


HISN School Development Plan 23-24

HPP Vision	HPP Mission Statement
<p style="text-align: center;">“A partnership where all children have the opportunity to reach excellence”</p> 	<p style="text-align: center;">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.</p>
<p>Hampton Infant School and Nursery priorities</p>	

No.	Priority	Context-Why is this a priority for the school?	Ofsted Area and Rag rating
1	To introduce Mastering Number across the whole school.	We are in our fourth year into the Maths Hub journey and the mastery approach is embedded. We now want to develop our fluency with Number and secure solid mathematical foundations, develop strategies to support the fluency of calculation and number sense. We will consolidate our understanding and use of manipulatives to support the teaching	

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		of mathematics.	
2	To further enhance the high quality offer to all vulnerable groups and harness external partnerships and experts within school to ensure this has the most impact on individual pupil progress.	As a school we wish to enhance current systems already in place to support additional needs within the classroom. Our staff are confident and well equipped to tailor the learning to the individual pupil. Year on year we are experiencing higher numbers of children with English as an additional language as well as specific learning needs. We want to tighten up our processes to ensure all staff follow the appropriate pathway to identify individual needs and plan accordingly, ensuring all children can access the learning and make individual progress across the curriculum.	
3	To solidify a consistent approach of assessment in the foundation subjects.	Over the years, assessment of the foundation subjects has been developing. We want to develop a consistent approach that allows subject leaders and teaching staff to confidently monitor children's progress of the expected skills and knowledge. We want to empower subject leaders to have ownership over the specific success criteria of which we assess the children's progress against. This will help to strengthen our monitoring systems and ensure class teachers and subject leaders have a well-rounded view of the children's specific knowledge gained at the end of each topic.	
4	To launch the Lifting Limits programme across the HPP partnership.	We have spent some time ensuring our curriculum is diverse and reflective of our community. We will aim to achieve gender equality in school and then society to ensure that all children are free to pursue their own path, by challenging gender stereotypes and promoting gender.	

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		Through whole school CPD we will recognise and correct unintentional gender bias that can go unnoticed in the school environment, curriculum and routines. We want to equip pupils to identify and challenge stereotyping and inequalities in the wider world – developing important critical skills through questioning and discussion.	
5	Use Rosenshine’s principle of questioning to further enhance engagement and access for all during whole class input.	Across the school talk for learning is used well to allow children to discuss their thoughts and their ideas in a supportive and collaborative environment. In all classes there is a core group of children who can appear passive when questioning is used as a tool. As a school we aim to have a wider range of questioning strategies applied during teaching. Using Rosenshine’s principle of questioning we want to equip teachers with varied strategies such as cold calling, no opt out, say it again better, think/pair/share, probing and whole class response.	

No	Priority	Success Criteria
		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.

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		Autumn 23	Spring 24	Summer 24
1	To introduce Mastering Number across the whole school.	<ul style="list-style-type: none"> ● Attend training sessions. ● Discussion at SLT around daily timings and roll out across the school. ● Disseminate information through year group PPA sessions. ● Share resources (Rekenreks), planning and slides. ● Deliver staff training via INSET. ● Monitor lesson delivery and assess staff confidence during monitoring weeks. ● Deliver 1:1 support where needed. ● Offer peer observations and team teaching opportunities. 	<ul style="list-style-type: none"> ● Attend training sessions. ● Provide updates from observations and meetings via year group PPA sessions and staff INSET. ● Monitor lesson delivery during monitoring weeks and assess staff confidence. ● Resources and staff confidence audit. ● Provide feedback, 1:1 support, peer observations and team teaching opportunities where needed. 	<ul style="list-style-type: none"> ● Identify the impact of Mastering Number through book looks, teacher observations, and class data, as well as through pupil voice. ● Monitor lesson delivery and assess staff confidence. ● Deliver 1:1 support where needed. ● Offer peer observations and team teaching opportunities.
2	To embed a consistent approach to early identification of additional needs to ensure this has the biggest impact on individual pupil progress.	<ul style="list-style-type: none"> ● Flowchart created prior to September INSET which is then shared amongst staff. ● Audit of resources that 	<ul style="list-style-type: none"> ● Staff meeting time to revisit and remind all staff of the expectations and processes staff need to 	<ul style="list-style-type: none"> ● Staff meeting time to revisit and remind all staff of the expectations. ● As part of the

