

**Hartford Junior School**  
**3 Year Strategic Plan**

NB. This document should read in conjunction with our current School Development Plans for each year

**Curriculum drivers: Diversity, English, Computing**

Academic Year		2023-2024	2024-2025	2025-2026
<b>Excellence and Comprehensive Principle TARGET 1 [outcomes]</b>	<b>Writing</b>	Continue to <b>raise outcomes for Writing</b> across the school to be within 10% of local and national data  Link the final <b>writing to the skills</b> taught and books shared  Look at the <b>TAFs</b> for end of year and relate back into MTPS	Raise data outcomes for writing across the school to be in line with National or above  Embed the writing with the Opening Worlds work	Continue to raise outcomes for Writing across the school to be above National.
	<b>Maths &amp; Reading</b>	Continue to <b>raise outcomes</b> across the school to be within 5% of local and national data	Raise and maintain data outcomes across the school to be in line with National or above and respond to initiatives both locally and nationally	Raise and maintain data outcomes across the school to be in line with National or above and respond to initiatives both locally and nationally
	<b>Curriculum</b>	<b>Monitor the current S of W used for foundation work</b> [Opening Worlds] with a view to slimming down and creating more opportunities to use the local community to create a broad and engaging curriculum based on oracy and English with sparky starts and relevant outcomes  Introduce where applicable 'sparky starts' to engage chn interest and involvement  <b>Junior staff work alongside Infant staff (infant staff to support junior staff subject leaders)</b>	Develop a curriculum that is knowledge based but uses the skills taught in HIPS to support chn to understand their community	Embed a foundation curriculum that supports writing opportunities in HJS
	<b>Phonics</b>	Support all staff with phonics subject knowledge.  Ensure that staff are trained on how to support the lowest <b>20% of readers</b> with suitable interventions put in place to help them catch up  Continue HIPS Stage 6 phonics into Year 3 Autumn term.  Develop the use of Phonics Shed across KS2 following on from the use of HIPS phonics S of W used in Year 3	Continue to support UQT/ECT with phonics subject knowledge.  Embed the use of Phonics Shed across KS2	Maintain outcomes for Year 1 Phonics Screening.  Maintain the use of Phonics Shed across KS2
	<b>Pupil Premium</b>	Continue to <b>raise outcomes for disadvantaged</b> chdn across the school to be within 10% of local and national data  Continue to offer <b>free breakfast club</b> .  Establish after school club for homework for PP chdn to attend. Est. a homework book with an award for uptake  HJS to develop <b>stronger partnership with HIPS pastoral support</b> to ensure families have continue support from Preschool through to Year 6.  Explore CAM Trust schools [HIPS/Thongs] facilitating <b>parenting courses</b> to enable EHA's/SEND priorities.  Explore <b>growth mindset</b> techniques	Continue to raise outcomes for disadvantaged chdn across the school to be within 10% of local and national data  Continue to offer free breakfast club and after school club for homework for PP chdn to attend.  Explore other club options to develop the whole  HIPS/HJS to develop stronger partnership with secondary schools pastoral support to ensure families have continue support from Preschool through to Year 11.  Embed CAM Trust schools [HIPS/Thongs] facilitating parenting courses to enable EHA's/SEND priorities.	Maintain Pupil Premium offer [clubs, breakfast club, milk subsidy etc.]  Maintain CAM Trust schools [HIPS/Thongs] facilitating parenting courses to enable EHA's/SEND priorities.
<b>ECT</b>	Support ECTs for 2 <sup>nd</sup> year Shadow subject lead			

Broad Education and International <b>TARGET 2</b>	<b>SLT</b>	<b>Embed new structure of leadership</b> across HJS with a view to work more collaboratively with HIPS.	Respond to current needs.	Respond to current needs.
	<b>Monitoring</b>	<p>Subject leaders to begin to work in partnership with HIPS and <b>develop consistent practice</b> using the progression document. Ensure new polices are consistent i.e. M&amp;F and Environment</p> <p>Analyse NFER tests Question Level Analysis in Maths</p> <p><b>Attainment and progress is tracked</b> diligently and children falling behind are identified quickly and supported to catch up</p> <p>Designated time for Pre-teaching on a Monday for Maths/Phonics/Spelling</p> <p>Establish a <b>clear monitoring cycle</b> so all subject leaders monitor and feedback. Including accountability from SLT.</p>	<p>TBC [dependent on outcomes of 2023-24]</p> <p>Establish consistent practice using the progression document across HIPS and HJS.</p> <p>Analyse NFER tests Question Level Analysis in Maths and Reading</p>	Monitor consistent practice using the progression document across HIPS and HJS.
	<b>Empowering staff</b>	<p>Provide opportunities for staff to lead within the CAM Trust e.g. secondment. <b>More members of staff aspire to lead subject areas across CAM trust.</b></p> <p>Engage with <b>CAM Trust CPD</b> e.g. ELTA etc via CAM CPD programme.</p> <p>Provide more opportunities for <b>“Level 3” TAs</b> to cover PPA.</p> <p>Continue to encourage staff to become members of the <b>Chartered College of Teaching.</b></p> <p>Train teachers/learning assistants to <b>adapt learning to meet the needs of all learners.</b></p> <p>Junior staff work alongside Infant staff (infant staff to support junior staff subject leaders)</p>	<p>Follow the CAM Trust CPD pathway.</p> <p>Explore HLTA.</p> <p>Develop cross-phase work with TAs and teaching staff across HIPS and HJS.</p> <p>Develop apprenticeships in other roles.</p>	<p>Follow the CAM Trust CPD pathway.</p> <p>Establish cross-phase work with TAs and teaching staff across HIPS and HJS.</p> <p>Develop apprenticeships in other roles.</p> <p>ECT 2 to shadow in preparation for subject leadership.</p>
<b>Oracy</b>	<p>To <b>develop oracy</b> across the Junior school using the HIPS sentence stems. (Discussion guidelines, I know, I can, I remember – intent, implementation, impact. Discussion Roles)</p> <p>Engage with <b>English Hub</b> CPD for Early Language Acquisition for bottom 20%.</p>	<p>To monitor oracy within the Junior school.</p> <p>Research other initiatives to support language development within our curriculum.</p>	<p>Oracy established within Junior school.</p> <p>Continue to research other initiatives to support language development within our curriculum.</p>	

