

Hartford Infant and Preschool

3 Year Strategic Plan

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

Curriculum drivers: Diversity, Phonics, EYFS

Academic Year		2023-2024	2024-2025	2025-2026
Excellence & Comprehensive TARGET 1 [outcomes]	Preschool	<p>Ensure the activities and resources in Preschool are sharply focused on what leaders intend children to learn. Chdn to have a full range of experiences. Leaders to ensure that staff understand what to teach and how best to deliver this learning so that children in the Preschool are well prepared for their transition into Reception [OFSTED March 2023].</p> <p>EYFS teacher to join Preschool team and support transition in Summer term.</p>	<p>Extend Preschool area and increase capacity of Preschool admissions to 48 chdn.</p> <p>Rolling programme of playworker apprenticeships alongside more experienced staff.</p>	<p>Extend Preschool area and increase capacity of Preschool admissions to 60 chdn to match Reception cohort size.</p>
	Writing	<p>Continue to raise outcomes for Writing across the school to be within 10% of local and national data</p>	<p>Raise data outcomes for writing across the school to be in line with National or above.</p>	<p>Continue to raise outcomes for Writing across the school to be above National.</p>
	Phonics Screening	<p>Continue to raise outcomes for the Year 1 Phonics Screening to be in line with national data [?? Nat. 2023].</p> <p>Use National Tutoring to provide catch up phonics intervention [as per 2022-2023].</p> <p>Support UQT/ECT with phonics subject knowledge.</p> <p>Ensure that staff are trained on how to identify pupils that fall behind in reading so that suitable interventions can be put in place to help them catch up [OFSTED March 2023].</p> <p>Continue HIPS Stage 6 phonics into Year 3 Autumn term.</p> <p>Embed and monitor phonics practice in Preschool.</p>	<p>Continue to raise outcomes for the Year 1 Phonics Screening to be in line or above national data.</p> <p>Use National Tutoring to provide catch up phonics intervention [as per 2022-2023].</p> <p>Continue to support UQT/ECT with phonics subject knowledge.</p> <p>Enhance phonics practice in Preschool.</p>	<p>Maintain outcomes for Year 1 Phonics Screening.</p>
	Pupil Premium	<p>Continue to raise outcomes for disadvantaged chdn across the school to be within 10% of local and national data</p> <p>Continue to offer free breakfast club.</p> <p>Establish after school club for homework for PP chdn to attend. Est. a homework book with an award for uptake</p> <p>HIPS to develop stronger partnership with HJS pastoral support to ensure families have continue support from Preschool through to Year 6.</p> <p>Explore CAM Trust schools [HIPS/Thongs] facilitating parenting courses to enable EHA's/SEND priorities.</p>	<p>Continue to raise outcomes for disadvantaged chdn across the school to be within 10% of local and national data</p> <p>Continue to offer free breakfast club and after school club for homework for PP chdn to attend.</p> <p>Explore other club options to develop the whole child [offering clubs for £1 etc in line with HJS].</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> <p>Embed CAM Trust schools [HIPS/Thongs] facilitating parenting courses to enable EHA's/SEND priorities.</p>	<p>Maintain Pupil Premium offer [clubs, breakfast club, milk subsidy etc.]</p> <p>Maintain CAM Trust schools [HIPS/Thongs] facilitating parenting courses to enable EHA's/SEND priorities.</p>
	UQT	<p>Support UQT through Assessment Only route.</p>	<p>Support ECT 1.</p>	<p>Support ECT 2. Shadow subject leader.</p>
	SLT	<p>Embed new structure of leadership across HIPS with a view to work more collaboratively with HJS.</p>	<p>Respond to current needs.</p>	<p>Respond to current needs.</p>
	Monitoring	<p>Begin maths leadership in education [monitoring other schools within Maths Hub]</p>	<p>TBC [dependent on outcomes of 2023-24]</p>	<p>Monitor consistent practice using the progression document across HIPS and HJS.</p>

