

**Hartford Infant School
3 Year Strategic Plan**



**NB. This document should read in conjunction with our current School Development Plans for each year
Curriculum drivers: Oracy, Enquiry, Forest School**

GLD - Good Level of Development	ELG - Early Learning Goal	SDP - School Development Plan	NOPP - National Oracy Pioneers Programme	CAM – Cam Academy Trust	HAPP - Huntingdon Area Primary Partnership
UQT- Unqualified Teacher	NQT - Newly Qualified Teacher	RQT - Recently Qualified Teacher	NPQML/SL – National Professional Qualification for Middle/Senior Leaders	DOT - Developing Outstanding Teachers	DET- Developing Effective Teachers

		2020-2021	2021-2022	2022-2023 <i>(additional information will be added over time)</i>
Achievement	GLD	Alter provision to reflect school closure (March – July 2020). Raise the outcomes for children in Reception especially ELG for writing. Ensure 75% of chdn from their starting points make the adequate progress of 6 steps across the academic year.	<i>Due to school closure in Spring 2021 some of the targets remain the same</i> Raise the outcomes for children in Reception especially ELG for writing. Ensure 80% of chdn from their starting points make the adequate progress of 6 steps across the academic year.	Raise the outcomes for children in Reception especially ELG for writing to be within 10% of Local and National data. Ensure 85% of chdn from their starting points make the adequate progress of 6 steps across the academic year.
	Writing	Raise data outcomes for Writing across the school to be in line with National or above e.g. Y2: 65%; Y1:50%; YR:60% Ensure 75% of chdn from their starting points make the adequate progress of 6 steps across the academic year.	Provide continuous provision in Y1 to reflect the needs of the children who may have been affected by Covid-19 as per their end of Reception outcomes. Continue to raise outcomes for Writing across the school to be within 10% of local and national data <i>(Y2 children suffered significant gaps in learning due to lockdowns 202/21)</i> . Ensure 80% of chdn from their starting points make the adequate progress of 6 steps across the academic year.	Continue to raise outcomes for Writing across the school to be in line with National or above. Ensure 85% of chdn from their starting points make the adequate progress of 6 steps across the academic year.
	RWM combined	Raise the combined reading, writing and maths outcomes for all year groups e.g. Y2: 65%; Y1: 50% (based on previous years attainment); YR: 60% Use RWM combined data to inform interventions and target underperforming children.	Raise the combined reading, writing and maths outcomes for all year groups based on previous years attainment. Address reading outcomes due to Covid-19 impact, lack of reading books. Introducing e-learning through Bug Club.	Raise the combined reading, writing and maths outcomes for all year groups to be in line with Local and National data.
	Pupil Premium	Raise the data outcomes for disadvantaged children across the school to be inline with national or above Increase the progress for all disadvantaged children from their starting points. Create catch-up plan to address gaps in learning from school closure (Summer 2020).	Continue to raise the data outcomes for disadvantaged children across the school to be within 10% of Local and National data (due to COVID-19) . Increase the progress for all disadvantaged children from their starting points. Review and amend catch up plan to reflect school closure. Establish free breakfast club/after school club for homework for PP chdn to attend.	Raise the data outcomes for disadvantaged children across the school to be inline with national or above. Provide PP chdn with iPad or tablet to ensure they engage with Bug Club etc.
Curriculum	Oracy	To embed oracy to positively impact on reading and writing through the school's bold and engaging curriculum. See writing data targets as above	Continue to embed oracy to positively impact on reading and writing through the school's bold and engaging curriculum. Share the positive outcomes of oracy SDP to local/national colleagues via the NOPP.	Be recognised for our Oracy journey and promote ourselves as an Oracy school.
	School Curriculum	The intent of our curriculum with a focus on the whole-school enquiry and individual subjects is understood and embedded in classroom practise. Staff use HIS curriculum progression document.	Complete a full cycle of our whole school curriculum to be able to review the positive impact of whole-school enquiry and other subjects including the link up of subjects/themes Share curriculum and subject areas across CAM	Establish international links to further enhance the CAM Trusts sixth principal. Become a lead in Forest School for other schools in CAM/HAPP.

		LTP to underpin classroom practise to ensure consistency and progression of learning. It impacts positively on cognitive learning and well-being. Develop Forest School Lead L2 practitioner to support whilst L3 Leader absent.	Trust. Explore Forest School award/ Green Flag award.	
	Supporting resources	To enhance access to the curriculum/support classroom learning: purchase a class set of 30 i-pads.	To ensure sufficient hardware to support all staff in delivering high-quality teaching and learning. Explore how to use iPads to enrich the curriculum.	Look at outdoor provision for Year 2.
Leadership	NQT/RQT/UQT Development Plan	Support NQT to complete ECF course. AHT to support UQT to complete teaching course	Support RQT Support UQT to complete third year of teaching course	Support UQT to complete final year of teaching course.
	SLT	AHT to work across KS1 as "team leader". HT/AHT to oversee roles and responsibilities of those absent in SLT e.g. Pupil Premium	Review SLT structure across school including Nursery and other significant aspects within the school's roles and responsibilities	Review SLT and all staffing structure responding to current needs
	Monitoring	Staff accountable for their own class data and can contribute to termly data meetings. Subject leaders to take ownership of their curriculum area across the school. See SDP for further detail.	Review roles and responsibilities across school. Resume external moderation activities with HAPP and CAM colleagues	Aspire to be experts in KS1 and Early Years moderation.
	Empowering staff	Diminished SLT so some staff to take on greater responsibilities. Staff to engage with CPD. Developing new roles for supporting TAs CPD e.g. nurture role and Language support	More members of staff aspire to lead subject areas across CAM trust. Encourage staff to access NPQML/SL and DOT and DET. Encourage more TAs to develop practice through HLTA course	Provide opportunities for staff to lead within the CAM Trust e.g. secondment. Provide more opportunities for HLTAs to cover PPA
Partnerships	Develop Pre-School Provision	Establish a working and collaborative relationship with the LA to enable the appropriate processes are followed to establish a pre-school. Actively participate in the consultation process and thereafter in the community. Establish priorities for the first year of the pre-school.	Develop pre-school/nursery.	Establish pre-school/nursery within the Early Years network.
	Governors	Develop through the skills audit a team of governors that includes more parents that can fulfil nay identified gaps within the current governance expertise	Develop a research project with governors to develop their leadership skills	Embed the practises from previous years research into school life
	Parents	Support parents with Remote Learning Continue to liaise with parents of children in receipt of Pupil Premium- offer free Breakfast Club places	Investigate a bespoke support package for parents of children entitled to Pupil Premium Enable parents to support in school with workshops, Stay & Play activities, their understanding of key drivers in school through volunteering, workshops etc	Embed bespoke support package for parents of children entitled to Pupil Premium Develop a parent committee that has a supportive voice within the school?