	<b>Diversity</b>	<p>Enhance curriculum to incorporate more <b>diversity</b> e.g. books to reflect chn's circumstances.</p> <p>Begin to adapt core texts on English and reading LTP/MTP to show greater diversity via books and authors.</p> <p>Subject leaders to explore diversity within their curriculums. Continue to develop STEPS approach to support chn</p>	<p>Subjects leaders to monitor diversity within their curriculum areas.</p> <p>Continue to adapt core texts on English and reading LTP/MTP to show greater diversity via books and authors. Introduce reading spine for story time ensuring high quality diverse texts are included.</p> <p>Embed STEPS</p>	Review practise
	<b>Computing</b>	<p>Develop the role of <b>computing</b> lead with support from CAM Trust lead.</p> <p>Explore CAM initiatives e.g. Seesaw.</p> <p>Adapt computing curriculum to be in line with "Teach Computing" and provide CPD for staff.</p>	<p>Establish the role of computing lead with support from CAM Trust lead.</p> <p>Embed computing curriculum to be in line with "Teach Computing" and provide CPD for staff.</p>	Monitor and sustain computing curriculum, updating where necessary.
	<b>PE and Sports Premium</b>	<p>Begin to use Get Set 4 PE program.</p> <p>Provide staff with CPD for Get Set 4 PE program.</p>	<p>Establish Get Set 4 PE program.</p> <p><b>Develop partnership with HIS Forest school expertise and share with expert in HJS.</b></p>	
Partnership and Community <b>TARGET 3 [Partnership]</b>	<b>HIPS</b>	<p>Create <b>business plan to develop cross-phase work with office staff</b> at HIPS and HJS.</p> <p><b>Support HIPS in exploration of Phonics Shed</b> in phonics and accelerate Reader in Year 2</p> <p>HJS to <b>develop stronger partnership with HIPS pastoral support</b> to ensure families have continue support from Preschool through to Year 6.</p> <p><b>Subject leaders</b> to begin to work in partnership with HIPS and develop consistent practice using the progression document.</p> <p>Explore "residential" for Year 2/3 chdn.</p> <p>Junior staff work alongside Infant staff (infant staff to support junior staff subject leaders)</p>	<p>Embed cross-phase work with office staff at HIPS and HJS.</p> <p>Collaborate with HIPS in supporting our lowest 20% with phonics [in all year groups].</p> <p>HIPS/HJS to develop stronger partnership with secondary schools pastoral support to ensure families have continue support from Preschool through to Year 11.</p>	Review 2023-24 and 2024-25 and set targets accordingly.
	<b>Behaviour</b>	<p>Further explore STEPS approach to support chdn.</p> <p>Provide the opportunity for supervision for all staff members.</p> <p>Ensure all staff members have allocated time to update records e.g. Edukey.</p>	<p>Embed STEPS approach to support difficult and dangerous behaviours.</p> <p>Supervision established across the school.</p>	
	<b>Governors</b>	<p>Develop through the <b>skills audit a team of governors</b> that includes more parents that can fulfil any identified gaps within the current governance expertise</p>	<p>Develop a research project with governors to develop their leadership skills</p>	Embed the practises from previous years research into school life
	<b>Parents</b>	<p><b>Raise the % of parents attending</b> [with a focus on PP] workshops etc.</p> <p>Introduce parent evening targets</p> <p>Encourage more <b>parent readers</b> and <b>volunteers</b> to support curriculum and extra-curricular clubs.</p> <p>Encourage <b>engagement with PATHS</b>.</p> <p>Developing SEND parent feedback regarding annual reviews.</p>		