		Explore CAM Trust phonics/EYFS lead [monitoring withing CAM] Subject leaders to begin to work in partnership with HJS and develop consistent practice using the progression document. Establish a consistent approach to supporting attendance where pupils fall below 96%.	Establish consistent practice using the progression document across HIPS and HJS. Embed a consistent approach to supporting attendance where pupils fall below 96%.	Monitor our consistent approach to supporting attendance where pupils fall below 96%.
	Empowering staff	Provide opportunities for staff to lead within the CAM Trust e.g. secondment. More members of staff aspire to lead subject areas across CAM trust. Engage with CAM Trust CPD e.g. ELTA, DOT and DET. Provide more opportunities for "Level 3" TAs to cover PPA. Continue to encourage staff to become members of the Chartered College of teaching. Continue to explore further apprenticeships for playworkers. Create business plan to develop cross-phase work with office staff at HIPS and HJS.	Follow the CAM Trust CPD pathway. Explore HLTA. Develop cross-phase work with TAs and teaching staff across HIPS and HJS. Develop apprenticeships in other roles.	Follow the CAM Trust CPD pathway. Establish cross-phase work with TAs and teaching staff across HIPS and HJS. Develop apprenticeships in other roles. ECT 2 to shadow in preparation for subject leadership.
Broad Education & International TARGET 2 [curriculum]	Oracy	To embed oracy within the Preschool and begin to develop across the Junior school.. Engage with English Hub CPD for Early Language Acquisition.	To monitor oracy within the Preschool and continue to develop across the Junior school. Research other initiatives to support language development within our curriculum.	Oracy established within Preschool and Junior school. Continue to research other initiatives to support language development within our curriculum.
	Diversity	Enhance curriculum to incorporate more diversity e.g. books to reflect chdn's circumstances. Begin to adapt core texts on English and reading LTP/MTP to show greater diversity via books and authors. Subject leaders to explore diversity within their curriculums.	Subjects leaders to monitor diversity within their curriculum areas. 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.	Review practise
	Computing	Develop the role of computing lead with support from CAM Trust lead. Explore CAM initiatives e.g. Seesaw. Adapt computing curriculum to be in line with "Teach Computing" and provide CPD for staff.	Establish the role of computing lead with support from CAM Trust lead. Embed computing curriculum to be in line with "Teach Computing" and provide CPD for staff.	Monitor and sustain computing curriculum, updating where necessary.
	PE and Sports Premium	Begin to use Get Set 4 PE program. Provide staff with CPD for Get Set 4 PE program. PE Lead and FS lead from HIPS and HJS to develop partnership to ensure effective provision	Establish Get Set 4 PE program. Continue partnership for PE Lead and FS Lead to ensure effective provision	TBC based on funding form DfE

Partnership & Community TARGET 3 [Partnership]	HJS	<p>Create business plan to develop cross-phase work with office staff at HIPS and HJS.</p> <p>Continue HIPS Stage 6 phonics into Year 3 Autumn term.</p> <p>HIPS to develop stronger partnership with HJS pastoral support to ensure families have continue support from Preschool through to Year 6.</p> <p>Embed new structure of leadership across HIPS with a view to work more collaboratively with HJS.</p> <p>Subject leaders to begin to work in partnership with HJS and develop consistent practice using the progression document.</p> <p>Explore “residential” for Year 2/3 chdn.</p>	<p>Embed cross-phase work with office staff at HIPS and HJS.</p> <p>Collaborate with HJS in supporting their 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> <p>Embed oracy across the Junior school.</p> <p>Embed consistent practice across HIPS and HJS using the progression document.</p>	Review 2023-24 and 2024-25 and set targets accordingly.
	Behaviour	<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>	
	Governors	<p>Develop through the skills audit a team of governors that includes more parents that can fulfil nay 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
	Parents	<p>Raise the % of parents attending [with a focus on PP].</p> <p>Encourage more parent readers and volunteers to support curriculum and extra-curricular clubs.</p> <p>Encourage engagement with PATHS.</p>	<p>Explore supporting rising 2's with early literacy.</p>	Stay and Play for 2 year olds.