expectations and outcomes for this standard.</li> <li>- Covid implications specifically on greater depth writing.</li> </ul>	
<p>Impact statement:</p>			
<b>3</b>	<p><b>Mathematical thinking</b> To deepen children's understanding of mathematical thinking by exposure to patterns and relationships; making connections and reasoning.</p>	<ul style="list-style-type: none"> <li>- An area for development is multiplication facts across KS2.</li> <li>- Children are capable with fluency and are finding it challenging to transfer the skills to reasoning problems.</li> <li>- Current lesson structure currently supports children to 'do maths' not 'see maths'.</li> <li>- Through observations, teacher's are lacking in confidence when it comes to facilitating precise, mathematical language.</li> <li>- Irregular use of conceptual and procedural variation within lessons.</li> </ul>	
<p>Impact statement:</p>			

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4	<p><b>Gallery lessons</b> To embed the use of gallery lessons to ensure consistently high standards are maintained in teaching and learning across the school.</p>	<ul style="list-style-type: none"> <li>- Support the induction of new members of staff and ECT.</li> <li>- Promote professional dialogue.</li> <li>- Ensure consistency, across year groups, in teaching and learning; behaviour for learning and assessment.</li> <li>- Support staff with the understanding of 'where' children are coming from and their journey throughout KS2.</li> <li>- Reinforce and raise the profile of research that has already begun (Rosenshine Principles.)</li> </ul>	
Impact statement:			
5	<p><b>Curriculum consistency</b> To embed consistency of planning, implementation and assessment of DT, RE and computing.</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> </ul>	
Impact statement:			

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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><b>Unicef Rights Respecting School</b> To implement the principles and values of the rights respecting school to ensure the whole community has an awareness of the impact of these articles.</p>	<ul style="list-style-type: none"> <li>● Launch Right Respecting School in a INSET session.</li> <li>● Share resources with staff</li> <li>● Launch in an assembly.</li> <li>● Share information with parents through The Buzz.</li> <li>● Link to PSHE curriculum</li> <li>● Rights Respecting lead to attend training.</li> <li>● Consider if Junior Leaders have a role</li> </ul>	<ul style="list-style-type: none"> <li>● Staff meeting to share updates and successes in school.</li> <li>● Review resources used and share successes with other year groups.</li> <li>● PSHE lead and Rights respecting lead to meet to link the planning and update subject story.</li> <li>● Regular Rights Respecting assemblies</li> <li>● Parent session for families.</li> <li>● Subject lead to collect pupil voice.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff review Rights Respecting and share successes and identify next steps.</li> <li>● PSHE lead and Rights respecting lead to meet to review the impact on the PSHE curriculum going forward.</li> <li>● Regular Rights Respecting assemblies.</li> <li>● SLT to review the impact of Right Respecting in pupil attitude and personal development</li> <li>● Whole school speech/debate competition</li> </ul>