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		<p>are already in place and provide feedback.</p> <ul style="list-style-type: none"> ● Non-negotiables list created outlining strategies and resources that will support EAL pupils. ● Access for all monitoring for all year groups in Autumn 1. ● Roles of SEND team to be shared with all staff. ● Staff survey to gain an idea of levels of confidence when supporting children with additional needs. ● Create a document that outlines EAL and the levels for each class e.g. early stages, developing, fluent. ● LSA specific INSET to gain an idea of confidence and skills with supporting children with additional needs. ● Appoint an LSA champion to really drive 	<p>follow to support children with additional needs.</p> <ul style="list-style-type: none"> ● Access for all monitoring for all year groups. ● Time built in for feedback and for year groups to act on this. ● Peer review with a focus on supporting pupils with additional needs. This can reference questioning (Rosenshine). ● Check in with LSA's ● Deliver 1:1 support where necessary. ● Embed a consistent approach of pre teaching vocabulary across the school. 	<p>monitoring cycle identify what has been successful this year and work out what needs further development.</p> <ul style="list-style-type: none"> ● Revisit the flowchart that was created at the start of the year and tweak it if necessary. ● Review the EAL document and amend in preparation for handover to the new class teacher. ● Review the consistent approach of pre teaching vocabulary across the school.
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		<p>and promote the support for children with additional needs in each year group (Becky to support with this).</p> <ul style="list-style-type: none"> • Discuss and develop a consistent approach to pre teaching vocabulary across the school. 		
3	To solidify a consistent approach of assessment in the foundation subjects.	<ul style="list-style-type: none"> • Prior to the September INSET the History, Science and Geography leads will have met to identify a consistent approach to enquiry based learning. • History, Science and Geography leaders to share the plan for the end of topic assessment. • Start updating medium-term plans to mirror what has been agreed in terms of assessment. • Subject leaders decide upon clear and concise success criteria's for 	<ul style="list-style-type: none"> • Subject leaders monitor the end of the topic assessment process to ensure this is being carried out as agreed. • Subject leaders plan time to get into classes and gather pupil voice as part of the assessment process. • History, Geography and Science subject leaders to meet to review enquiry based learning to ensure it is having a positive impact across the school. 	<ul style="list-style-type: none"> • Subject leaders plan time to get into classes and gather pupil voice as part of the assessment process. • Subject leaders to check that medium-term plans are up to date with the new enquiry based learning and assessment has been completed. • End of topic assessment helps to inform conversations during pupil progress and transition

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		<p>each topic to aid teachers in their end of topic assessment.</p> <ul style="list-style-type: none"> • Subject leaders have updated long term plans and progression of skills documents to match up with any changes that have been made. • Subject leaders plan time to get into classes and gather pupil voice as part of the assessment process. • Time planned for a thorough handover from the current subject leader (LC) of History to the new subject lead (CMc). • End of topic assessment helps to inform conversations during pupil progress meetings. 	<ul style="list-style-type: none"> • End of topic assessment helps to inform conversations during pupil progress meetings. • Year groups to review the end of topic assessment and feedback to subject leaders on the effectiveness of this. • Adapt the teaching and learning policy to reflect any changes 	meetings.
4	To launch the Lifting Limits programme across the HPP partnership.	<ul style="list-style-type: none"> • Staff CPD from Claire Simms and Sarah De Silva. • Launch assembly. 	<ul style="list-style-type: none"> • Staff meeting where staff reflect on their ability to challenge stereotypes. 	<ul style="list-style-type: none"> • A Lifting Limits assembly. • Staff meeting to discuss successes and

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		<ul style="list-style-type: none"> ● Information session for parents ● Spend PPA time assessing current planning and representation of all. ● Curriculum audit by subject leaders to ensure the whole community is reflected within the curriculum. ● Hall display. 	<ul style="list-style-type: none"> ● A Lifting Limits assembly. ● Pupil voice - do children see themselves reflected in the curriculum? 	<p>next steps.</p> <ul style="list-style-type: none"> ● Pupil voice - reflection on Lifting Limits (What challenges do they face?).
5	<p>Use Rosenshine’s principle of questioning to further enhance engagement and access for all during whole class input.</p>	<ul style="list-style-type: none"> ● Whole school CPD on Rosenshine’s Principles. ● Use PPA time to think about varying questions types in lessons. ● Peer observations based on the Rosenshine’s Principles. ● Monitoring use of questioning in lessons and access for all pupils. 	<ul style="list-style-type: none"> ● INSET to discuss progress with questioning across the school and ensuring access for all. ● Use PPA time to think about varying questions types in lessons and those that are more successful than others in particular lessons. ● Peer observations based on the Rosenshine’s Principles. 	<ul style="list-style-type: none"> ● Reflect on the impact of questioning and the increased engagement of pupils. ● Monitoring use of questioning in lessons and access for all pupils. ● SLT discussion around next steps and those who need additional support/training. ● Pupil voice to monitor engagement in lessons, preferred



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			<ul style="list-style-type: none">• Monitoring use of questioning in lessons and access for all pupils.	question types and confidence in answering questions in class.
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