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<p>2</p>	<p><b>Greater depth writing</b> To have a 5% increase by the end of key stage 2 in greater depth writing to ensure it is above national average and shows an upwards trend.</p>	<ul style="list-style-type: none"> <li>● Staff meeting focusing on ‘deconstruction’ of HJS exemplification material so staff, within year groups, are aware of moderation expectations.</li> <li>● PMR document to identify 3 children, who are currently ‘high expected, and can potentially be of GDS standard by the end of year group.</li> <li>● SLT team to review and work on current writing bands to ensure ‘TAFs’ are created for year 3, 4 and 5.</li> <li>● Pupil Progress document to have a section identifying the GDS barriers. Professional dialogue within the year group.</li> <li>● English display - teachers to identify ‘key phrases’ from focus text and display.</li> </ul>	<ul style="list-style-type: none"> <li>● External moderation in greater depth writing across the locality.</li> <li>● Book monitoring of the identified children from teacher’s PMR document.</li> <li>● Pupil Progress document to have a section identifying the GDS barriers. Professional dialogue within the year group.</li> <li>● Internal CPD/staff meeting to improve subject knowledge around manipulating grammar and vocabulary.</li> <li>● Pupil and staff questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupil Progress document to have a section identifying the GDS barriers. Professional dialogue within the year group.</li> </ul>
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		<ul style="list-style-type: none"> <li>• A year 6 teacher to be identified and attend writing moderation training.</li> <li>• PMR Observations for Writing</li> </ul>		
<b>3</b>	<p><b>Mathematical thinking</b> To deepen children’s understanding of mathematical thinking by exposure to patterns and relationships; making connections and reasoning.</p>	<ul style="list-style-type: none"> <li>• Continue with Maths Hub as part of the sustaining group.</li> <li>• Introduce Number Sense: Times Table Fluency Programme.</li> <li>• Gallery lesson to focus on mathematical thinking</li> <li>• Staff meeting to focus on conceptual and procedural variation.</li> <li>• Non-negotiable display for lower school - focus on time table facts.</li> <li>• Begin to implement training from PMS training</li> </ul>	<ul style="list-style-type: none"> <li>• CPD with staff - 1 to 1 training.</li> <li>• Book monitoring.</li> <li>• Continue to implement training from PMS training</li> <li>• PMR observation for Maths,</li> <li>• Review Number Sense programme.</li> <li>• Staff meeting to focus on how to facilitate ‘seeing’ the maths.</li> <li>• Introduce reasoning task starters.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement training from PMS training</li> <li>• MER cycle</li> <li>• Review conceptual variation</li> <li>• Review mathematical language being used in lessons</li> </ul>
<b>4</b>	<p><b>Gallery lessons</b> To embed the use of gallery lessons to ensure consistently high standards are</p>	<ul style="list-style-type: none"> <li>• Review and remind all staff about the ‘gallery lesson’ document linked</li> </ul>	<ul style="list-style-type: none"> <li>• Gallery lesson to progress across key stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Gallery lesson to focus on a foundation subject.</li> </ul>

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	maintained in teaching and learning across the school.	<p>to Rosenshine.</p> <ul style="list-style-type: none"> <li>● Share the procedures policy around gallery lessons. This includes the use of 'key phrases'.</li> <li>● Begin with year group observations so that all staff have had the opportunity to participate in a 'gallery lesson'.</li> <li>● Gallery lesson to focus on maths.</li> </ul>	<ul style="list-style-type: none"> <li>● Gallery lesson to focus on writing</li> <li>● Refresh and review the document linked to Rosenshine.</li> <li>● Staff survey - feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Recordings of foundation subjects which can be used as discussions.</li> </ul>
5	<p><b>Curriculum consistency</b> To embed consistency of planning, implementation and assessment of DT, RE and computing.</p>	<ul style="list-style-type: none"> <li>● Action Plans shared and discussed with Curriculum Lead</li> <li>● Subject Stories Induction/Handover in September.</li> <li>● Middle Leaders to book and attend CPD regarding their subject area - AFC/SARCRE</li> <li>● Meeting with AHT regarding key priorities and expectations.</li> <li>● Agree assessment procedure: DT - Spider</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring to be completed including work, lesson observations and planning review with SLT.</li> <li>● Review Progression of Skills document so that it correlates with the planning.</li> <li>● Meeting with AHT to review action plans.</li> <li>● Informal monitoring at the beginning of staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitoring to be completed including work, lesson observations and planning review with SLT.</li> <li>● Review Action Plans</li> <li>● PMR review.</li> <li>● Middle Leaders to book and attend CPD regarding their subject area - AFC/SARCRE</li> </ul>

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		<p>Web / RE- Got it Grid/Computing - Got it Grid multiple choice linked to National Center for Computing Education Summative Assessment Document.</p> <ul style="list-style-type: none"> <li>● All 3 subjects update progression of skills document with new units.</li> <li>● DT - Update DT/Food tech yearly overview and ensure it covers the National Curriculum.</li> <li>● Budget and Update</li> </ul>	<ul style="list-style-type: none"> <li>● Subject Stories - successes and areas for development shared with all staff.</li> <li>● Each subject to write a short overview for 'The Buzz'.</li> <li>● Middle Leaders to book and attend CPD regarding their subject area - AFC/SARCRE</li> <li>● Staff Meeting - Computing and DT.</li> </ul>	
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